

1. the graduate

Family Name: Frangos
Given Name(s): Andreas Sinclair
Student Number: 13573582
Date of Birth: 25/08/1996

2. the award

Name of Award:
Master of Psychology (Clinical)

Detail:The Master of Psychology (Clinical) is located at level 9 of the Australian Qualifications Framework and is taught in English and consists of 180 credit points, which normally takes 2 years of full time study. The Master of Psychology (Clinical) is designed for individuals seeking registration as a clinical psychologist and registered psychologists seeking to upgrade their existing qualifications. The program provides in-depth training in the diagnosis, assessment and treatment of psychological disorders across a wide range of client populations. Admission to this program is based on successful completion of an accredited four year sequence of study in psychology in Australia .

Features:Placements are an integral part of this program. Students will undertake practical placements as part of their clinical training. Students complete the first two semester internship at the psychology clinic located on campus under staff supervision , and two externships in a clinical community setting under external supervision. The program is designed to provide graduates with the education, knowledge, training and clinical skills in professional psychology.

Pathway to further study:Upon completion of the Master of Psychology (Clinical), graduates will be eligible to apply for full registration after two years of provisional registration.

Course accreditation:This program is fully accredited by the Australian Psychology Accreditation Council (APAC) and has full approval of the Australian Psychological Society (APS) for the purpose of Associate Membership to the APS College of Clinical Psychologists .

3. awarding institution

Bond University is Australia's first private, not-for-profit university which was given its status by an Act of the Queensland parliament in 1987. The University is listed as an Australian University on the Tertiary Education Quality and Standards Agency's National Register of Higher Education Providers. The University's Commonwealth Register of Institutions and Courses for Overseas Students number is 00017B. The University's standard academic calendar consists of three semesters each year, which effectively enables a student to complete a year and a half of academic study within a twelve month period. This enables students to fast-track their degrees. Bond is consistently rated among Australia's leading universities. Additional information can be found at www.bond.edu.au

The Australian Higher Education Graduation Statement is provided by Australian higher education institutions to graduating students on completion of the requirements for a particular higher education award. It provides a description of the nature, level, context and status of studies that were pursued by the individual named. Its purpose is to assist in both national and international recognition of Australian qualifications and to promote international mobility and professional recognition of graduates.



certification

Signature: 
Capacity: University Registrar
Date: 15 June 2022

4. graduate's academic achievements

Course details:

Master of Psychology (Clinical)

Status

Passed

Date

5/05/2022

COMPLETED COMPONENTS

| Year/Semester | Subject | Cr.Pts | % | Grade |
|----------------|---|--------|----|------------------|
| 2020 May | Counselling Psychotherapies and Clinical Skills | 10 | 78 | Distinction |
| | Psychopathology and Therapy: Adults 1 | 10 | 85 | High Distinction |
| | Research Methods, Professional Practice and Ethics | 10 | 77 | Distinction |
| 2020 September | Advanced Psychological Assessment | 10 | 74 | Credit |
| | Psychopathology and Therapy: Adults 2 | 10 | 78 | Distinction |
| | Psychopathology and Therapy: Families, Children and Adolescents | 10 | 80 | Distinction |
| 2021 January | Internship: Part A | 10 | | Ungraded Pass |
| | Masters Dissertation - Part 1 | 10 | | Ungraded Pass |
| | Psychopharmacology and Pharmacotherapy | 10 | 79 | Distinction |
| 2021 May | Health Psychology | 10 | 79 | Distinction |
| | Internship: Part B | 10 | | Ungraded Pass |
| | Masters Dissertation - Part 2 | 10 | | Ungraded Pass |
| 2021 September | Externship I | 15 | | Ungraded Pass |
| | Masters Dissertation - Part 3 | 15 | | Ungraded Pass |
| 2022 January | Externship II | 15 | | Ungraded Pass |
| | Masters Dissertation - Part 4 | 15 | 76 | Distinction |

Key to grading:

The following table indicates the current finalised grades and associated mark ranges issued by Bond University along with the US and European Credit Transfer Systems (ECTS) equivalency. A standard subject at Bond University is 10 credit points, and the normal full-time load is 40 credit points per semester. A subject of 10 credit points at Bond generally equates to 3 or 4 credits in the US system or 7.5 in the ECTS. A full explanation of all current and discontinued grades issued by the University and the calculation of a GPA can be found on the Official Academic Record for the student .

| Grade | % Mark Range | US Equivalent | ECTS Equivalent | Grades excluded from GPA Calculation | |
|------------------|--------------|---------------|-----------------|--------------------------------------|----------------------------------|
| High Distinction | 85 - 100 | A+ | 1.00 – 1.50 | Exemption | Exempted from subject |
| Distinction | 75 - 84 | A | 1.51 – 2.50 | Continuing | Enrolment continued |
| Credit | 65 - 74 | B | 2.51 – 3.50 | Supplementary Pass | Supplementary exam passed |
| Pass | 50 - 64 | C | 3.51 – 4.00 | Supplementary Fail | Supplementary exam failed |
| Fail | < 50 | F | >4 | Ungraded Pass | Pass in a Pass/Fail only subject |
| Ungraded Fail | 0 | F | | | |
| Withdrawn Fail | 0 | F | | | |
| Annulled | 0 | F | | | |



5. description of the Australian Higher Education System

Introduction

The Australian higher education system consists of self-governing public and private universities and higher education institutions that award higher education qualifications.

The Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools.

The AQF has 10 levels, each with defined criteria based on a taxonomy of learning outcomes. Higher education qualifications are placed between level 5 (the Diploma) and level 10 (the Doctoral Degree). The Bachelor Degree is at level 7. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of the knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type. The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au <<http://www.aqf.edu.au>> .

The main AQF qualifications awarded by higher education institutions are Bachelor Degrees, Masters Degrees and Doctoral Degrees. There are also three qualifications at the sub-degree level: the Diploma, the Advanced Diploma and the Associate Degree. At the graduate level but below the Masters Degree are the Graduate Certificate and Graduate Diploma. The Undergraduate Certificate, which was added to the AQF in 2020, is a higher educational qualification that is not allocated to a single AQF level, but recognises completion of a short course, equivalent to a half a year's study (0.5 Equivalent Full Time Study Load) toward an existing qualification at AQF level 5, 6 or 7.



| Level | Qualification Type | Summary |
|-----------|---|---|
| – | Senior Secondary Certificate of Education | Graduates with this qualification will have knowledge, skills and values for diverse pathways to further learning, work and effective participation in civic life |
| Level 1 | Certificate I | Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning |
| Level 2 | Certificate II | Graduates at this level will have knowledge and skills for work in a defined context and/or further learning |
| Level 3 | Certificate III | Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning |
| Level 4 | Certificate IV | Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning |
| Level 5 | Diploma | Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning |
| Level 6 | Advanced Diploma Associate Degree | Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning |
| Level 7 | Bachelor Degree | Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning |
| Level 5-7 | Undergraduate Certificate* | Graduates with this qualification will have foundational knowledge and skills for further study, professional upskilling, work and participation in lifelong learning. |
| Level 8 | Bachelor Honours Degree Graduate Certificate Graduate Diploma | Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning |
| Level 9 | Masters Degree | Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning |
| Level 10 | Doctoral Degree | Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice |

* As at the publication of this document, the Undergraduate Certificate qualification type must not be issued after 31 December 2021. Undergraduate Certificates that have been issued prior to this date will continue to be recognised as valid AQF qualifications.



Admission

Requirements for admission to particular awards are set by higher education institutions and provide a range of routes for entry and only admit those students considered to have potential to complete an award successfully. Admission of school leavers to undergraduate awards is typically on the basis of the level of achievement in Year 12 secondary education, although some institutions and awards also use interviews, portfolios or demonstrated interest or aptitude. Most institutions also provide alternative entry provisions via bridging or foundation programs for mature age students or other special provisions, such as recognition of prior learning from previous study. Admission to post-graduate awards is generally based on the level of achievement in previous higher education studies and in most cases, admission to PhD awards is based on high achievement in a research Masters Degree or in a Bachelor Degree with first class honours or second class honours division A.

Quality

Quality assurance and stringent approval requirements for higher education institutions ensure that Australia has an international reputation for high quality education.

The Tertiary Education Quality and Standards Agency (TEQSA) was established on 30 July 2011 as a new national regulator and quality assurance agency for higher education. TEQSA is an independent body with the powers to regulate university and non-university higher education institutions and monitor quality against standards. Its purpose is to protect student interests and the reputation of Australia's higher education sector through a proportionate, risk-reflective approach to quality assurance that supports diversity, innovation and excellence.

From 29 January 2012 TEQSA assumed responsibility for registering and re-registering providers and accrediting and re-accrediting awards for higher education providers that do not have authority to accredit their own awards. At the time of registration, re-registration, accreditation and/or re-accreditation, TEQSA evaluates the performance of a higher education provider against the Higher Education Standards Framework. The framework specifies the minimum standards that all higher education providers must meet and continue to meet in order to remain registered.

TEQSA also monitors provider risks and performance and identifies good practice to support continuous improvement within the sector, guide sectoral quality enhancement and inform policy and research.

The Higher Education Standards Panel, which is independent from TEQSA, is responsible for advising the Minister for Education and TEQSA on the development, monitoring and interpretation of the Higher Education Standards Framework.

All higher education institutions receiving Australian Government financial support must meet quality and accountability requirements that are set out in the *Higher Education Support Act 2003*. The Australian Government also uses a range of tools to measure and monitor the quality of outcomes, while the interests of international students are protected by the *Education Services for Overseas Students Act 2000* and the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), providing tuition assurance and ensuring that institutions listed on CRICOS meet defined minimum standards.

