

I. THE GRADUATE

Family Name	Student
Given Name/s	Name
Student Number	3123456

2. THE AWARD

Name of award
Bachelor of Business

Details

This qualification, taught in English, normally takes three years of full-time study or the equivalent part-time study and is located at Level 7 of the Australian Qualifications Framework. Admission requirements are available in the University's handbook at www.rmit.edu.au/handbook.

Course accreditation

The Major in Marketing is accredited by the Australian Marketing Institute. The professional body offers membership to graduates of the accredited Marketing major.

The Major in Financial Planning is accredited by the Department of Treasury meeting the academic requirements to become a registered Financial Planner.

The Major in Finance is recognised by the Chartered Finance Analyst Institute as an affiliated program. The affiliation provides a pathway for graduates to become a Chartered Financial Analyst.

The Major in the Business Information Systems is accredited by the Australian Computer Society. The accreditation recognises the graduate as an ICT professional for initial professional practice.

3. AWARDING INSTITUTION

RMIT is a global university of technology and design. The Royal Melbourne Institute of Technology, more commonly known as RMIT University, was founded as the Working Men's College in 1887. RMIT is a university constituted under government legislation. RMIT is included 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 00122A. RMIT enjoys an international reputation for excellence in work-relevant education and engagement with the needs of industry and the community. Programs are taught at its campuses in Australia and Vietnam. The University also delivers RMIT award programs with partner institutions including Open Universities Australia. The strong professional and vocational orientation of RMIT's programs prepares graduates for employment and active participation in their communities.

For more information see www.rmit.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.

CERTIFIED

Date: 5 August 2025

Signature:



Connie Merlino
University Secretary and
Academic Registrar

KEY TO GRADING

Grades denoting successful completion of a course

Mark range	Grade	Description	Contributes to GPA* score	Grade points
80 — 100	HD	High distinction	Yes	4
70 — 79	DI	Distinction	Yes	3
60 — 69	CR	Credit	Yes	2
50 — 59	PA	Pass	Yes	1
—	PX	Pass grade only — no higher result available	No	—
—	SP	Supplementary pass	Yes	1

Grades denoting credit transfer, recognition of prior learning and external study

Mark range	Grade	Description	Contributes to GPA* score	Grade points
—	EX	Exemption granted	No	—
—	BX	Block exemption granted	No	—
—	EPG	External pass grade	No	—
—	EFG	External fail grade	No	—
—	MX	Masters exemption granted	No	—

Grades denoting unsuccessful completion of a course

Mark range	Grade	Description	Contributes to GPA* score	Grade points
0 — 49	NN	Fail	Yes	0
—	NH	Fail due to a failure of a mandatory hurdle requirement	Yes	0

Interim (in-progress) grades

Mark range	Grade	Description	Contributes to GPA* score	Grade points
—	DEF	Deferred examination granted	No	—
—	EOT	Extension of time	No	—
—	EQV	Equivalent assessment granted	No	—
—	NEX	No assessment scheduled	No	—
—	RWI	Results withheld industrial	No	—
—	SUP	Supplementary assessment granted	No	—

Other grades

Mark range	Grade	Description	Contributes to GPA* score	Grade points
—	NOP	No Assessment Participate Only	No	—
—	RSC	Remission (removal) of debt under special circumstances	No	—
—	WDR	Withdrawn from course	No	—

* Grade point average

Grade point average (GPA) is not calculated for vocational education courses and preparatory programs such as Foundation Studies which are assessed in accordance with competency based assessment principles without an approved grading system.

More information

Learn more about RMIT grading, including historic grades and how the University calculates grade point average (GPA) and weighted average mark (WAM) at

www.rmit.edu.au/students/my-course/assessment-results/results-grades.

Please note: This grading is subject to change. For the latest information refer to the webpage listed above.

4. GRADUATE'S ACADEMIC ACHIEVEMENTS

Bachelor of Business

Academic requirements for the program completed on 14 July 2025

The award was conferred on 31 July 2025

		Unit	Mark	Grade
2022				
BUSM2562	Understanding the Business Environment	12	67	CR
BUSM2567	Business Decision Making	12	55	PA
BUSM4558	Work in Global Society	12	66	CR
ISYS3408	Blockchain for Business	12	62	CR
Year GPA: 1.8				
2023				
BAFI3254	Financial Instruments and Technologies	12	64	CR
BUSM1094	Organisations	12	60	CR
BUSM2572	Business in Society	12	54	PA
BUSM2577	Integrated Perspectives on Business Problems	12	67	CR
ECON1349	The Blockchain Economy	12	71	DI
INTE2554	Blockchain Applications and Smart Contracts	12	87	HD
LAW2556	Civil and Criminal Issues in the Digital World	12	88	HD
OMGT2155	Supply Chain Technologies	12	65	CR
Year GPA: 2.5				
2024				
ACCT2326	Accounting and Taxation in the Digital Economy	12	77	DI
BAFI3236	Cryptofinance & Cryptocurrency	12	72	DI
BUSM1202	Managing Change	12	62	CR
BUSM1222	Global Business	12	65	CR
BUSM1311	The Foundations of Entrepreneurship	12	61	CR
BUSM3122	Work, Health, Safety & Wellbeing	12	78	DI
BUSM4177	Leadership	12	62	CR
ECON1561	Blockchain Application Projects	12	85	HD
Year GPA: 2.6				
2025				
BUSM2541	Critical and Analytical Approaches	12	61	CR
BUSM2582	Business Graduate Folio	12	71	DI
ISYS3443	Introduction to Enterprise Artificial Intelligence	12	80	HD
LAW2604	Legal Considerations of Artificial Intelligence, Big Data and Blockchain	12	65	CR
Year GPA: 2.8				
Majoring in Blockchain Enabled Business				
Cumulative GPA: 2.5				

End of academic achievements

5. DESCRIPTION OF THE AUSTRALIAN 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.

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

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 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.

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