



Advancing Professional Practice to Meet the Needs of Gen Z

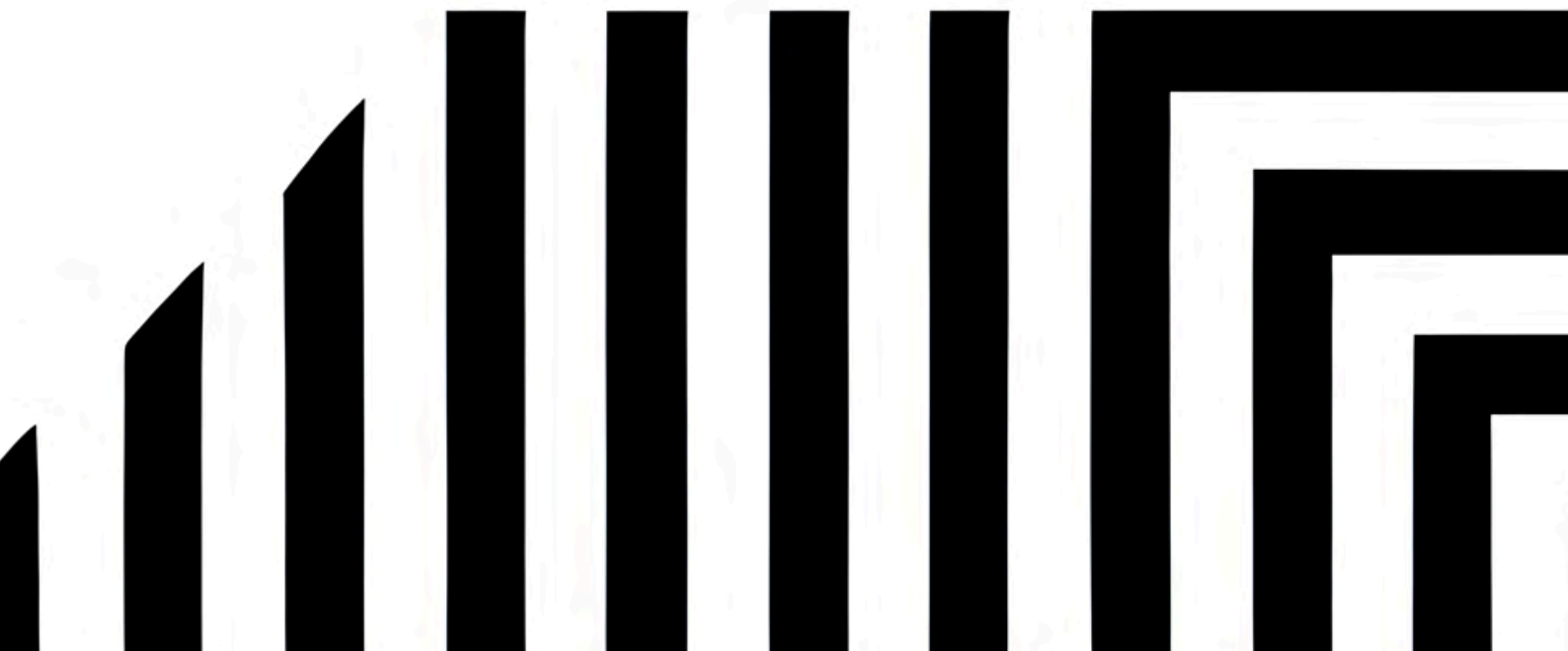
BIENNIAL CONFERENCE 2024

28th & 29th May

Technological University Dublin

**ASSOCIATION of HIGHER
EDUCATION CAREERS SERVICES**

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Welcome

On behalf of AHECS, I'd like to warmly welcome you all to our 2024 Biennial Conference on Advancing Professional Practice to Meet the Needs of Gen Z hosted by TU Dublin at their new Grangegorman campus.

Over the next couple of days, we will explore why and how career professionals can advance their professional practice to effectively engage and support Gen Z learners and meet their unique needs as they explore and develop their career paths.

I hope you will find the sessions and workshops informative, stimulating, and interesting and that you enjoy the opportunity to connect with colleagues from across our careers community.

I would like to thank Dave and the TU Dublin team who have worked tirelessly to make this event happen, our speakers for sharing their experience and knowledge with us, and our sponsors for their generosity.

I hope you enjoy the conference and I look forward to seeing you there and getting your feedback.

Orla Bannon

Chair of AHECS – Association of Higher Education Careers Services



Agenda

Day 1 – 28th May, East Quad, TU Dublin

Time	Workshop	Speaker
10:00 AM	Registration and Refreshments - Foyer, East Quad	
11:15 AM	Introduction and Welcome - EQ002	Dave Kilmartin , Senior Manager for Student Success, Technological University Dublin
11:20 AM	Opening Address and Chairperson's Report- EQ002	Orla Bannon , Chair AHECS
11:25 AM	Conference Arrangements - EQ002	Dave Kilmartin
11:30 AM	Keynote 1 - EQ002 How do people make complex major life decisions?	Pete Lunn , ESRI'S Behavioural Research Unit (BRU)
12:20 PM	Workshop 1 (Parallel Sessions - Choose 1)	
	(a) Room EQ112 University Challenge - Advancing professional practice to meet the needs of Gen Z	Ciara Tallon , Fionnuala Rahilly , & Niamh Mullen , Royal College of Surgeons in Ireland, University of Medicine and Health Sciences
	(b) Room EQ208 Early Careers Employer Survey 2024	Gavin Connell & Olga O'Sullivan , University of Limerick

Agenda

Time	Workshop	Speaker
	<p>(c) Room EQ116 Mission Impossible? Engaging and supporting Gen Z through the curriculum, focusing on emotional intelligence, enhancing wellbeing and developing resilience for future workplace leaders</p>	<p>Cathy Moore & Norman Hagan, University of Ulster</p>
	<p>(d) Room EQ211 IADTCareers, Employability Digital Pathways– Using student-led design to solve employer skill gaps.</p>	<p>Dawn O'Connor, Institute of Art, Design & Technology Dun Laoghaire</p>
1:05 PM	Lunch (Rathdown House)	
2:05 PM	<p>Symplicity - EQ002 The rise and rise of skills-based hiring: Global recruitment perspectives and implications for HE</p>	<p>Adam Powell, Director of Client Success & Strategy (EMEA), Symplicity</p>
2:35 PM	<p>Keynote 2 - EQ002 ChatACLYSM! Generation Z and the New World of Work</p>	<p>Dr. Paul Redmond, Director of Student Experience and Enhancement, University of Liverpool</p>
3:25 PM	Refreshments - Foyer	
4:00 PM	Music and Drama performance - Concert Hall, East Quad	
5:00 PM	Close	

Agenda

Time

Evening	Evening Celebration - Jameson's Distillery, Bow St. Smithfield
7:30 PM	Arrival at and tour of Distillery
8:00 PM	Social Gathering & Dinner
10:00 PM	Entertainment
11:30 PM	Close Day One

Agenda

Time	Workshop	Speaker
9: 45 AM	Workshop 2 (Parallel Sessions - Choose 1)	
	(a) Room EQ112 The Art of Career Development: Career Motivations and Support for Gen Z Students in Creative Disciplines	Emma Lennox, Queen's University Belfast
	(b) Room EQ208 The WACE Global Challenge – Unlocking Global Potential	Olga O'Sullivan, University of Limerick
	(c) Room EQ116 How the world's first AI research university built the flipped classroom model into an online employability program to engage students in crowdsourcing internship and graduate opportunities	David Casey, Mohamed bin Zayed University of Artificial Intelligence
	(d) Room EQ211 Supervision for Career Professionals: Supporting ourselves so we can support our students	Georgina Higgins, Technological University Dublin
10:30 AM	Keynote 3 - EQ002 Understanding and Supporting Student Mental Health in Higher Education	Prof. Barbara Dooley, Dean of Graduate Studies & Deputy Registrar, University College Dublin

Agenda

Time	Workshop	Speaker
11:20 AM	Refreshments - Foyer	
11:50 AM	Gradireland Presentation - EQ002	
12:20 PM	Workshop 3 (Parallel Sessions - Choose 1)	
	(a) Room EQ112 Recognising the challenges faced by global health services to retain trainees, the HSE have just introduced 7 Entrustable Professional Activities (EPAs) as an important clinical assessment component of the HSE Internship Training Programme.	Prof. Gozie Offiah & Fionnuala Rahilly, Royal College of Surgeons in Ireland
	(b) Room EQ208 Psychometrics in Recruitment: How Can We Support Gen Z Students to Compete with Confidence? Definitive, expert advice from a panel of industry and professional experts	Deirdre Parker, University College Cork & Michael McDonnell, Smurfit Business School, University College Dublin
	(c) Room EQ116 Supporting Gen Z students with Mental Health challenges to make the transition from education into employment	Christiane Brennan, Technological University Dublin
	(d) Room EQ211 How to Attract and Retain Gen Z Graduates –An Employer /Student Engagement experience with a focus on the Student’s perspective	Mary McCarthy, University College Cork
1:05 PM	Take Away Lunch / Close	

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Symplicity – the global student experience company – has been a trusted technology partner in Higher Education for nearly three decades. Supporting careers and employability, student engagement and skills development, to disability services, student conduct and wellbeing, Symplicity is alongside you and your students every step of the way.

At Symplicity, we equip institutions with integrated and innovative solutions that directly benefit students' personal and professional development ensuring graduates are ready for the workforce of today and tomorrow. Our product suite drives productivity across university teams supporting data-driven decision-making and a unified student experience.

With over 2,000 partners globally – including the University of Limerick, Queens University Belfast and the Royal College of Surgeons in Ireland – you are invited to join our expanding network across the UK and Ireland. Explore how Symplicity is reshaping higher education and student success at www.symplicity.com.



Shaping graduate careers with real-time insights

Higher education is undergoing a transformation, with institutions placing a greater emphasis on workforce and career development for their students. At [Symplicity](#), we share this vision and believe technology can be a powerful tool, equipping institutions with the resources to maximise student potential and prepare them for career success.

Real-time data drives informed decisions.

Take the [University of Limerick \(UL\)](#), a vibrant research university in Ireland. Renowned for its robust Cooperative Education program, UL is one of the EU's largest, placing 2,000 students in work placements every semester. UL prioritises graduate employability. However, managing such a programme with disconnected systems presented challenges.

In 2023, [UL partnered with Symplicity](#), finding a comprehensive solution in [Symplicity CSM](#). This platform integrates all aspects of career readiness, streamlining operations and providing valuable real-time data insights.

UL leverages this data to understand student engagement with events, identify trends and make data-driven decisions. For example, students seamlessly register for events using iPads with CSM's module. This data allows UL to track attendance and career journeys, refining their outreach strategies and personalising the student experience.

Enhanced communication and engagement

Symplicity CSM goes beyond streamlining workflows. The platform's custom newsletter module allows UL to send targeted communications to students. This keeps them informed about internship opportunities, workshops and other career development resources, fostering a more engaged student body actively participating in career preparation activities.

UL's success story highlights the importance of a strong partnership. Symplicity's world class implementation and client support has been instrumental in UL's smooth integration and exploration of CSM's functionalities.

UL's journey with Symplicity CSM is one of continuous enhancement. They are actively exploring additional modules like Pathways and the CV builder tool, further empowering their students with personalised tools and guidance. This forward-thinking approach underscores UL's commitment to student success and paves the way for a future where technology and expert support seamlessly work together to maximise graduate employability.

Join the movement.

At Symplicity, we are enthusiastic about partnering with institutions like UL to transform student success. We believe every student deserves the opportunity to translate their education into a fulfilling career. With partners including the University of Limerick, Queens University Belfast and the Royal College of Surgeons in Ireland, you are invited to join an expanding network across the UK and Ireland.

Visit us at www.symplicity.com to learn more and join us in shaping the future of higher education, where technology empowers institutions to prepare students for success in the job market.



Sponsor Presentation



**Adam Powell, Director of
Client Success & Strategy
(EMEA), Symplicity**

The rise and rise of skills-based hiring: Global recruitment perspectives and implications for HE

With global talent acquisition leaders placing an ever-growing emphasis on hiring for skills, what does this mean for Gen Z students, recent graduates and the careers profession; and what tools and strategies are out there to help? Global education technology and productivity partner Symplicity shares some emerging global trends and how higher education partners are already getting ahead of the curve.

Keynote Speaker 1



Pete Lunn

How do people make complex major life decisions?

This talk will outline what is understood about the science of human decision-making and how it applies to complex decisions that may have impacts on people's lives many years into the future. It will cover how people trade-off outcomes now versus outcomes in the future, how people cope when there are too many factors to trade off and how such decisions are influenced by social factors.

Pete Lunn is the founder and head of the ESRI's Behavioural Research Unit (BRU).

A behavioural economist, he holds degrees in Philosophy & Psychology, Neuroscience, and Economics. Pete is also an Adjunct Professor in the Department of Economics at Trinity College Dublin (TCD).

Pete's primary research interest is how people make judgments and decisions. His work focuses on decisions that affect environmental, financial, and health outcomes, especially decisions that have impacts on people's lives many years after the decision is taken.

Pete has undertaken research for many government departments and state agencies and has worked internationally with the OECD and the European Commission. His research has been published in international journals in economics, psychology, finance, environmental science, public health and consumer research.

As a former BBC journalist, he believes strongly in science communication and regularly contributes to Irish and international television, radio, newspapers and podcasts. He teaches behavioural economics at both TCD and University College Dublin (UCD) and provides training in behavioural economics and behavioural science to public servants.

Keynote Speaker 2



Paul Redmond

chatACLYSM! Generation Z and the New World of Work

Things just got personal. For millennia, technology has helped us do our jobs smarter, faster, better. From the invention of the wheel, to the launch of the smart phone, technology has complemented our human skills and talents. With technology, we've eradicated diseases, decoded DNA and explored the universe.

All that is about to change.
Technology now wants our jobs.

Within the next decade, Artificial Intelligence and automation will be able to do almost all basic work tasks, or nearly half of the total workload of advanced economies. Within the lifetime of today's students, AI is set to become millions of times smarter than the smartest human, leading to a point where it's claimed that no jobs – as we currently understand them – will be needed.

So, what does this mean for today's students and graduates? How can university careers teams ensure that they're preparing students for the new world of work?

The aim of this talk is to provide AHECS with an accessible and research-informed insight into the new 'chataclysmic' world of work – a world in which global businesses are run from laptops, attention spans are measured in seconds not minutes, and last century's 'careers-for-life' are rapidly becoming 'zombie' jobs. The presentation will also explore the world of Generation Z and reveal how technology is shaping its world view, making it more individualistic and slowing its transition to adulthood.

Keynote Speaker 2



Paul Redmond

Dr Paul Redmond, author, keynote speaker, and employment guru, is a leading expert on generations and the future of work.

Paul is currently the Director of Student Experience and Enhancement at the University of Liverpool and one of the UK's leading experts on the graduate employment market. During his career he has worked at a number of leading universities and has been responsible for guiding the careers of thousands of students and graduates. He has presented at numerous conferences and events around the world. In addition to writing regularly for national newspapers and other publications, he is a frequent guest on both radio and TV, appearing on numerous BBC and independent news and current affairs programmes. Since 2014, Paul has produced a regular, and highly popular, diary column for the UK's Association of Graduate Recruiters magazine.

Paul's media work includes numerous BBC and independent news programmes and bulletins. In 2011 he collaborated with the BBC and Tiger Aspect in the making of 'Who gets the best jobs?' a groundbreaking series of documentaries on the impact of social class on the graduate job market. Paul's work on the rise of the 'Helicopter Parent' had led to appearances on numerous BBC and independent TV programmes, including the Jeremy Vine show.

Paul is the author of several books, including the best-selling 'The Graduate Jobs Formula', 'A Parent's Guide to Graduate Jobs', 'Talking about my Generation', and 'Making it Happen – the new world of graduate recruitment' (co-authored). In 2010, in recognition of his writing and research, Paul was awarded a Fellowship of the Royal Society of Arts.

Keynote Speaker 3



Barbara Dooley

Understanding and Supporting Student Mental Health in Higher Education

Higher education can be a pivotal time filled with stressors and transitions, coinciding with the developmental peak of common mental health issues. This presentation will delve into the risk and protective factors surrounding depression and anxiety, prevalent among students, drawing insights from the My World Survey studies. Diverse student cohorts are explored to discern their unique mental health needs and emphasize the necessity of a comprehensive institutional approach in supporting student well-being. A comprehensive institutional approach for all students will ensure that each can reach their potential and lead a productive life.

Professor Barbara Dooley is UCD's Dean of Graduate Studies & Deputy Registrar and the Director of the Ad Astra Academy, UCD's scholarship programme for exceptional students.

Professor Dooley was Acting Registrar & Deputy President (2022-2023), Vice-Principal for Teaching and Learning in the College of Human Sciences (2009-2014) and Head of the School Psychology (2005-2009).

Professor Dooley is an active researcher and research supervisor in youth mental health with a particular focus on student mental health. She co-founded the UCD Youth Mental Health Lab with UCD School of Psychology colleagues. She is a member of the HSE National Office for Suicide Prevention Evaluation Advisory Group, Vice-President of the International Association for Youth Mental Health, a member of the Health Research Board (HRB) National Drugs Strategy Research Subcommittee, a member of the HRB National Mental Health Research Strategy Expert Group.



**Wishing all our colleagues
in AHECS a successful and
enjoyable biennial conference**

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Dear Members,



On behalf of the entire gradireland team, we would like to extend our very best wishes to all our AHECS partners for your 2024 Biennial Delegate Conference in TU Dublin.

I would like to thank the AHECS executive, and all who have worked on this conference for putting together such an impressive agenda for the next two days of business. It's also the first time your biennial has been held in the amazing surroundings of the Grange Gorman campus; an event surely worth noting.

It is a time of great opportunity for the long-standing gradireland and AHECS partnership, as we seek to constantly evolve to meet the needs of the partnership, the careers services and of course, most importantly, the students. Both in AHECS and gradireland, it is also a time of change, with some very familiar faces moving on to new challenges and replaced by fresh talent and innovative ideas. I look forward to working with you all as we continue to build our partnership together.

Since the last in person biennial, which was before the pandemic, I would like to thank all AHECS members for their support, input, and advice as we have reshaped many of the ways in which we deliver the gradireland range of products. Our constantly evolving digital range, relaunched primarily in the shape of a brand-new gradireland.com site in 2021, continues to grow, and we now have more tools than ever for students, employers, and careers services. For students and careers services, this means career building and skills building tools like GradSims, along with our constantly evolving range of information and advice. GradSims is a particularly exciting addition for both students and employers, providing those bespoke skills and company-based knowledge that are valued so highly by today's employers. In terms of jobs, tools like TARGETmessage and Link will provide students with more opportunities and ways to access to those opportunities, than ever before.

In terms of our events, we have recently completed another successful awards season in the shape of our third Undergraduate of the Year Awards and the gradireland Graduate Recruitment Awards. We also look forward to our inaugural National Coding Challenge and building toward our flagship Graduate Careers Fair in September. As always, your support in promoting and advocating for these events is pivotal and something we really need and value.

We will continue to work with AHECS members on how we effectively evolve our events, digital and other offerings for the mutual benefit of our unique partnership. We always love to hear from the membership of AHECS, the thought leaders in the career development space, so please feel free to contact me or any member of the team. May I wish you all a productive and enjoyable conference and I very much look forward to seeing you all again in person soon.

Workshops

Workshop 1(a)

(a) Room EQ112

'University Challenge' - 'Advancing professional practice to meet the needs of Gen Z'

Ciara Tallon, Fionnuala Rahilly, Niamh Mullen, Career Development Team, Royal College of Surgeons in Ireland (RCSI), University of Medicine and Health Sciences

We propose interactive, collaborative round-table ideation stations to encourage 'radical collaboration' amongst peers to help to:

- ideate one overarching challenge (one per table) that affects those in support roles for the Gen Z student population for example:
Work placement, IT/AI, Learning Support, International student challenges
- ideate potential solutions (quantity over quality)
- make each challenge available to the wider room –through the use of flip charts/display boards
- encourage shared thoughts, suggestions, and support from peers
- positively pool expertise and experience
- use the idiom of 'Yes and..' to build on each other's ideas and recommendations.

This workshop offers the opportunity to pool our knowledge, skills, and expertise to facilitate those who support Gen Z students within our educational establishments. By understanding the varied challenges and opportunities brought by a Gen Z cohort, this exercise offers new, innovative approaches incorporating 'radical collaboration' with peers. Through the use of display boards, music, and the encouragement of 'wild ideas' and technology we plan a 'fun, high-energy' session.

This is aimed at professional staff who support Gen Z students, who seek to think 'beyond the box' to engage, support and empower them.

Workshops

Workshop 1(b)

(b) Room EQ208

Early Careers Employer Survey 2024

Gavin Connell, Head of Careers, Cooperative Education Manager (Global) & Olga O'Sullivan, Cooperative Education Manager, Global Programme, University of Limerick (UL)

The Early Careers Employer Forum (ECEEF) aims to provide insights and solutions for Ireland's graduate and placement recruitment market.

The ECEEF has two main components: a survey and a publication. The survey is the largest in Ireland, revealing the latest trends and challenges of recruiting graduates and providing placements in the current year. The ECEEF survey is useful for understanding the needs and preferences of employers who recruit and develop graduates and young professionals. The Early Careers Employer survey is an online questionnaire sent to employers who have hired graduates or offered placements in the past year or plan to do so next year. The survey covers recruitment methods, selection criteria, salary levels, skills gaps, training opportunities, diversity initiatives, and satisfaction levels. The survey gathers recruitment, retention, development, and diversity data for early career talent. The survey results can help employers compare their performance, learn from best practices, and enhance their strategies for attracting and retaining early career talent.

This workshop is of interest to all delegates interested in the current and future challenges and opportunities in the early careers market.

Workshops

Workshop 1(c)

(c) Room EQ116

Mission Impossible? Engaging and supporting Gen Z through the curriculum, focusing on emotional intelligence, enhancing well-being and developing resilience for future workplace leaders

Cathy Moore & Norman Hagan, Employability Consultants, Ulster University (UU)

Following a 6-year journey of innovative curriculum design, learning, teaching, and assessment, in this workshop we will explore the pitfalls and positives of embedding the development of Wellbeing, Resilience, and Emotional Intelligence into the curriculum.

From a Gen Z perspective, Emotional Intelligence is essential for career progression. It enhances their interpersonal and leadership qualities and enables navigation of the complexities of the modern workplace with adaptability and resilience. Employers increasingly value these qualities as reflected in emerging recruitment practices. Informed by research and evidence, we designed, delivered and evaluated a suite of active learning workshops aligned to Emotional Intelligence and embedded these into the business school curriculum in 2018. As a central department, with an emphasis on embedding employability into the curriculum, working collaboratively with academic staff across all faculties, we were instrumental in the integration of Wellbeing, Resilience and Emotional Intelligence into all faculties.

Gen Z are reported to be the loneliest generation. Grounded in contemporary research, examining shifting priorities of Gen Z's needs as they transition into university and progress into professional employment. The requirement to understand, develop and demonstrate emotional intelligence led to the development of an innovative curriculum-based active learning programme. The digital audience engagement tools Vevox or Mentimeter will be used to engage participants. By way of example, a number of our Emotional Intelligence Development Tools will be shared interactively.

This workshop offers an example of best practice in embedding critical skills for career development for Gen Z into the curriculum. It is of interest to any Careers Guidance staff, those working in partnership with academic colleagues, as well as those with learning and teaching or a curriculum advisory remit.

Workshops

Workshop 1(d)

(d) Room EQ211

IADT Careers, Employability Digital Pathways– Using student-led design to solve employer skill gaps

Dawn O'Connor, Head of Careers, Institute of Art, Design & Technology, Dun Laoghaire, (IADT)

IADT Careers, employers, and various cohorts have come together to co-create a skills portal that is both practical, and engaging and has its finger on the pulse of current Industry skill gaps. Supporting and complementing the courses being taught in IADT this library of digital badges for different courses is freely accessible for students and alumni. IADTPlus encourages users to add to their technical portfolio with industry-standard technical skills that aren't taught on their courses but highly sought after in their sector.

Digital badges could never replace the depth of teaching in the classroom, but completing them shows an employer - interest, willingness to learn, commitment, and drive.

A two-day competitive design sprint, with four-person multidisciplinary student design teams (coming from numerous cohorts, IT, UX, Graphic Design, Animation, Art, MA Camera, TV, Design for Film) completed the digital badge design, 'for students, by students', which launched in March 2024.

Anybody who is interested in: Employability, Engaging Employers, Engaging Students/Graduates/Alumni, Student-led design, Skills Gaps, Skill Acquisition, Encouraging Students and Graduates to deep dive, Curating Skill Pathways, LinkedIn Learning, Bespoke Employer Training/Recording, NTUTORR, Building Digital Skill Banks/Libraries, or simply, cutting, copying and pasting IADTSkillsHub methodology and mapping same to their organisation should attend this interactive workshop.

Workshops

Workshop 2(a)

(a) Room EQ112

The Art of Career Development: Career Motivations and Support for Gen Z Students in Creative Disciplines

Emma Lennox, Careers Consultant, Queen's University Belfast

How does a university careers service engage with and support Gen Z students who are pursuing non-linear, creative, or freelance careers? This session highlights findings from two research projects on career motivations and influences on arts, English and languages students and asks:

- What are the career motivations and influences on students pursuing creative subjects?
- What expectations do these students bring with them regarding careers support?
- What barriers do they perceive in developing career management skills?
- What interventions and support, in hindsight, would they have found useful at each stage of their academic journey?

Using the Systems Theory Framework model, this session encourages accessibility and innovation, encouraging practitioners to critically reflect on practice, identify student barriers, and develop sustainable and meaningful interventions to confidently support this cohort.

This workshop will be useful to student-facing colleagues who work with cohorts engaging with non-linear, creative, or freelance careers and supporting their career management skill development. Employer engagement colleagues will find it useful in identifying which sectors students want to engage with and academics will appreciate the curriculum relevance feedback.

Workshops

Workshop 2(b)

(b) Room EQ208

The WACE Global Challenge – Unlocking Global Potential

Olga O’Sullivan, Cooperative Education Manager, Global Programme, University of Limerick (UL)

The University of Limerick is excited to share its involvement in the WACE Global Challenge, an innovative student-industry program fostering collaboration between universities worldwide. This initiative connects diverse student teams with organizations to address challenges aligned with the UN Sustainable Development Goals. Leveraging students' varied skill sets, they analyse client issues, each contributing based on their expertise to propose impactful solutions. The Global Challenge mirrors today's multidisciplinary work environments, offering students a unique opportunity to cultivate skills and understand the advantages of cross-disciplinary collaboration.

With participants from 21 countries spanning China to the United States, the program celebrates linguistic and cultural diversity. The University of Limerick is proud to showcase this opportunity to the AHECS community who may be interested in participating in the future.

The workshop will consist of an overview of the WACE Global Challenge but also the challenges of running such a programme. We will also share some student videos highlighting the voice of the student participants. The workshop is relevant to Placement specialists, career advisors, and talent development specialists. They'll gain insights into enhancing employability programs with a global perspective, ensuring participants acquire skills and experiences applicable on a global scale, thus boosting their professional appeal in a diverse and competitive job market.

Workshops

Workshop 2(c)

(c) Room EQ116

How the world's first AI research university built the flipped classroom model into an online employability program to engage students in crowdsourcing internship and graduate opportunities

David Casey, Advisor to the Provost, Mohamed bin Zayed University of Artificial Intelligence, (MBZUAI)

As the world's first specialised research-based AI University, MBZUAI recognised the need to develop an employability strategy tailored to the AI sector for its students and graduates. Given the expanding opportunities in various fields of AI and their applications, MBZUAI seeks to introduce its students (well before graduation) to employment choices by mentoring them into the world of startups or introducing them to potential employers through mandatory internships, career fairs or networking sessions.

The maturity of the AI job market, ill-defined industry AI strategies leading to role confusion and misaligned job expectations, and many opportunities requiring 3-5 years of experience were challenges needing to be resolved to overcome a supply versus demand situation for students.

An online program was designed to:

1. inspire MBZUAI students to pursue high-impact and high-growth careers that build on their unique AI skills to tackle urgent global challenges and drive positive change.
2. equip students with a framework and a guide to make future-fit internship and career decisions
3. foster the growth of MBZUAI ecosystem by connecting students with emerging learning pathways, startups and organisations driving the future of AI.

This workshop will unpack and provide solutions for a new approach to the delivery of career education programs online using the flipped classroom model to crowdsource internship and employment opportunities allowing the growth of employer databases.

Workshops

Workshop 2(d)

(d) Room EQ211

Supervision for Career Professionals: Supporting ourselves so we can support our students

Georgina Higgins, Career Coach and Coach Supervisor, Technological University Dublin (TU Dublin)

This workshop will explore how supervision can play a vital role in our professional development and self-care so we can support and engage Gen Z and other learners.

For career professionals, supervision provides an opportunity to discuss and reflect on our practice in a safe, confidential, and supportive space. This can increase confidence and creativity in our work with students, provide support for our wellbeing and help maintain ongoing professional standards.

Supervision is mandatory for counselling/psychotherapy and many helping professions. Guidance Counsellors working in second level and further education benefit from regular supervision. It is recommended by all coaching bodies, features in training programmes and postgraduate courses in guidance and coaching, and regularly forms part of admission to professional bodies. And yet, supervision practice for career professionals working in third level remains inconsistent.

Join me to find out more about supervision, evaluate its benefits for you, your service, and your work with students and gather some useful resources.

Workshops

Workshop 3(a)

(a) Room EQ112

Recognising the challenges faced by global health services to retain trainees, the HSE have just introduced 7 Entrustable Professional Activities (EPAs) as an important clinical assessment component of the HSE Internship Training Programme

Prof. Gozie Offiah, Phd, MD, MMedSc. Associate Professor, Director of Curriculum, School of Medicine & Fionnuala Rahilly, Career Development Manager, Royal College of Surgeons in Ireland, (RCSI), University of Medicine and Health Sciences

Internship in Ireland is the period of transition from a medical student to a registered medical practitioner. Intern training is a critical stage in a doctor's professional development. The internship programme is delivered by the six Intern Training Networks, affiliated to the six medical schools in Ireland. The programme normally lasts for one year and provides new medical graduates with a combination of education, training and clinical responsibility that enables them to develop the professional and personal competencies that result in good patient care and provide a basis for lifelong learning. The current curriculum for the internship was devised by the Intern Training Networks in 2010, and revised in 2011.

Entrustable Professional Activities (EPAs) are an approach to operationalising a competency-based approach to medical education and training. EPAs are units of professional practice or essential tasks that a trainee can be trusted to perform without direct supervision, once sufficient competence has been demonstrated.

This workshop models the seven Entrustable Professional Activities (EPAs) defined for the Irish Internship programme as well as some of the resources for assessing interns, how they are planned, and how feedback is provided using the EPA supervision entrustment scale. This workshop will be of particular interest for those engaged in preparing medical students for internship and working in the healthcare system.

Workshops

Workshop 3(b)

(b) Room EQ208

Psychometrics in Recruitment: How Can We Support Gen Z Students to Compete with Confidence? Definitive, expert advice from a panel of industry and professional experts

Deirdre Parker, Senior Career Consultant, University College Cork, (UCC) and Michael McDonnell, Careers Manager and Coach, Smurfit College, University College Dublin, (UCD)

Increasingly, organisations are using psychometric tests to screen and select graduates. They offer greater scientific validity than traditional hiring methods, and ways of accessing a larger pool of talented candidates.

Meanwhile, the advice for students on how to prepare for psychometric assessments is often complex and contradictory. How much practice is necessary? To what extent can practice improve performance? Is it possible to prepare for a personality assessment? Two psychologists in the same room may not always agree... making our important work more challenging. There is a need to challenge the myths and misinformation around psychometric testing and to advance our professional knowledge in this area. Our students deserve nothing less.

In this session, a diverse panel of experts will be invited to reach a consensus on key questions set by career professionals in advance. It promises to be a riveting discussion, that will inform and empower careers staff to inform and empower our students.

Panellists:

- Dr. Ultan Sherman, University College Cork
- Dr. Serena Murphy, Aon Human Capital Solutions
- an employer representative who is also a Chartered Psychologist (Public Sector/MNC)
- a GenZ student representative(s) to share their experience of undergoing psychometric tests and assessments

Panellists will be prepared for the discussion through the provision of pertinent questions from career practitioners in advance.

Workshops

Workshop 3(c)

(c) Room EQ116

Supporting Gen Z students with Mental Health challenges make the transition from education into employment

Christiane Brennan, Career Coach, Technological University Dublin, (TU Dublin)

Many Career professionals feel that they have a lack of skills, knowledge and experience in working with students with mental health issues. With this in mind, this workshop will introduce delegates to a guide that has been developed to assist them to better support students in their one-to-one coaching. It will cover areas such as the impact of wellbeing on career choice, signs and symptoms of poor wellbeing, creating a safe and supportive environment and normalising mental health. Given the reported increase in Gen Z's challenges with mental health, TU Dublin Career Development Centre has designed a series of interactive web resources tailored for students experiencing mental health difficulties and also for Career professionals to enhance their knowledge, to assist students make the transition from education into employment. They provide information on areas including: the pros and cons of disclosure; supports available, job search strategies, prioritisation of self-care and coping mechanisms. These resources, along with the Career Coaching Guide for Career professionals working with students with mental health concerns in a 1 to 1 setting, will be shared with delegates during this workshop.

Workshops

Workshop 3(d)

(d) Room EQ211

How to Attract and Retain Gen Z Graduates –An Employer /Student Engagement experience with a focus on Student’s perspectives

Mary McCarthy, Careers Consultant, University College Cork, (UCC)

Gen Z has clear expectations of employers and their career development and post-COVID Gen Z’ers have expedited this changing trend even further.

The topics of attracting and retaining Gen Z talent are highly relevant for employers. We share our experience of successful collaboration with an academic in the design and teaching of a module ‘Transition to Professional Life’, the key objective being: to equip students to be career-ready. Each year students research topics related to real-world workplace organisational issues where they identify and propose solutions and engage in hands-on collaborations with employers across a wide range of sectors, this year’s focus was: Gen Z

We share how we worked with 32 economics students, guiding them through the process of conducting research into Gen Z career priorities and delivering professional, team presentations of their findings and recommendations to employers, (including a summary to Career Consultants) and how they reflected on the experience.

This workshop is of relevance to delegates interested in:

- finding innovative ways to get students to think about their career development priorities and identify actions they can take to gain key skills to support achieving priority goals
- increasing employer-student engagement
- professional skills modules
- exploring and identifying pertinent issues that could be discussed at employer-student panel discussions.



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Enjoy your conference!**

www.irishdistillers.ie/careers

A warm welcome to the home of Irish Whiskey

The Irish Distillers Talent Acquisition team extend a warm welcome to our Jameson Distillery, Bow Street, the home of Irish Whiskey. We hope you have a lovely evening and enjoy the spirit we share here in Irish Distillers.

We're excited to partner AHECS members on our early careers offerings;

Irish Distillers Graduate Programme
Jameson Brand Ambassador Programme
Irish Distillers Internship Programme





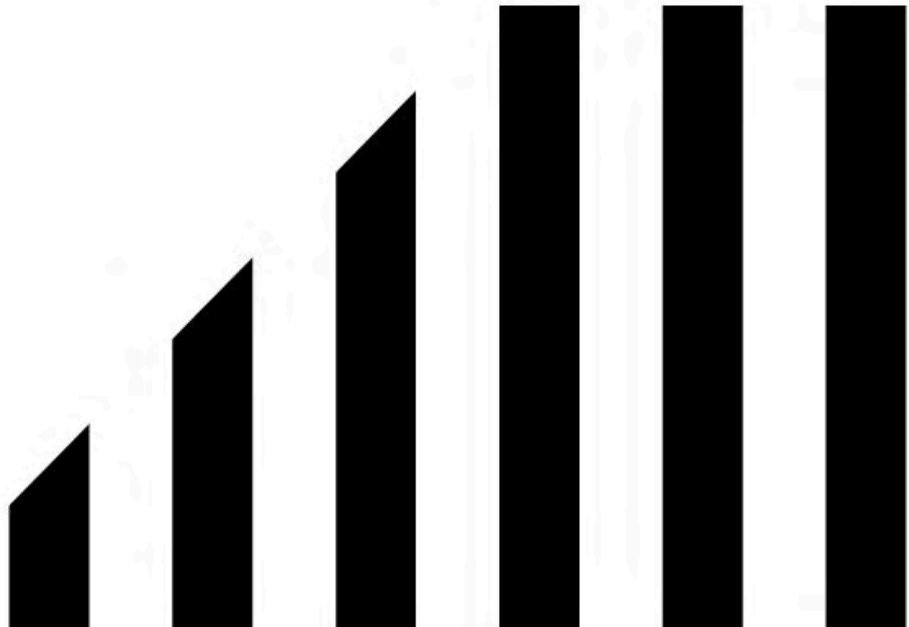
About AHECS

The Association of Higher Education Careers Services (AHECS) is the professional association of careers and placement professionals in higher education in Ireland. It is the recognised authority on graduate career development, learning and employability. Third-level careers services together support 400,000 students studying in the higher education sector – 50,000 of whom are preparing for graduation. Included among our members are 26 Universities, Higher Education Institutes, Technological Universities, and Institutes of Technology.

The overarching objectives of the Association are:

1. The furtherance of educational and career guidance carried out by third-level institutions in the island of Ireland in their pursuit of education, research, and career guidance.
2. To lead, support and develop collaboration among higher education careers services in the development and delivery of high-quality career guidance for students and graduates and in their work with employers and academics.
3. To improve the professional competence of Higher Education Careers Services staff and the quality of career guidance service provided by the Institutions.
4. To promote and represent the professional interests of Higher Education Careers Services, to maintain and develop productive links with employers and influence policy of government Higher Education and other appropriate bodies.

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Continuous Professional Development (CPD) Subgroup

The CPD subgroup oversees the continuing professional development and the promotion of best practice of careers and employability professionals across Ireland. The CPD subgroup identifies, sources, and/or delivers verified training courses and seminars in support of its members' professional development.

CPD subgroup members 2023 – 2025

- Dawn O'Connor, IADT
- Angela Collins, SETU Waterford
- Deborah Seddon, ATU Sligo
- Olga O'Sullivan, University of Limerick
- Caroline Williams, AHECS

Lunch N Learn Series

The Lunch n Learn series was launched during the pandemic as a series of online events run by members for members to bring our community together and to facilitate knowledge sharing.

They are typically run once a month on Wednesdays from 1pm – 2pm and facilitate members coming together to share ideas and learn about a particular issue. Recordings of previous Lunch n Learn sessions can be viewed on the AHECS YouTube channel.

Communities of Practice

AHECS Communities of Practice are defined as a group of people who share a concern or passion for something they do and want to learn how to do it better as they interact regularly. They are an ideal mechanism to facilitate member engagement around shared challenges, problems, innovations and ideas. Current active Communities of Practice include:

- Career IT Systems Information Exchange Group
- Arts & Creative Industries Employability
- Psychometric Assessment
- LinkedIn Learning
- Work Placement
- Employer Engagement
- Healthcare

Further information can be found on our website www.ahecs.ie





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