

Graduate Attributes Policy

Scope

This Policy is applicable to all higher education courses and subjects delivered by Kaplan Higher Education Pty Ltd, trading as Kaplan Professional, Murdoch College and Kaplan International College, Adelaide (Kaplan).

Purpose

Kaplan defines the philosophy underpinning its courses through the Graduate Attributes. The Kaplan Graduate Attributes are the qualities a Kaplan student is expected to develop as they progress through their studies, they reflect what students are expected to know (knowledge) or be able to do (capabilities) when they finish their course.

The Kaplan Graduate Attributes are:

1. Core Discipline Knowledge
2. Critical Enquiry and Analysis
3. Ethical Conduct and Values
4. Communication
5. Digital Literacies in the Era of Generative Artificial Intelligence
6. Independence and Initiative

Definitions

Graduate attributes are defined by the Australian Qualifications Framework (AQF) as generic learning outcomes which are embedded into qualifications in the course development process. These generic learning outcomes are defined as the transferrable, non-discipline specific skills a graduate may achieve through learning that have applications in study, work and life contexts.

The four broad categories of generic learning outcomes recognised in the AQF are:

- fundamental skills, such as literacy and numeracy appropriate to the qualification level
- people skills, such as working with others and communication skills
- thinking skills, such as learning to learn, decision making and problem solving
- personal skills, such as self-direction and acting with integrity

Policy Principles

This policy is designed to ensure that upon graduation, students should be able to demonstrate detailed knowledge pertaining to their discipline, as well as having developed abilities to participate successfully in the workforce and as responsible just citizens.

Kaplan provides experiences and opportunities conducive to the development of each attribute during a student's studies and encourages students to be partners in acquiring these attributes to enhance their post-study opportunities.

These experiences and opportunities include not only those of a formal nature acquired through academic assessment, but also those obtained through interactions with their peers, teaching staff, and where applicable, through work-integrated learning.

The Kaplan Graduate Attributes are outlined in detail below, including a description of each attribute and the specific behaviours and/or qualities demonstrated by students upon graduation.

Core Discipline Knowledge

Core Discipline Knowledge includes the development of declarative, procedural and conceptual knowledge (that is learning facts, processes and ideas) through formal and informal learning at the appropriate level at which the program is designed. The process may include the continuous evolution of discipline specific knowledge and its foundational concepts, forming the basis for critical thinking and informed practical action.

Graduates will have discipline-specific knowledge and skills to:

- understand current theories and practices in their chosen field.
- develop and extend core knowledge in a variety of real-world situations.
- draw connections and links between core knowledge action and dispositions.
- reflect on their core discipline knowledge as the basis of continuing growth and development.

Critical Enquiry and Analysis

Critical Enquiry and Analysis means being able to systematically evaluate and analyse knowledge, argument, and perspectives, including one's own, with the aim to enhance understanding of core knowledge. Critical thinking can be applied to problems to design appropriate and useful solutions through critical enquiry and data analysis.

Future-ready graduates who approach learning through a critical and analytic lens will actively question and interrogate knowledge by:

- applying skills in data and content analysis.
- critically evaluating the authenticity and reliability of information sources.
- the ability to make sound judgements about the credibility and validity of knowledge.
- reflecting on their own perspectives as well as those of others.

Ethical Conduct and Values

Ethical behaviour is built on important values like integrity, diversity, fairness, responsibility, trustworthiness, and respect for others. These values create an environment to support Kaplan students to achieve their best work, by encouraging the expression and understanding of diverse opinions and ideas, honesty and integrity in all dealings, accountability for themselves and their actions, and to contribute positively to the academic community and society.

Graduates will have ethical conduct and values to:

- respect the values, opinions and perspectives of others in socially just and culturally inclusive ways.
- take personal responsibility for their thinking, perspectives and values that shape their work and deliver it with academic and professional integrity.
- assess situations using an understanding of broad local and global economic, political, social and environmental systems to make fair and reasoned decisions, taking into account the perspectives of others.
- exercise professional decision making ethically and responsibly.
- to be able to validate the authenticity of their learning artefacts and outcomes.

Communication

Effective communication means to convey knowledge and ideas using a variety of methods and technologies appropriately to engage an audience.

It is a fundamental skill that is required in everyday life, but also to be able to engage others around advanced concepts or ideas in any discipline, workplace or profession. For example, it could including things like writing reports, making recommendations, delivering presentation, discussing conflicting information, or holding meetings.

Graduate will have communication skills to:

- use technically accurate, diverse and culturally appropriate communication strategies to convey messages with clarity and integrity.
- apply effective communication techniques tailored to engage different audiences in a learning or business environment.
- present work independently and collaboratively, demonstrating autonomy and teamwork, in preparation for the future world of work.
- development resilient and adaptable communication approaches that respond to evolving professional contexts, including technological advancements.

Digital Literacies in the Era of Generative Artificial Intelligences

In today's world shaped by generative artificial intelligence, digital literacies are essential for navigating and engaging with increasingly online and technologically complex environments. These literacies encompass the ability to access, evaluate, use, create and share information across a wide range of platforms and software tools. A sound

understanding of how digital systems operate, combined with strong critical thinking and communication skills, is vital for analysing and conveying information effectively. Equally important is the ability to manage ethical behaviour and make informed decisions within both complex technological environments and human-centred business contexts. These competencies are foundational for success in the current and future world of work.

Graduates will apply digital literacies to:

- navigate and use a variety of online platforms and digital tools to support them in their study, professional practice and/or further learning.
- research, access and critique various sources of information and manage those resources.
- evaluate the usability, reliability, validity, authenticity and origin of information and data.
- adopt evidence-based methodologies to arrive at sound decisions.

Independence and Initiative

In the era of generative artificial intelligence, showing independence and initiative through learning engagement means being able to work individually with confidence, and reflect on current practice in a field or one's own practice and development needs. It also means exercising one's own judgement to make decisions, independently and with integrity. The element of self-awareness is deemed to be essential by employers.

These are critical skills to hold, in both an academic or professional environment, as they create a foundation from which new ideas or different ways of working are developed.

Graduates will have independence and initiative to:

- be self-motivated and confidently form independent opinions.
- identify where they required further development and seek appropriate assistance to do so.
- plan and manage their learning and workload to achieve personal and professional goals that reflect academic and professional integrity.

Relevant Legislation

As a registered higher education provider, Kaplan Higher Education operates under strict laws and regulations. Policies and procedures are in place to ensure compliance with the legislative instruments referenced below:

- Australian Qualifications Framework
- Disability Standards for Education 2005
- Higher Education Standards Framework (Threshold Standards) 2021
- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)

Related Policies

This Policy should be read in conjunction with the following College policies:

- Academic Success Policy
- Assessment Policy
- Course and Subject Development and Review Policy
- Diversity, Inclusion and Equity Policy

Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officers to ensure compliance with this policy.

Policy Category	Academic			
Responsible Officers	Vice President, Academic			
Implementation Officer	Director, Learning and Teaching, General Manager, Teaching and Learning			
Review Date	September 2028			
Approved by				
Kaplan Higher Education Academic Board				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2.2	Quality, Regulations and Standards Team	Addition of the following new sections: • Definitions • Relevant Legislation • Related Policies sections Updated Policy Principles	15.06.2022	20.06.2022
2.3	VP Academic	Full review Introduces generative AI as a core framing theme, strengthens graduate attribute definitions, adds legislation and related policies sections, broadens scope and governance roles, and formalises the integration of AI-era skills into graduate outcomes.	19.09.2025	19.09.2025