



WORK INTEGRATED LEARNING & GRADUATE EMPLOYABILITY VIRTUAL SUMMIT: SEASON II

What 'WIL' you do with your degree?: Building better pathways from the classroom to workplace



26 - 27 OCTOBER

2022

SOUTH AFRICAN STANDARD TIME



www.firesideconversations.company

Email: events@firesideconversations.company


Tel: (+27) 10 312-6488

20+ GLOBAL SPEAKERS CONFIRMED




Dr Fiona Whitehouse
Head of the Internship Office –
University of Oxford 




Prof Simon Riley
Chair of Experiential Student
Learning – The university of
Edinburgh 




Professor Helen Hughes
Year in Industry Faculty Lead, and
Workplace Relationships Expert –
University of Leeds 




Prof Natasja Holtzhausen
Director: Centre for the Future of
Work – University of Pretoria 



Stewart Samkange
Graduate Activation Programme Lead:
Africa, Central & Eastern Europe –
LinkedIn 




Prof Karsten Zegwaard
Director: Work Integrated Learning
Research – The University of
Waikato 




Dr Nalayini Thambar
Director of Careers & Employability –
University of Nottingham 




Andrew Stotter-Brooks
Vice-President of Learning &
Development – Etihad Aviation
Group 




Prof Lalini Reddy
Director: Centre for Community
Engagement & Work Integrated
Learning – Cape Peninsula University
of Technology 



Dr Lea Campbell
Co-Chair of the Network for
Experiential Learning – The
University of Melbourne 




Prof Witness Mudzi
Director: Centre for Graduate
Support – University of Free State 



Harry Patrinos
Economics of Education
Expert– The World Bank 




Dr Jasvir Kaur Nachatar Singh
Award-winning researcher: Department
of Management & Marketing – La
Trobe University 




Dr Maurice Kugler
Professor of Public Policy –
George Mason University 




Dr Thulani Dlamini
Chief Executive Officer – The Council
for Scientific & Industrial Research
(CSIR) 




Dr Norah McRae
Associate Provost: Co-operative &
Experiential Education – University
of Waterloo 



Ludger Woessmann
Director: ifo Centre for the Economics of
Education and Professor of Economics –
University of Munich 



Prof Naven Chetty
Dean of Teaching & Learning: College
of Agriculture, Engineering and
Science – University of Kwazulu-Natal 

Brief Description Of Summit

Following a successful premiere last year, Fireside Conversations is pleased to announce an improved 2022 edition of the Work Integrated Learning & Graduate Employability Summit. Consider joining this year's vibrant mix of unique voices and experiences if you want to be part of a global conversation that is expected to enhance skills development and graduate employment prospects.

There is always an expectation that universities and colleges prepare their students for a smooth entry into the world of work and that graduates must demonstrate generic, ready-to-apply abilities and attributes that are most valued by employers. Meanwhile, the economic impact of Covid-19 has had a significant effect on global employment rates, with new graduates being the hardest hit group since businesses naturally prefer employees with ready to use skills and qualities, in times of crisis and recovery.

Moreso, the crisis has compounded employment inequalities that already existed and has affected vulnerable and marginalized groups even more. One reliable study has also revealed evidence of mismatches between what employers want and the capabilities of graduates. A great number of employers don't seem to be satisfied with graduates' commercial awareness, ability to solve problems independently, and willingness to take risks, which may lead to organizational growth and increased profits.

To address such short falls, this virtual summit will focus on incorporating structured and supported WIL programmes into the curricula for developing work-readiness. It will feature top industry speakers from at least 10 countries across the globe, panel discussions and case studies on pairing graduates with suitable industry partners, the future of work, and the integration of soft and technical skills to ensure students understand connection between practice, presentation and purpose.

P.S: This event's planning committee highly recommends that university departments send teams of at least three people to facilitate proper post-conference planning and implementation. How employable their graduates are, is and should be, at the top of every higher education provider's agenda.

Testimonials From 2021's Edition Of The Summit:

- » "I was amazed by the diversity of the speaker faculty and research topics. I enjoyed networking with peers from a variety of colleges and universities, as well as those from other countries". ... *Cape Peninsula University of Technology, South Africa*
- » "The opportunity to interact with colleagues from around the world who are actively involved in research that is closely aligned with your own areas of interest is invaluable. Many thanks to Fireside Conversations for putting this together". ... *Global University Systems, UK*
- » "Live online networking and up to date practical information was unbelievable. This was the most beneficial and satisfying conference (of ANY kind) I have ever attended". ... *Namibia University of Science & Technology*
- » "I'm a student and first-time participant at a Fireside Conversations event. It was a great place to make professional connections and I would recommend other students to attend the next edition of this summit". ... *University of Johannesburg, South Africa*
- » "Every hour of the summit had sessions that held my interest and sparked my curiosity. The breadth and depth of the information exchanged made every second spent online very worthwhile". ... *University of Zambia*

Who Will Participate?

This summit is meant for higher education faculty and staff, students, industry directors, managers and practitioners that are responsible for the following:

- Teaching & Learning
- Work Integrated Learning
- Graduate Employability
- Curriculum Development
- Student Services
- Industry Engagement
- Internship programmes
- Training & Development
- University & Corporate Relations
- HR & Talent Management
- Workforce Planning
- Future of Work
- Student Services
- Skills Development
- Career Advising
- Instructional Design
- Alumni Relations

At the end of the summit, participants will be able to:

- » Create, run and assess work integrated learning programmes to explore how universities and colleges can align with the economic and social recovery
- » Provide students with educational needs that align to the modern and rapidly evolving graduate labour market
- » Manage student applications for work opportunities and match students with employers
- » Use data from work integrated learning experiences to inform curricular changes and enrich faculty research programmes
- » Develop mutually beneficial and sustainable work integrated learning linkages between higher education and industry
- » Learn skills to work in geographically dispersed project teams (multicultural communication, increased social awareness, etc)
- » Maintain course integrity and improve graduate employment outcomes
- » Reimagine the global employment landscape

HIGHLIGHTS OF VIRTUAL SUMMIT

- » REAL TIME QUESTIONING RESOURCES
- » REPLAY FUNCTIONS
- » LIVE DELEGATE NETWORKING & COMMENTING
- » ACCESS TO ALL CONTENT, INCLUDING A LINK TO A RECORDING OF ALL SESSIONS
- » 20+ SUBJECT MATTER EXPERTS FROM AT LEAST 10 COUNTRIES, 5 CONTINENTS

PRELIMINARY SUMMIT AGENDA

DAY 1: WEDNESDAY, 26 OCTOBER

08: 30 – 09: 00

Online Registration & Guided Tour of the Virtual Platform

09: 00 – 09: 15

Chairperson's Opening Remarks

09: 15 – 09: 45

KEYNOTE ADDRESS

Addressing Learning Gaps to Promote Lifelong Student Employability with Real-Time Insights
Stewart Samkange

09: 45 – 10: 15

Recent Developments in Work-Integrated Learning and Future Directions

A 30 minutes presentation on recent research-informed developments in work-integrated learning (WIL), including different models of WIL within both placement-types of WIL and non-placement types of WIL. Resources and examples of good practice are discussed. Current trends and future directions of WIL are also discussed, drawing from two recent WIL book publications, which included around 150 authors, to identify future directions, challenges, and opportunities. Question time will allow for further in-depth exploration of topics and themes as by attendees interests.

Assoc Prof Karsten Zegwaard

10: 15 – 10: 35

Coffee/Tea Break and Virtual Networking

10: 35 – 11: 00

The Labour Market Breakdown: What to Expect from Graduate Employers in 2023

This session will offer the latest analysis on the expectations of employers and how careers support can reflect the realities of a rapidly evolving labour market. The speaker will share insights on:

- Demand from employers and how the graduate employment market is developing
- How employers are recruiting graduates and their approaches to interview, assessment and entry
- The skills needs of employers and how they find the graduates they are looking for
- How attitudes, behaviours and skills can be successfully demonstrated

Gary Bolles

11: 30 – 12: 00

CASE STUDY

Skilling Up: Internship Programmes at the University of Oxford

This 30-minute presentation will focus on two key internship programmes at Oxford that give students exclusive access to both longer term paid opportunities in over 40 countries and shorter voluntary learning and development experiences. The presentation will talk about the practicalities of the programmes and will offer guidance on how to set up similar programmes at other universities.

Dr Fiona Whitehouse

12: 00 – 12: 30

Levelling Up: Universities as Catalysts for Economic and Social Recovery

With a backdrop of a government prioritising the 'levelling up agenda', this session will bring in different perspectives on how universities can work in partnership with industry to respond and contribute to the overall global economic and social recovery.

Ludger Woessmann

CONTINUE.....

12: 30 – 13: 15

Lunch Break & Virtual Networking Activities

13: 15 – 14: 15

PANEL DISCUSSION

**A Fireside Conversation with Amy Guttman:
Future of Skills in the Age of AI - Key Challenges and Human Capital**

Modern technological and digital challenges generate new developments in the labour market, to which employers and employees need to adapt. Emphasis should be placed on investment and upgrading of human capital's skills in order to meet the new emerging needs of both enterprises and employees

Prof Natasja Holtzhausen

Dr Thulani Dlamini

David Timis

14: 15 – 15: 00

CASE STUDY

SLICCSs - A Flexible ePortfolio-Based Framework to Deliver Reflective Experiential Learning and Assessment at Scale

Student-Led, Individually-Created Courses (SLICCS) are a scalable and flexible experiential learning and assessment framework using an e-portfolio, awarding academic credit for experiential learning. The framework is based on five learning outcomes that students contextualise for themselves, with support from within the framework and feedback from faculty. These learning outcomes are stratified across the academic levels, through pre-honours, honours, masters, to professional doctorate. The framework provides the flexibility for faculty to offer boundaries to the learning experience, or for students to entirely define their own experience, bringing the extra-curricular into the formal curriculum. SLICCS are supported by a small team, and a comprehensive array of resources for students, tutors, faculty and administrators.

Prof Simon Riley and Dr Gavin McCabe

15: 00 – 15: 15

Networking Break

15: 15 – 15: 45

A Purpose-Driven Ecosystem Approach to WIL and Career Education

As an institution of higher learning, our mission is to prepare our students for their future of work within an increasingly volatile, uncertain, complex and ambiguous (VUCA) world. While this concept might have been viewed as something that would occur in the distant future, the COVID pandemic has brought home the realities of navigating volatility, uncertainty, complexity and ambiguity in 2021, making clear that adapting to this uncertain state will be required of our students and graduates as they enter the workplace.

Dr Norah McRae

15: 45 – 16: 15

Reimagining The Workplace To Create More Inclusive Environments For Disabled People

- Improving disabled people's access to the labour market to reduce the disability employment gap
- Removing barriers to the application process for disabled people seeking work
- Providing more flexible working for disabled people and giving access to adjustments and assistive technology
- Addressing the digital skills gap and access to innovative technology as a central part of building inclusive workplaces

16: 15 – 16:45

An Analysis of COVID-19 Student Learning Loss and its Impact on the Future of Graduate Employability

COVID-19 caused significant disruption to the global education system. Early reviews of the first wave of lockdowns and school closures suggested significant learning loss in a few countries.

CONTINUE.....

A more recent and thorough analysis of recorded learning loss evidence documented since the beginning of the school closures between March 2020 and March 2022 finds even more evidence of learning loss. Most studies observed increases in inequality where certain demographics of students experienced learning losses more significant than others. But there are also outliers, countries that managed to limit the amount of loss. This review aims to consolidate all available evidence and documents the empirical findings. In fact, 36 robust studies were identified, the majority of which find learning losses that amount to, on average, 0.17 of a standard deviation, equivalent to roughly a 1/2 years' worth of learning. These findings confirm that learning loss is real and significant, even compared to the first year and has continued to grow after the first year of the covid-19 pandemic. Further work is needed to increase the quantity of studies produced, particularly in low and middle income countries, and to ascertain the reasons for learning loss. Finally, the few cases where learning loss was mitigated should be further investigated to inform continued and future pandemic responses and in a few cases mitigation of loss.

Harry Patrinos

16: 45 – 17: 00

Chairperson's First Day Summation

17: 00

Conference Adjourns for the Day

CONTINUE.....

DAY 2: THURSDAY, 27 OCTOBER

08: 30 – 09: 00

Online Registration

09: 00 – 09: 15

Chairperson's Opening Remarks

09: 15 – 09: 45

KEYNOTE PRESENTATION

Developing a Career Development Analysis through Authentic Assessment

This presentation entails on how I have used an authentic assessment approach in teaching third year students on developing their career development plan for the future.

The assessment requires students to identify goals, assess their current personal values, knowledge, skills and abilities against their desired job or position and outline strategies or plan of actions in obtaining their career goals.

Dr. Jasvir Kaur Nachatar Singh

09: 45 – 10: 15

Opportunities and Challenges for International Students: How Globalization Will Fare in a Post-Pandemic World of Work

As the pandemic pushed people out of offices and out of their staid mindsets about how work looks, "work from anywhere" has become a common phrase - and the globalization of the workforce has become common with it.

CONTINUE.....

Solutions touting simplified global workforce solutions have been a hotbed for investment and attention as a result, and we've seen serious discourse about how to address the geographical spread of workers. But has this trend been a bandage over our "unprecedented times," or is work no longer tied to location? Attend this session to hear industry experts discuss where they think the globalization trend will land as the dust settles.

Prof Witness Mudzi

10:15 - 10:35

Coffee/Tea Break

10:35 - 11:30

PANEL DISCUSSION

**Addressing Student Equity of Access to WIL:
Exploring a Low Risk Approach.**

Panel TBA

11:30 - 12:00

**Work AND Workplace Ready? New challenges
for Learning through Work**

The pandemic has led many organisations to rethink their models of 'workplace', moving to hybrid work environments characterised by combinations of home, office, and 'third space' working, but just how prepared are today's graduates for such work environments? This session will integrate findings from several research projects which collectively explore the value of work-integrated learning activities such as internships and practicums, and the competencies that they help students to develop. The session will then consider what we know about the hybrid workplace, what this means for today's graduates, and how the challenges that they face create new development needs.

Professor Helen Hughes

12:00 - 12:30

Improving STEM Curriculum with WIL

Prof Naven Chetty

12:30 - 13:15

Lunch Break & Online Networking Activities

13:15 - 13:45

CASE STUDY

**Approaches to integrating employability into
the wider student experience in the UK**

The integration of careers and employability into teaching and learning, and across the university, is an essential part of the work of AGCAS members amidst a constantly evolving policy landscape in the UK that emphasises graduates' progression to graduate-level employment.

In April 2022, AGCAS, in collaboration with Shortlist.Me, published a report which used qualitative data from multiple sources to better understand the landscape of careers and employability integration in universities and how this is evolving. This report enables us to benchmark the varied models of integrating employability used in the UK.

Elaine Boyes

13:45 - 14:15

**Back to the Future! Employability Delivery in a
Post-Pandemic Context**

As we move closer to the post-pandemic landscape, how should we re-position our work to enhance the prospects of our students and graduates? This session will consider the evolving role of Careers and Employability Services in the context of:

- Student needs following their disrupted experience
- The complexity of transition from student to employee
- The challenge of building fulfilling careers in a hybrid working environment

Dr Nalayini Thambar

CONTINUE.....

14:15 – 15:00

Six Pedagogical Principles for Careers and Employability Learning in Higher Education

This presentation will demonstrate the gap between the scholarly fields of graduate employability and career development, as illustrated in citation networks among more than 4,000 scholarly articles. The presenter will then offer a curricular vision of a more integrative pedagogy of careers and employability learning, which draws on the strengths of each field, in an effort to help close the gap between them. In doing so, the presentation will outline six pedagogical principles that can inform efforts to deliver high quality, equitable, and empowering careers and employability learning for students.

15:00 – 15:15

Mid-afternoon Coffee/Tea Break

15:15 – 16:00

CASE STUDY

Does Vocational Training Beget Formal Education? Evidence from Two RCTs in Colombia

How can the inclusiveness of human capital accumulation become a reality? Less skilled workers (e.g., high school dropouts and non-college graduates) cannot tap into the benefits from globalization. Inadequate and uneven opportunities for skill enhancement intensify gaping wage disparities. This situation awakens luddite inklings: citizens dislocated by technology, hoping for a world without AI, robots, ML, blockchain, etc. It also generates globalization backlash: Fear of cheap imports, global value chains, offshoring, and migrants. But blocking out technological change and international markets is not a recipe for progress.

How can skill upgrading then be best achieved? Should we think about formal education (FE) and vocational training (VT) as alternate paths? FE emphasizes knowledge accumulation for general purpose skills. VT focuses on learning by doing to enhance task specific skills. Traditionally, the VT path is perceived as a substitute choice after opting out from FE schooling.

Yet, our two experimental studies provide causal evidence of VT facilitating further FE, when training includes a work internship component with classroom training complemented with learning-by-doing.

Dr Maurice Kugler

16:00 – 16:30

Navigating a Skills-Based Approach to Talent Development: How To Leverage the Hidden Benefits

- Vital insight into skills gaps
- Stronger line of sight to the skills and experiences existing in the total talent pool (internal and external), enabling people to be matched with jobs and projects
- The opportunity to design career paths based on skills and adjacent skills that will enable people to understand and navigate a career that suits them
- Greater transparency in talent processes—skills become a common currency on which to base job selection, development and certification, reward, and career progression
- An enterprise-wide approach to skills between talent and other vital HC processes

Andrew Stotter-Brooks

16:30 – 16:45

Chairperson's Closing Remarks





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