

Developing your Graduate Attributes by being a CÉIM Leader

Successful, fully engaged students have opportunities through coursework and the broader student experience to develop a wide range of knowledge, skills and dispositions, known as 'NUI Galway Graduate Attributes'. Fully engaging as a CÉIM leader can help you develop and practice your Graduate Attributes.



NUI Galway Graduate Attributes	CÉIM Attributes breakdown	Examples of how to practice and develop Graduate Attributes in CÉIM	Examples of how to NOT develop Graduate Attributes via CÉIM
Academic achievement and expertise	Academic knowledge	Uses CÉIM as a vehicle to revise foundation concepts. Gains a greater understanding of subject matter by fully engaging as a CÉIM leader	Does not prepare adequately for CÉIM sessions. Lets other leaders facilitate content-heavy topics in sessions
	Problem solving - Ability to solve new challenges and problems	Problem solving	Actively looks for and suggests solutions to problems
Critical thinking - Able to make sense of complex information from a variety of sources	Critical thinking	Designs CÉIM session activities that weave course content and study skills together. Listens carefully to 1st year students and responds with appropriate questions. Your contributions have substance and move the discussion along	Doesn't put much effort into planning sessions - activities used are extremely basic. Pays little attention to what is being discussed. Repeats what others have said or adds very slightly to what others have said
Communication skills in a variety of contexts, styles and media	Verbal and written communication	Willing to talk at debrief meetings and CÉIM sessions. Communicates ideas clearly	Unwilling to talk at debrief meetings and CÉIM sessions
	Friendly	Friendly disposition and connects with others. Open personality. Maintains eye contact	Not overly friendly, is removed and does not connect with others. Closed personality/body language. Lack of eye contact
	Assertive	Able to produce counter arguments/disagree in a tempered manner	Agrees with everything others say even if it's not very sensible
	Digital literacy	Gains hands-on experience in using cloud-based technology to improve efficiency of work practices	Makes no effort to engage with technology used in CÉIM, such as Blackboard Groups, Office 365 and the Leader Hub
Teamwork, collaboration and effective leadership	Collaboration	Works collaboratively with other students	Lone player who does not work collaboratively with other students
	Respect	Respect for other students – demonstrates listening skills and empathy	Lack of respect for other students – does not listen or respond to ideas of others
	Leadership	Ability to plan and structure the work of the group. Takes the lead on organising how the CÉIM session will be structured	Does not show any interest in planning or structuring the group's work
Creative, enterprising and resourceful	Adaptability	Shows a flexible mind set with the ability to take alternative ideas on board. Quickly able to drop a planned CÉIM session theme to focus on new theme depending on student need	Shows an inflexible mindset. Unwilling to engage with counter arguments or change a session plan even if students have requested this
	Innovation	Demonstrates original thinking – comes up with new ways of doing things and develops new learning activities to engage 1st year students	Does not contribute fresh ideas in sessions or meetings. Does the same thing in CÉIM sessions every week
Personal responsibility and commitment to lifelong learning	Personal responsibility	Takes responsibility for the work of the group. Carries out agreed tasks (session preparation, taking attendance, printing etc.)	Shirks away from supporting the work of the group (not available for group planning, makes no effort to organise the work of the group etc.). Does not carry out agreed tasks
	Lifelong learning	Communicates to 1st year students that learning is a life-long journey and that concepts covered in 1st year are building blocks for further study	Communicates to 1st year students that exams are the only important thing. Makes no reference to the importance of building on previous learning
Good citizenship - Valuing of ethical and professional standards, integrity, responsibility and good citizenship	Fair play	Promotes fair play, academic integrity and zero tolerance of plagiarism in CÉIM sessions	Does not promote fair play, academic integrity and zero tolerance of plagiarism in CÉIM sessions
	Code of Conduct	Adheres fully to the CÉIM Leader Code of Conduct and the NUI Galway Student Code of Conduct and takes the responsibility of being a CÉIM leader seriously	Does not adhere to the CÉIM leader Code of Conduct and NUI Galway Student Code of Conduct and does not take the responsibility of being a CÉIM leader seriously
	High standards	Sets high standards for interaction and learning at CÉIM sessions and works hard to improve this over time	Not particularly bothered about the quality of interaction and learning taking place at CÉIM sessions and does little or nothing to improve this over time
	Helping others	Does best within limits to help 1st years students, fellow CÉIM leaders and CÉIM coordinators - goes the extra mile	Unhelpful to 1st year students, other CÉIM leaders and staff - does the bare minimum or less than that
Global awareness - Appreciation of the importance of place, identity and culture in a global context	Diversity	Respects diverse student groups and learning styles within CÉIM	Shows lack of respect for diverse student groups and learning styles within CÉIM