ASET Good Practice Guide for Work based and Placement Learning in Higher Education
ASET has been involved in promoting ‘Good Practice’ around placements since 1982, the terminology then was sandwich education, and limited to the year students would spend in the workplace as part of their university education, but now the broader term work based and placement learning (WBPL) is used to fully encompass the breadth of opportunities available to students, irrespective of their level or mode of study. ASET’s goal remains the same; to advance the prevalence, effectiveness and quality of work based and placement learning in Higher Education.

Thanks must go to all those in the ASET community for their contributions for this ‘Good Practice’ Guide, both directly and indirectly. The delegates of the 2012 ASET Conference gave willingly of their ideas, questions and suggestions for this update. It only goes to demonstrate the power of a community of practitioners when we work together for the better of all.

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Introduction

The focus in this Guide is for **work based and placement learning opportunities that are a planned and integrated part of a student’s programme of study at a Higher Education provider**. It is intended to be useful to practitioners irrespective of the level or mode of study, the academic subject, whether work based or placement learning (WBPL). This Guide has been written to support the development of ‘Good Practice’, but is neither prescriptive nor regulatory.

WBPL is important in that it helps to bring together academic theory and workplace practice, integrating the working with the learning. It might be about increasing a student’s employability, but may also be a defining characteristic of a qualification and therefore must be considered in the same manner as other forms of learning, teaching and assessment when it comes to quality and standards in Higher Education.

Who is this Guide for?

All practitioners in Higher Education associated with work based and placement learning; this includes but is not limited to:

- Professional and administrative staff
- Academic tutors
- Careers Services
- Resource Managers

Specific sections may be usefully shared by practitioners with their students and employers providing work based and placement learning opportunities.

Purpose of this Guide

ASET has worked with the Quality Assurance Agency to ensure that this ‘Good Practice’ Guide assists practitioners in setting up provision and processes for planning, managing, monitoring and evaluating work based and placement learning:

- that enables them to consider how they will demonstrate that their practice is ‘Sound’, in accordance with the benchmarks agreed by the academic community and that are expressed in the Expectations of the UK Quality Code for Higher Education (Quality Code)

- that gives a simple approach with a commitment to continuous enhancement, by providing guiding principles that can be used in the development of ‘Good’ Practice, which may and should evolve over time
Sound Practice and Good Practice

This Guide uses the terms ‘Sound Practice’ and ‘Good Practice’ and it is important to be clear on the difference between the two.

- ‘Sound Practice’, as used in the Quality Code, means that the practice is robust, fit for purpose, and should be embraced by any Higher Education provider.

- ‘Sound Practice’ sets a benchmark, acting as a starting point for enhancing the quality of practice, and is less vulnerable to becoming out dated or overtaken by developments in the field.

- ‘Good Practice’ builds on ‘Sound Practice’ and may include innovative, outstanding or cutting-edge examples.

- As ‘Good Practice’ becomes embedded, it can become ‘standard practice’. Therefore this Guide is accompanied by a dynamic toolkit which will support development of what is ‘Good Practice’ across the sector.

Relationship between this Good Practice Guide and the Quality Code

The Quality Code consists of three parts A, B and C. It is a holistic document which needs to be appreciated in its entirety. The Expectations of the Quality Code are mandatory; the Indicators of ‘Sound Practice’ provide useful signposts as to how a Higher Education provider can demonstrate that it meets the Expectations. If providers are considering work based and placement learning in preparation for a review, the reference point must be the Quality Code itself and not the principles within this Guide.

Practitioners should appreciate the Quality Code in its entirety, although they may find the Indicators of ‘Sound Practice’ and explanatory guidance of the following chapters particularly helpful when developing or delivering a programme which includes work based or placement learning:

- **B3: Learning and teaching**
  This chapter focuses on the learning opportunities that Higher Education providers make available to students, and on the staff who teach and/or support learning, including staff that are not employees of the Higher Education provider and/or are not based at the provider. B3 should be helpful for practitioners in appreciating the resources, environment, experiences and stakeholder responsibilities required for placement learning opportunities.

- **B4: Enabling student development and achievement**
  This chapter addresses the ways in which Higher Education providers enable students to develop and achieve their academic, personal and professional potential. Students who are fully informed about the opportunities available to them, but who are also aware of
their responsibility to engage with those opportunities, are more likely to make effective use of services and resources. B4 should be helpful for practitioners in appreciating the support required for placement learning and the contribution it makes to the wider student experience.

- **B10: Managing Higher Education provision with others**
  This chapter addresses the planning, establishing, managing and monitoring of Higher Education where it is delivered with or by others. B10 should be helpful for practitioners in appreciating the nature, complexity, and potential issues in any arrangements with placement providers, and should help in establishing a sound management framework.

Practitioners might also find the guidance in **B6: Assessment of students and accreditation of prior learning** and in **Part C: Information about Higher Education provision** helpful when developing and establishing practice.

Higher Education providers reviewed by the QAA are required to meet all the Expectations of the Quality Code. The manner in which they do so is their own responsibility; it is important that providers respond in the ways that are appropriate for their organisation, internal structures and the range of work based and placement learning opportunities that they offer.

Providers are also responsible for meeting the requirements of legislation and any other regulatory requirements placed upon them, for example by funding councils or Professional, Statutory and Regulatory Bodies (PSRB). This Guide should be read alongside these legislative requirements and reference points; and not in lieu of them.

**Fitness for purpose**

The emphasis should always be on fitness for purpose. Throughout this Guide we use the expressions **continuum** and **proportionate**; and due to the wide range of work based and placement learning found in Higher Education we must acknowledge that these opportunities are distributed along a spectrum, both in terms of length and integration to the curriculum. Consequently we need to think of ‘Good Practice’ as a continuum, as shown in the figure overleaf, and what is thought of as ‘Good Practice’ for a very short insight day may look quite different from that which is required for a practice placement – hence the need to be proportionate.
The objective of any work based or placement learning experience, regardless of length, is to consolidate and complement the academic learning, knowledge and skills with experience. It generally involves a three-way partnership involving student, employer and Higher Education provider, and this Guide suggests ‘Good Practice’ for each party, in terms of roles, entitlements and responsibilities. It is important to remember that irrespective of who initiates the placement; whether a student makes a speculative application, an employer advertises a scheme or a Higher Education provider sources a project, it is important that all three parties are brought into the relationship in order that it becomes a successful learning opportunity.

The relationships are likely to include those:

- **Between student and employer:** for longer periods, this would be a formal legal contract of employment, with all the implied entitlements and responsibilities. If the student is joining the employer for a placement this is likely to be a new contract, for a student embarking on work based learning with their existing employer this may require a variation in contract or working terms. For periods as short as a few hours, the student would probably be regarded as a visitor rather than employee.

- **Between student and Higher Education provider:** the formal contract implicit in acceptance of a student on a course, and evidenced by the student’s contributions towards tuition fees.

- **Between Higher Education provider and employer:** usually a formal contract, particular to practice placements where the employer is often involved in competency assessments such as in the Health sector.

Whilst acknowledging that it is not always a clear divide, in this Guide we use the following to distinguish between work based and placement learning:
• **Work based learning** is when the learner might be considered as employee first, student second; i.e. they came to the Higher Education experience by virtue of their employment or employer

• **Placement learning** is when the learner might be considered as student first, employee second; i.e. they came to the placement experience by virtue of their studies

There are many activities that a student may undertake whilst on a Higher Education programme of study which might contribute towards their employability development; some of those are explicitly excluded here. Experiential learning such as reflection on activities that are not part of a programme of study, for example volunteering or part time employment, where the learning is evidenced retrospectively, through Personal Development Planning or accreditation of prior learning, is not included here. It is not intended that the principles in this Guide should be applied retrospectively to these sorts of learning opportunities.

This Guide is intended for those work based and placement learning opportunities that are a planned and integrated part of a student’s programme of study at a Higher Education provider.

**Terminology**

To help with thinking about proportionality, we have included some examples of common terminology related to work based and placement learning opportunities in the UK that are widely used in ASET member institutions. Outside the UK, terminology and concepts are too extensive to include here, but regardless of vocabulary the underlying principles may still be of use. Terminology is an area of considerable on-going debate and the examples overleaf are not definitive.
| Company visits | Usually undertaken as a supervised, group activity either as part of the curriculum or outside, as an enrichment activity for students. |
| Insight days | Offered and advertised by employers, aimed at first or second year undergraduate students. |
| Internships / Vacation placements | A short term placement opportunity usually offered and advertised by employers although may also be secured through a speculative application. Taken by students at any level of study in a vacation time or part time during an academic year. Elsewhere, the term “internships” is used in another context to describe opportunities for new graduates. |
| Practice placements | Governed by a formal agreement between the Higher Education provider and employers, these placements are usually undertaken on programmes where qualification leads to a licence to practice such as in health or education. Students will often do multiple practice placements as part of their programme of study and employers may be involved in the assessment of students. |
| Projects | Negotiated pieces of work, either group based or individual that may be sourced by the Higher Education provider or the student and can be located at the employers’ premises. |
| Sandwich placements | A placement equivalent of a year’s academic study (30-52 weeks depending on the Higher Education provider’s regulations). Typically taken by undergraduate students as the penultimate year of their programme. |
| Semester placements | If a full time placement, it would be equivalent of a semester’s academic study (12-15 weeks depending on the Higher Education provider’s regulations). May also be used to describe a part time placement where a student integrates spending 1 or 2 days a week throughout the semester on placement with their academic study. |
| Semester or Year Abroad | When a student opts to study at an overseas Higher Education provider which has collaborative / reciprocal agreement with their home Higher Education provider, this could include a period of work or may be study only. This may be part of, or additional to, their degree e.g. Erasmus, the EU educational exchange programme. |
| Work shadowing | Short term, informal activities where a student will spend time on company premises but will have no contract or expectation of making a working contribution; it is an observation opportunity. |
| Work based award | A full programme where the employment setting is used as a contextual focus for the learning regularly throughout the degree; either retrospectively through reflection or prospectively through the setting of specific projects. |
This Guide adopts an approach to developing ‘Good Practice’ by providing a set of fundamental principles that can be used as a framework for continuous enhancement.

We believe that the following principles foster ‘Good Practice’ in work based and placement learning when all parties work to...

1. Accept and recognise the value to employability
2. Are partners in planning and management
3. Clearly understand the responsibilities and expectations of everyone involved
4. Collaborate to ensure opportunities are inclusive, safe and supported
5. Engage in structured opportunities for learning and development
6. Establish sustainable relationships and networks
7. Record outcomes and evaluate feedback for continuous enhancement

We believe that these principles are effective because they:

- Cover the range of activities associated with establishing, engaging in and evaluating work based and placement learning
- Provide a coherent framework whilst allowing for innovation and creativity
- Use simple language
- Apply to each of the parties; Higher Education provider’s, practitioners, students and employers can all identify with each principle

This Guide is accompanied by a dynamic toolkit to assist practitioners with examining their own practice, against each of the principles, and from the perspectives of each of the stakeholders/parties. We intend the toolkit to be a dynamic resource of templates, activities and examples that will grow over time – demonstrating that what is considered to be ‘Good Practice’ must also evolve. This toolkit will give examples of how the principles can be applied proportionately along the spectrum of work based and placement learning opportunities. ASET will contribute to this resource and will also act as a dissemination channel, welcoming contributions and examples from member institutions and practitioners within the wider ASET community.
The mapping which follows demonstrates that by adopting an approach to developing ‘Good Practice’ by providing a set of fundamental principles, providers can easily show how these activities contribute towards the achievement of the Indicators of the Quality Code. Examples are given for the following chapters of the Quality Code:

- B3: Learning and teaching
- B4: Enabling student development and achievement
- B10: Managing Higher Education provision with others

The mapping must not be interpreted as a fail-safe guide to meeting the Expectations of the Quality Code. It is intended as a cross-referencing of the principles and the relevant guidance in the Quality Code, to support practitioners in implementing the Principles while ensuring that academic standards are safeguarded, and the quality of learning opportunities is assured and enhanced.
The ASET Principles mapped to the Quality Code: Chapter B3 Learning and Teaching

- Higher Education providers articulate and implement a strategic approach to learning and teaching to promote a shared understanding of this approach among their staff, students, and other stakeholders. (Indicator 1)
- Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship. (Indicator 3)
- Higher Education providers maintain physical, virtual, and social learning environments that are safe, accessible, and reliable for every student, promoting dignity, courtesy, and respect in their use. (Indicator 6)
- Every student is provided with clear and current information that specifies the learning opportunities and support available to them. (Indicator 7)
- Higher Education providers take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and shape their learning experience. (Indicator 8)

ASET Principles for Good Practice

- Establish sustainable relationships and networks
- Record outcomes and evaluate feedback for continuous enhancement
- Accept and recognize the value of employability
- Are partners in planning and management
- Collaborate to ensure opportunities are inclusive, safe, and supported
- Clearly understand the responsibilities and expectations of everyone involved

- Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes. (Indicator 2)
- Every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff. (Indicator 9)
- Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes. (Indicator 2)
- Every student is provided with clear and current information that specifies the learning opportunities and support available to them. (Indicator 7)
- Higher Education providers take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and shape their learning experience. (Indicator 8)

- Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship. (Indicator 3)
- Higher Education providers collect and analyse appropriate information to ensure the continued effectiveness of their strategic approach to, and the enhancement of, learning opportunities and teaching practices. (Indicator 5)
- Every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff. (Indicator 9)
The ASET Principles mapped to the Quality Code: Chapter B4 Enabling Student Development and Achievement

- Higher Education providers ensure staff who enable students to develop and achieve are appropriately qualified, competent, up to date and supported. (Indicator 7)

- Higher Education providers put into place policies, practices and systems that facilitate successful transitions and academic progression. (Indicator 5)

- Higher Education providers ensure all students have opportunities to develop skills that enable their academic, personal and professional progression. (Indicator 6)

- A commitment to equity guides Higher Education providers in enabling student development and achievement. (Indicator 3)

- Higher Education providers ensure all students have opportunities to develop skills that enable their academic, personal and professional progression. (Indicator 6)

- A commitment to equity guides Higher Education providers in enabling student development and achievement. (Indicator 3)

- Higher Education providers ensure students before and during their period of study of opportunities designed to enable their development and achievement. (Indicator 4)

- Higher Education providers define, coordinate, monitor and evaluate roles and responsibilities for enabling student development and achievement both internally and in cooperation with other organisations. (Indicator 2)

- Through strategic and operational planning, and quality assurance and enhancement, Higher Education providers determine and evaluate how they enable student development and achievement. (Indicator 1)

- Higher Education providers inform students before and during their period of study of opportunities designed to enable their development and achievement. (Indicator 1)

- Higher Education providers ensure all students have opportunities to develop skills that enable their academic, personal and professional progression. (Indicator 4)

- Higher Education providers make available appropriate learning resources and enable students to develop the skills to use them. (Indicator 8)

- Through strategic and operational planning, and quality assurance and enhancement, Higher Education providers determine and evaluate how they enable student development and achievement. (Indicator 1)

- Higher Education providers inform students before and during their period of study of opportunities designed to enable their development and achievement. (Indicator 4)
The ASET Principles mapped to the Quality Code: Chapter B10 Managing Higher Education provisions with others

(Indicators have been shortened - please refer to Chapter B10 for the full text)

- Governance arrangements at appropriate levels are in place... (Indicator 2)
- Degree-awarding bodies retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so... (Indicator 9)
- Degree-awarding bodies are responsible for the academic standards of all credit and qualifications granted in their name... (Indicator 11)
- When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional, statutory and regulatory body (PSRB)... (Indicator 12)
- Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation... (Indicator 13)
- Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements... (Indicator 15)

- A strategic approach... (Indicator 1)
- Degree-awarding bodies that engage with other authorised awarding bodies... (Indicator 4)
- The risks of each arrangement to deliver learning opportunities with others are assessed... (Indicator 5)
- There is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed... (Indicator 7)
- Degree-awarding bodies take responsibility for ensuring that they retain proper control of the academic standards... (Indicator 8)
- Degree-awarding bodies retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so... (Indicator 9)
- Degree-awarding bodies are responsible for the academic standards of all credit and qualifications... (Indicator 11)
- When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional, statutory and regulatory body (PSRB)... (Indicator 12)
- Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation... (Indicator 13)
- Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements... (Indicator 15)

- Policies and procedures ensure that there are adequate safeguards... (Indicator 3)
- The risks of each arrangement to deliver learning opportunities with others are assessed... (Indicator 5)
- When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional, statutory and regulatory body (PSRB)... (Indicator 12)
- When degree-awarding bodies make arrangements for the delivery of learning opportunities with others, they ensure that they retain authority for awarding certificates and issuing detailed records... (Indicator 19)

- Accept and recognise the value of employability... (Indicator 1)
- A strategic approach... (Indicator 1)
- Degree-awarding bodies are responsible for the academic standards of all credit and qualifications granted in their name... (Indicator 11)
- Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements... (Indicator 15)
- Degree-awarding bodies ensure that modules and programmes offered through other delivery organisations... (Indicator 17)
- When degree-awarding bodies make arrangements for the delivery of learning opportunities with others, they ensure that they retain authority for awarding certificates and issuing detailed records... (Indicator 19)

- All Higher Education providers maintain records... (Indicator 10)
- Degree-awarding bodies are responsible for the academic standards of all credit and qualifications... (Indicator 11)
- Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements... (Indicator 15)
- Degree-awarding bodies ensure that modules and programmes offered through other delivery organisations... (Indicator 17)
- When degree-awarding bodies make arrangements for the delivery of learning opportunities with others, they ensure that they retain authority for awarding certificates and issuing detailed records... (Indicator 19)

- Assess the value of networks... (Indicator 1)
- A strategic approach... (Indicator 1)
- Appropriate and proportionate due diligence procedures are determined for each proposal arrangement... (Indicator 6)
- There is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed... (Indicator 7)
- Degree-awarding bodies retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so... (Indicator 9)
- When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional, statutory and regulatory body (PSRB)... (Indicator 12)
- Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements... (Indicator 15)

- Identify opportunities for learning and development... (Indicator 1)
- A strategic approach... (Indicator 1)
- Degree-awarding bodies that engage with other authorised awarding bodies... (Indicator 4)
- The risks of each arrangement to deliver learning opportunities with others are assessed... (Indicator 5)
- There is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed... (Indicator 7)
- Degree-awarding bodies take responsibility for ensuring that they retain proper control of the academic standards... (Indicator 8)
- Degree-awarding bodies retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so... (Indicator 9)
- Degree-awarding bodies are responsible for the academic standards of all credit and qualifications... (Indicator 11)
- When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional, statutory and regulatory body (PSRB)... (Indicator 12)
- Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation... (Indicator 13)
- Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements... (Indicator 15)
In addition to the mapping, the checklists that follow are examples of what following these principles might look like in practice for each of the key stakeholders; Higher Education providers, practitioners, students and employers. These checklists are not a fail-safe guide to meeting the Expectations of the Quality Code and must not be used in isolation.

The guidance here is provided in broad terms; the dynamic toolkit will further develop the guidance with a view to having a set of completed templates for each of the work based and placement learning opportunities described in the terminology section of this Guide:

- Company visits
- Insight days
- Internships
- Vacation placements
- Practice placements
- Projects
- Sandwich placement
- Semester placements
- Semester or Year Abroad
- Work shadowing
- Work based award

### Conclusion

This Guide has been written to support the development of ‘Good Practice’ for work based and placement learning opportunities that are a planned and integrated part of a student’s programme of study at a Higher Education provider. ASET has worked with the QAA to ensure that the Guide assists practitioners in setting up provision and processes for planning, managing, monitoring and evaluating work based and placement learning. Continuous enhancement is key both to the practice supporting the development of work based and placement learning opportunities in the Higher Education sector, and this Guide itself.

For updates, and information on the resources designed to support this Guide please see www.asetonline.org

### Key References

**Pre-Placement**

ASET Guidance relating to the actions which need to be completed prior to a work-based or placement learning opportunity (to be read alongside the Quality Code)

<table>
<thead>
<tr>
<th>Principle: Accept and recognise the value to employability</th>
<th>Higher Education providers should...</th>
<th>Practitioners should...</th>
<th>Students should...</th>
<th>Employers should...</th>
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<tr>
<td></td>
<td>Recognise the role of WBPL in institutional strategies such as Learning and Teaching, Student Experience and Employability strategies</td>
<td>Develop marketing / promotional materials for WBPL that make clear the benefits to employability</td>
<td>Sign up for, and attend, activities designed to develop employability and those which are specifically in preparation for WBPL</td>
<td>Design opportunities for WBPL that offer the students a development opportunity in addition to fulfilling an employment role</td>
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<td></td>
<td>Make clear to students what provision is available to support employability development as part of the student experience</td>
<td>Ensure support materials for WBPL emphasise the beneficial effects on employability</td>
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<table>
<thead>
<tr>
<th>Principle: Are partners in planning and management</th>
<th>Higher Education providers should...</th>
<th>Practitioners should...</th>
<th>Students should...</th>
<th>Employers should...</th>
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<td></td>
<td>Commit to providing the necessary resources to properly plan and manage the WBPL process</td>
<td>Set clear boundaries for the scope and length of the WBPL, and what is acceptable to meet the academic requirements</td>
<td>Seek advice on sourcing and securing a WBPL opportunity from appropriate sources</td>
<td>Liaise with practitioners to ensure that WBPL opportunities offered meet the academic requirements</td>
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<td></td>
<td>Be clear about whether opportunities are compulsory or optional, and when the cut-off for committing to being involved is</td>
<td>Source and advertise vacancies and opportunities to all eligible students</td>
<td>Take a proactive and positive approach to securing their own WBPL opportunities</td>
<td>Recruit and select students for WBPL roles using the same methods and standards that apply to regular recruitment</td>
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<td></td>
<td>Liaise with PSRB or external accreditation bodies to ensure the WBPL opportunities meet those Bodies requirements</td>
<td>Advertise the potential to offer opportunities for students to employers, advising on what is appropriate and usual timescales</td>
<td>Maintain records of all applications made for WBPL and the outcomes thereof, sharing with practitioners when asked to</td>
<td>Arrange an induction programme and appoint a line manager who can liaise with the student and the practitioner</td>
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<td></td>
<td>Co-ordinate activity across the provider to support individual practitioners</td>
<td>Advertise the potential to offer opportunities for students to employers, advising on what is appropriate and usual timescales</td>
<td>Attend WBPL briefings and complete all activities required in preparation for WBPL</td>
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<td></td>
<td></td>
<td>Compile and distribute support information for the WBPL; this may be physical or electronic</td>
<td>Provide details of their agreed WBPL to the provider; contact information and job description / contract (if available)</td>
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<td>Retain final authorisation and sign off of any WBPL opportunities that will be part of the programme of study</td>
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### Pre-Placement - Continued

#### Principle: Clearly understand the responsibilities and expectations of everyone involved

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<th>Higher Education providers should...</th>
<th>Practitioners should...</th>
<th>Students should...</th>
<th>Employers should...</th>
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<tbody>
<tr>
<td>• Make a clear distinction between the responsibilities of those supporting compulsory WBPL and those supporting optional WBPL</td>
<td>• Ensure that the responsibilities and expectations for all are recorded in the support information for WBPL</td>
<td>• Make and keep all appointments, whether with employers or practitioners</td>
<td>• Liaise with the practitioners to establish clear communication on recruitment and selection</td>
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<tr>
<td>• Provide clear role descriptors for institutional practitioners supporting WBPL</td>
<td>• Be clear about particular responsibilities regarding the assessment of student learning, and co-ordinate the development of competence to support this</td>
<td>• Be familiar with the responsibilities and expectations for all parties</td>
<td>• Be familiar with the responsibilities and expectations for all parties</td>
</tr>
<tr>
<td>• Establish institutional processes for the authorisation of WBPL opportunities, including written agreements</td>
<td>• Set up procedures for managing situations where responsibilities / expectations are not met</td>
<td>• Be sure to understand their own assessment requirements prior to leaving for WBPL</td>
<td>• Communicate their procedures for managing situations where responsibilities / expectations are not met to the practitioner</td>
</tr>
<tr>
<td>• Provide a framework for planning, managing and monitoring WBPL</td>
<td>• Follow institutional processes for the authorisation of WBPL opportunities, including written agreements</td>
<td>• Agree to the arrangements for WBPL, which will be recorded in a written agreement</td>
<td>• Agree to the arrangements for WBPL, which will be recorded in a written agreement</td>
</tr>
</tbody>
</table>

#### Principle: Collaborate to ensure opportunities are inclusive, safe and supported

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<tr>
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</thead>
<tbody>
<tr>
<td>• Recognise the need to support WBPL in institutional documents and processes such health and safety, equality and diversity, due diligence, student complaints and student code of conduct policies</td>
<td>• Include details on health and safety, equality and diversity, due diligence, student complaints and student code of conduct policies in the supporting information for WBPL</td>
<td>• Remember that they are representatives of their provider at all times and continue to meet any student code of conduct policies</td>
<td>• Offer students expenses for attending recruitment and selection processes or offer virtual alternatives; such as telephone interviews</td>
</tr>
<tr>
<td>• Be clear about institutional responsibilities under the Equality Act</td>
<td>• Ensure that all vacancies and opportunities advertised by the provider meet legal requirements</td>
<td>• Actively engage in preparatory and induction activities associated with health and safety, and equality and diversity</td>
<td>• Pay students at a rate equivalent to or greater than the National Minimum Wage</td>
</tr>
<tr>
<td>• Be clear about institutional responsibilities in relation to National Minimum Wage</td>
<td></td>
<td>• Be familiar with the details on health and safety, equality and diversity, due diligence in the supporting information for WBPL</td>
<td>• Be familiar with the details on health and safety, equality and diversity, due diligence in the supporting information for WBPL</td>
</tr>
</tbody>
</table>
• Support effective and efficient record keeping for WBPL
• Provide guidance on sourcing, securing and learning from WBPL opportunities
• Engage in staff development, to enhance the value of WBPL
• Ensure WBPL is included in the institutional framework for programme design, review and monitoring
• Support staff development for line managers and mentors of students on WBPL

Practitioners should...
• Ensure institutional guidance on the design and development of WBPL is available
• Ensure WBPL opportunities are identified, secured and monitored
• Engage in staff development for practitioners involved in WBPL

Students should...
• Attend WBPL briefings and complete all activities required in preparation for WBPL
• Communicate details of starting date, induction arrangements and contact information for line manager well ahead of WBPL commencing

Employers should...
• Liaise with practitioners to ensure WBPL opportunities are identified, secured and monitored
• Support staff development for line managers and mentors of students on WBPL
• Take up opportunities to be involved in programme design, review and monitoring

Principle: Engage in structured opportunities for learning and development

Higher Education providers should...
• Ensure that all institutional processes in relation to health and safety, insurance, due diligence and risk assessment are recorded
• Ensure that all institutional processes in relation to health and safety, insurance, due diligence and risk assessment are followed and the outcomes are recorded
• Ensure that all institutional processes in relation to health and safety, insurance, due diligence and risk assessment are followed and the outcomes are recorded

Higher Education providers should...
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## Principle: Establish sustainable relationships and networks

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</tr>
</thead>
<tbody>
<tr>
<td>• Establish a framework for effective record keeping, providing systems where appropriate</td>
<td>• Maintain records of current and past students and employers engaging in WBPL</td>
<td>• Maintain records of all applications made for WBPL and the outcomes thereof, sharing with practitioners when asked to</td>
<td>• If in post, involve students on current WBPL opportunities in the recruitment and selection of next group of students</td>
</tr>
<tr>
<td>• Establish a regular schedule for maintaining contact with students and employers</td>
<td>• Establish a framework for effective record keeping, providing systems where appropriate</td>
<td>• Ensure that they have a clear, professional digital footprint (social media/web presence) prior to WBPL to help the establishment of their network</td>
<td>• If still in post, get current students on WBPL to arrange induction programme and handover to new WBPL students</td>
</tr>
<tr>
<td>• Communicate a statement of service to all involved in WBPL</td>
<td>• Seek and act on feedback from any unsuccessful applications</td>
<td>• Behave professionally at all times during the application process; once a WBPL opportunity has been accepted all other applications should be withdrawn. If an opportunity is offered but not accepted, tell the practitioners first to allow the provider to liaise appropriately with the employer</td>
<td></td>
</tr>
</tbody>
</table>

## Principle: Record outcomes and evaluate feedback for continuous enhancement

<table>
<thead>
<tr>
<th>Higher Education providers should...</th>
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<tbody>
<tr>
<td>• Establish a framework for effective record keeping, providing systems where appropriate</td>
<td>• Set up and maintain records, using appropriate systems</td>
<td>• Seek and act on feedback from any unsuccessful applications</td>
<td>• Review feedback from previous WBPL and make any necessary changes, enhancements or innovations</td>
</tr>
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<td>• Review feedback from previous WBPL and make any necessary changes, enhancements or innovations</td>
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<td>• Once confirmed, exchange and record contact details for all parties involved in WBPL</td>
<td>• In particular, consult with outgoing WBPL students to get feedback on their experience</td>
</tr>
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<td>• Once confirmed, exchange and record contact details for all parties involved in WBPL</td>
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</table>
### On Placement

ASET Guidance relating to the actions which need to be completed **during** a work-based or placement learning opportunity (to be read alongside the Quality Code)

<table>
<thead>
<tr>
<th>Principle: Accept and recognise the value to employability</th>
<th>Higher Education providers should...</th>
<th>Practitioners should...</th>
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<th>Employers should...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make a platform available for regular reflection; through a virtual or managed learning environment which may take the form of an e-portfolio</td>
<td>• Ensure assessment is linked both to activities on WBPL and future applicability to employability</td>
<td>• Embrace all learning opportunities during WBPL with enthusiasm, and capture learning through personal reflection</td>
<td>• Offer formal and informal opportunities to assist students with career choices during WBPL</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle: Are partners in planning and management</th>
<th>Higher Education providers should...</th>
<th>Practitioners should...</th>
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<th>Employers should...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Commit to providing the necessary resources to properly support the WBPL process</td>
<td>• Ensure that milestones / check-in points are established, maintained and recorded</td>
<td>• Contribute ideas for their own development through the WBPL</td>
<td>• Use the same appraisal and review methods with the student that would be used with other employees</td>
<td></td>
</tr>
<tr>
<td>• Establish and manage expectations with regard to support including frequency and method. If visits are to be undertaken this requires managing the schedule for the cohort of students</td>
<td>• Engage in all reasonable opportunities for development during the WBPL</td>
<td>• Participate in regular discussion with the provider or practitioner about the WBPL opportunity and/or the employer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle: Clearly understand the responsibilities and expectations of everyone involved</th>
<th>Higher Education providers should...</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Ensure that there are clear reporting lines within the provider in relation to WBPL</td>
<td>• Address any issues or concerns that arise during the WBPL opportunity promptly and involving appropriate parties</td>
<td>• Report any issues or concerns that arise during the WBPL opportunity promptly to the practitioner and/or employer as appropriate</td>
<td>• Participate in regular discussion with the provider or practitioner about the WBPL opportunity and/or the student</td>
<td></td>
</tr>
<tr>
<td>• Capture responsibilities with regard to WBPL in institutional policies and regulations</td>
<td></td>
<td>• Participate in regular discussion with the provider or practitioner about the WBPL opportunity and/or the student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Principle: Collaborate to ensure opportunities are inclusive, safe and supported

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<tbody>
<tr>
<td>• Acknowledge that students remain students throughout the WBPL, and commit to providing the necessary resources to properly support the students throughout the WBPL process</td>
<td>• Appreciate that transition to working environments can be challenging and support students through the process</td>
<td>• Initiate and manage the on-going support throughout the WBPL; make arrangements, manage communications, confirm who is involved and when</td>
<td>• Provide induction materials and activities associated with health and safety, and equality and diversity</td>
</tr>
<tr>
<td></td>
<td>• Address any issues or concerns that arise</td>
<td></td>
<td>• Support the line manager of the student, and consider appointing a mentor in addition to this</td>
</tr>
</tbody>
</table>

### Principle: Engage in structured opportunities for learning and development

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Make a platform available for learning and assessment purposes; through a virtual or managed learning environment which may take the form of an e-portfolio</td>
<td>• Provide assessment which drives the learning process during the WBPL rather than merely assessing what has been learned at the end</td>
<td>• Engage in all reasonable opportunities for development during the WBPL</td>
<td>• Provide suitable supervision and training to enable students to learn and develop within their WBPL role</td>
</tr>
<tr>
<td></td>
<td>• If the length of the WBPL allows for it; invite students back for a shared opportunity to discuss their learning - or provide online alternatives</td>
<td>• Capture the learning throughout the WBPL and not merely at the end of the opportunity</td>
<td>• Provide suitable support and training to enable line managers and/or mentors to support students in their WBPL role</td>
</tr>
<tr>
<td></td>
<td>• See contact with the employer as an opportunity for on-going professional development</td>
<td>• Complete the assessment tasks in order to meet the academic requirements</td>
<td></td>
</tr>
<tr>
<td>Principle: Establish sustainable relationships and networks</td>
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<td></td>
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<td>Employers should...</td>
</tr>
<tr>
<td>• Establish a framework for effective record keeping, providing client management systems where appropriate</td>
<td>• Provide scheduled opportunities to review the working relationships</td>
<td>• Remember that they are representatives of their course at all times and look for opportunities to enhance their reputation and that of their provider</td>
<td>• Support the student in developing their professional network whilst on WBPL</td>
</tr>
<tr>
<td></td>
<td>• Where appropriate, provide staff development for employers to help them to better support students on WBPL</td>
<td>• Develop their professional network during the WBPL</td>
<td>• Capitalise on the relationship with the provider by volunteering to get involved in other activities where possible</td>
</tr>
<tr>
<td></td>
<td>• Capitalise on the relationship with the employer by volunteering to get involved in other activities where possible</td>
<td>• Report and deal with any issues or problems raised promptly and professionally</td>
<td>• Where appropriate, provide staff development for practitioners to help them to better support students on WBPL</td>
</tr>
<tr>
<td></td>
<td>• Report and deal with any issues or problems raised promptly and professionally</td>
<td></td>
<td>• Support the student to return to study at the end of the WBPL</td>
</tr>
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<td></td>
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<td>• Report and deal with any issues or problems raised promptly and professionally</td>
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<tbody>
<tr>
<td>Higher Education providers should...</td>
</tr>
<tr>
<td>• Establish a framework for effective record keeping, providing systems where appropriate. The systems should be capable of recording data safely</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Post-Placement

ASET Guidance relating to the actions which need to be completed after a work-based or placement learning opportunity (to be read alongside the Quality Code)

### Principle: Accept and recognise the value to employability

<table>
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<tr>
<th>Higher Education providers should...</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Ensure that the WBPL is recorded on the academic record; as part of the transcript or Higher Education Achievement Report or Diploma Supplement</td>
<td>• Provide activities and/or materials to support students to make the most of their WBPL experience</td>
<td>• Participate in all evaluation and assessment activities to reflect on the impact of the WBPL on their employability</td>
<td>• Offer either a reference or testimonial for the student</td>
</tr>
<tr>
<td></td>
<td>• Enable students to integrate the learning from their WBPL into their future studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Principle: Are partners in planning and management

<table>
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<tbody>
<tr>
<td>• Consider ways of encouraging participation in future WBPL through institutional marketing material</td>
<td>• Ensure that assessment is considered by the appropriate academic processes including marking, moderation and external examination</td>
<td>• Assist with opportunities for the next cohort to learn from the experiences of the current cohort of students</td>
<td>• Assist opportunities for the next cohort to learn from the experiences of the current cohort of employers</td>
</tr>
<tr>
<td></td>
<td>• Provide opportunities for the next cohort to learn from the experiences of the current cohort of students and employers</td>
<td></td>
<td>• Signpost graduate employment opportunities for the student</td>
</tr>
</tbody>
</table>

### Principle: Clearly understand the responsibilities and expectations of everyone involved

<table>
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<tbody>
<tr>
<td>• Co-ordinate reporting to meet the requirements for PSRBs and external accrediting bodies</td>
<td>• Co-ordinate evaluation and feedback processes at the end of the WBPL</td>
<td>• Complete all evaluation and assessment activities</td>
<td>• Inform the provider of future WBPL opportunities for the next cohort</td>
</tr>
<tr>
<td></td>
<td>• Liaise with employers about the next intake of students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Post-Placement - Continued

**Principles:**
- Collaborate to ensure opportunities are inclusive, safe and supported
- Engage in structured opportunities for learning and development
- Establish sustainable relationships and networks

**Higher Education providers should...**
- Have mechanisms for providing institutional responses to any issues raised
- Facilitate cross institutional learning from WBPL
- Enable practitioners to learn from other practitioners across the sector
- Establish sustainable relationships and networks

**Practitioners should...**
- Periodically review the range of WBPL opportunities to ensure they are inclusive, safe and supported
- Facilitate student learning across and between the cohorts
- Engage in regular reflection on their own professional practice
- Look for opportunities for innovation and development in their own professional practice

**Students should...**
- Provide feedback on the suitability of activities, induction and training with regard to support throughout the WBPL
- Consider providing the provider with a case study about their employer, including details of concerns raised
- Participate in opportunities designed to facilitate student learning across and between the cohorts, and after graduation
- Look for opportunities for innovation and development in their own professional practice

**Employers should...**
- Agree any follow up arrangements with the provider and/or student, including the provision of a reference or testimonial
- Recognize and/or resource employers' support of students through WBPL
- Establish networks of students on WBPL
- Support and promote the provision of WBPL opportunities with employers' advisory groups, attend a careers fair or join a curriculum review team

**Students should...**
- Ensure employers are aware of the support provided during the WBPL, including any assessment or examination requirements
- Provide feedback on the suitability of activities, induction and training with regard to support throughout the WBPL
- Consider providing the provider with a case study about their employer, including details of concerns raised
- Participate in opportunities designed to facilitate student learning across and between the cohorts, and after graduation
- Look for opportunities for innovation and development in their own professional practice

**Employers should...**
- Agree any follow up arrangements with the provider and/or student, including the provision of a reference or testimonial
- Recognize and/or resource employers' support of students through WBPL
- Establish networks of students on WBPL
- Support and promote the provision of WBPL opportunities with employers' advisory groups, attend a careers fair or join a curriculum review team
Post-Placement - Continued

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<tr>
<td>• Establish a framework for effective record keeping, providing systems where appropriate. The systems should be capable of enabling the regular monitoring and evaluation of data</td>
<td>• Carry out periodic monitoring and annual evaluation of WBPL schemes, disseminating findings internally and sharing summaries with employers and students</td>
<td>• Complete all evaluation and feedback activities</td>
<td>• Keep records of the WBPL and that evaluation thereof</td>
</tr>
<tr>
<td>• Build in the evaluation of WBPL into standard institutional reporting at module/programme/School level</td>
<td></td>
<td>• Review and act on feedback from the employer and from the assessment process</td>
<td>• Communicate ideas for enhancement with the provider through the practitioners</td>
</tr>
<tr>
<td>• Agree any follow up arrangements; whether a future WBPL opportunity is available, employers coming into the provider to talk to students or join an employers' advisory group</td>
<td>• Capitalise on future opportunities; to undertake project work with the employer as part of on-going academic study, or to consider graduate employment with the same employer</td>
<td>• Use their feedback to formulate an action plan focusing on developing the next stage of their career</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Update their CV, and digital footprint, to include the WBPL opportunity</td>
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</tr>
<tr>
<td></td>
<td>• Volunteer to assist practitioners with the promotion of WBPL</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Consider offering future opportunities to the same student; project work as part of on-going academic study, or to offer a route to graduate employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Agree any follow up arrangements with the provider with regard to future vacancies and timescales</td>
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</tbody>
</table>
History of this Guide

From its inception in the early 1980s, ASET was involved with issues associated with ‘Good Practice’ in sandwich placements; indeed ASET started its life as the Association for Sandwich Education and Training. Towards the end of the 1990s, much of the work was brought together more formally through an ASET working group, the Universities Committee for Sandwich Courses, and in 2001 a Code of ‘Good Practice’ was launched, initially badged jointly with the then National Council for Work Experience. Subsequently it was agreed that ASET would assume ownership of that Code and its on-going development. The Quality Assurance Agency (QAA) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education was also published in 2001 and included a section on placement learning. ASET and QAA cooperated to ensure that the guidance was consistent. The ASET emphasis was on practical day-to-day support for practitioners developing academic programmes which integrated periods of work based learning outside the classroom with the mainstream academic programme. In parallel, the QAA emphasis was on the overarching institutional quality issues.

In 2007 both ASET and QAA updated and re-focused their respective documents, again with mutual cooperation to ensure consistency. In both cases the changes became necessary because work based learning was taking place in many more contexts than sandwich education alone. Thus the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education section 9 became ‘Work based and placement learning’, and the revised ASET Code ‘A ‘Good Practice’ Guide for Placement and other Work based learning Opportunities in Higher Education’. As part of the transition from its existing academic infrastructure reference points to the UK Quality Code for Higher Education, QAA withdrew the separate section on work based and placement learning, and integrated the concepts throughout the Quality Code, which became the new reference point from the start of the 2012-13 academic year.

This new ASET Guide is updated to retain consistency with the Quality Code.

Summary of the UK Quality Code for Higher Education (Quality Code)

The Quality Code is developed and held by the Quality Assurance Agency for Higher Education on behalf of the UK Higher Education sector. It is the nationally-agreed, definitive point of reference for all those involved in delivering Higher Education programmes which lead to an award from, or are validated by, a UK Higher Education awarding body. It makes clear what Higher Education providers are required to do, what they can expect of each other, and what the general public can expect of them. The Quality Code covers all four nations of the UK and UK Higher Education delivered overseas. It applies to providers with the power to award their own degrees and to those who deliver Higher Education on behalf of another Higher Education awarding body. The Quality Code protects the interests of all students, regardless of where they are studying or whether they are full-time or part-time, undergraduate or postgraduate students.
The Quality Code consists of the three parts A: Setting and maintaining academic standards, B: Assuring and enhancing academic quality, and C: Information about Higher Education provision. Each Chapter contains a single Expectation, which expresses the key principle that the Higher Education community has identified as essential for the assurance of academic standards and quality within the area covered by the Chapter. Higher Education providers reviewed by the Quality Assurance Agency for Higher Education (QAA) are required to meet all the Expectations. The manner in which they do so is their own responsibility.

The Expectations are accompanied by Indicators, which Higher Education providers have agreed reflect ‘Sound Practice’, and through which Higher Education providers can demonstrate that they are meeting the relevant Expectations. Each Indicator is accompanied by explanatory text which shows why it is important and suggests possible ways in which it might be addressed and demonstrated. The application of any examples given will depend on the circumstances of a particular provider. The examples are best viewed as a stimulus to reflection and further development rather than as models for imitation. Nor are Indicators designed to be used as a checklist; they are intended to help providers reflect on and develop their regulations, procedures and practices to demonstrate that the Expectations in the Quality Code are being met.

Sources of information about other requirements and examples of guidance and ‘Good Practice’ are signposted within the Chapter where appropriate. Higher Education providers are responsible for how they use these resources; the Quality Code does not interpret legislation nor does it incorporate statutory or regulatory requirements. The Quality Code and further information about its development and how to get involved can be accessed on the QAA website:

http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx
Impartial
Authoritative
Professional