

November 2018



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ASET

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This month we are delighted to extend our congratulations, and a huge ASET welcome to newly co-opted Trustees, who will join the ASET Executive Committee in the New Year; **Laura Bielby**, *Durham University*, **Kimberley Harris**, *Warwick University*, **Patricia Parrott**, *Harper Adams University* and **Lou Taylor-Murison**, *Keele University*, bringing the ASET Board upto full complement. With a packed calendar of events planned for 2019, it will be great to have them on board.

This month sees the launch of the 2019 Staff Development programme featuring 2 new workshops, Resilience and Placements (RAP) and Employer Engagement (EE), see full details below, and in this months lead, Trustee, Mike Davies, takes a fresh look at engagement with employers in what can be the most challenging, yet rewarding category – SMEs.

The next ASET e-Bulletin will be issued w/c 17th December – copy deadline 14th December.

Debbie Siva-Jothy

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The SME as a placement provider – is size important?

by Mike Davies

ASET Trustee; Senior Lecturer/Placement Co-ordinator, School of Tourism and Hospitality, University of Wales Trinity Saint David, Swansea

As placement practitioners, we will all be used to the perennial discussion with our students about the type of placement provider organisation they aspire to work for. Household name or small employer? No contest! Students generally say they'd prefer a 'glamorous' placement opportunity in blue chip large organisations because of the perceived kudos associated with 'the name' ('will look good on my CV'). It can be hard work encouraging them to consider placements in smaller businesses they have perhaps never heard of and the choices they face are often bewildering.

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How can we best help them to make an informed decision?

Let's start with the facts. In the UK, small and medium sized enterprises (SMEs) account for 99.5% of private sector businesses in most sectors, employing around 16.1 million people representing 60% of all private sector employment (Federation of Small Businesses, 2017). However, 76% of those companies were sole traders not employing anyone other than the owners themselves. So how do we set about engaging with the sector as potential placement providers? What do they want from our students?

Recently I met with one of our leading SME placement providers (I shall call him 'Mark') to explore SME involvement in placements more broadly, and in this article will summarise some of the key learning points for the wider ASET community.

From the student perspective, the opportunity to interact and engage with the owner/manager of a business is perhaps not to be underestimated. If correctly managed, this should provide a greater 'feel' for and reality of the business itself, the good and the bad. By choosing an SME provider, students will see all the pieces of the business jigsaw come together at different times, a chance to work in many areas/departments providing a more 'rounded' placement experience. This grass roots model of finding out about the workings of a business from the bottom up can also lead to a deeper overall understanding, as well as an introduction to which areas are of particular interest and relevance to them in their future development and aspirations.

Mark was keen to stress the opportunity to design a bespoke placement based on the student's own perceived strengths and weaknesses, and career aspirations whilst delivering value for the provider. So playing to the student's strengths whilst supporting their developmental areas go hand in hand in an SME placement. An element of managerial 'hand-holding' is perhaps inevitable initially, but as confidence grows, students should begin to gain additional responsibility and grow into part of the team.

This is laudable, but I wondered how realistic it was for most SMEs to have the time to spend supporting students to this extent. Mark was unequivocal in his response. He felt that we should only be working with SMEs with the right structured approach in ensuring that this time was made available to their students should be considered for participation in a placement programme. The key was selection of the appropriate student with the right 'mind set' who would then be a good fit culturally and 'fly'. They then become an asset quite quickly, rather than a drain on management time and resources.

So what's the ideal candidate? He felt someone prepared to hit the ground running, with lots of energy, attentive and willing to learn, bright with a positive 'can do' attitude who wants to do more. Clearly a core interest in the business sector itself is also important. Joining an SME would therefore appear to be more about the business tutoring opportunities for a student, but without being fixated by the glamour of the job title or corporate world. "To make somebody feel truly valued, they've also got to understand the context of why they're there", was a key observation. Working in the live environment as part of service delivery sees students translate from an academic approach to business problems to a 'business brain' to that problem. In terms of broadening the base of SME placement scheme participants, Mark felt that a degree of market research by Universities was required to identify those with a high profile who might be receptive to an approach to consider possible placement opportunities. The lead-in time can be longer, and it may be that

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this year's discussion merely sets the scene for future opportunities as trust and involvement develop. Managers want to make their businesses successful, and so the offer of help should at least be considered by those seeking to be proactive in developing themselves.

The tripartite relationship between University, provider and student was also discussed and Mark felt that it was important all parties were clear about their obligations and expectations. This was best achieved by regular and proactive communication to ensure that this gives more "comfort than fear" in terms of the expectations placed upon the SME provider. So in the first year a degree of 'hand holding' is required until the placement relationship becomes established. Then confidence grows, the systems are in place, and credibility is established: "We then have an intuitive feel on what's required for us." For SME providers, it's almost about overcoming their fears: 'can this work?', 'do we have the time to devote to this student', 'can we comply with what the University expects of us?', 'are we going to give ourselves a problem?', 'is our credibility at stake?'. Good University liaison can help to allay some of these, as can effective student performance, so perhaps careful student selection is an important factor in a developing relationship.

How to manage the 'live' placement was also discussed. Mark felt that an acknowledgement should be made of how busy SMEs are, and so appropriate communication channels might need to be individually negotiated, perhaps 'bending' conventional University reporting requirements. One issue on which he was clear was that he felt that a placement visit (probably at the mid-point of the placement) was important in terms of the comfort it gave to all parties, particularly in terms of confirmation (or not) that a good 'fit' had been achieved through some critical reflection. Aside from that, an ongoing point of contact was important too, because if there's one thing you can be sure about in life it's to expect the unexpected. Most students experience similar issues to permanent employees, and due to the developmental nature of the placement opportunity itself they are clearly not the 'finished article'. Tolerance is the watchword here, and Mark felt that this was not an unreasonable factor for SMEs to consider.

Finally we considered the issue of student impact on the performance of the business. Did they add value? SMEs can be quite insular so a new face bringing a new perspective on the challenges facing it can be a positive force. "Bringing in the younger generation has brought in a freshness, a new bank of ideas". So the right placement student with the right attitude can very quickly become a real asset to an SME. He drew an interesting contrast between the lack of 'spark' from permanent employees to that of students keen to impress and make themselves indispensable. They have yet to 'go native' and so can push the organisational boundaries in unexpected ways. Removing the politics of permanent employment can therefore be highly beneficial without the filter of organisational culture. "The more you give back to the student, the more you get" was his firm view reinforcing that proper student integration into the business pays dividends. A tripartite relation with the right candidate, a willing SME and a University prepared to acknowledge the intellectual challenges facing the sector as being different to larger corporations, should provide a recipe for placement success.

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My thanks to Mark for an interesting hour. I always say to my students – ‘it’s not where you go that matters, it’s what you do when you get there’. ‘Yes Mike’, they generally reply, before applying to TUI/Royal Caribbean/BA, etc. – if this doesn’t work out they’ll ask me, ‘who was that SME you were telling us about the other week...?’ So perhaps a renewed focus on SMEs could provide us all with some interesting future opportunities, and some delighted students.

Mike

Value for Money in HE

ASET Chair, **Sarah Flynn** takes a look at the key points raised in the recent Government report calling for **more inclusion of work experience in university courses, more degree apprenticeships and better information on graduate outcomes**:

This month saw the House of Commons Education Committee publish their report on Value for Money in Higher Education ([available here](#)). The inquiry was designed to look at value to students and the public purse in respect of graduate outcomes and the use of destination data; social justice in Higher Education and support for disadvantaged students; senior management pay in universities; quality and effectiveness of teaching; and the role of the Office for Students. The report makes 28 recommendations ranging from those on senior management pay, to T levels and student choice.

Drawing out four points which will be of particular interest to those in the ASET community:

The Committee calls for a greater degree of transparency in how fee income is used and calls for “*every higher education institution to publish a breakdown of how tuition fees are spent on their websites*”. They cite the University of Essex as spending 11% on student wellbeing, **employability** and academic services, including a nice visual representation of the overall spend.

With a focus on the relatively new **degree apprenticeship** provision, the report urges the prioritisation of level 6 and 7 apprenticeships with a call to retain higher-level degree qualifications as part of this offer. The report highlights disappointment in how the Institute for Apprenticeships are responding to “*widespread concerns from the higher education sector on the future of degree apprenticeships*”, calling on better working between the Institute, the Education and Skills Funding agency and universities.

The inquiry calls for better information on **graduate outcomes** to lead to a greater focus and transparency about the labour market returns at course level, meaning “*not simply a measure of graduate earnings but of appropriate professional graduate-level and skilled employment destinations*”. This leads to a recommendation that the Office for Students require more detailed information about levels of graduate employment from providers as part of their funding agreements.

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The inquiry re-defined the concept of an 'elite' university, believing that for a university to be regarded as elite it must prepare students to find high-quality graduate employment and focus its provision on meeting this country's skills needs. It states that one of the best ways for students to engage with employers is for them to undertake **work placements** as part of their degree and recommends that universities look to include significant periods of work experience within undergraduate degree courses. They also stated "*that practical experience of the workplace must become the norm in degrees and an integral part of making students 'work ready'*". Interestingly, and perhaps more contentiously, they also called for there to be a greater focus on the extent to which universities prepare their students for work in the TEF criteria.

ASET welcomes this inquiry and the recommendations of the Committee. Given the importance that students place on how well their university experience prepares them for their life as a graduate, it is timely to call for more transparency in how much financial support universities allocate to this work. We are very proud of all the hard work that those in the ASET community put into developing student employability and increasing placement and work based learning opportunities, and it is great to see the importance we put on such work being recognised as crucial in this report on Value for Money.

Regional Hub Meetings – December

The next Regional Hub meetings will be held w/c 17th December at a location near you:

Scotland - 2-4pm, Tues 18th December, **University of Edinburgh** - *Book your place by 11th December*
North - 10-12am, Tues 18th December, **Leeds Beckett University** - *Book your place by 11th December*
Midlands - 10-12am, Mon 17th December, **Warwick University** - *Book your place by 10th December*
South West - 1.30-3.30pm, Wed. 19th December, **Swansea University** - *Book your place by 11th December*
South East - 10-12am, Mon 17th December, **King's College London** - *Book your place by 10th December*

These are **free events** for ASET member institutions. Places are limited (up to **two** delegates per institution may register) and allocated on a first come first served basis.

To secure your place email aset@asetonline.org. Using the Subject Header:

December Regional Hub – Scotland*/North*/Midlands*/South West*/South East*

*Delete as appropriate

The topic for December is:

The Impact of Budget cuts and steps to mitigate

In an era of budget cuts and limited resources, we often find ourselves trying to do more with less. For example, perhaps your departments' responsibilities have grown but the resources have yet to follow? This hub meeting

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will allow colleagues from across the region to discuss the challenges they are facing in supporting students to engage with, and seek out, placement and work-based learning opportunities, when budgets have been or are being slashed.

We will consider the following;

- What challenges are you facing in delivering placement support within your institution?
- Have budget cuts impacted on uptake of student placements?
- What steps have you taken already to mitigate budget cuts?
- Have you developed any 'outside of the box' ways to support students or work placement practitioners?

Following an introduction from ASET, your Regional Hub host will outline the challenges faced within their own institution before opening the discussion to participants in the room. This is an opportunity for you to consider the issues you need to tackle and to discuss with colleagues how you have approached budget challenges to date, sharing your ideas and achievements in a collegiate and relaxed environment.

Feedback from these Regional Hub meetings will inform the development of the next in our series of ASET Viewpoints for dissemination to the wider ASET membership.

The purpose of the ASET Regional Hubs is for the sharing of good practice and challenges, and as a networking opportunity. When time allows, there will also be an 'Open House' enabling those attending to share or raise anything of interest that is important to daily practice, albeit outside the main topic of the day.

Agenda**

14.00-14.10	Introduction
14.10-14.20	Video introduction to the topic from ASET
14.20-15.00	Discussion and Q&A
15.00-15.15	'Open House' – share and raise issues that matter to you
15.15-16.00	Feedback for ASET and where to next?
16.00	Close

**

Morning events begin at 10am

If you have not yet received a flyer inviting you to your regional event, please get in touch aset@asetonline.org



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2018 Student Competition

The closing date for this year's competition is:

Friday 30th November 12noon.

The competition is open to students at ASET member institutions only. Full details are on the

[ASET website](#) on the ASET Competitions page, along with this year's **entry form** which must be downloaded and completed in full by the student entering, and supported by you.

If you are supporting your students' entry forms, please ensure they follow the '**How to Enter**' guidelines to be included in the competition – especially when they are close to the entry deadline which is 12noon on Friday 30th November.

There are two categories for entry:

- Placement/Internship/Work experience undertaken in the UK or Ireland
- Placement/Internship/Work experience undertaken overseas



2019 Staff Development Workshop Programme

The spring 2019 staff development programme is now available for online booking via the ASET website. Dates, venues and full workshop details are available below:

[BOOK ONLINE](#)

No.	Ref.	Workshop	Date	Location
1	RADD	Risk Assessment and Due Diligence	Feb 12th	Cardiff
2	PP	Promoting Placements	Mar 5th	London
3	IWPM	Introduction to Work Placement Management	Mar 20th	Leeds
4	PI-Emp	From Placements to Employability	Mar 28th	Leeds
5	RAP	Resilience and Placements	NEW Apr 4th	Leeds
6	DOP	Developing Overseas Placements	May 7th	London
7	WPP	Widening Participation and Placements	May 14th	London
8	SDSP	Supporting Students with Disabilities on Placement	Jun 4th	London
9	RADD	Risk Assessment and Due Diligence	Jun 13th	London
10	PGrad	Placements for Postgraduates and PhD students	Jun 27th	Leeds
11	EE	Employer Engagement	NEW Jul 2nd	London

Workshop prices: ASET members £195/non-members £395

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1. Risk Assessment and Due Diligence (RADD)

Tuesday 12th February (10am-4pm) Glamorgan Building, Cardiff University

In 2010 ASET published a Good Practice Guide with advice on how to implement the new, risk based approach to Health and Safety, resulting from the release of new policy guidance from UCEA in 2009. The revised and updated edition of the ASET Good Practice Guide for Health and Safety for Student Placements was released in September 2016.

This publication is part of a series of ASET Good Practice Guides including the ASET Good Practice Guide for Work Based and Placement Learning in Higher Education (September 2013), which was designed to support practitioners in meeting the expectations of the QAA Quality Code.

Discussions across the sector have raised concerns about managing the risk assessment and due diligence processes associated with placement provision in Higher Education.

- Are you confident in your risk assessment processes before placement?
- Do you know what you should be doing in terms of due diligence?
- Do you realise the extent of the university's legal liability for all of this?

This workshop will explain the philosophy behind the both sets of guidance, particularly focusing on establishing manageable, proportionate and appropriate risk assessment and due diligence processes for placement provision. It is aimed at university staff who work with student placements / work experience, whether new to the position or experienced, whether academic or administrative, wanting a refresher and update.

Last day for booking on this workshop is Monday 4th February

2. Promoting Placements (PP)

Tuesday 5th March (10am-4pm) City, University of London

Who do you need to promote placements to? Current students? Prospective students (and their parents)? Employers based locally, nationally or overseas? Academic colleagues? For placement practitioners, our approach to promoting placements and the range of professional services we offer, needs to be adapted to our audiences, of which there are many. Better promotion can lead to a raised profile for placements within and beyond your institution, enhanced student engagement and/or more placement opportunities being made available to your students by employers. As social media and technology evolve, we also need to think about innovative ways to market placements to these audiences.

In this workshop, our facilitators will; discuss techniques you can consider to promote placements; will encourage your participation to share your experiences and engage in active dialogue; and will facilitate networking opportunities.

Last day for booking on this workshop – Monday 25th February

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3. An Introduction to Work Placement Management (IWPM)

Wednesday 20th March (10am-4pm) Cloth Hall Court, Leeds Beckett University, LEEDS

This introductory session on the broad topic of work placement management will provide guidance for the support of work placements by practitioners. Participants will be furnished with a basis from which they can develop their own plans and manage the day-to-day problems likely to be faced in their jobs. This is aimed at work placement managers, officers, administrators and academic placement tutors, particularly those with little experience, who are new to their role, about to be appointed, or those wanting a refresher course. This session is designed to introduce all the fundamental aspects of working in the field. The workshop is intended to be flexible and responsive to participants' needs and interests and therefore emphasis may vary between topics. As well as opportunities for discussion and dialogue, the workshop will also enable time to network with other delegates too.

Last day for booking on this workshop is Monday 11th March

4. From Placements to Employability (PI-Emp)

Thursday 28th March (10am-4pm) Cloth Hall Court, Leeds Beckett University, LEEDS

Perhaps you have expertise in supporting placement students but are now being asked to become involved in curriculum design and development more broadly associated with employability? Or you have experience in your subject based curriculum but are new to placements and employability? Do you know what you might do differently if you were assessing a first year undergraduate placement compared to a Masters level placement? Single interventions, like the sandwich placement, are no longer sufficient in terms of determining employment success on graduation – we must consider the whole student experience. We will contrast employability in the curriculum with employability through the curriculum i.e. how broader teaching, learning and assessment strategies throughout a programme can impact on employability. The intended outcome of the session is to enable you to use your experience and expertise from placement activities to work with your colleagues in your own institutions to appropriately embed placement and other employability related activities in the curriculum.

Last day for booking on this workshop is Wednesday 20th March

5. Resilience and Placements (RAP)

Thursday 4th April (10am-4pm) Cloth Hall Court, Leeds Beckett University, LEEDS

In this practical and participatory workshop, the salient topic of resilience will be explored by our facilitators in the context of placements and work-based learning and a world where the future of work is changing. How does resilience (or a lack of it) manifest itself? What can placement practitioners do to support the building of student resilience whilst they navigate the choppy waters of recruitment and selection? What techniques can

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be put to use to strengthen resilience whilst students embark upon the start of their professional working lives on placement? How can we reflect upon our own capacity for resilience and how can we utilise this to inform our work in HE? Drawing upon a range of perspectives including mental health and growth mind-set theories, ideas will be shared and discussed to enable delegates to create a tool kit of suggestions and approaches to take back to their teams and institutions.

Last day for booking on this workshop is Wednesday 27th March

6. Developing Overseas Placements (DOP)

Tuesday 7th May (10am-4pm) Student Central, Malet Street, LONDON

Graduate employers want students with multicultural awareness, flexibility, adaptability and who are robust enough to deal with business on a global scale. International placements enable students to develop these highly transferable employability skills yet Higher Education providers can find the development and management of these placements daunting. Topics such as insurance, health and safety and visas have the potential to detract from the positive benefits which such placements can offer the parties in these partnerships. Issues relating to visiting students whilst overseas on placements and managing students' expectations are prevalent too. This highly interactive one-day workshop, led by experienced placement practitioners, will guide you through these areas and many more, with examples being shared and discussed. The day will also include sound networking opportunities with other delegates and course leaders, as well as the chance to share experiences and good practice in this field.

Last day for booking on this workshop – Monday 29th April

7. Widening Participation and Placements (WPP)

Tuesday 14th May (10am-4pm) Student Central, Malet Street, LONDON

Discussions surrounding widening participation and the social mobility of our students are perennially on the agenda, nationally, in the HE sector. For those of us on the ground, what can we do, practically, to increase the take up of placements by students from a range of disadvantaged backgrounds? How can we reach out to and better engage students with employability and to support the development of their social capital? Furthermore, what solutions can we share to engage employers in order to further these broad aims?

In an interactive day of participation and dialogue, our course leaders will facilitate discussions on ways to support the employability of disadvantaged students and ways to overcome challenges and barriers to participation in placements. Delegates will have the opportunity to network and to build their own tool-kit of ideas and suggestions to take back to their institutions.

Last day for booking on this workshop – Thursday 2nd May

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8. Supporting Students with Disabilities on Placement (SSDP)

Tuesday 4th June (10am – 4pm) Student Central, Malet Street, LONDON

The aim of this interactive workshop is to provide advice and guidance on the support of disabled students to those working in work experience, work based learning and placement roles, as well as encouraging dialogue and discussion amongst delegates. The following topics will be covered:

- An overview of the Equality Act; how does it help disabled placement students and how can you help employers interpret and understand what the Act means?
- Guidance on assisting students with disclosure in the recruitment process. Should they disclose or not? If so, how and when should they disclose?
- Case study examples to highlight placement success stories
- Further resources and support available to students and employers, and others involved in the placement

Last day for booking on this workshop is Thursday 23rd May

9. Risk Assessment and Due Diligence (RADD)

Thursday 13th June (10am-4pm) City, University of London

In 2010 ASET published a Good Practice Guide with advice on how to implement the new, risk based approach to Health and Safety, resulting from the release of new policy guidance from UCEA in 2009. The revised and updated edition of the ASET Good Practice Guide for Health and Safety for Student Placements was released in September 2016.

This publication is part of a series of ASET Good Practice Guides including the ASET Good Practice Guide for Work Based and Placement Learning in Higher Education (September 2013), which was designed to support practitioners in meeting the expectations of the QAA Quality Code.

Discussions across the sector have raised concerns about managing the risk assessment and due diligence processes associated with placement provision in Higher Education.

- Are you confident in your risk assessment processes before placement?
- Do you know what you should be doing in terms of due diligence?
- Do you realise the extent of the university's legal liability for all of this?

This workshop will explain the philosophy behind the both sets of guidance, particularly focusing on establishing manageable, proportionate and appropriate risk assessment and due diligence processes for placement provision. It is aimed at university staff who work with student placements / work experience, whether new to the position or experienced, whether academic or administrative, wanting a refresher and update.

Last day for booking on this workshop is Wednesday 5th June

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10. Placements for Postgraduates and PhD students (PGrad)

Thursday 27th June (10am-4pm) Cloth Hall Court, Leeds Beckett University, LEEDS

Placements traditionally rooted at undergraduate level, placements and internships are now more widely available than ever, becoming increasingly embedded in the employability agendas and strategies of a greater number of HE providers than ever before. This one day, interactive workshop, will look at ways to engage those audiences – postgraduates (both taught and research) and PhD students – as well as prospective employers too, and our facilitators will create opportunities for discussion, networking and sharing of good practice from delegates' institutions.

Last day for booking on this workshop – Wednesday 19th June

11. Employer Engagement

Tuesday 2nd July (10am-4pm) Student Central, Malet Street, LONDON

Employers, providers, placement hosts – call them what you like, we need them. They're vital to our placement offerings and yet can pose a number of challenges for Higher Education providers and placement professionals. How can we reach out, successfully, to those organisations we aspire for our students to work at? What can we do to engage employers with our work based learning programmes and aims? What is feasible when building and strengthening relationships? What do employers expect from us (and, can we deliver?) This staff development workshop will focus on sharing ideas and tips for bringing about more supportive relationships with placement employers. In a participatory style, our trainers will facilitate discussions on good practice and thriving initiatives.

Last day for booking on this workshop – Monday 24th June

Bespoke Workshops

We are pleased to be able to offer ASET member institutions the option for a bespoke workshop session, specifically tailored to your needs. This can be a cost effective choice for your team and we can work with you either as part of an ongoing team building programme or as a one-off refresher or introductory session.

- *Are you undergoing a department/team restructure?*
- *Have you been set a new challenge that you need support with?*
- *Would your team benefit from a refresher?*
- *Are you sure best practice is being followed across your institution?*
- *Do you need help to look at a fresh approach?*

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Costs

ASET member institutions

Fees for bespoke sessions are fixed at a daily rate of £100 per delegate (with a minimum fee of £1500 per day) wherever you are in the UK.

Non-member institutions

Fees for bespoke sessions are set at a daily rate of £200 per delegate (with a minimum fee of £3000 per day) wherever you are in the UK.

If you would like to talk about ideas for a **bespoke workshop**, contact Debbie at the ASET Office aset@asetonline.org.

2019 ASET Membership

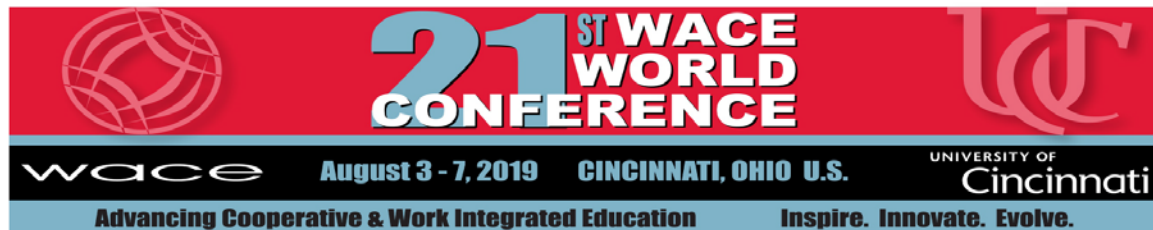
Here at ASET HQ we are currently preparing membership invoices for 2019, which will be with you in the next few weeks. Full details for 2019 Membership are available on our website.

Institutional membership of ASET continues to offer support to **ALL members of staff**, and in these post-GDPR days we need your help to make sure this happens. If you have a new colleague in your team don't forget to tell them about ASET and encourage them to sign up to our mailing list and take advantage of all the [Benefits of ASET membership](#) open to them.

ASET-Count-Me-In@asetonline.org.

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WACE Conference 2019



WACE and the University of Cincinnati, the host for the 21st WACE World Conference, wish to provide you with this updated information for the World Conference which will be held August 3-7, 2019 on the campus of the University of Cincinnati in the Cincinnati, Ohio USA. WACE and the University of Cincinnati World Conference Planning Committee have been working for the past several months to plan a World Conference that embraces the changing landscape of Cooperative & Work-Integrated Education (CWIE) by offering new opportunities for people to interact and present at a World Conference. Along with these new opportunities, we will continue with the WC program tradition of seeking presentations that highlight new and innovative work in the world of CWIE.

The University of Cincinnati, birthplace of co-operative education in 1906 and current home to an outstanding CWIE suite of programs, is excited to be the host for the 21st WACE World Conference. Consider joining us in this modern, cosmopolitan city for a unique learning experience that will showcase CWIE along with the many social and cultural offerings of the city and region.

SECOND CALL FOR ABSTRACTS

The World Conference Planning Committee wishes to remind you that the Call for Abstracts is currently underway and encourages you to submit an abstract to present at the 21st World Conference. There are 10 presentation categories to choose from.

Please use this direct link to access the information and abstract submission form;
<http://waceinc.org/worldconference2019/abstractinfo.html>

WORLD CONFERENCE REGISTRATION

Registration for the 21st World Conference is now open.

Please use this direct link to access the registration information and form.
<http://waceinc.org/worldconference2019/onlineereg.html>

HOTEL/HOUSING INFORMATION

Hotel and housing information is now available on the World Conference website.

Please use this direct link to review the information and make your reservations:
<http://waceinc.org/worldconference2019/hotel.html>

VISA INFORMATION

The World Conference Planning Committee encourages you to review the Travel Visa Information now posted on the World Conference website to determine if you need a visa to attend the World Conference in the US.

Please use this direct link for the information you need to determine if you need a visa and how to obtain one.
<http://waceinc.org/worldconference2019/visa.html>

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And Finally

The next ASET members' e-Bulletin will be issued w/c 17th December. Please forward your news/copy to aset@asetonline.org by Friday 14th December.

Debbie Siva-Jothy aset@asetonline.org www.asetonline.org