AUSTRALIAN ROTARY HEALTH AND ROTARY CLUB OF FLEMINGTON KENSINGTON PhD SCHOLARSHIP

investigating

MENTAL HEALTH IN CHILDREN AGED 5-12

Forward Application Form to: **Cheryl Deguara** **Programs Co-Ordinator** **Australian Rotary Health** **PO Box 3455, Parramatta NSW 2124**

Closing date for applications: Friday 15th October 2021
Applicants for this scholarship must be eligible to undertake a PhD program at the
University or Institution in Victoria

GUIDE TO APPLICANTS

Australian Rotary Health

Australian Rotary Health is a multi-district project for Rotary in Australia, with over 1,150 Rotary Clubs and 38,000 Rotarians supporting it. Australian Rotary Health has channelled more than $45 million in Australian research projects over its 39-year history. Australian Rotary Health's emphasis has been on community health and has previously invested in research projects looking at Cot Death, Adolescent Health, Family Health as well as the Ross River Virus, Malaria, Bowel Cancer screening, First Aid and Emergency Care Research. Australian Rotary Health's Funding Partners Program has invested in over $1 million in the best and brightest minds in fields as diverse as Heart Disease, Child Wellbeing, Suicide, Multiple Sclerosis, Motor Neuron Disease, Alzheimer's and most of the Cancers.

Objectives of Australian Rotary Health

- To provide financial support for research projects conducted in Australia which have the potential to   enhance the health of the community.
- To stimulate research activities within Australia by facilitating communication between participants in specified fields.
- To support specific research fields for a minimum of three years.

Eligibility Requirement

- Applicants must be an Australian Citizen or have Permanent Resident Status and not be under bond to any foreign government. Applicants are to provide evidence of citizenship or residential status, or
- Overseas PhD students can apply for scholarships on confirmation of the following:
    - Tuition fees to applicants chosen Australian University are paid (unless fees are waived by the university).
    - Applicant to have confirmed a supervisor for their research work and a university with confirmed of their enrolment.
    - Applicant to have agreed to stay in Australia for the term of the PhD – up to 3.5 years.

Applications will be evaluated on the following

- Academic Record.
- Scientific excellence of the application.
- Feasibility of the proposed research.
- Quality of the intended supervisor/s
- Relevance to Community-Based Interventions.

Instructions for Applicants

- It is intended that the Funding Partner Scholarship will provide salary and incidental support for a postgraduate student who is undertaking **_full time_** research into Mental Health in Children aged 5-12years
- The annual value of the Australian Rotary Health/Rotary Club of Flemington Kensington PhD Scholarship is $30,000. The award will be made for one year in the first instance but can be extended for a maximum of three and a half years (total) upon receipt of satisfactory annual progress reports.
- Payments are restricted by Income Tax authorities to entities endorsed as a deductible gift recipient under subdivision 30-Ba of the Income Tax Assessment Act 1997.
- To qualify, projects must be undertaken within a university, public hospital, research institute or other body approved under Section 78 of the Income Assessment Act.
- Only applicants about to commence, or already those engaged in their **first year** of a **PhD** are eligible to apply for the Scholarship.

Scholarship Conditions

- Applicants must be FULL-TIME students and not be receiving an additional scholarship. Additional salaried work must not exceed NHMRC guidelines. **Applicants enrolled in a combined degree are not eligible.**

Reports

- Annual progress reports are required and will be sent on a prescribed form. These reports will be used for public relations and to assist the Research Committee if further funding is sought. A final report as well as a copy of your thesis is to be submitted on completion of the project.

Acknowledgement

- All publications or presentations emanating from an approved project must acknowledge Australian Rotary Health and copies must be forwarded to Australian Rotary Health.

How to Apply

Failure to follow these instructions concerning the application form could prejudice the success of your application.

- The application should be complete in itself. Do not assume that the person reading it will have access to any of your previous applications.
- It is in your interest to be precise and concise in your application. Do not add annexes or other documents to this application except those requested.
- The minimum size typeface to be used is 12pt.
- Do not change page divisions.
- Important references to other publications in the field should be quoted so the assessors can relate the importance of the application to the field in general.
- Applicants and supervisors should list their own publications over the past five years. Quote only those references that have been accepted or have been published in refereed journals.
- The original plus **one** copy of (i) the typed application, (ii) academic transcript and (iii) curriculum vitae should be sent by mail to Australian Rotary Health, through the Administrative Officer of your Institution.
- Attach official academic transcripts and an institutional key to grading system used at the end of the application.
- The scholarship applicant must arrange for THREE referees reports to be sent **DIRECTLY** to Australian Rotary Health by the closing date of the application. These may be submitted electronically to cheryl@arh.org.au

Funding Source

- The Funding Partners scholarship offered here relies on a funding partnership between Australian Rotary Health, Rotary Club of Flemington Kensington PhD Scholarship and your university/institution.
- Australian Rotary Health and Rotary Club of Flemington Kensington PhD Scholarship provides $19,000 p.a and your University/Institute, Department/School or Laboratory would be required to provide $11,000 p.a for the duration of the 3 year scholarship.
- Confirmation that University funds are available to commit to this scholarship MUST accompany this application (Section 9).

Notification

- All applicants, whether they are successful or unsuccessful, will be notified in October/November 2021.
- All applicants who are successful with another scholarship application must advise Australian Rotary Health immediately.

All correspondence and enquiries should be addressed to:
Cheryl Deguara
Program Co-Ordinator
Australian Rotary Health
PO Box 3455, Parramatta, NSW, 2124
Ph: 02 8837 1900   E: cheryl@arh.org.au

Checklist

☐ Have you answered all the questions?
        ○ International students only to complete Section 12.

☐ Have you confirmed that the referee reports will be forwarded to Australian Rotary Health?

☐ Has Section 9 been signed by the Department Head and Head of the Institution?

Are the following documents attached?

☐ Certified proof of Australian Citizenship or Australian Permanent Residency

☐ Academic Transcript and grading system

☐ Curriculum Vitae

**SEND YOUR APPLICATION AND SUPPORTING DOCUMENTS TO
AUSTRALIAN ROTARY HEALTH THROUGH THE
ADMINISTRATION OFFICER OF YOUR UNIVERSITY/INSTITUTE.**

Administering University/Institute: The University of Melbourne

1. TITLE OF PROJECT

Training teachers to provide early intervention to primary school aged children experiencing mental health problems

2. SCHOLARSHIP APPLICANT AND SUPERVISOR DETAILS

Name: Catherine Johnson
Proposed commencement of PhD (month/year): April 2022
Proposed Department and Institute: Melbourne School of Population and Global Health, Faculty of Medicine, Dentistry and Health Sciences, University of Melbourne
Academic Qualifications: Bachelor of Arts (2010), Bachelor of Science (2010), Master of Teaching (2014), Graduate Certificate of Educational Research (Thesis) (2018) **Year of Birth:** 1987
Postal Address: 8 Spruhan Avenue, Norlane, VIC 3214
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Phone: Mobile: 0413 443 534
Australian Citizen (**Y**/N): Y   Permanent Resident of Australia (Y/N):

Supervisor 1
Name: Dr. Laura Hart
Department and Institute of research: Centre for Mental Health, Melbourne School of Population and Global Health, University of Melbourne
Academic Qualifications: PhD (2011), BSc(Hons), first class (2006), BA (2004)
Mailing Address: Level 4, 207 Bouverie Street, Carlton, The University of Melbourne, Victoria 3010 Australia
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Supervisor 2
Name: Dr. Jon Quach
Department and Institute of research: Centre for Program Evaluation, Melbourne Graduate School of Education, University of Melbourne
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Supervisor 3

Name: Dr. David Armstrong
Department and Institute of research: School of Education, RMIT University
Academic Qualifications: PhD
Mailing Address: 225–245 Plenty Rd, Bundoora
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Phone: 9925 9728

3. PREVIOUS RESEARCH EXPERIENCE OF SCHOLARSHIP APPLICANT

Please provide details of any relevant research experience e.g. research electives, full/part time research employment or any additional qualifications.

I completed a Masters' level research unit sequence and thesis in Psychology and Education in 2017 as part of my Master of Teaching degree, receiving a distinction and the Dean's Award for Academic Excellence (top graduating student in cohort). Since 2018, I have been employed at the Centre for Mental Health at the University of Melbourne as a research and project assistant on an NHMRC Funded randomized controlled trial and evaluation of teen Mental Health First Aid in ten schools around Victoria. I have a first-author paper published from my work in this role.

My most recent project has been the scoping and development of a Mental Health First Aid course aimed at parents, teachers and health professionals who live and work with children aged 5-12 years old. In direct relation to my PhD research project, I am in the process of conducting 3 Delphi studies to inform the evidence-base for this new Mental Health First Aid training program. I am also finalizing a systematic review of the mental health literacy of parents, teachers and health professionals with regards to children.

I am a qualified teacher with 5 years of teaching experience in schools. As a researcher, I have published one first author paper, three executive level reports, and I have presented at a number of scientific conferences (by abstract acceptance) and organizational settings on my research, including to Rotary clubs in Melbourne.

4. SUMMARY OF PROJECT (In plain english/lay language.)

This project aims to develop evidence-based guidelines and co-designed training for teachers on how to best support primary aged children with emerging mental health problems (MHP's) in the classroom. Mental health problems in children are common, with as many as 1 in 7 Australian children aged 4 to 11 years experiencing a diagnosable mental illness, such as anxiety or ADHD, in any one year (Lawrence et al., 2015). In the wake of COVID-19 and the associated periods of remote learning, as students return to the classroom, teachers will require more information than ever before on how to support the mental health of children.

The proposed teacher training would aim to increase teacher self-efficacy and confidence in using evidence-based strategies that are known to support children with mental health problems to fully engage in learning and minimise the impact of symptoms on functioning and relationships. For example, cognitive behavioural therapy techniques for anxiety, such as gradual exposure to stressors using relaxation strategies, have evidence to show their effectiveness. Helping teachers to use these strategies with anxious students in the classroom, may aid with separation or social anxiety. However, teachers are rarely aware of this evidence and do not report confidence in supporting students with mental health problems.

Three studies will allow this project to achieve its aim: (1) a systematic review of the scientific literature to determine existing evidence-based strategies which teachers could use to provide classroom-based support to children with mental health problems (2) an expert consensus Delphi study involving education professionals, mental health professionals and young people with lived experience of a mental health problems, to determine the safest, most feasible, and best-practice strategies for supporting children in the classroom and (3) co-designing and pilot testing a training package with teachers that can be delivered to primary school teachers and other education staff, such as Principals or Wellbeing officers.

Given the central role that schooling plays in children's lives and mental health, training teachers is a feasible, community-based intervention with clear benefits to children aged 5-12 years. However, important research gaps exist, and we require consensus on best-practice strategies for the classroom context. If we better equip teachers to recognise and respond to mental health problems early through the use of supportive, evidence-based strategies in the classroom, we could significantly improve the mental wellbeing of Australia's children and lessen the long-term negative impact of mental health problems.

5. RESEARCH PROJECT PLAN, AIMS, POTENTIAL SIGNIFICANCE & BACKGROUND
List the specific aims of the project. If hypotheses are to be tested, they should be clearly stated. Provide a description of how you selected the project and how the results from your study will help to improve the health of Australians. (Maximum 2 Pages).

Background
Mental health problems in primary school aged children are common (Lawrence et al., 2015). Students who experience mental health problems can have significant challenges in engaging in schooling (Dix et al., 2020). Students with mental health problems not only score lower than students with no mental health issues in all NAPLAN test domains, but they also continue to fall further behind in their learning outcomes each year (Goodsell et al., 2017). In Australia, primary school teachers spend upwards of 900 hours during the year with their students engaged in teaching and learning. Surveys of teachers have consistently demonstrated that educators are aware of the impact that mental health problems can have on their students, and that these impacts require teachers to adjust their practice in ways that support students to thrive in the classroom (Bryer & Signorini, 2011). However, research also consistently indicates that teachers lack the training and knowledge required to effectively support primary aged students experiencing mental health problems (Dods, 2016).

The Mental Health First Aid for Primary Aged Children Project
Building on the successful roll out of Youth and teen MHFA programs and the identified need for a program for adults who live and work with younger age groups, in 2020, our research team undertook a nation-wide needs assessment of key adults to determine what they already knew about child mental health (i.e., their *child mental health literacy*), and what they saw as key areas for training. From this assessment, our team developed a research brief for 'Mental Health First Aid for Primary Aged Children', a new intervention that builds upon the successful Mental Health First Aid model to provide adults with skills in talking to children about their mental health, to recognized warning signs, and to intervene appropriately whilst including the child's support system such as parents and teachers. I have worked as the research assistant for this project, and given my passion for the area, I intend to undertake a PhD in parallel to development of the intervention. My research will develop a training program that could be delivered to teachers by Mental Health First Aid Australia (MHFA Australia), as a module that is additional but relevant to the Primary Schools Mental Health First Aid training package.

Studies and Aims
Study 1: Systematic review of existing evidence for supportive teacher practices
Study aims: To systematically review and critically examine the existing research evidence on best practice in primary school classrooms for teachers supporting children with MHP's (i.e., anxiety, depression, eating disorders).
Study design: Systematic search of electronic databases indexing scientific literature (ERIC, PsycINFO, MEDLINE) for key terms. Screening for inclusion/exclusion criteria. Data extraction according to pre-defined template. Risk of bias assessment and narrative/thematic synthesis of findings among included studies.
Outcomes: A scientific paper describing evidence-based strategies for primary school teachers
Study 2: Delphi expert consensus study
Findings from the academic systematic review are likely to be sparse as research on best-practice strategies for teachers is limited. A larger amount of practice guidance can be found in the grey literature (i.e. on teacher forums or education websites) and in the lived experience of practicing primary educators.

Study aims: To develop guidelines on best practice strategies for primary school teachers to support students with mental health problems in the classroom to a) achieve optimal academic outcomes and b) best manage mental health symptoms in the school setting

Study design: Delphi expert consensus study according to the protocol used by Jorm (2015) and colleagues in mental health research (Yap et al., 2014).

Participants: Panels made up of 30 participants each of i) experienced primary school teachers who have worked with children with emerging mental health problems, ii) mental health professionals (educational/developmental psychologists, clinical psychologists, paediatricians, psychiatrists, school counsellors or wellbeing specialists) and iii) young people with lived experience of mental illness in the primary school years.

Outcomes: A set of guidelines on best practice strategies for teachers to support children with MHPs in the primary school classroom. This document will be made available in the public domain and could be circulated to teachers and schools as a mental health support tool. A scientific paper describing the Delphi study methods and its findings will also be published.

Study 3: Developing and pilot testing a brief, evidence-based teacher training intervention

Study aims: To develop using co-design, and pilot test, a teacher training intervention designed to improve the use of evidence-based strategies teachers can use to support students with MHPs to optimise educational outcomes and symptom management.

Study design: Co-design phase of training will involve workshops with experienced teachers as per the Medical Research Council complex interventions development framework, which will lead to the development of a prototype training package that will include booklets, slides and group activities. A pilot test of the prototype materials will also be undertaken using a pre-post online evaluation survey and a single group design.

Participants: 30-40 pre-service primary teachers

Outcomes: Increases in knowledge of and confidence in using evidence-based strategies to support students with mental health problems using established measures (Brann et al., 2021). A scientific paper reporting on the feasibility and acceptability of training intervention. Recommendations to MHFA Australia on updates and finalisation of the training program for national launch. Pilot data showing proof-of-concept for application to Category 1 National funding schemes such as NHMRC.

Statement of Significance

Mental health problems in childhood adversely impact on development and often precipitate lifelong burden by disrupting educational engagement, occupational outcomes and social and emotional functioning into adulthood. Early intervention can help children to effectively manage and recover from mental health problems. Children spend around 50% of their lives at school and with the ongoing impacts of COVID-19, it is now more vital than ever to investigate effective interventions for primary schools to better support child mental health. Some existing research on supportive teacher behaviours in the classroom does exist, but they are practice rather than empirically-based, are not widely disseminated, and not easily incorporated into delivery of mental health education for teachers. By developing best practice guidelines and a co-designed training program for teachers, this research has the potential to create a useful community intervention to reduce the burden of mental health problems in children aged 5-12 years. Further, the developed training could be widely disseminated by MHFA Australia, as they embark on delivery of their new Primary Schools training package. A key strength of this research is the planned involvement of education professionals and those with lived experience. Incorporating this expertise will ensure the intervention represents best practice guidelines and is highly acceptable with high potential for uptake within the education community.

6. REFERENCES
List all references identified in this application

Brann, K. L., Boone, W. J., Splett, J. W., Clemons, C., & Bidwell, S. L. (2021). Development of the School Mental Health Self-Efficacy Teacher Survey Using Rasch Analysis. *Journal of Psychoeducational Assessment, 39*(2), 197-211. https://doi.org/10.1177/0734282920947504

Bryer, F., & Signorini, J. A. (2011). Primary pre-service teacher understanding of student internalising problems of mental health and wellbeing. *Issues in Educational Research, 21*, 233-258.

Dix, K., Kashfee Ahmed, S., Carslake, T., Sniedze-Gregory, S., O'Grady, E., & Trevitt, J. (2020). Student health & wellbeing. A systematic review of intervention research examining effective student wellbeing in schools and their academic outcomes. *Evidence for Learning, Social Ventures Australia*

Dods, J. (2016). Teacher candidate mental health and mental health literacy. *Exceptionality Education International, 26*(2), 42-61.

Goodsell, B., Lawrence, D., Ainley, J., Sawyer, M., S, Z., & J, M. (2017). *Child and Adolescent Mental Health and Educational Outcomes: An analysis of educational outcomes from Young Minds Matter: the second Australian Child and Adolescent Survey of Mental Health and Wellbeing.*

Jorm, A. F. (2015). Using the Delphi expert consensus method in mental health research. *Australian and New Zealand Journal of Psychiatry, 49*(10), 887-897. https://doi.org/10.1177/0004867415600891

Lawrence, D., Johnson, S., Hafekost, J., Boterhoven De Haan, K., Sawyer, M., Ainley, J., & Zubrick, S. (2015). *The Mental Health of Children and Adolescents: Report on the second Australian Child and Adolescent Survey of Mental Health and Wellbeing.*

Yap, M. B. H., Pilkington, P. D., Ryan, S. M., Kelly, C. M., & Jorm, A. F. (2014). Parenting strategies for reducing the risk of adolescent depression and anxiety disorders: A Delphi consensus study. *Journal of Affective Disorders, 156*, 67-75. https://doi.org/https://doi.org/10.1016/j.jad.2013.11.017

7. PUBLICATIONS OF SCHOLARSHIP SUPERVISORS DURING THE LAST 5 YEARS

Please list only published papers and papers accepted for publication in refereed journals from the past five years here. ADD ADDITIONAL PAGES AS REQUIRED.

Dr. Laura Hart

1. Raspovic AR, **Hart LM**, Yager Z, Prichard, I. Body image profiles may differentiate exercise behaviours in early motherhood. A latent profile analysis. *Journal of Health Psychology* (in press accepted 30/4/21)

2. Wallis K, Prichard I, **Hart LM** & Yager Z. (2021). The Body Confident Mums challenge: a feasibility trial and qualitative evaluation of a body acceptance program delivered to mothers using Facebook. *BMC Public Health* 2021; https://doi.org/10.1186/s12889-021-11126-8

3. Norton L, **Hart LM**, Butel F, Moloney S, O'Connor N, Attenborough V, Roberts S. Promoting Confident Body, Confident Child in community child health: a mixed-methods implementation study. *Health Promotion Journal of Australia* 2021 https://doi.org/10.1002/hpja.487

4. Johnson C, **Hart LM**, Rossetto A, Morgan AJ, Jorm AF. Lessons learnt from the field: A qualitative evaluation of adolescent and school experiences of a universal mental health education program. *Health Education Research* 2020; https://doi.org/10.1093/her/cyaa050

5. Meskin L, Colvin M, **Hart LM**. A Pilot Trial of Confident Body, Confident Child in the United States. *Families in Society.* 2020; https://doi.org/10.1177/1044389420947227

6. Norton LN, **Hart LM**, Butel FE. et al. Child health nurse perceptions of using confident body, confident child in community health: a qualitative descriptive study. BMC Nursing. 2020; https://doi.org/10.1186/s12912-020-00499-7

7. Yager Z, Prichard I, **Hart LM**, Damiano SR. Mumbod? A comparison of body image and dietary restraint among women with younger, older, and no children. *Journal of Health Psychology.* 2020; https://doi.org/10.1177/1359105320967422

8. **Hart LM**, Ferriera K, Ambwani S, Gibson EB, Austin SB. Developing Expert Consensus on How to Address Weight Stigma in Public Health Research and Practice: A Delphi Study. *Stigma and Health.* 2020; https://doi.org/10.1037/sah0000273

9. Morgan AJ, Fischer JA, **Hart LM**, Kelly CM, Kitchener BA, Reavley NJ, Yap MBH, Jorm AF. Long-term effects of Youth Mental Health First Aid training: randomized controlled trial with 3-year follow-up. *BMC Psychiatry.* 2020; https://doi.org/10.1186/s12888-020-02860-1

10. Raspovic A, Prichard I, Yager Z & **Hart LM**. Mothers' experiences of the relationship between body image and exercise, 0-5 years postpartum: A qualitative study. *Body Image.* 2020; https://doi.org/10.1016/j.bodyim.2020.08.003

11.   Rossetto A, Morgan AJ, **Hart LM**, Kelly CM, Jorm AF. 2020. Frequency and quality of first aid offered by older adolescents: a cluster randomised crossover trial of school-based first aid courses. *PeerJ.* 2020; https://doi.org/10.7717/peerj.9782

12.   Wade T, **Hart LM,** Mitchison D, Hay PJ. Driving better intervention outcomes in eating disorders: A systematic synthesis of research priority setting and the involvement of consumer input. *European Eating Disorders Review.* 2020; https://doi.org/10.1002/erv.2759

13.   Hill KE, **Hart LM**, Paxton SJ. Confident Body, Confident Child: outcomes for children of parents receiving a universal parenting program to promote healthful eating patterns and positive body image in their pre- schoolers – an exploratory RCT. *International Journal of Environmental Research and Public Health.* 2020; https://doi.org/10.3390/ijerph17030891

14.   Yager Z. Prichard I, **Hart LM**. #Ihaveembraced: a pilot cross-sectional naturalistic evaluation of the documentary film Embrace and its potential associations with body image in adult women. *BMC Women's Health.* 2020; https://doi.org/10.1186/s12905-019-0870-7

15.   Hetrick SE, Subasinghe A, Anglin K, **Hart LM**, Morgan AJ, Robinson, J. Understanding the needs of young people who engage in self-harm: a qualitative investigation. *Frontiers in Psychology.* 2020; https://doi.org/10.3389/fpsyg.2019.02916

16.   **Hart LM**, Gordon AR, Sarda V, Sonneville KR, Samnaliev M, Austin SB. The association of disordered eating with health-related quality of life in U.S. young adults and effect modification by gender. *Quality of Life Research.* 2020; https://doi.org/10.1007/s11136-019-02396-2

17.   **Hart LM**, Wade T. Identifying research priorities in eating disorders: a Delphi study building consensus across clinicians, researchers, consumers and carers in Australia. *International Journal of Eating Disorders.* 2020; https://doi.org/10.1002/eat.23172

18.   **Hart LM**, Bond KS, Morgan AJ, Rossetto, A, Cottrill FA, Kelly CM, & Jorm AF. teen Mental Health First Aid for years 7–9: a description of the program and an initial evaluation. *International Journal of Mental Health Systems.* 2019; https://doi.org/10.1186/s13033-019-0325-4

19.   **Hart LM**, Cropper P, Morgan AJ, Kelly CM, & Jorm AF. teen Mental Health First Aid as a school-based intervention for improving peer support of adolescents at risk of suicide: Outcomes from a cluster randomised crossover trial. *Australian & New Zealand Journal of Psychiatry.* 2019; https://doi.org/10.1177/0004867419885450

20.   Jorm AF, Mackinnon A, **Hart LM**, Reavley N, Morgan AJ. Effect of Community Members' Willingness to Disclose a Mental Disorder on Their Psychiatric Symptom Scores: Analysis of Data from Two Randomized Controlled Trials of Mental Health First Aid Training. *Epidemiology and Psychiatric Sciences.* 2019; https://doi.org/10.1017/S2045796019000404

21.   Damiano SR, Prichard I, Yager Z, **Hart LM**. Leading by example: Development of a maternal modelling of positive body image scale and relationships to body image attitudes. *Body Image.* 2019; https://doi.org/10.1016/j.bodyim.2019.03.006

22.   Morgan AJ, Fischer JA, **Hart LM**, Kelly CM, Kitchener BA, Reavley NJ, Yap MBH, Cvetkovski S, Jorm AF. Does Mental Health First Aid training improve the mental health of aid recipients? The Training for Parents of Teenagers randomised controlled trial. *BMC Psychiatry.* 2019; https://doi.org/10.1186/s12888-019-2085-8

23.   **Hart LM**, Damiano SR, Li-Wai-Suen, CSN, Paxton SJ. *Confident Body, Confident Child:* Evaluation of a universal parenting resource promoting healthy body image and eating patterns in early childhood – 6 and 12 month outcomes from a randomized controlled trial. *International Journal of Eating Disorders.* 2019; https://doi.org/10.1002/eat.22992

24.   **Hart LM**, Mitchison D, Hay PJ. The Case for a National Survey of Eating Disorders in Australia: Commentary. ***Journal of Eating Disorders. 2018; https://doi.org/10.1186/s40337-018-0221-3***

25.   **Hart LM**, Cox GR, Lees L. Teaching mental health first aid in the school setting: a novel approach to improving outcomes for common adolescent mental disorders. *Current Opinion in Pediatrics.* 2018; https://doi.org/10.1097/MOP.0000000000000639

26.   **Hart LM**, Morgan AJ, Rossetto A, Kelly CM, Mackinnon A, Jorm AF. Helping adolescents to better support their peers with a mental health problem: A cluster-randomised crossover trial of teen Mental Health First Aid. *Australian & New Zealand Journal of Psychiatry.* 2018; https://doi.org/10.1177/0004867417753552

27.   Doley JR, **Hart LM**, Stukas AA, Morgan AJ, Rowlands DL, Paxton SJ. Development of guidelines for giving community presentations about eating disorders: a Delphi study. *Journal of Eating Disorders.* 2017; https://doi.org/10.1186/s40337-017-0183-x

28.   Doley JR, **Hart LM**, Stukas AA, Petrovic K, Bouguettaya A, Paxton SJ. Interventions to reduce the stigma of eating disorders: A systematic review and meta-analysis. *International Journal of Eating Disorders.* 2017; https://doi.org/10.1002/eat.22691

29.   Melioli T, Rispal M, **Hart LM**, Chabrol H & Rodgers R. French Mental Health First Aid Guidelines for Eating Disorders: An Exploration of User Characteristics and Usefulness among College Students. *Early Intervention in Psychiatry.* 2016; https://onlinelibrary.wiley.com/doi/abs/10.1111/eip.12369

30.   Damiano SR, **Hart LM**, Paxton SJ. Correlates of parental feeding practices with pre-schoolers: Parental body image and eating knowledge, attitudes, and behaviours. *Appetite.* 2016; https://www.sciencedirect.com/science/article/pii/S0195666316300976

31.   **Hart LM**, Damiano SR, Paxton SJ. *Confident Body, Confident Child:* A randomised controlled trial evaluation of a parenting resource for promoting healthy

body image and eating patterns in 2- to 6-year old children. ***International Journal of Eating Disorders*. 2016;**
https://onlinelibrary.wiley.com/doi/full/10.1002/eat.22494

32.   **Hart LM**, Mason RJ, Kelly CM, Cvetkovski S, Jorm AF. 'teen Mental Health First Aid': A description of the program and an initial evaluation. *International Journal of Mental Health Systems*. 2016;
https://ijmhs.biomedcentral.com/articles/10.1186/s13033-016-0034-1

Dr. Jon Quach

1. Darling S, Dawson G, **Quach J**, Smith R, Perkins A, Connolly A, Smith A, Moore CL, Ride J, Oberklaid F. Mental health and wellbeing coordinators in primary schools to support student mental health: protocol for a quasi-experimental cluster study. BMC Public Health. 2021 Dec;21(1):1-4.

2. Wang J, **Quach J**, Sung V, Carew P, Wake M. Ear Infection Trajectories and Academic, Behavioral, and Quality-of-Life Outcomes: A Population-Based Longitudinal Study. Journal of Developmental & Behavioral Pediatrics. 2021 Sep 1;42(7):588-96.

3. Roy A, Breaux R, Sciberras E, Patel P, Ferrara E, Shroff D, Cash A, Dvorsky M, Langberg JM, **Quach J**, Melvin GA. A Preliminary Examination of Key Strategies, Challenges, and Benefits of Remote Learning Expressed by Parents During the COVID-19 Pandemic.

4. Williamson AA, Zendarski N, Lange K, **Quach J**, Molloy C, Clifford SA, Mulraney M. Sleep problems, internalizing and externalizing symptoms, and domains of health-related quality of life: bidirectional associations from early childhood to early adolescence. Sleep. 2021 Jan;44(1):zsaa139.

5. **Quach JL**, Deery B, Kern M, Clinton J, Gold L, Orsini F, Sciberras E. Can a teacher-led mindfulness intervention for new school entrants improve child outcomes? Protocol for a school cluster randomised controlled trial. BMJ open. 2020 May 1;10(5):e036523.

6. Williamson AA, Mindell JA, Hiscock H, **Quach J**. Longitudinal sleep problem trajectories are associated with multiple impairments in child well-being. Journal of Child Psychology and Psychiatry. 2020 Jul 26.

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Dr. David Armstrong

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2. Armstrong, D. (2022) 'Contextualising Inclusion and Diversity' (Ch.2). In Roy, D. *Delivering Inclusive Learning.* (Ed.) Cambridge University Press (in press)

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8. FUNDING RECEIVED FOR OTHER PROJECTS BY THE SCHOLARSHIP SUPERVISORS IN THE LAST 5 YEARS

TITLE OF GRANT	INVESTIGATORS	FUNDING ORGANISATION	TOTAL FUNDING	YEARS
Growing Minds Australia: A National Trials Strategy to Transform Child and Youth Mental Health Services	Dadds, Anderson, Bellgrove, Brown, Burchfield, Cann, Carr, Clark, Curtis, Dean, Dear, Degenhardt, Doyle, Eapen, Efron, Elliot, Fonagy, Goldfield, Green, **Hart**, Hawes, Hearps, Hunt, Jorm, Kenardy, Kimonis, Kohn, Kowalenko, Laurens, Morgan, Newman, Northam, Oberklaid, Olivier, Rapee, Sanders, Sawyer, Schroeder, Scibberas, Shanley, Silk, Tonge, Tully, Tzoumakis, Ward, Waters, Williams, Yap, Zimmer-Gembeck	MRF2006438 Medical Research Future Fund, Million Minds Mission	$11,930,126.00.	2021-2026
Improving the capacity of peers to provide guidance and support for adolescents with mental health problems	Jorm, **Hart**, Kelly, Kitchener, Sawyer	APP1120604 National Health & Medical Research Council	$1,196,608.00	2017-2021

Body Confident Collective	**Hart**, Yager, Prichard	Darebin Pitch It! Social Enterprise Awards, Darebin City Council	20,000	2020
Endeavour Research Fellowship	Hart	Australian Commonwealth Government, Department of Education and Training	$24,500	2017
Building Healthy Communities Research Focus Area seeding grant "Creating a *Confident Body, Confident Child* Community"	**Hart**, Paxton, Hackworth, Masters, Damiano, Salim, Yelland and Yager	La Trobe University (internal scheme),	$29,250	2016
Postdoctoral Research Fellowship in the Prevention of Mental Illness: "Creating a *Confident Body, Confident Child* Community"	Hart	Australian Rotary Health	$225,000	2015-2017
Development of gatekeeper training to improve the capacity of Aboriginal and Torres Strait Islander communities to prevent youth suicide"	Jorm, Arabena, **Hart**, Kelaher, Kelly, Kitchener, Reavley, Williams-Tchen	National Health and Medical Research Council	$1,140,372	2015-2017

Mental Health of Young Australians Research Project Grant: "teen Mental Health First Aid training: A pilot cluster randomised controlled trial." Australian Rotary Health	**Hart**, Jorm, Kelly & Kitchener	Australian Rotary Health	$210,000	2014-2016
Can a teacher-led mindfulness intervention improve student outcomes?: A cluster RCT	**J Quach**, J Clinton, B Deery, E Sciberras, P Kern, L Gold, F Orsini	Australian Research Council	$568,000	2019 - 21
Systematic review of outcome measures used in evaluation of schools-based mental health interventions	Jemimah Ride, **Jon Quach**	Murdoch Childrens Research Institute	$28,000	2021-22
Bridging the primary to secondary school transition: intervening to improve mental health and wellbeing	L Mundy, G Patton, **J Quach**, L McKay-Brown, C Olson, J Ride, L	VicHealth	$200,000	2021 – 23
Improving the mental health of young children after COVID-19	**J Quach**, J Clinton, B Deery, E Sciberras, P Kern, L Gold, F Orsini	AXA Research Fund	$343,000	2021 - 2023

Project	Researchers	Funder	Amount	Years
Getting it right from the start: An equity intervention to improve oral language and literacy outcomes in the early years of school	S Goldfeld, P Eadie, P Snow, **J Quach**, S Edwards, J Connell	Eureka Benevolent Fund	$750,000	2021 - 24
Creating Evidence Criteria for the Be You Programs Directory	**J Quach**, F Oberklaid, S Darling, L Sanci, N Reavely, I Williams	Beyond Blue	$143,095	2019 - 20
Pilot of the Mental Health in Primary Schools Initiative	F Oberklaid, **J Quach**, S Darling, G Dawson	Ian Potter Foundation	$500,000	2021
Promoting Positive Partnerships – A rapid review of the indicators associated with positive partnerships between schools and health professionals	**J Quach**, Sharon Goldfeld, Meredith O'Connor, Ruth Aston	Melbourne Graduate School of Education	$7500	2019
Aboriginal and Torres Strait Islander student mental health SUN Project	**D Armstrong**	Department of health Queensland.	$318,000	2017-2020
Autism Professional Learning Programme (APLP) 2015-2018	K Bissaker, **D Armstrong,** J McMilan	State Gov South Australia	$700,000	2015-2018

please add additional pages to this section as required

9. CERTIFICATION OF HEAD OF DEPARTMENT AND INSTITUTION

I certify that the project is appropriate to the general facilities in my Department and that I am prepared to have the project carried out in my Department. Further the University/Institute, Department/School or Laboratory have committed an amount of $11,000 p.a for the duration of this scholarship (3 years with availability of 6 months (maximum) extension).

Department Head: Professor Jane Pirkis
Department: Centre for Mental Health, Melbourne School of Population and Global Health

Signature: Date: 06/10/2021

I certify that this request satisfies all the requirements of the Institute.

Signature of Head of Institution:
Printed Name:

Dr David Robson, Director
Research Grant and Contract Services
Research, Innovation and Commercialisaton
The University of Melbourne

Date: 12th October 2021

We agree that it is our intention to publish the results of this project in peer reviewed publications and we agree to provide details and copies to Australian Rotary Health of such publications and presentations.

We agree that we accept the responsibility to give credit to Australian Rotary Health in all publications which result from the research funded by the scholarship, all conferences, presentations and proceedings and in any associated publicity or media coverage of the project.

Scholarship Applicant Degree, Discipline, Department & University:

Scholarship Applicant
Signature: Date: 6/10/2021

Supervisor 1 Signature: Date: 6/10/2021

Supervisor 2 Signature: Date: 6/10/2021

Supervisor 3 Signature: Date: 6/10/2021

10. ETHICS APPROVAL

Approval by an Institutional Ethics Committee is required for any research on human subjects. Please note that "research" in this context includes any trial experiment, clinical or community based intervention, collection of blood samples or other biological materials, questionnaire or survey, review of case notes or access to medical records.

If the agency or institution which will be responsible for administering the grant does not itself have an Ethics Committee set up according to NHMRC guidelines, it should arrange for research proposals to be reviewed by a local institution which does have such a committee.

The Report from the Institution's Ethics Committee is included with this application (Y/N):
Or, will be forwarded to the Research Officer at Australian Rotary Health (**Y**/N):
Does this project involve the in vitro production of recombinant DNA molecules? (Y/**N**):

*** <u>ETHICS CLEARANCE MUST BE RECEIVED WITHIN</u>
<u>6 MONTHS OF RECEIVING SCHOLARSHIP</u>.

11. CONTACT DETAILS OF REFEREES FOR SCHOLARSHIP APPLICANT

Please provide below the contact details of THREE referees. A proforma is attached to send to the referees. Instructions will direct the referees to send the reports directly to Australian Rotary Health. **Please note it is the scholarship applicant's responsibility to ensure that referee reports are received by Australian by the closing date.**

REFEREE 1 – Honours Supervisor or Postgraduate Co-ordinator
Name: Dr. Angela Fitzgerald
Employing Department and Institution: University of Southern Queensland
Email Address: ange_online@hotmail.com
Phone: 0428 652 002

REFEREE 2 – PhD Supervisor
Name: Dr. Laura Hart
Employing Department and Institution: University of Melbourne
Email Address: l.hart@unimelb.edu.au
Phone: 0421 548 505

REFEREE 3 – Non-Academic referee
Name: Dr. Kirra Minton
Employing Department and Institution: The University of Canberra
Email Address: kirra.minton@gmail.com
Phone: 0408 033 167

~~12. INTERNATIONAL STUDENTS ONLY~~

~~I, ………………………………………………………… am an International student applying for the Australian Rotary Health/ Rotary Club of Flemington Kensington PhD Scholarship. I am confirming the following:~~

- ~~Tuition fees to my chosen Australian University are paid (unless fees are waived by the university).~~
- ~~I have confirmed a supervisor for my research work and confirmed my enrolment with my university.~~
- ~~I have agreed to stay in Australia for the term of the PhD – up to 3.5 years.~~

~~Applicant's signature ……………………………………………….… Date …………………..~~

~~Supervisor's signature …………………………………………………… Date …………………..~~

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.

1. The Graduate

Family Name: Rogerson
Given Name(s):   Catherine
Student Number: 254351

2. The Award

Name of Award:

Bachelor of Arts

Details:

The Bachelor of Arts is an undergraduate degree consisting of 300 points (typically 24 subjects), normally taking three years of full-time study or part-time equivalent. Admission is based on secondary and/or tertiary results and requires study in English. The degree structure allows for the completion of a major of between 100 and 125 points across the three year-levels.

Features:

The Bachelor of Arts draws on more than 40 areas of study. This diversity reflects the continuing strengths of traditional fields of study as well as emergent areas of critical inquiry. Students are encouraged to tailor their academic interests and professional aspirations with a variety of course options. They develop expertise in research, critical analysis and communications, which prepare them for further research and employment in an internationally competitive environment.

Pathway to further study:

Graduates may satisfy the entry requirements for a range of professional and vocational graduate degrees. Graduates may be eligible to progress to an additional year to qualify for the Bachelor of Arts (Degree with Honours), and/or to a range of Masters degrees leading to research programs at doctoral level.

3. Awarding Institution

Established by an Act of the Victorian Parliament in 1853, the University of Melbourne is a public-spirited institution, excellent in research, learning and teaching, and external engagement
For more information visit www.unimelb.edu.au

Certification

Date: 04-February-2011

Signature:

Neil Robinson
Executive Director of Student
Services and Academic
Registrar

127204_1_C4_1_AU/004952/018126

4. Graduate's Academic Achievements

Completion and Conferral Summary:

Bachelor of Arts

With majors in: History

Art History

Completed 8 Dec 2010. Conferred 13 Dec 2010.

This award was completed as part of a combined degree and all subjects for both awards are listed.
Some completed subjects contribute to both awards.

Bachelor of Arts and Bachelor of Science

Year	Code	Title	Points	Mark	Grade
Credit Granted					
	925901	Credit For 1st Year Points - Science	50.00		
2007	131110	Medieval Europe: Plague, War & Heresy	12.50	081	H1
	516204	Anatomy 1	12.50	077	H2A
	610141	Chemistry A	12.50	090	H1
	760101	Creative Writing: Ideas and Practice	12.50	086	H1
	107104	Ancient Greece: Myth, Art and Text	12.50	088	H1
	107131	Art History B: Twentieth Century Art	12.50	076	H2A
	516207	Anatomy 2	12.50	084	H1
	610142	Chemistry B	12.50	073	H2B
2008	107264	Art and Revolution: 19th Century Europe	12.50	094	H1
	131042	The Rise and Fall of the Roman Republic	12.50	073	H2B
	536201	Principles of Physiology	12.50	084	H1
	536222	Experimental Physiology	12.50	080	H1
	107220	Medieval Art: Celtic to Gothic	12.50	088	H1
	131206	The French Revolution	12.50	083	H1
	516209	Introductory Neuroscience	12.50	085	H1
	536211	Physiology:Control of Body Function	12.50	085	H1
2009	107038	Modernist Avant-Gardes	12.50	090	H1
	131052	The Holocaust & Genocide	12.50	078	H2A
	536301	Cardiovascular Health: Genes & Hormones	12.50	078	H2A
	536303	The Brain: Neurophysiology of Behaviour	12.50	083	H1
	536302	Molecular Neurophysiology	12.50	087	H1
	536311	Molecular/Cellular Basis of Physiology	12.50	087	H1
	670345	Australian Art: Rock to Pop	12.50	090	H1
	672306	The Crusades	12.50	080	H1
	102213	Face, Place, Race: Images of Australia	12.50	080	H1
2010	AHIS20011	Renaissance Art in Florence and Venice	12.50	078	H2A
	AHIS30005	Contemporary Aboriginal Art	12.50	078	H2A
	HIST30006	The Renaissance in Italy	12.50	079	H2A
	AHIS30003	Baroque Art in Polycentric Europe	12.50	084	H1
	AHIS30019	Art History in the World	12.50	062	P
	PSYC20007	Cognitive Psychology	12.50	075	H2A
	PSYC20009	Personality and Social Psychology	12.50	079	H2A
	PSYC30014	The Psychopathology of Everyday Life	12.50	076	H2A
	XNTS30087	Archaeology of Biblical Lands	12.50	075	H2A
	XNTS30088	Old Testament Survey	12.50	085	H1
	HIST30019	Asia, the Pacific & the West in History	12.50	075	H2A

THE UNIVERSITY OF MELBOURNE

Australian Higher Education Graduation Statement

1. The Graduate

Family Name: Rogerson
Given Name(s): Catherine
Student Number: 254351

2. The Award

Name of Award:

Bachelor of Science

Details:

The Bachelor of Science is an undergraduate degree consisting of 300 points (typically 24 subjects), normally taking three years of full-time study or part-time equivalent. Admission is based on secondary and/or tertiary results and requires prior study in English, Mathematics and one of Biology, Chemistry or Physics at final-year secondary school level. The degree structure requires the completion of a major of 50 points (four subjects) at third-year level.

Features:

The degree provides sequential study in an area drawn from an extensive range of sciences and technology, building up to completion of a major. Students may choose to develop contrasting knowledge and skills through up to 62.5 points (five subjects) of study in areas outside the sciences and technology domain. Students are provided with the opportunity to participate in overseas study, supervised research, community leadership and volunteering and professional enhancement opportunities.

Pathway to further study:

Depending on their choice of subjects, graduates may satisfy the entry requirements for a range of graduate degrees, including professionally accredited programs in Engineering and the health sciences. Graduates may be eligible to progress to an additional year to qualify for the Bachelor of Science (Degree with Honours), and/or to a range of Masters degrees leading to research programs or an allied profession.

Course accreditation:

The Bachelor of Science major in Computer Science is accredited at professional level by the Australian Computer Society.

3. Awarding Institution

Established by an Act of the Victorian Parliament in 1853, the University of Melbourne is a public-spirited institution, excellent in research, learning and teaching, and external engagement
For more information visit www.unimelb.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

Date: 04-February-2011

Signature: _Neil J Robinson_
Neil Robinson
Executive Director of Student Services and Academic Registrar

THE UNIVERSITY OF MELBOURNE

Australian Higher Education Graduation Statement

4. Graduate's Academic Achievements

Completion and Conferral Summary:

Bachelor of Science

With majors in: Physiology

Completed 8 Dec 2010. Conferred 13 Dec 2010.

This award was completed as part of a combined degree and all subjects for both awards are listed.
Some completed subjects contribute to both awards.

Bachelor of Arts and Bachelor of Science

Year	Code	Title	Points	Mark	Grade
Credit Granted					
	925901	Credit For 1st Year Points - Science	50.00		
2007	131110	Medieval Europe: Plague, War & Heresy	12.50	081	H1
	516204	Anatomy 1	12.50	077	H2A
	610141	Chemistry A	12.50	090	H1
	760101	Creative Writing: Ideas and Practice	12.50	086	H1
	107104	Ancient Greece: Myth, Art and Text	12.50	088	H1
	107131	Art History B: Twentieth Century Art	12.50	076	H2A
	516207	Anatomy 2	12.50	084	H1
	610142	Chemistry B	12.50	073	H2B
2008	107264	Art and Revolution: 19th Century Europe	12.50	094	H1
	131042	The Rise and Fall of the Roman Republic	12.50	073	H2B
	536201	Principles of Physiology	12.50	084	H1
	536222	Experimental Physiology	12.50	080	H1
	107220	Medieval Art: Celtic to Gothic	12.50	088	H1
	131206	The French Revolution	12.50	083	H1
	516209	Introductory Neuroscience	12.50	085	H1
	536211	Physiology:Control of Body Function	12.50	085	H1
2009	107038	Modernist Avant-Gardes	12.50	090	H1
	131052	The Holocaust & Genocide	12.50	078	H2A
	536301	Cardiovascular Health: Genes & Hormones	12.50	078	H2A
	536303	The Brain: Neurophysiology of Behaviour	12.50	083	H1
	536302	Molecular Neurophysiology	12.50	087	H1
	536311	Molecular/Cellular Basis of Physiology	12.50	087	H1
	670345	Australian Art: Rock to Pop	12.50	090	H1
	672306	The Crusades	12.50	080	H1
	102213	Face, Place, Race: Images of Australia	12.50	080	H1
2010	AHIS20011	Renaissance Art in Florence and Venice	12.50	078	H2A
	AHIS30005	Contemporary Aboriginal Art	12.50	078	H2A
	HIST30006	The Renaissance in Italy	12.50	079	H2A
	AHIS30003	Baroque Art in Polycentric Europe	12.50	084	H1
	AHIS30019	Art History in the World	12.50	062	P
	PSYC20007	Cognitive Psychology	12.50	075	H2A
	PSYC20009	Personality and Social Psychology	12.50	079	H2A
	PSYC30014	The Psychopathology of Everyday Life	12.50	076	H2A
	XNTS30087	Archaeology of Biblical Lands	12.50	075	H2A
	XNTS30088	Old Testament Survey	12.50	085	H1
	HIST30019	Asia, the Pacific & the West in History	12.50	075	H2A

Other Additional Information, Special Achievements, recognition and prizes:

Dean's Honours List in Bachelor of Arts

RESULT GRADES EXPLANATION - HIGHER EDUCATION

H1	- First Class Honours
H2A	- Second Class Honours Division A
H2B	- Second Class Honours Division B
H3	- Third Class Honours
P	- Pass
CMP	- Completed (marked on a pass/fail basis only)
N	- Fail
FL	- Fail (marked on a pass/fail basis only)
NH	- Fail (failure to meet a hurdle requirement)
N+	- Fail to meet hurdle
CNT	- Subject to continuing over more than one academic semester
NA	- Not assessed
NCP	- Conceded Pass

Standard Marks for Grades:

GRADE	STANDARD MARK
H1	80 - 100
H2A	75 - 79
H2B	70 - 74
H3	65 - 69
P	50 - 64
N	0 - 49

Notes:

1. The # sign on a subject indicates that it is marked on a PASS/FAIL basis (from 1978 onwards).
2. Marks have been available since Semester 1 1993.
3. Successful completion of Honours courses usually requires a minimum grade of H3.
4. This result grade structure is currently used by the University of Melbourne.

This explanation of grades was current at 12 March 2011. Any subsequent amendments will be published at:

http://www.studentadmin.unimelb.edu.au/results

5. Description of the Australian Higher Education System

Introduction

The Australian higher education system consists of independent, self-governing public and private universities and higher education institutions that award higher education qualifications. All higher education providers must be listed on the Australian Qualifications Framework Register of Recognised Education Institutions and Authorised Accreditation Authorities in Australia. This register is developed under instructions from Commonwealth, State and Territory Education and Training Ministers (See: http://www.aqf.edu.au/register.htm).

127204 1 C4 1 AU/004952/018130

Qualifications

The Australian Qualifications Framework (AQF) is a single national and comprehensive system of qualifications offered by higher education, vocational education and training, and secondary schools. The AQF comprises a set of national qualifications (ie awards), titles and qualification descriptors (See accompanying diagram). The AQF specifies the main criteria for defining qualifications based on the general characteristics of learning outcomes at each qualification level. The main qualifications awarded by higher education institutions are bachelors, masters and doctoral degrees, and graduate certificates and graduate diplomas. Research higher degrees at masters and doctoral level are normally assessed by external examiners. The higher education qualifications descriptors are periodically reviewed against best national and international practice. Guidelines for each qualification title are published in the Australian Qualifications Framework Implementation Handbook (http://www.aqf.edu.au/implem.htm).

Admission

Requirements for admission to particular programmes are set by individual universities and colleges that generally provide a range of routes for entry and admit those students considered to have potential to successfully complete programmes of study. Admission of school leavers to undergraduate programmes typically is on the basis of the level of achievement in Year 12 secondary education, although some institutions and programmes 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. Admission to post-graduate programmes is generally based on the level of achievement in previous higher education studies; in most cases, admission to PhD programmes is based on high achievement in a research masters degree or in a bachelors degree with first class honours or second class honours division A.

Quality

Australia has an international reputation for high quality education that is built on best practice in accreditation, quality recognition, quality assurance, and student consumer protection. All higher education institutions must be accredited by State and Territory Governments in accordance with strict criteria detailed in the National Protocols for Higher Education Approval Processes. These Protocols are nationally agreed principles that ensure consistent criteria and standards across Australia in such matters as the recognition of new universities, the operation of overseas higher education institutions in Australia, and the accreditation of higher education courses offered by institutions other than universities (See: http://www.dest.gov.au/highereducation).

All 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 Service for Overseas Students Act 2000 and its National Code, providing tuition and financial assurance and a consistent approach to institution registration.

Australian Universities are autonomous bodies that are responsible for managing quality through internal accreditation processes and commitment to codes of practice. Universities and other higher education providers are required by legislation to have in place appropriate quality assurance processes. These processes are periodically audited by the Australian Universities Quality Agency (AUQA).

AUQA is Australia's principal national quality agency for higher education. It is an independent body that undertakes quality audits of higher education institutions and accreditation authorities (See: http://www.auqa.edu.au). AUQA publicly reports on performance and outcomes, assists in quality enhancement and advises on quality assurance.

Australian Qualifications Framework

Schools Sector Qualifications	Vocational Education and Training Sector Qualifications	Higher Education Sector Qualifications
Senior Secondary Certificate of Education (SSCE)	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree, Advanced Diploma Diploma

THE UNIVERSITY OF
MELBOURNE

ACADEMIC TRANSCRIPT

Completion and Conferral Summary:

Bachelor of Arts
   With majors in: Science Major Physiology
   Completed 8 Dec 2010. Conferred 13 Dec 2010.
Bachelor of Science
   With majors in: Physiology
   Completed 8 Dec 2010. Conferred 13 Dec 2010.

Bachelor of Arts and Bachelor of Science

Year	Code	Title	Points	Mark	Grade
Credit Granted					
	925901	Credit For 1st Year Points - Science	50.00		
2007	131110	Medieval Europe: Plague, War & Heresy	12.50	081	H1
	516204	Anatomy 1	12.50	077	H2A
	610141	Chemistry A	12.50	090	H1
	760101	Creative Writing: Ideas and Practice	12.50	086	H1
	107104	Ancient Greece: Myth, Art and Text	12.50	088	H1
	107131	Art History B: Twentieth Century Art	12.50	076	H2A
	516207	Anatomy 2	12.50	084	H1
	610142	Chemistry B	12.50	073	H2B
2008	107264	Art and Revolution: 19th Century Europe	12.50	094	H1
	131042	The Rise and Fall of the Roman Republic	12.50	073	H2B
	536201	Principles of Physiology	12.50	084	H1
	536222	Experimental Physiology	12.50	080	H1
	107220	Medieval Art: Celtic to Gothic	12.50	088	H1
	131206	The French Revolution	12.50	083	H1
	516209	Introductory Neuroscience	12.50	085	H1
	536211	Physiology:Control of Body Function	12.50	085	H1
2009	107038	Modernist Avant-Gardes	12.50	090	H1
	131052	The Holocaust & Genocide	12.50	078	H2A
	536301	Cardiovascular Health: Genes & Hormones	12.50	078	H2A
	536303	The Brain: Neurophysiology of Behaviour	12.50	083	H1
	536302	Molecular Neurophysiology	12.50	087	H1
	536311	Molecular/Cellular Basis of Physiology	12.50	087	H1
	670345	Australian Art: Rock to Pop	12.50	090	H1
	672306	The Crusades	12.50	080	H1
	102213	Face, Place, Race: Images of Australia	12.50	080	H1

Student Number: 254351

Miss Catherine Louise Rogerson

05 Jan 2011
Page 2

THE UNIVERSITY OF
MELBOURNE

| 2010	AHIS20011	Renaissance Art in Florence and Venice	12.50	078	H2A
	AHIS30005	Contemporary Aboriginal Art	12.50	078	H2A
	HIST30006	The Renaissance in Italy	12.50	079	H2A
	AHIS30003	Baroque Art in Polycentric Europe	12.50	084	H1
	AHIS30019	Art History in the World	12.50	062	P
	PSYC20007	Cognitive Psychology	12.50	075	H2A
	PSYC20009	Personality and Social Psychology	12.50	079	H2A
	PSYC30014	The Psychopathology of Everyday Life	12.50	076	H2A
	XNTS30087	Archaeology of Biblical Lands	12.50	075	H2A
	XNTS30088	Old Testament Survey	12.50	085	H1
	HIST30019	Asia, the Pacific & the West in History	12.50	075	H2A

Prizes and Awards:
Dean's Honours List in Bachelor of Arts
Awarded 2009

End Of Transcript

Neil Robinson
Executive Director of Student Services and Academic Registrar

MONASH University
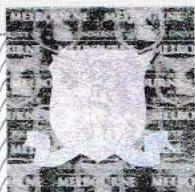
1. The Graduate

Name: Catherine Louise Johnson

Student number: 20285957

2. The Award

Name of the award:

Master of Teaching (Secondary)

Award Detail:

The Master of Teaching (Secondary) is a postgraduate degree, taught in English. The course normally takes two years of full-time study, one and a half years in accelerated mode, or six years of part-time study. The course structure requires the successful completion of eight 12-point units and 0-point professional teaching placement units.

Features:

The course is designed for prospective secondary teachers. This award included the completion of a school placement consisting of a minimum of 60 days supervised teaching.

Accreditation:

Graduates are eligible for registration and employment as secondary school teachers in the government, Catholic and independent school systems in Victoria.

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

Date: 18th May 2015

Vice-Chancellor

Where an enquirer has written authority from the named student Monash University will be pleased to check the accuracy of information in this document.
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Page 1 of this document is a covering letter   20285957   Page 2

MONASH University

3. Awarding Institution

Monash University was established in 1958 as a public university by an Act of Parliament in the State of Victoria and is listed as an Australian University on the Tertiary Education Quality and Standards Agency's National Register of Higher Education Providers and Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS number 00008C). A member of the Group of Eight research universities in Australia, Monash has five campuses in and around Melbourne. Monash students also study at partnership campuses in Malaysia, South Africa and in Gippsland. Monash has a study centre in Italy and research partnerships around the globe. Monash aspires to connect research and teaching for local and global transformation. For more information on Monash University visit www.monash.edu.

4. Graduate's Academic Achievements

Course details: Master of Teaching (Secondary)

Award Details

Master of Teaching (Secondary)

Specialisation: Initial Secondary Teacher Education

Year	Unit Code	Unit Title	Teaching Period	Credit Points	Mark	Grade
2014	EDF5661	Designing Learning For Adults	1	12	80	HD
2014	EDF5663	Education And Globalisation In The Asian Century	2	12	78	D
2012	EDF4071	Professional Experience 1b	1	-	--	PGO
2012	EDF4113	General Science Education	1	6	--	PGO
2012	EDF4118	Social And Environmental Education	1	6	--	PGO
2012	EDF5806	Policy And Practice Of Education	1-32	12	98	HD
2012	EDF5807	Theory And Practice Of Learning And Teaching	1-32	12	80	HD
2012	EDF4072	Professional Experience 2a	2	-	--	PGO
2012	EDF4402	Biology Education	2	6	--	PGO
2012	EDF4408	History Education	2	6	--	PGO
2012	EDF5808	Fostering Student Engagement In Education	2-32	12	91	HD
2012	EDF5809	Teacher As A Professional	2-32	12	90	HD

GPA: 3.833   WAM: 86.167

Monash University Results and Calculations:

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Page 1 of this document is a covering letter   20285957   Page 3

MONASH University

Grading Schema (from 2010 onwards)

HI	First Class Honours	80% - 100%	DISC	Discontinued	
HIIA	Second Class Honours Division A	70% - 79%	INC	Incomplete	
HIIB	Second Class Honours Division B	60% - 69%	NAS	Not Assessed	
HIII	Third Class Honours	50% - 59%	SFR	Satisfied Faculty requirements	
			WDN	Withdrawn	
HD	High Distinction	80% - 100%	WH	Withheld	
D	Distinction	70% - 79%	WN	Withdrawn Fail	
C	Credit	60% - 69%	WNGO	Withdrawn Fail	
P	Pass	50% - 59%	WI	Withdrawn Incomplete	
N	Fail	0% - 49%	DEF	Deferred Assessment	
			NE	Not Examinable	
NGO	Fail		NS	Supplementary Assessment Control	
			PGO	Pass Grade Only (No higher grade available)	

Details of pre-2010 results can be found on the internet: http:www.monash.edu.au/exams/results-legend.html

Grade Point Average (GPA)

The Grade Point Average (GPA) is an internationally recognised calculation used to find the average result of all grades achieved for a course.

$$GPA = \frac{Sum \ (grade \ value * unit \ credit \ points)}{Sum \ (unit \ credit \ points)}$$

- multiply each grade value by the unit credit points
- sum the resulting values (weighted GPA unit score)
- sum the unit credit points
- divide the sum of the weighted GPA unit score by the sum of the unit credit points
- calculate to three decimal points

	Grade	Grade value
HD	High Distinction	4.0
D	Distinction	3.0
C	Credit	2.0
P	Pass	1.0
NP	Near Pass	0.7
N	Fail	0.3
WN	Withdrawn fail	0.0
	Other grades	Not included in calculations

Weighted Average Mark (WAM)

The WAM is the average mark achieved across all completed units in a course.

$$WAM = \frac{\begin{array}{l} Sum \ (first \ year \ unit \ marks * unit \ credit \ points * 0.5) \\ + \ Sum \ (later \ year \ unit \ marks * unit \ credit \ points * 1.0) \end{array}}{\begin{array}{l} Sum \ (first \ year \ unit \ credit \ points * 0.5) \\ + \ Sum \ (later \ year \ unit \ credit \ points * 1.0) \end{array}}$$

Year level of unit	Year level weighting
First year (undergraduate)	0.5
All other year levels	1.0

- multiply the unit mark by unit credit point value and then by the year level weighting
- sum the resulting values (weighted marks)
- multiply the unit credit point value by the year level weighting
- sum the resulting values (weighted credit points)

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Page 1 of this document is a covering letter   20285957   Page 4

- divide the sum of the weighted marks by the sum of the weighted credit points
- calculate to three decimal points

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.

Australian **Qualifications** Framework

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.

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Page 1 of this document is a covering letter   20285957   Page 5

MONASH University

Level	Summary	Qualification Type
Level 1	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Certificate I
Level 2	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Certificate II
Level 3	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Certificate III
Level 4	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Certificate IV
Level 5	Graduates at this level will have specialised knowledge and skills for skilled and/or paraprofessional work and/or further learning	Diploma
Level 6	Graduates at this level will have broad knowledge and skills for paraprofessional and/or highly skilled work and/or further learning	Advanced Diploma Associate Degree
Level 7	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Bachelor Degree
Level 8	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning	Bachelor Honours Degree Graduate Certificate Graduate Diploma
Level 9	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning	Masters Degree
Level 10	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	Doctoral Degree

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 providers and monitor quality against standards.

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 Standards Framework

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Page 1 of this document is a covering letter   20285957   Page 6

comprises: Provider Registration, Category and Course Accreditation Standards and Qualification Standards (based on the AQF). The Higher Education Standards Panel, which is independent from TEQSA, is responsible for developing and monitoring the Standards Framework.

TEQSA also undertakes quality assessments of individual providers or reviews issues within the sector across a cohort (thematic reviews). These reviews help to identify sectoral good practice, guide sectoral quality enhancement and inform policy and research.

TEQSA's primary aim is to ensure that students receive a high quality education at any of Australia's higher education institutions.

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.

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Page 1 of this document is a covering letter   20285957   Page 7

ACADEMIC RECORD

Student Name: CATHERINE LOUISE JOHNSON

Student ID: 20285957

Date of Issue: 23-MAY-2018

QUALIFIED ON 05 MARCH 2018 FOR GRADUATE CERTIFICATE OF EDUCATIONAL RESEARCH

AWARDED ON 22 MAY 2018 THE GRADUATE CERTIFICATE OF EDUCATIONAL RESEARCH

***

QUALIFIED ON 08 DECEMBER 2014 FOR MASTER OF TEACHING (SECONDARY)

GRADUATED ON 18 MAY 2015 IN MASTER OF TEACHING (SECONDARY)

SPECIALISATION: INITIAL SECONDARY TEACHER EDUCATION

***

SCHOLARSHIP: MONASH MEDICINE, NURSING AND HEALTH SCIENCES SCHOLARSHIP

***

GRADUATE CERTIFICATE OF EDUCATIONAL RESEARCH

			Teaching Period	Credit Points	Mark	Grade
2017						
	EDF5614	RESEARCH PROJECT IN EDUCATION	2	12	76	D
2016						
	EDF5613	RESEARCH APPROACHES IN EDUCATION	T3-57	12	81	HD

MASTER OF TEACHING (SECONDARY)

			Teaching Period	Credit Points	Mark	Grade
2014						
	EDF5661	DESIGNING LEARNING FOR ADULTS	1	12	80	HD
	EDF5663	EDUCATION AND GLOBALISATION IN THE ASIAN CENTURY	2	12	78	D
2012						
	EDF5806	POLICY AND PRACTICE OF EDUCATION	1-32	12	98	HD
	EDF5807	THEORY AND PRACTICE OF LEARNING AND TEACHING	1-32	12	80	HD
	EDF4071	PROFESSIONAL EXPERIENCE 1B	1	-	-	PGO
	EDF4113	GENERAL SCIENCE EDUCATION	1	6	-	PGO
	EDF4118	SOCIAL AND ENVIRONMENTAL EDUCATION	1	6	-	PGO
	EDF5808	FOSTERING STUDENT ENGAGEMENT IN EDUCATION	2-32	12	91	HD
	EDF5809	TEACHER AS A PROFESSIONAL	2-32	12	90	HD
	EDF4072	PROFESSIONAL EXPERIENCE 2A	2	-	-	PGO
	EDF4402	BIOLOGY EDUCATION	2	6	-	PGO
	EDF4408	HISTORY EDUCATION	2	6	-	PGO

This student has completed a minimum of 60 days of supervised teaching practice.

BACHELOR OF OCCUPATIONAL THERAPY

			Teaching Period	Credit Points	Mark	Grade
2006						

ACADEMIC RECORD

Student Name: CATHERINE LOUISE JOHNSON

Student ID: 20285957

Date of Issue: 23-MAY-2018

BACHELOR OF OCCUPATIONAL THERAPY

		Teaching Period	Credit Points	Mark	Grade
HSC1031	FOUNDATIONS OF HEALTH	1	6	83	HD
HSC1301	HUMAN STRUCTURE AND FUNCTION 1	1	6	92	HD
OCC1011	PROFESSIONAL ISSUES	1	6	83	HD
PSY1011	PSYCHOLOGY 1A	1	6	92	HD
HSC1302	HUMAN STRUCTURE AND FUNCTION 2	2	6	85	HD
OCC1012	OCCUPATIONAL SCIENCE	2	6	81	HD
OCC1022	FOUNDATIONS OF OCCUPATIONAL THERAPY PRACTICE	2	6	78	D
PSY1022	PSYCHOLOGY 1B	2	6	81	HD

Course	GPA	WAM
GRADUATE CERTIFICATE OF EDUCATIONAL RESEARCH	3.500	78.500
MASTER OF TEACHING (SECONDARY)	3.833	86.167

For an explanation of how the Grade Point Average (GPA) and
Weighted Average Mark (WAM) are calculated, please refer to
http://adm.monash.edu.au/service-centre/academic-transcripts.html

This is the complete academic record of the named student at this University.

Monash University was established in 1958 as a public university by an Act of Parliament in the State of Victoria. A member of the Group of Eight research universities in Australia, Monash comprises six Australian and two international campuses in Malaysia and South Africa, a study centre in Italy, and teaching and research partnerships around the globe. Monash aspires to connect research and teaching for local and global transformation. For more information on Monash University visit www.monash.edu

KEY TO RESULTS

From 2010

HI	First Class Honours	80% - 100%	DISC	Discontinued
HIIA	Second Class Honours Division A	70% - 79%	INC	Incomplete
HIIB	Second Class Honours Division B	60% - 69%	NAS	Not Assessed
HIII	Third Class Honours	50% - 59%	SFR	Satisfied Faculty Requirements
			WDN	Withdrawn
HD	High Distinction	80% - 100%	WH	Withheld
D	Distinction	70% - 79%	WN	Withdrawn Fail
C	Credit	60% - 69%	WNGO	Withdrawn Fail
P	Pass	50% - 59%	WI	Withdrawn Incomplete
N	Fail	0% - 49%	DEF	Deferred Assessment
			NE	Not Examinable
NGO	Fail		NS	Supplementary Assessment Granted
			PGO	Pass Grade Only. (No higher grade available)

From 1997

HI	First Class Honours	80% - 100%	DISC	Discontinued
HIIA	Second Class Honours Division A	70% - 79%	INC	Incomplete
HIIB	Second Class Honours Division B	60% - 69%	NA	Not Applicable
HIII	Third Class Honours	50% - 59%	NE	Not Examinable
			SFR	Satisfied Faculty Requirements
HD	High Distinction	80% - 100%	PR	Provisional Grade
D	Distinction	70% - 79%	PGO	Pass Grade Only. (No higher grade available)
M	Merit	70% - 100%	NS	Supplementary Assessment Granted
C	Credit	60% - 69%	WH	Withheld
P	Pass	50% - 59%	E	Exempt
NP	Near Pass	45% - 49%	DEF	Deferred Assessment
N	Fail	0% - 49%	FP	Faculty Pass
			WD	Withdrawn

Pre 1997

Details of pre-1997 results can be found on the Internet: http:www.monash.edu.au/exams/results-legend.html

The grading system applicable to a particular degree or diploma at a particular time may be ascertained by reference to the relevant course or examination regulations published annually in the University Handbooks.

This is a valuable document that should be kept in a safe place.