# KAPLAN PROFESSIONAL

# Graduate Attributes

## Kaplan Higher Education Pty Ltd.

## Scope

This policy is applicable to all higher education courses and subjects delivered by Kaplan Higher Education Pty Ltd, trading as Kaplan Professional ("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. Deep discipline knowledge
2. Ethical conduct and values
3. Communication
4. Digital literacy
5. Critical thinking and problem solving
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

The 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 and 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.

## Deep discipline knowledge

Deep discipline knowledge is knowledge that is relevant and specific to a chosen field. Possessing it means holding a depth and breadth of technical and academic knowledge and understanding, as well as the advanced skills to be considered a specialist in that field.

Graduates will have discipline-specific knowledge and skills to:
- understand current theories and practices in their chosen field
- apply them in a variety of real-world situations
- draw connections and links between the sub-sections of the discipline
- contribute to their discipline and pursue a profession in that field.

## Ethical conduct and values

Ethical behaviour is built on important values like integrity, diversity, fairness, responsibility, trustworthiness, and respect for others. It's these values that 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 others
- take personal responsibility for their work and deliver it with integrity
- assess situations using an understanding of broad local and global economic, political, social and environmental systems to make appropriate decisions.

## 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 include things like writing reports, making recommendations, delivering presentations, discussing conflicting information, or holding meetings.

Graduates will have the communication skills to:
- use appropriate strategies to convey their message effectively and engage different audiences in a learning or business environment.

## Digital literacy

In today's world, digital literacy is a key skill to be able to navigate and interact via our increasingly online environment. It means being able to access, use, create or disseminate information on digital technologies such as the internet, social media, mobile devices, and software programs. To do this, a wide range of skills is required. An understanding of digital platforms and how they work is essential, as are critical thinking and communication skills to allow analysis and communication of the information to others. Ethical conduct on online platforms is just as important as in face-to-face interactions. The initiative to continue to learn and adapt to technologies and platforms as they are produced is essential to be able to keep up with the digital landscape.

Graduates will have digital literacy to:
- navigate and use a variety of online platforms and digital tools to support them in their study, professional practice and/or for further learning
- research and access various sources of information and manage those resources.

## Critical thinking and problem solving

Being able to systematically evaluate and analyse your own thinking or discussion on a topic, with the aim to improve it, is what's known as critical thinking. Critical thinking can be applied to problems to design appropriate and useful solutions.

Graduates will have critical thinking and problem solving skills to:
- investigate imperatives and collect data to inform effective decision-making
- evaluate and apply appropriate research, theories, concepts and tools to a wide variety of industry situations in order to make decisions.
- identify and provide solutions to complex problems.

## Independence and initiative

Showing independence and initiative in study 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, without waiting to be told or instructed by others.

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 require further development and seek appropriate assistance to do so
- plan and manage their workload determining what is required for their learning to achieve personal and professional goals.

# Relevant Legislation

As a registered provider, Kaplan operates under strict laws and regulations. Policies and procedures are in place to ensure compliance with such laws.

Below, please find the most relevant legislation which apply to this policy:

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

# Related Policies

This policy should be read in conjunction with the following policies published on the Kaplan website https://www.kaplanprofessional.edu.au/

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

# Version Control and Accountable Officers

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

| Policy Category | Academic |
|---|---|
| Responsible Officer | Vice President, Academic |
| Implementation Officer | General Manager, Teaching and Learning |
| Review Date | June 2025 |
| **Approved by** | |
| KHE Academic Board | |

| Version | Authored by | Brief Description of the changes | Date Approved: | Effective Date: |
|---|---|---|---|---|
| 1.0 | Quality & Standards Group | Unpacking of one document into existing document | 01.01.2014 | 01.01.2014 |
| 1.1 | Quality & Standards Group | Format and wording changes to align across all businesses | 10.04.2015 | 10.04.2015 |
| 1.2 | Academic Quality and Governance Team | Document reviewed for currency and edited to promote clarity. Academic entity level Implementation Officer introduced into policy. Retitled to Graduates Attributes Policy to reflect industry nomenclature. | 26.05.2016 | 16.06.2016 |
| 2.0 | Learning and Delivery Team | Replaced all Graduate Attributes to align with industry standards and currency. | 6.06.2019 | 11.06.2019 |
| 2.1 | Quality, Regulations and Standards Team | Updated provider category to Institute of Higher Education<br><br>Updated role titles | N/A | 13.07.2021 |
| 2.2 | Quality, Regulations and Standards Team | **Full policy review**<br><br>Addition of the following new sections:<br>• Definitions<br>• Relevant Legislation<br>• Related Policies sections<br><br>Updated Policy Principles | 15.06.2022 | 20.06.2022 |