

Anglia Ruskin Graduate Attributes – Our Students’ Journey to Excellence

Graduate Attributes		Academic/Non-academic evidence
	As an Anglia Ruskin University graduate, I am:	<i>(Extracted and amended from information in the Anglia Ruskin Academic Regulations and our graduate/Level 6 award learning outcomes)</i>
Ambitious	<ul style="list-style-type: none"> • a confident and skilled user of information sources and digital technologies • eager to maximise my full potential • committed to act professionally at all times. 	<p><i>Knowledge and Understanding</i></p> <p>a) Development of knowledge and understanding (subject specific)</p> <ul style="list-style-type: none"> • Knowledge base: the learner has a comprehensive/detailed knowledge of a major discipline(s) with areas of specialisation in depth and an awareness of the provisional nature of knowledge • Ethical issues: the learner is aware of personal responsibility and professional codes of conduct, where applicable, and can incorporate a critical ethical dimension into his/her work • Sustainability: the learner has the awareness and ability to apply their knowledge and understanding and work with others to take action which promotes the principles of sustainability
Imaginative	<ul style="list-style-type: none"> • intellectually curious and have developed life long learning and research abilities. • enterprising, entrepreneurial and creative. 	<p><i>Intellectual (thinking), Practical, Affective and Transferable Skills</i></p> <p>a) Intellectual skills (generic)</p> <ul style="list-style-type: none"> • Analysis: the learner can analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject • Synthesis: with minimum guidance the learner can transform abstract data and concepts towards a given purpose and can design novel solutions • Evaluation: the learner can critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance and can investigate contradictory information/ identify reasons for contradictions

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		<ul style="list-style-type: none"> • Application: the learner is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution <p>b) Practical skills (subject specific)</p> <ul style="list-style-type: none"> • Application of skills: the learner can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques • Autonomy in skill use: the learner is able to act autonomously, with minimal supervision or direction, within agreed guidelines
Collaborative	<ul style="list-style-type: none"> • able to work respectfully and inclusively with people from a various backgrounds and cultures. • a responsible global citizen who participates in my community. • aware of my social and professional responsibility for a sustainable future. 	<p>c) Affective and transferable skills (generic)</p> <ul style="list-style-type: none"> • Group working: the learner can interact effectively within a team/ learning/professional group, recognise, support or be proactive in leadership, participate in the Students' Union's democracy and representation processes, negotiate in a professional context and manage conflict • Learning resources: with minimum guidance the learner can manage own learning using full range of resources for the discipline(s) and can work professionally within the discipline • Self-evaluation: the learner is confident in application of own criteria of judgement and can challenge received opinion and reflect on action and can seek and make use of feedback • Information management: the learner can select and manage information, competently undertake reasonably straightforward research tasks with minimum guidance • Autonomy: the learner can take responsibility for own work and can criticise it • Communications: the learner can engage effectively in debate in a professional manner and produce detailed and coherent project reports • Problem solving: the learner is confident and flexible in identifying and defining complex

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	<ul style="list-style-type: none"> • ethical, truthful and supportive of others. 	<p>problems and the application of appropriate knowledge, tools/methods to their solution</p> <ul style="list-style-type: none"> • Adaptation to context: the learner locates his/her own role within poorly defined and/or flexible contexts requiring a level of autonomy • Performance: the learner seeks and applies new techniques and processes to his/her own performance and identifies how these might be evaluated • Team and organisational working: the learner works effectively within a team, supports or is proactive in leadership, negotiates in a professional context and manages conflict. The learner proactively seeks to resolve conflict • Ethical awareness and application: the learner is aware of personal responsibility and professional codes of conduct and incorporates this into their practice • Citizenship: the learner has the knowledge and skills to understand, challenge and engage with democracy both in relation to national policies and those of the Students' Union • Sustainability: the learner has developed the attitudes and skills to make informed decisions that reflect care, concern and responsibility for themselves, for others and the environment, now and in the future