



# Guidelines for the Presentation of the Australian Higher Education Graduation Statement

*March 2025*

# Introduction

The Australian Higher Education Graduation Statement (AHEGS) is issued in addition to other documentation, such as testamurs and academic transcripts. Its purpose is to describe a higher education qualification in an easily understandable way, providing greater transparency by including descriptions of the nature, level, context and status of the studies undertaken as well as information about the education system to which the qualification belongs.

The AHEGS is supported by Australian universities, higher education providers and other stakeholders to assist students seeking employment or further studies both in Australia and abroad. It is intended to make Australian awards better understood internationally and thus enhance the international mobility of graduates and Australia's competitiveness in the international higher education export market. It is the Australian equivalent of the European Diploma Supplement. It takes the form of a document provided to graduates by the awarding institution.

Only higher education providers registered in Australia are able to issue an AHEGS.

## Background

In 2007, the Australian Government announced a consortium of universities had been commissioned to develop a single agreed template for an Australian version of the European Diploma Supplement. The successful consortium was led by Professor Richard James, Director of the Centre for the Study of Higher Education (CSHE) at the University of Melbourne, and Professor Lynn Meek, Director of the Centre for Higher Education Management and Policy at the University of New England. The final report, *Proposal for an Australian Higher Education Graduation Statement* was released in mid-2008.

The report recommended an Australian Diploma Supplement be named the 'Australian Higher Education Graduation Statement', that the Statement should be provided without cost to all higher education graduates and that implementation in Australian universities should be on a voluntary basis commencing as soon as practicable in 2008.

## General Information

The full history and purpose of AHEGS is provided in the report: *Proposal for an Australian Higher Education Graduation Statement*. Pages 10-11 of the report outline the Guiding Principles for the AHEGS which provide background for the development of your AHEGS.

While each issuing higher education provider is expected to follow these guidelines and provide specified information under the five sections, it is acknowledged each institution will follow its own style in presenting information, including information from academic transcripts. It is acknowledged some institutions may provide graduates with digital graduation documents, including the AHEGS.

### Contact Details

For all queries regarding the Australian Higher Education Graduation Statement please contact:

[AHEGS@education.gov.au](mailto:AHEGS@education.gov.au).

# Layout and Details

The AHEGS consists of five sections and must be presented in the following order:

- Section 1 – The Graduate
- Section 2 – The Award
- Section 3 – The Awarding Institution
- Section 4 – The Graduate's Academic Achievements
- Section 5 – Description of the Australian higher education system

Details of what to include in each section is outlined below.

## First Page Details

The following information should appear on the front page of the AHEGS.

### Compulsory Items:

#### 1. The AHEGS Logo

The AHEGS logo must be included on the AHEGS.



*Notes:*

- The logo should appear in colour on the first page in the top right hand corner.
- The width should be exactly 45mm and the background transparent.
- The logo must contain the ® symbol.
- As the logo is a registered trademark, it is a legal requirement that ALL institutions be licensed to use it. Please contact the Department of Education to obtain a licence deed ([AHEGS@education.gov.au](mailto:AHEGS@education.gov.au)).
- For a copy of the AHEGS logo, please send in your request via the AHEGS inbox ([AHEGS@education.gov.au](mailto:AHEGS@education.gov.au)).

#### 2. Statement on the Australian Higher Education Graduation Statement

The following statement is compulsory to include on the first page, and must not be amended:

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.

*Notes:*

- Preferred placement of the above statement is directly underneath the AHEGS logo.

#### 3. Certification

The AHEGS must be certified by the person authorised by the higher education provider to issue the documentation. It must appear on the first page and contain the following information:

Date:

Signature:

Capacity:

*Notes:*

- Exact placement of the certification is at the institution's discretion.

## 4. Institutional Logo

Your institutional logo should appear on the first page of the AHEGS.

*Notes:*

- In the case of jointly-badged qualifications, institutions may choose to include both/all institutions' logos.
- Exact placement of the institutional logo is at the institution's discretion.

## Section One – The Graduate

Section one shows basic details of the student.

### Compulsory Items:

Family name  
Given name(s)  
Student Number

### Optional Items:

Date of birth

## Section Two – The Award

Section two shows details of the award. The focus is on the award, as named, and not on the specific academic pathway or achievements of the individual graduate.

### Compulsory Items:

#### 1. Name of the Award

Full name of the award and the field or fields of specialisation, where appropriate.

#### 2. Detail

Summary details of the award, including admission requirements, normal duration of study, language of instruction and Australian Qualifications Framework level. This may be provided by a generic statement or with reference to a website. For example:

The Bachelor of Arts is an undergraduate qualification consisting of 24 units, taught in English, which normally takes three years of full-time study or part-time equivalent. The program structure requires successful completion of two arts majors of seven units each and elective courses. The Bachelor of Arts is located at Level 7 of the Australian Qualifications Framework. Most students are admitted on the basis of XXXX.

The Graduate Diploma (Languages) is a specialist postgraduate qualification consisting of eight units, taught in English, which normally takes three years of study and is available on a part-time basis only. The program structure requires the successful completion of one language unit in each of two semesters in the first and second years followed by the successful completion of two units in each of two semesters in the third year. The Graduate Diploma (Languages) is located at Level 8 of the Australian Qualifications Framework. Most students are admitted on the basis of XXXX.

The Master of Pharmacy is a specialist postgraduate qualification, taught in English, open to students who are suitable, successful graduates of human biology or biomedical sciences. Student must have successfully completed subjects of human biology, chemistry, biochemistry, microbiology and, anatomy and physiology. The program consists of two-years of full-time study. Once a pre-registration year is completed within Australia, and local board exams are passed, the graduates are licensed to practise as Registered Pharmacists in Australia. The Master of Pharmacy is located at Level 9 of the Australian Qualifications Framework. Most students are admitted on the basis of XXXX.

*Notes:*

- Institutions may choose the level of detail they wish to provide for this section.
- It is acceptable not to go into details of majors/specialisations in this section.
- Admission requirements should be relevant to the time of entry to the course, where possible.

## **Optional Items:**

### ***Features***

Institutions may include a brief description of distinguishing features of the course, such as professional placements, industry-based learning or overseas study.

If work integrated learning is a key part of the award, it is advisable that details are provided in this section.

### ***Pathway to further study***

Institutions may include summary details on further or advanced higher education awards for which this award typically serves as preparation. Links to websites for detailed or additional information may be included.

### ***Course Accreditation***

Institutions may include a statement regarding relevant accreditation of the course by external organisations, for example, professional accreditation associations, detailing the agency and the date of most recent accreditation. If the qualification confers on the graduate rights to practice within particular jurisdiction, relevant information should be provided.

## **Section Three – The Awarding Institution**

Section three shows details of the awarding institution. The text in this section will be the same for all graduates from the particular institution, with some exceptions (for example, jointly-badged awards and Open Universities Australia Awards).

### **Compulsory Item:**

#### **1. Awarding Institution**

Include a brief description (preferably one or two sentences) of the institution including provider category under the Higher Education Standards Framework (Threshold Standards) 2021, date of founding and legislation of establishment (if applicable).

All institutions should provide information on their inclusion on the Tertiary Education Quality and Standards Agency's National Register of Higher Education Providers. Institutions listed on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) should include their registration number in this section.

For example, for Australian Universities:

The University of X is a public university recognised for excellence in teaching and learning. The University was established by an Act of the Victorian Parliament in 1853 and 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 12345X.

Additional information can be found at [www.uniX.edu.au](http://www.uniX.edu.au).

For example, for other higher education providers:

The Institute of X is a private higher education provider recognised for excellence in teaching and learning. The Institute was founded in Adelaide in 1984 and is listed as an Institute of Higher Education on the Tertiary Education Quality and Standards Agency's National Register of Higher

Education Providers. The Institute's Commonwealth Register of Institutions and Courses for Overseas Students number is 12345X.

Additional information can be found at [www.instituteX.edu.au](http://www.instituteX.edu.au).

*Notes:*

- Links to institutional websites may be provided for additional information.
- Where the course is a jointly-badged award with another institution, or is delivered by another institution, including overseas institutions, details of the arrangement should be provided.
- If the course was completed by Open Universities Australia, details of the arrangement should be provided in this section.

## Section Four – The Graduate's Academic Achievements

Section Four shows details of the graduate's academic achievements. This section is therefore unique to individual graduates.

### Compulsory Items:

#### 2. Course Details

This section should contain relevant information pertaining to units of study undertaken toward this award, whether or not these were successfully completed. Included should be the unit name, institutional unit code, credit point value and grade.

*Notes:*

- All units of study contributing to the award should be included.
- Details of credit or advanced standing given for previous study or study at other institutions should be provided.
- Fail grades must be included.
- For higher research qualifications, the thesis title and a 100-word abstract should be included.

#### 3. Key to grading

Provide details of the institutional system for grading units and, where appropriate, for grading the award. For example:

<u>Grade</u>	<u>Marking Criteria</u>
High Distinction (HD)	A mark between 85 and 100
Distinction (D)	A mark between 75 and 84
Credit (C)	A mark between 65 and 74
Pass (P)	A mark between 50 and 64
Fail	A mark between 1 and 49
Fail No Submission	No work submitted for assessment

Explanations of honours grades should be included as appropriate.

*Notes:*

- If appropriate, details may be provided of examination processes for research higher degrees. Names of examiners should not be included.
- For higher degree research awards with no coursework component at all, only the thesis title and abstract are required.
- If a Grade Point Average (GPA) is included in the AHEGS, details should be provided, explaining how the GPA was calculated.
- It is not acceptable to provide a link to the individual institution's 'Key to Grading' web page, nor is it acceptable to provide the key as an attachment to the AHEGS.

## Optional Items:

### ***Additional course details***

Specific details of particular course related achievements of the graduate may be included, such as: workplace learning; institutional organised study abroad or independent overseas study credited to the award; major practicum or professional training placements; and assessed competencies or graduate employability skills.

### ***Special achievements, recognition and prizes***

Academically related individual achievements may be included, such as: prizes; institution or faculty medals; special distinctions; and internally or externally funded scholarships based on academic merit. Only information that can be authenticated by the institution should be included. Ideally, achievements shown should relate directly to the award.

## **Section Five – Description of the Australian Higher Education System**

The following section is compulsory, and the content is provided by the Australian Government. All information must be reported in its entirety, without amendments:

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### **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 education qualification that is not allocated to a single AQF level, but recognises completion of a short course, equivalent to 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	Vocational Degree*	Graduates at this level will have broad and coherent knowledge and skills for professional 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

\*The Vocational Degree is designed for, and delivered by, the vocational education and training sector.

## Admission

Requirements for admission to particular awards are set by higher education providers. While there are a range of pathways into higher education, providers may 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 Australia has an international reputation for high quality education.

The Tertiary Education Quality and Standards Agency (TEQSA) was established on 30 July 2011 under the *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act). It is Australia's independent national quality assurance and regulatory agency for higher education. TEQSA has the powers to regulate university and non-university higher education providers 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 (Threshold Standards) 2021. 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 (HESP) is an expert independent statutory advisory body established under the TEQSA Act. The HESP is responsible for advising the Minister for Education and TEQSA on the development, monitoring and interpretation of the Threshold Standards.

All higher education institutions receiving Australian Government financial support must also meet the quality and accountability requirements set out in the *Higher Education Support Act 2003*.

The Australian Government 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.

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### Notes:

- The above text, table and AQF logo should be included unaltered and in its entirety on the AHEGS.
- The AQF table must appear in full on the same page.

## Issues to Note

### Web links

Web links can be used on the AHEGS at the institution's discretion. If using web links, it is recommended that they are at a basic level (for example: [www.uniX.edu.au](http://www.uniX.edu.au)) to prevent outdated links. It is not compulsory, but you may find it useful to create an AHEGS dedicated page on your institution's website to communicate more easily with students and employers.

## AHEGS paper

There is no requirement to use secure paper for the AHEGS but many institutions are choosing to use the same paper as the testamur/academic transcript which may include watermarks and/or holograms.

## Jointly-badged qualifications

Jointly-badged qualifications are those that involve more than one institution, where the partner institution may be domestic or overseas. Regardless of the nature of the arrangement, the AHEGS should acknowledge that the qualification was delivered by two (or more) institutions.

If the partnership is with an overseas institution, only the Australian higher education provider can issue the AHEGS.

If the partnership is with a domestic institution, the institutions may either agree on which one will provide the AHEGS or they may both provide AHEGS, as long as the arrangement is acknowledged on the AHEGS. If an institution has third-party delivery or articulation arrangements, it can decide whether to acknowledge such arrangements in its AHEGS.

## Nested Degrees

For nested degrees, such as where students first complete a Graduate Certificate, followed by a Graduate Diploma and/or followed by a Masters, institutions should follow the same practices that they use for issuing awards. For example, if an institution grants a testamur at each stage, it should issue an AHEGS at each stage, however, if the institution only grants the award at the end of the studies, it should only issue an AHEGS at that point.

## Double/combined Degrees

A double degree is an award where a student receives two separate awards, i.e. two testamurs. A separate AHEGS should be provided for each qualification. For example: Bachelor of Business/Bachelor of Arts in International Studies.

A combined degree is an award for which a student receives a single testamur. Only one AHEGS should be provided for a combined degree. For example: Bachelor of Arts/Asian Studies.

## Reissuing of an AHEGS

A reissued AHEGS should be provided in identical form to the original version. If this is not possible, for example due to out of date stock paper, it is acceptable to reproduce the AHEGS on different paper, but the information contained in the AHEGS should remain as originally issued.

Institutions must provide one copy of the AHEGS free of charge. It is acceptable to charge for reissuing if it is standard procedure to do so for testamurs and academic transcripts.

## Storage of the AHEGS

The Department of Education does not have a policy on the storage of the AHEGS and institutions should select a method of storage to suit available resources.

## Other frequently asked questions

A list of frequently asked questions is available on the Department of Education website.