

ASET

Integrating Work and Learning

Association for Sandwich Education & Training

newsletter

Issue No. 23 – September 2003



**May 2003 - A plus success story...
ASET 2002 National Placement Competition Winner - Tim White.**

Tim [third from the left] spent a year with **plus** in a university work placement, where he spent his time as an Associate Consultant working on internal developments and several client projects. And after writing about his experiences here in sunny Brighton, Tim found himself the winner of the ASET 2002 National Placement Competition!

"The value to students of integrating work and learning can not be over emphasised. Students can learn from placement, where academic and work based learning are fully integrated, even after the placement itself is ended by reflecting on and articulating the benefits they have gained from it. The ASET contest encourages students to do this by providing a financial carrot and the student who can best do so in an original, clear, lively and enthusiastic manner is adjudged the winner. Timothy White was a deserved winner of the this year's competition and was rewarded by a cheque for €1,000."

Ray Robinson, Chairman, ASET.

2003 competition is now open – one of your students could win €1,000 this year, which would help their student finances. Please see inside for further details.

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This newsletter is for members but please pass it on to others who may be interested. New members are always welcome.

Subscription rates for 2003 are as follows:

Corporate	£125
Individual	£ 40
School	£25

Corporate membership represents exceptional value, as everyone in the organisation is covered, and everyone qualifies for reduced rates at ASET events. Membership costs can be covered by savings.

Benefits include:

- access to latest ideas
- low cost insurance
- seminars
- conferences
- papers
- networking
- international links

Some Preliminary Comments on the White Paper

The White Paper does not claim to be a comprehensive review of H.E.

It does claim to set out major targets and challenges facing H.E. and the building blocks for the future. It would appear to be implicit in the White Paper that it is building on previous major reviews e.g. Dearing, even though it does not state this explicitly.

A major emphasis in the White Paper is the relationship between H.E. and business. This permeates many aspects of the White Paper and the specific building blocks for the future.

ASET can certainly claim to be happy about this emphasis for it resonates with our statements about integrating work and learning.

Chapter 3 is entitled H.E. and Business (pages 36 – 45). It has aspects that not all universities welcome without reservations for it stresses that Universities should increasingly be embedded in their regional economies and closely linked to Regional Development Agencies and Sector Skills Councils. It also makes reference to the Lambert Review (set up by the Chancellor) and states that the work of bringing H.E. and Business more closely together will be carried forward when Lambert reports this Summer. (THES of 25.04.03 shows some concerns in Universities about evidence being presented to the Lambert Review).

There are some references to work placements. Thus 3.9 on p.40 has a box E about the London H.E. Consortium which ends with “Specific projects have included recruiting business practitioners for teaching roles and securing work placements for students”. Again 3.17 on p.42. This should be read in full and alongside 3.15. It contains the following “...it will be important for universities to adopt a more strategic approach to the design and assessment of courses, and also of work experience placements, which will become ever more important as vocational provision expands.” It goes on to commend Brighton stating that over half of first degree and diploma students undertake formal work placements as part of their courses.

This is the most explicit reference found and clearly refers to Dearing and his recommendation for all students to have work experience.

Chapter 3 also introduces Foundation Degrees and this is further dealt with in Chapter 5. Some of the language about Foundation Degrees is questionable e.g. p.36 “we will drive forward Foundation Degrees, making them the main work-focussed H.E. qualification”.

3.20 p.43 “... they become the major vehicle for expansion in the H.E. overall...”

3.21 p.43 “... make Foundation Degrees the standard two year qualification”

p.57 “.....as they (i.e. F.D.’s) become the primary work-focussed H.E. qualification”

It is also stated in 3.21 that HNC’s and HND’s will be incorporated within the Foundation Degree framework and 5.20 would seem to imply that this framework will soon contain 10% of H.E.

Chapter 4 deals with Teaching and Learning and 4.2 - 4.6 deal with types of information which should be supplied to students. This should be accessible, national in scope and deal with quality of teaching and learning. **It does not make any direct references to detailed information on the quantity or quality of work placements.**

Chapter 5 sets out a range of financial and other incentives aimed at supporting HE to develop Foundation Degrees and encourage students to enrol on them but there is no statement about incentives to encourage work placements elsewhere in H.E.

Our response is to emphasise:

1. The role of ASET and our support for integrating work and learning.
2. Our recognition of the importance of relevant, well supervised work placements as recommended by Dearing and implicit in the White Paper.
3. Our belief that the additional placements necessary for Foundation Degrees should not militate against those for existing courses extending over 3 or 4 years. So real efforts will be necessary to obtain more high quality placements.
4. Our belief that comprehensive up to date information is not available on the current position regarding work placements nationally and that this makes it difficult to provide reliable information to students on the availability of quality work placements with appropriate supervision.
5. Our desire to work with DfES, and other agencies as appropriate, to obtain this information and keep it updated annually.

We look forward to receiving your reactions and comments. **Dr Edwin Kerr, President of ASET**

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“Why re-invent the wheel, all the points are covered here!”

Alan J Smith, ASET.

Experience-based Learning within the Curriculum

- a synthesis study

by Leslie Davies

This study was completed in 1990 and represents a comprehensive review of the arguments and issues of Supervised Work Experience. It covers all the theoretical and practical aspects relating to that unique educational experience which is designed to bridge Academic and Vocational Aspects under the various guises of Placement/Sandwich/Co-operative Education with reference to all the major disciplines.

Supplemented by numerous figures and tables with 17 appendices and an extensive list of references. This work is indispensable for Placement Tutors, Administrators, and Employers. It is eminently readable and relevant for students particularly in preparation for and during placement. It is essential for reference and research.

It was originally published by CNAA, and has been out of print.

ASET feels this work is sufficiently important and has undertaken the task of republishing it within the next few months.

NB. Now professionally printed for ASET by Athenaeum Press @ £22.50 + pp.

Name

Address

tel email

No. of copies

Please send to:

ASET, Association for Sandwich Education & Training,
3 Westbrook Court, Sharrow Vale Road, Sheffield, S11 8YZ.
tel/fax: 0114 221 2902/3. email: aaset@aset.demon.co.uk

Book Review of

Milnes, Joan. (2003). *Field Work Savvy: A Handbook for Students in Internship, Co-Operative Education, Service-Learning and other forms of Experiential Education*. WA: Pleasant Word. Pp. 138. ISBN 1-57921-571-8. \$12.99

Gay Roland, Reviewer

Field Work Savvy by Joan Milnes is a handbook for students preparing to participate in a field based learning experience. It is a user-friendly guide for high school and college level students.

Ms. Milnes has researched the whys and hows of making a field experience successful for students and employers. This handbook provides the students' faculty coordinator with a comprehensive preparatory plan to ease the transition from the classroom to the world of work.

The book's seven chapters transition smoothly from "Getting Started," which acknowledges the anxiety students experience when first faced with the prospect of actually having to go into the real world, to the final chapter of reflecting on what the experience was really all about. Students will welcome the many templates for writing letters of introduction, résumés, reference lists and portfolio construction.

Instructors will be able to bring real life scenarios into the classroom utilizing the many tips gleaned from insider information provided by experienced students, workplace supervisors and professionals in the field. These tips, scattered throughout the book, are identified with the amiable icons of a pointing finger aimed at advice or "pointers" and a magnifying glass inviting the reader to "Take a look..." at examples from the field.

The chapter on interviewing provides the basis for identifying those all-important soft skills that many times are overlooked by students as they concentrate on what they can do, not on how they do it. The workplace issues chapter continues to identify the basics of professionalism and human relations in real life scenarios. These vignettes will lead to lively discussion among students as they share similar situations with each other.

The learning contract chapter provides an outline of what the work experience should provide for both the student and the employer. Instructors can use this section to expand on key questions that come up concerning expectations and outcomes for the student and site supervisor.

Seasoned professionals and newcomers to the arena of field-based learning will find this publication an asset for classroom teaching. No matter what the experiential learning experience is called from internship, practicum, clinical, service learning to cooperative education, *Field Work Savvy* is a tool that will provide students and instructors with the framework to insure the work experience is a positive one for all participants.

Field Work Savvy: A Handbook for Students in Internship, Co-operative Education, Service-Learning and other forms of Experiential Education by Joan Milnes is endorsed by the National Society for Experiential Education. The Table of Contents and the Introduction for Students can be viewed at www.nsee.org.

ABOUT THE AUTHOR

Joan Milnes holds a master's degree in counseling psychology and certifications in secondary school guidance and vocational education guidance. She has worked with higher education students enrolled in two-year and four-year degree programs at public and private institutions in Massachusetts.

Gay Roland has over 20 years experience as the Director for the Cooperative Education/Internship program at North Shore Community College in Danvers, Massachusetts. She has established partnerships with over 1,000 companies in the local area providing a broad spectrum of work-based opportunities for students. She collaborates with program coordinators in the areas of business, culinary arts, travel and tourism, liberal arts and graphic design to assure students are referred to appropriate placement sites that will parallel the course curriculum. In addition, she has coordinated the Faculty Externship program by providing work place experience for over twenty-five faculty members. She is a contributing member of local civic and professional organizations.

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To: All returning 2002/2003 placement students.

Your chance to win €1,000

Write up your own placement experience to inform others of the benefits of
Integrating Work and Learning

COMPETITION BACKGROUND AND RULES

If you can articulate, in 900 words, your experience of co-operative (sandwich) education, where academic and work-based learning are fully integrated, you could win €1,000.

Enlighten others to the value of such experience by producing an entry which is clear in expression, lively, enthusiastic and conveys the value of the experience gained.

Emphasis should be placed on:

- the value of a fully integrated course;
- how your choice of course was made;
- how academic learning was enhanced by the work experience;
- opportunities for personal development and enhanced career prospects.

1. Eligibility

- 1.1 You must be a registered student on a fully integrated course leading to the award of a degree or higher national diploma at a university or college in Europe that is a corporate member of ASET.

2. Rules

- 2.1 Your entry must be in English, typed, double spaced, no more than 950 words. The entry must be self-contained, complete and without appendices, but illustrations may be used if you feel they add value. Every entry must be headed with an appropriate lively title.
- 2.2 The judges will look for originality and criteria listed above. Their decision is final and no correspondence over the results will be entered into.
- 2.3 You must seek clearance from your placement employer for your entry to be published before submitting to ASET.
- 2.4 Scripts will not be returned, so make sure you keep a copy for yourself.
- 2.5 ASET will use edited quotations and versions of the entries to encourage and publicise fully integrated courses. The copyright of all entries submitted will be vested in ASET.

3. Submission of Entries

- 3.1 Your entry must be posted to arrive on or before the closing date of 1st December 2003 and should be sent to ASET, 3 Westbrook Court, Sharrow Vale Road, Sheffield S11 8YZ.
- 3.2 Include with your entry, a note from your placement tutor certifying that you are a student on a sandwich course. Please attach to your entry a cover sheet with your full name, address, academic institution, course, the name of your employing organisation, the title of your entry and the number of words it contains.
- 3.3 Entrants will be notified of the results by the end of February 2004.

What's in it for us?

We want to promote the benefits of co-operative education in every possible way.

So we shall use extracts from the entries in publicity material aimed at schools and students.

**WACE Conference
August 2003
Rotterdam**

A delegates report of this World Conference on Co-operative Education will appear in the next newsletter.

Forthcoming Events

December 2003

Seminar/Workshop on Placement Insurance

February 2004

Seminar/Workshop on QAA Code of Practice

April 2004

Workshop/Seminar on Health and Safety for Placement Students

July 2004

Workshop/Seminar on Placement for students with disabilities

September 2004

ASET Annual Conference from Tuesday 7 September to Thursday 9 September, Fitzwilliam College, Cambridge

Conference Themes:

- Employability and work experience
- Assessment and Accreditation frameworks
- Support Student Learning on Work Placements
- International Partnerships and Placements
- Managing Work Placements
- University – Business Links

October 2004

Introduction for Placement Management

Discounts are available for all members of

ASET

Please contact Debbie Smith and book early to ensure a place

**ASET
Annual
General
Meeting &
Conference**

BOOK NOW

Please reserve your place for the ASET 2003 Conference and AGM.

Wed. 29 October 2003
9:30am – 4:30pm
Regents College, London

The theme is:
**STAND STILL or
TAKE OFF –**

The Future of Integrated Learning following the Government Review.

Programme includes:

- Developing links between HE and the world of work
- Implications of the White Paper and the Lambert Review on workplace provisions.
- Enhancing skills and employability
- Role of Sector Skills Councils and Regional Development Agencies
- Practical schemes of integrating work and learning at local and regional level
- The way forward

Debbie Smith at ASET will send you a booking form.

What is a Sandwich Course?

A Sandwich course integrates periods of academic study in a university or college with periods of paid work experience in commerce, industry or the public sector at home or abroad.

Sandwich Courses exist in Arts & Humanities, Languages, Social Studies and Law, Science and Engineering, Health and Social Sciences, Built Environment, Computing and Mathematics, Engineering Technology, Business and Management, Humanities and Social Sciences, Art, Design and Performing Arts.

What does Sandwich Education offer Students?

The opportunity to:

- Have a structured academic and practical programme
- Try out a chosen job – your career plans may change
- Learn new technical skills
- Apply theory and practical skills in a work environment
- Improve your final examination marks
- Earn money
- Obtain sponsorship
- Work abroad and learn another language
- Develop skills in communication and teamwork to help you succeed
- Develop maturity and confidence
- Make contact with potential employers
- Stand out from the crowd in the competition for a rewarding and fulfilling job
- Secure a job from the placement

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Contributions to the ASET Newsletter are very welcome.

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