

Procedure

The purpose of this procedure is to list the requirements of what constitutes each of the graduate attributes, the requirements for measuring the graduate attributes and the processes for making changes to the graduate attributes at BPP Institute.

Graduate attributes are a set of transferable skills that students should have demonstrably developed by the end of their Bachelor course.

For undergraduate courses which progress over three years, students are not expected to attain the skills immediately, and as such, are introduced to these skills in year 1 (indicated by an 'I' in the unit outline) with a reinforcement ('R') process in the second year followed by a more advanced ('A') level of teaching and achievement at third year level.

Nominating Units with Graduate Attributes

For undergraduate courses, all units should contain Discipline Knowledge and Skills, and selected units will contain the three developmental, generic attributes. The Heads of School and Course Coordinators will ensure that every course contains at least two units covering each attribute at each of the three levels.

While many units will contain some aspects of all the graduate attributes, a unit should only be designated as fulfilling the requirements of a nominated unit in one of the following two situations:

1. A unit comprehensively covers all components of a graduate attribute as described in the Graduate Attributes Policy.
2. A unit covers at least two of the subcomponents of a graduate attribute as described in the Graduate Attributes Policy. In this case, it is important that another unit contains the complementary components at the same level, and mapping of graduate attributes demonstrates complete coverage of all components of the graduate attribute at each level in each course.

For postgraduate units, the course learning outcomes and the aligned unit learning outcomes must be designed to encompass the graduate attributes, and ensure that a graduating student must have opportunities to develop and attain all graduate attributes, regardless of the combination of units and/or specialisations chosen.

Levels of Attainment

Students can expect to develop attributes to the general levels expected of graduating students at that level, as best described in the descriptors of the AQF Qualifications Framework.

For undergraduate units, each attribute is embedded at three levels – introduction, reinforcement and advanced. While these typically correspond to units designated 100-200, 300-400 and 500-600 respectively, the following defines each level:

Introductory

The attribute is introduced to students, assuming no previous higher education experience in the skill. While learning activities, assessments and tasks are assigned to teach and test the attribute, students will be expected to engage with the concept and display a basic understanding of the concept in practice.

Reinforced

Students are required to demonstrate an understanding of the skills and attributes and be able to apply them to a given problem or activity. Full proficiency is not expected, but students should be able to show successful application at using many of the approaches and strategies needed in building an attribute.

Advanced

At this level, students must be able to show proficiency of the attribute to the standard expected of a graduating Bachelor student, as aligned with the course intended learning outcomes and the AQF 7 descriptor. Students at this level should demonstrate an understanding of the principles behind a skill and be able to display evidence of applying the principle to practice.

Changes to Graduate Attributes in Unit Outlines

All undergraduate unit outlines will contain a table to highlight which of the attributes are being taught and assessed in the unit and to what level they are being developed.

The listing of attributes within each unit may be amended from time to time to reflect changes in assessment or unit structure. Any changes to the attribute table within a unit outline must be approved by the Teaching and Learning Committee prior to the delivery of the unit.

The procedure for changing attributes within a unit are as follows:

- A proposal (written or verbal) for change (including reasons for change) is to be presented to the Dean in the first instance.

	<ul style="list-style-type: none"> • A preliminary mapping exercise will be required to ensure the changes will not prevent any student from having the opportunity to achieve the graduate attributes at each level. • If the changes proposed prevent development of any specific attribute, the proposed change should be rejected. • If the attributes in question are covered elsewhere for all students, the changes proposed (once supported by the Dean) will be reported to the Teaching and Learning Committee for endorsement through the submission of a revised unit outline. • The Teaching and Learning Committee must endorse the changes prior to the revised unit being delivered. <p>The deletion or addition of units to course structures:</p> <ul style="list-style-type: none"> • If a unit is to be deleted from offer, the impact on the potential for students to achieve the graduate attributes must be considered. • If the unit is approved for deletion, other units must be identified to address any attributes not covered due to the deletion of a unit. • In the case of the introduction of a new core unit, the unit design should include a mapping exercise to ensure the relevant attributes are developed in the new unit. <p>Assessing Graduate Attributes</p> <p>The graduate attributes will be assessed as a fully integrated part of the standard assessment strategy of each unit. Assessment tasks should not be designed specifically to focus solely on graduate attributes, however, proficiency in the attainment of an attribute should be an explicit part of the marking criteria of an assessment.</p> <p>The design of assessment tasks for each unit will need to take into consideration how the attributes are incorporated to ensure that the attributes can be measured through the standard assessment process.</p>
<p>Related Documents</p>	<p><i>AQF Qualifications Framework</i> Assessment Policy Assessment Procedures Graduate Attributes Policy Unit Outline Policy</p>
<p>For Administrative Use Only</p>	

GRADUATE ATTRIBUTES PROCEDURE

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Responsible Officer	Dean
Contact Officer/s	Dean
Approved by	Dean
Definitions	See BPP Institute's Glossary of Terms and Acronyms

Version History

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1.	May 2025	First iteration <ul style="list-style-type: none">• For BPP Institute

