



Careers and Employability for PhD students

Industry Partner Handbook



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

HEA | AN tÚDARÁS um ARD-OIDEACHAS
HIGHER EDUCATION AUTHORITY



Rialtas na hÉireann
Government of Ireland

This initiative has been funded through the Strategic Alignment of Teaching and Learning Enhancement Fund 2019.

Overview

Careers, Employability and Work-based Learning for PhD students is a new interdisciplinary 10 ECTS module, the development of which was funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education, and is led by Trinity Careers Service (TCS). It supports Trinity PhD students with career planning, critical reflection and decision-making and will enable students to establish networks to help support their future careers.

Table of Contents

1. **Module Guide**: an overview of the module structure, content and opportunities to engage.
2. **Work-Based Learning (WBL) Experience: Value for Industry Partners**: benefits to you in partnering with TCS to develop and offer WBL experiences.
3. **Work-based Learning Experience (WBL) Framework**: a detailed overview of WBL experience options, the process, assessment and support available.
4. **Industry Mentoring Programme (IMPART)**: an overview of how the IMPART programme works.
5. **Skills webinars**: information on how we can work with you to develop and deliver skills webinars as part of the module.



1. Module Guide

The *Careers, Employability and Work-based Learning module* is offered in a blended learning format (including a smaller 5 ECTS option), which includes an online *Skills Audit* tool to help students develop transferable skills that can be applied during and after their PhD. It was designed and is delivered in collaboration with a range of industry partners across all sectors and offers a unique opportunity to undertake work-based learning to prepare students for careers in academia and/or industry.

Target Group

Trinity PhD students who are interested in complementing their academic studies with a module solely focused on careers and employability including opportunities to undertake real-life work-based learning experiences with industry partners. The module is open to students in Years 2, 3 or 4 of a full-time PhD (years 2 to 6 of a part-time PhD) across all disciplines.

Module Learning Outcomes

By the end of this module, students will be able to:

- Critically reflect on, develop and articulate their skills in relation to their PhD and for the workplace.
- Create a career path that reflects their beliefs, values, interests and potential.
- Apply tools to proactively manage their own career.
- Create meaningful connections with PhD students from other disciplines and industry partners/alumni.
- Critically evaluate a work-based learning experience in terms of their future career direction.

Student Hours

Activity	Hours
Skills audit	3
Face-to-face sessions	10
Online sessions	10
Teaching & Learning activities including mentoring, events	57
Work-based Learning experience	100
Assessment	<u>70</u>
<i>Total</i>	250

Module Structure and Content

The module comprises a suite of workshops in three streams (Careers, Skills and Work-based Learning) with students undertaking alternating face-to-face and online sessions.

Pre-work:

Students will be required to complete an online *Skills Audit Tool* and *Reflective PDF*, to listen to an introductory podcast and review the Student Handbook, prior to attending the first session.

Careers Stream:

- a) Designing your Career (face-to-face)
- b) Navigating the Emotions of Planning and Managing your Career (online)

Skills Stream:

- (a) Mapping Skills onto Career Options (face-to-face)
- (b) The Art and Craft of a great CV and Writing an Effective Cover Letter (online)
- (c) Networking with Confidence (face-to-face)
- (d) Presenting your Best Self at Interview (online)
- (e) Intercultural Competence and the Global Workplace (online)

Work-based Learning Stream:

- (a) Preparing for your Work-based Learning Experience (online)
- (b) Reflecting on your Work-based Learning Experience (face-to-face)

Work-based Learning experience (WBL)

A WBL experience is a compulsory part of the 10 ECTS module for PhD students and is a key component of this module. Students undertake a self-sourced work-based learning experience with an industry partner, which could include a mini-internship, consulting project or other suitable experience. Some students may get connected to suitable experiences through their Academic Supervisor, existing supervisor collaborations in their School, or through their funding body. In addition, TCS will support students to source and arrange appropriate WBL opportunities. These will be advertised on MyCareer, our online careers portal.

TCS also provide a variety of supports to help students to make the most of this opportunity: pre-WBL experience, during the WBL experience and post-WBL experience. There is also an option to participate in an *Industry Mentoring Programme (IMPART)* for those who wish to continue their relationship with industry partners over the longer term.

Teaching and Learning Activities

A range of activities support students to apply and reflect on their learning within the module, including the online *Skills Audit* and *Reflective PDF*, regular journal entries, online discussion boards, coffee chats, podcasts and videos, industry partner skills webinars, an interview practice exercise, an industry partner-led assessment centre, mentoring and alumni engagement and industry partner site visits or events. The wider Careers Service will also offer additional support e.g. CV/LinkedIn Clinics, Shortlist.Me video interviews, live practice interviews, one-to-one careers guidance appointments, access to labour market information and psychometric tools. Alumni events will also assist students to develop a network to support them going forward.

Opportunities for Industry Engagement

The module presents a unique opportunity for organisations to partner with Ireland's leading university and provides Trinity's diverse, high quality student talent pool with meaningful opportunities to enhance their learning experience.

TCS will work with you to design a WBL opportunity for students that will bring you positive results and make a real impact on your organisation. We will provide advice and guidance throughout the development phase, and market your opportunity directly to students.

Depending on your skills requirements, you can offer a mini-internship, consulting project or other suitable experience undertaken over an agreed time period and with a duration of 100 hours. You can also deliver content on the module:

- Deliver a skills webinar
- Offer a site visit/virtual tour
- Offer an assessment centre

For further information please contact us at employer.careers@tcd.ie to learn more.



2. WBL Experience: Value for Industry Partners

Overview

There are many benefits to you in partnering with us in the Trinity Careers Service (TCS) to develop and offer WBL experiences to suitable PhD students in your organisation.

Benefits to the Host Organisation

- **Top talent:** Trinity College Dublin offers a world-class research environment that attracts and develops the very best talent and allows our PhD students to excel during their time in the University and beyond. Trinity has research strengths that span the Sciences, Medicine, Engineering, Arts and Humanities and boasts a truly international PhD community.
- **Relevant skills:** Trinity PhD students come equipped with many relevant skills such as applied research, problem-solving and critical thinking. Depending on your industry sector, many of our students also have advanced technical skills and knowledge which will allow them to actively contribute to key projects and tackle strategic business challenges in your organisation.
- **Student diversity:** students from Years 2-4 of a full-time PhD programme (Years 2-6 part-time) from across all disciplines will participate in this module so you will have an opportunity to engage with a wide variety of students.
- **Build brand awareness:** hosting a WBL experience is great way to increase awareness of your organisation, communicate your culture and build your brand on campus.
- **Spot future talent:** it presents an opportunity to talent spot students and to develop a talent pipeline for future opportunities in your organisation.
- **Flexibility:** many PhD students are flexible in terms of their schedule so that a mutually beneficial working arrangement can be arranged.
- **Partner with us:** it is an opportunity to establish and/or develop a partnership between your organisation and Trinity College Dublin, which may lead to future collaborations.
- **Convenience:** you can advertise and promote your WBL experience opportunities through the Trinity Careers Service, allowing interested students to apply direct to you.
- **New initiatives:** it is an opportunity for your organisation to play a key role in this new and innovative module.

3. Work-based Learning Experience Framework

Overview

A Work-based Learning (WBL) experience is a compulsory part of the 10 ECTS *Careers, Employability and Work-based Learning* module for PhD students.

WBL Experience Learning Outcomes

By the end of the WBL experience, students should be able to:

- Critically reflect on skills developed through practical experience related to the workplace and on how these skills can be developed further
- Critically evaluate industry partner feedback in relation to their work-based learning experience
- Analyse the work-based learning experience in terms of their personality, values and fit with organisational culture
- Critically evaluate their work-based learning experience in terms of future career direction

WBL Experience Options

Three different types of WBL experience are available as options in this module:

1. A **mini internship**, which for the purpose of this module, is defined as an approved and supervised *immersive work experience* with a host organisation of 100 hours in duration, that meets specific learning goals consistent with module learning outcomes above, is appropriate for a student at PhD level, and is within the scope of the [College Internships and Placements policy](#).

The mini internship may be completed in one block or in separate blocks e.g. a day per week, half days or specific hours. The purpose of the mini internship is to offer students a general exposure to a research or professional organisation, which will include induction, observation and an immersive work experience that creates real value for the host organisation and valuable learning for the student. This includes on-the-job interaction with an assigned supervisor or mentor from the host organisation.

Students will develop professional skills, increase their awareness of a given sector and benefit from the opportunity to make new professional contacts.

Sample breakdown of time required:

Breakdown of weeks/days	Mini internship
Induction	0.5 day
Observation of key activities	2 days
Immersive work with a focus on key deliverables	2 weeks
<i>Total student effort</i>	<i>2.5 weeks (100 hours)</i>

2. A **consulting project**, which for the purpose of this module, is defined as an *independent project* which is undertaken in collaboration with a host organisation over an agreed time period totalling 100 hours, that meets specific learning goals consistent with module learning outcomes above and is appropriate for a student at PhD level.

The purpose of the consulting project is to give students exposure to a specific consulting scenario or challenge in the context of a research or professional organisation, which is likely to include defining the brief, applied research and work on deliverables e.g. proposal of actionable insights and/or solutions in a report and/or presentation. Analyses and recommendations will be evidence based, grounded in academic literature and/or based on organisational tools and approaches.

Students will develop communication and applied research skills, increase their awareness of a given sector and benefit from the opportunity to make new professional contacts.

The host organisation is expected to provide all necessary data and guidance for the project, including an induction and introduction to consulting if required. The organisation will also provide feedback on the quality of the student's deliverables e.g. report and/or presentation. It is expected that the student critically assesses the consulting scenario or challenge and proposes insights and/or solutions that account for the strategic intent, capabilities, resources, mission, values and culture of the host organisation.

Sample breakdown of time required:

Breakdown of hours	Consulting project
Contact hours with host organisation - initial brief, identification of scenario/challenge & progress meetings	8-10
Reading, applied research, scenario/challenge analysis	50-52
Work on deliverables e.g. final report/presentation	40
<i>Total student effort</i>	<i>100 hours</i>

3. Another suitable experience which meets specific learning goals consistent with module learning outcomes above and is appropriate for a student at PhD level, to be agreed with TCS, e.g. development of a new business idea or entrepreneurial venture, community learning.

Confidentiality

Clear rules of engagement will be agreed between the host organisation, the student and the Academic Supervisor for the duration of the WBL experience. This will include a confidentiality agreement and the protection of intellectual property associated with research projects. Academic Supervisors are requested to discuss this with students in advance of the WBL experience and to facilitate student participation in an intellectual property training module if required.

Sourcing the WBL experience

Students undertaking the module are required to proactively source their own WBL experience from across a range of sectors, in either academic or non-academic settings. Some students may get connected to suitable experiences through their Supervisor or existing research collaborations in their School/Dept. In addition, TCS will work with industry partners and supervisors to develop suitable WBL opportunities. These will be advertised on MyCareer, our online careers portal. TCS will ensure that the WBL experience meets both student and module requirements.

Selecting the WBL experience

Students must consider the work completed through attending relevant careers sessions in the module and their completed *Skills Audit and Reflective PDF* (see support for students below) when selecting their WBL experience. Critical reflection on this information will assist them to make an informed decision when making their selection.

For those experiences developed by TCS, industry partners provide a 'wish list' of skills (e.g. data analytics, project management) and areas of focus for the year ahead (e.g. sustainability) which will be reviewed annually. This information is used to create a WBL specification, which will detail:

- type of WBL experience – mini internship, consulting project or other
- key activities and deliverables required
- timing and length of experience available
- skills level (both general and discipline-specific) required to undertake this experience
- specific skills which will be developed through undertaking this experience
- details of the recruitment process e.g. CV, interview and associated application deadline

Duration of WBL experience

Students will be required to complete 100 hours on their WBL experience. This is separate to time spent on module assessment. In some cases, a longer work-based experience contract may be available with an industry partner e.g. 3 or 6 months. In this case, 100 hours of this experience can be used to count towards achieving the required module credits.

Timeline

The timing of the WBL experience will depend on the student's research schedule and that of the host organisation, so they can fit it around their research commitments. TCS will advertise WBL opportunities developed with industry partners once a year for experiences to take place before the end of that academic year.

Payment

It is recommended that students are paid an appropriate stipend in line with worker directives for all WBL experiences undertaken as part of the module, up to a maximum of 100 hours. Students may need to become employees of the host organisation to facilitate payment. In such cases, TCS must be satisfied that

any employment contract offered to students does not impact on the conditions of their PhD funding. Working hour directives will also apply for non-EU students.

Support for students

As part of this module, students are supported before, during and after the WBL experience.

1. Pre-WBL experience:

The Academic Supervisor facilitates the student to attend relevant TCS sessions including:

- An online session *Preparing for your work-based learning experience*, which will cover work expectations, organisational culture and emotional intelligence. Students will complete the *Intercultural competence and the global workplace* online session, which will assist them to appreciate cultural difference and develop their intercultural competence in a work context.
- An informal group 'coffee chat' will be held with a facilitator from TCS to explore and discuss any queries about the WBL experience and to share this learning with other students.
- Completion of their individual online *Skills Audit and Reflective PDF* and attending other relevant careers sessions such as *Mapping Skills onto Career Options*, *Designing your Career*, *The Art and Craft of a great CV & Cover Letter*, *Presenting your Best Self at Interview* and *Networking with Confidence*.

TCS ensures that students are aware of the range of job search and application supports that are available, e.g. CV/LinkedIn Clinics, Shortlist.Me video interviews, live practice interviews and one-to-one careers guidance appointments.

The College Disability Service supports the student and the host organisation to work together to ensure that students with disclosed disabilities are reasonably accommodated during their WBL experience.

2. During WBL experience:

TCS manages the relationship between the student and the host organisation in liaison with the Academic Supervisor. The Supervisor also facilitates the student to undertake the WBL experience. In the case of international internships, specific arrangements will be put in place to monitor the internship and offer support to the student in cases of emergency.

TCS will hold regular live webinars for students undertaking WBL experiences to address any queries students may have and to encourage collaborative learning and support.

Review meetings between the student and the host organisation supervisor will take place during the WBL experience, the purpose of which will be clearly set out. The number of meetings is subject to the duration and type of WBL experience.

3. Post-WBL experience:

Students and host organisations will give feedback on their WBL experience to TCS, which the student can also share with their Academic Supervisor. TCS will facilitate a face-to-face workshop *Reflecting on your*

work-based learning experience to aid critical reflection on skills developed and to assist with making plans going forward.

An *Industry Mentoring Programme (IMPART)* will also be available to students who wish to continue their relationship with host organisations over the longer term. It is also proposed to hold an annual PhD Careers Conference to showcase WBL experiences and support student learning.

Assessment Details

TCS will oversee the assessment of the WBL experience, which includes:

1. The host organisation giving feedback to the student using the *Industry partner feedback form*, which will include a feedback matrix with scoring, qualitative feedback, and an overall 'exemplary/satisfactory/room for development.' TCS will also receive evidence of satisfactory completion.
2. Students will complete a self-assessment, which will involve critical reflection on their WBL experience and skills gained. The assessment rubric will be explained to students in advance. This is a formal assessment, with a 10% contribution towards the final module grade.

Students will also attend a webinar with TCS to address any queries they may have, discuss the assessment rubrics and engage in peer learning.

Supervision of students on WBL experience

The host organisation plays a key role in supporting students on their WBL experience. Review meetings between the student and their host organisation supervisor will take place during the WBL experience, the purpose of which should be clearly set out. The number of meetings is subject to the duration and type of WBL experience.

Benefits to the Supervisor

This represents an excellent development opportunity for the host organisation supervisor to acquire and develop supervisory skills. It is also an opportunity for the supervisor to strengthen their links with Trinity, which may lead to future opportunities.

As a Supervisor, how can I help the student make the most of their WBL experience?

- **Set goals together:** work together with the student at the beginning of the WBL experience to define some SMART (Specific, Measurable, Assignable, Realistic, Time-related) goals. Encourage them to make a simple plan for working towards those objectives and review the progress they are making. Be sure to acknowledge what you have achieved together.
- **Encourage students to reflect on their experience:** encourage your student to be open to new experiences and to reflect on what this might mean for their future career.
- **Give feedback:** You are required to give feedback to the student using the *Industry Partner feedback form*, which will include a feedback matrix with scoring, qualitative feedback, and an overall 'exemplary/satisfactory/room for development.' TCS will also require evidence of satisfactory completion.

- **Encourage students to access more help if needed:** All Trinity students have access to a dedicated Careers Consultant for their programme in TCS in addition to other student supports such as personal counselling and disability-related issues. See <https://www.tcd.ie/students/supports-services/>. The student's Academic Supervisor and School will also support the student to undertake the WBL experience and in any relevant discussions.
- **Next steps:** Your organisation may also wish to continue the relationship with the student after the WBL experience, by participating in the *Industry Mentoring Programme (IMPART)*.

4. Industry Mentoring Programme (IMPART)

Overview

A Work-based Learning (WBL) experience is a compulsory part of the 10 ECTS *Careers, Employability and Work-based Learning module* for PhD students. As the WBL experience is time-limited (100 hours), a complementary *Industry Mentoring Programme (IMPART)* has been established, with the aim of continuing the connection between students and Industry Partners over the longer term.

What is industry mentoring?

Industry mentoring is a deep mentoring relationship between a PhD student ('mentee') and a host organisation employee ('industry mentor'), who supports the mentee in gaining a better understanding of how that industry sector works and to learn about career opportunities. The purpose of the relationship is to pass on industry-specific knowledge and expertise, to discuss career options relevant to their industry and to offer practical job search advice. The mentoring relationship is self-directed by the mentee and can be flexible to suit the needs of the mentee and the industry mentor.

How does it differ from other mentoring initiatives?

The industry mentoring programme differs to other initiatives in that the student is already known to the host organisation through completing their WBL experience and so the mentoring relationship that follows is a deeper continuation of that initial relationship.

Benefits to the Industry Mentor and Mentee

The industry mentoring programme represents an excellent development opportunity for the industry mentor to acquire and develop mentoring skills such as active listening and goal setting.

It is not necessary to hold a PhD to mentor a PhD student. The student, as mentee, is in a new working environment and will appreciate the support of someone who is familiar with the workings of their organisation and industry sector. They will benefit hugely from the guidance received and the opportunity to extend their professional networks. Many students may also not be aware of the range of career options that might be available to them, outside of their academic discipline, so this will broaden their horizons.

It is also an opportunity for the industry mentor/organisation to strengthen their links with Trinity which may lead to future collaborations between industry, TCS and academia.

How does the industry mentoring programme work?

- It is expected that all host organisations offering WBL experiences will participate in IMPART.
- Following completion of the WBL experience, a student who wishes to participate in IMPART will be asked for a brief description of their mentoring requirements. This is then passed to the host organisation to nominate a suitable industry mentor.
- The resulting IMPART arrangement is then formally agreed between both parties and Trinity Careers Service (TCS).
- The mentee and industry mentor work together to agree a flexible pattern of contact (face-to-face, online or blended) that works for both parties. This can range from answering a few questions over email, to a series of conversations, through to a more ongoing mentoring relationship that may last several months.
- It is also possible to pause mentoring for a period and resume the relationship again at a later stage. Once the mentoring is complete, a feedback form from both parties will be requested by TCS. Relevant information will be shared with the host organisation.

Support for the industry mentor

The industry mentor and organisation may require support with training of mentors or managing any issues that may arise. This will be discussed with TCS. Training of mentors, if deemed necessary, will depend on in-house resources and programmes already in place in the host organisation. TCS may also share appropriate training resources.

What topics are likely to be discussed?

The mentee will drive the industry mentoring relationship and is expected to pose relevant topics for discussion. Typical topics may include:

- Professional and soft skills development such as networking, communication, team-working and commercial acumen
- Gaining an understanding of the organisation and industry sector and potentially how to transition from a PhD into industry
- Knowing what it takes to succeed in that industry sector
- Learning from the industry mentor's own career journey and experiences
- Some industry mentors may also give job search advice e.g. adapting a CV for specific roles

How can I as industry mentor help my mentee to make the most of the programme?

- **Set goals together:** work together with the mentee at the beginning of the industry mentoring to define some SMART (Specific, Measurable, Assignable, Realistic, Time-related) goals. For example, this could mean setting a goal of developing industry-specific skills such as professional networking. Encourage them to make a simple plan for working towards those objectives and review the progress they are making. Be sure to acknowledge what you have achieved together.
- **Encourage reflection on their experience:** encourage your student to be open to new experiences in their PhD or other work experiences and to reflect on what this might mean for their future career.

- **Be a critical guide:** the student will have many questions and preconceptions about your sector and they may also have unrealistic expectations. Do your best to address these in a tactful and constructive way. It may help to start by encouraging them to reflect on their work-based learning experience.
- **Encourage them to access more help if needed:** All Trinity students have access to a programme-specific Careers Consultant in TCS in addition to other student supports including personal counselling and disability-related services. See <https://www.tcd.ie/students/supports-services/>. The student's Academic Supervisor and School staff may also be a source of support.

Other mentoring opportunities in Trinity

Trinity College has a long-established [Alumni-to-Student Mentoring Programme](#). In this Collegewide mentoring model, students are supported to find their own mentor (from across a broad range of Trinity alumni) in an area of interest to them. Where the host organisation is unable to offer an industry mentoring programme, students will be encouraged to source their own mentor through this College Mentoring Programme.

Trinity alumni working in host organisations may also be interested in participating in this programme through:

1. **Flash Mentoring (Trinity alumni)** - register with [Trinity Alumni Online](#) where Trinity students connect with alumni. Respond to brief career-related questions.
2. **Longer Term Mentoring (Trinity alumni)** - register with [Trinity Alumni Online](#) where Trinity students connect with alumni; aim for about three meetings of about an hour's duration over a six-month period in addition to replying to any e-mails/questions/concerns.
3. **Attend a Trinity Mentoring event** - attend an annual mentoring event for PhD students to share your expertise with interested students.
4. **Participate in a networking event** - participate in specific networking events for PhD students e.g. Careers Beyond Academia.



5. Skills Webinars

Opportunity to deliver skills webinars

We are offering you an opportunity to partner with us in the Trinity Careers Service to develop and deliver skills webinars to Trinity PhD students enrolled on the module. Skills webinars are live online group sessions* on a given topic, where industry partners can deliver engaging content and discuss with interested students. Each webinar will complement existing course tuition on the module and will be held on Blackboard Collaborate Ultra, Trinity's virtual learning platform. You will receive technical support from Trinity Online Services before and throughout the webinar.

As part of the module, you could develop and deliver a skills webinar on:

- CV Skills, tailored to a Faculty (academic/non-academic)
- Interview Skills (academic/non-academic)
- Skills for Employment
- The Future World of Work in your sector – opportunities and challenges
- You may have other ideas which we are happy to explore with you

We will work with you to define learning objectives and scope out each webinar in full. As a guideline, most webinars will be 40-50 mins long (30 to 40mins presentation - ideally broken up into 10-15 mins chunks interspersed with active engagement - with 10 mins Q&A) aiming to provide students with an introduction to your organisation, detailed advice on the given skills topic *e.g. CV advice for careers in pharma for STEM PhD graduates*, followed by time for informal discussion and Q&A at the end. All sessions will be recorded with permission.

Contact us at employer.careers@tcd.ie to discuss details and timings.

* Option to offer face-to-face skills workshop also.