

## ASET e-Bulletin

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#### ASET

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### February 2019

A packed e-Bulletin this month with new features and articles, news of #ASET19 including the Call for Papers, free place and ASET Bursary deadlines. Booking is open with an Early Bird discount available until 31<sup>st</sup> March.

[Book #ASET19 Online](#)



The next ASET e-Bulletin will be issued w/c 25<sup>th</sup> March, copy deadline 11<sup>th</sup> March.

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### Postgraduate Placements – an evolving landscape

by Vicki O'Brien

*ASET Trustee, Lecturer in Employability and LaunchPad Lead at Lancashire School of Business and Enterprise, University of Central Lancashire*

Greetings from a cold and frosty UCLan campus, perhaps not the best experience for our new MBA cohort who are used to much sunnier climates!

In March 2016 ASET Trustee Emily Timson shared with the ASET community her thoughts on the Postgraduate placement offer <http://bit.ly/2DuZSSP> Emily discussed how postgraduate placements would see growth in the forthcoming years, with universities keen to explore the opportunities to recruit from international markets. While there is little research currently available to chart the growth of postgraduate placements, a simple search of postgraduate degree courses in the UK offering a placement option shows a large increase. Here at UCLan, we've seen significant growth, specifically on our MBA with professional placement. The programme has seen the cohort quadruple in size over the past three years, with two intakes per academic year, and so it feels timely to revisit Postgraduate placements in this month's e-bulletin.

In my role here at UCLan I have first-hand experience supporting Postgraduate MBA placements in the Business School and have built on

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this experience to develop and co-facilitate the [ASET Placements for Postgraduate and PhD students](#) workshop.

Fresh from the induction of a new intake, I consider some of the challenges that students face in undertaking a postgraduate placement in the UK.

**Style of teaching** – we predominantly recruit international students on this course. These students often comment on the differing educational styles between here and their home countries, with more responsibility for; self-directed study, critical thinking skills, a higher level of analysis, and of course a step change from studying at undergraduate level. When planning for Postgraduate courses consider the extra resources you may need to include to support students to adjust to a new educational system.

**Culture Shock** - Adjusting to different climates (the North West can be very wet!), availability of speciality food ingredients, adjusting to a new language, the many different dialects and accents the students come across, from academics and their peers, are just some of the challenges students face when adjusting to a new country. The UK Council for international student affairs have excellent resources to support students struggling with culture shock available here (<http://bit.ly/2SHPyR3>)

**Expectations of work experience** - The cohort of students at UCLan have ranged in backgrounds from students with several years of work experience to students fresh from undergraduate degrees, regardless of their history, postgraduate students often have higher expectations of the work they could undertake on placement. Managing expectations early in the programme and helping students to plan out steps to achieve their long term goals is crucial to the success of their placements.

**If it is not assessed** - In the earlier delivery of the programme, professional development, including preparing for placement did not form part of students' assessments, as such, deadlines for assignments, essays and exams took precedent. Adapting the course to ensure placement preparation is now credited will hopefully address issues of low engagement – I'll tell you how it has worked in May!

**Recruitment processes** – Understanding the multiple recruitment processes in the UK is challenging enough for home students, for international students it can be even more complex. Students need to adapt their marketing materials (CVs and LinkedIn profiles) to meet market requirements while developing new documents such as covering letters, and also tackling application forms, aptitude tests, multiple different styles of interviews. Ensuring you have the resources to support this is key for placement success. It will also allow for scalability if your course expands rapidly.

**Resilience** - Students often come from growing economies, and may not have experienced competition in applying for job vacancies in their home countries. In the UK they could be one in sixteen thousand applying for a competitive placement scheme. As with any student applying for placements, internships and graduate roles, they need to be prepared to make multiple applications for placement schemes and also to be prepared for setbacks.

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**Employers** – Recruitment schemes are frequently geared to recruiting undergraduates, which can mean postgraduate students encounter challenges above and beyond those of a typical undergraduate, these can include

- **Undergraduate provision** - The majority of UK placement providers understand the concept of sandwich or industrial placements as evidenced through the high volume of placements available from websites such as Rate my Placement, Prospects, etc. While there are postgraduate placements on offer, these are not as prominent. Some employers will consider applications from postgraduate students, whereas others assume the role will not be demanding enough to meet the students' needs. We have found that while it's a challenge to overcome employers assumptions, once out on placement, employers soon see the added value an MBA student has, and are then keen to recruit an MBA student for future vacancies
- **Visa implications** - Although it is permissible to undertake a placement as a condition of a Tier 4 visa, some employers lack understanding of the visa process and how to recruit Tier 4 students legally. Clear guidance from your university that can be shared with prospective employers can help to overcome these barriers
- **Start dates** – Traditional year-long undergraduate placements recruit with Summer to September start dates. While this may suit a September start on a Postgraduate programme, students who have an alternative start date will have more difficulty in sourcing yearlong placements to align with their study programmes. Alternative start dates do however offer other benefits. An extended break over the summer allows for students to gain experience in preparation for placement

### It is not all doom and gloom

As with any programme, supporting students into work-based learning opportunities can be a challenging role; however it is also gratifying. The first cohort of MBA students at UCLan have now completed their placement experiences, and the second intake is currently on placement. Students have, like their undergraduate peers, flourished while in industry, developing their business acumen, growing in confidence and leaving a lasting impression on their employers. Employers have also seen the benefits and are keen to



Cloth Hall Court, Leeds

recruit further MBA students and take advantage of their specialist knowledge and enthusiasm, and the maturity and professionalism they bring to the business.

I have only skimmed the surface of Postgraduate placements here. There is so much more to think about and discuss. If this topic is of interest to you, or you are keen to find out more about supporting Postgraduate placements, why not come along to the next [ASET Placements for Postgraduates and PhD students](#) workshop on 27<sup>th</sup> June, at Cloth Hall Court in Leeds. You can book your place online [here](#)

I look forward to meeting you there.

*Vicki*

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### [Call for Papers](#) #ASET19

## ASET Annual Conference 2019

### Supporting Students in Times of Change

The Placement and Employability Professionals' Conference  
3<sup>rd</sup> – 5<sup>th</sup> September, University of Hertfordshire, De Havilland Campus

#### Call for Contributions

Our conferences are renowned for being participatory and providing delegates with many opportunities to find out about new initiatives, projects and good practice, and this year will be no exception. Conference 2019 will consider our role in supporting students in times of change. Conference will include keynote presentations, discussion sessions on the conference theme, and updates from ASET on the pressing issues you need to know about.



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#### Conference will focus on:

- Delivering quality services to students amid funding changes
- Making the most of technology to adapt to changes in work and placement opportunities
- Discussing student support needs on placement
- Thinking about the changing market of students and employers
- Empowering students to make the most of innovative opportunities
- Making change work for you, being positive
- Being bold and brave

#### Contributions welcome

Contributions are invited under any placement, work based learning, or employability related topic, though in order to provide a framework for the conference, submissions around the main conference theme will be prioritised. **Presenter discount is available for full conference bookings.** You may submit a synopsis for a contribution under any of the following categories:



#### Workshops

Workshop sessions will be approximately 45 minutes long and should be designed to be participatory in nature - the presentation element of the workshop should be no longer than 20 minutes, allowing for discussion and activities to follow.

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### Research papers

Sessions for research papers will be approximately 45 minutes long and any presentation element of the session should be no longer than 30 minutes to allow for colleagues to ask questions and discuss the research presented.



### Posters

Posters are welcome for display in the main circulation area, where conference refreshment breaks will be hosted. Delegates will be invited to vote to award a prize for the best poster.

To submit your abstract, you must use the **ABSTRACT SUBMISSION FORM** available, together with terms and conditions, from [www.asetonline.org/events/annual-conference/](http://www.asetonline.org/events/annual-conference/) to ASET ([aset@asetonline.org](mailto:aset@asetonline.org)) by **Friday 17<sup>th</sup> May 2019**

## 2019 ASET Bursaries

Applications by **9am, 1<sup>st</sup> March 2019**

Last few days to the deadline to submit your applications for the [2019 ASET Bursaries](#)



**2019 ASET Summer Project Bursary**

For small-scale projects on Work Based and Placement Learning

ASET is pleased to announce our 2019 Summer Project Bursary, inviting proposals from members to fund a current undergraduate to carry out a project examining an aspect of your institutional practice, or exploration of a new initiative with the goal of sharing the learning with the ASET community.



**2019 ASET Student Research Bursary**

For small-scale research into Work Based and Placement Learning

ASET Bursaries each offer **£2400** to a student to work on the project, which should be 40days/300 hours of work and **£600** to your institution.

### The Summer Project Bursary

For a **current undergraduate** to carry out a project examining an aspect of your institutional practice, or exploration of a new initiative, with the goal of sharing with the ASET community.

### The Student Research Bursary

For a **current student or recent graduate** to carry out a clearly defined piece of small scale research designed to grow the body of research into work-based and placement learning.

Applications must be made using the **2019 Bursary Application form** which can be downloaded from the [Awards & Bursaries](#) page on the ASET website.

These bursaries offer a great opportunity to get your students involved in your work and to have the experience of presenting their work at the ASET conference in September.

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### Win a free place at #ASET19

This year's competition is hotting up. With just one month remaining until the 31<sup>st</sup> March closing date - have you entered your photo? Remember there's a chance to win a **free place** at the 2019 ASET Conference. We're looking for shots that are **creative, cool, from far flung destinations, or every placement visit you make**. Remember to include **#ASET18** and you can send as many images as you like – just don't forget your eCoffee cup! Tweet your entry today.

All entries to be tweeted by 31<sup>st</sup> March 2019.

### Are you ready for the #ASET18 Coffee Cup Challenge?



Tweet @ASETOnline your pictures of your coffee cup using #ASET18 and you could win a FREE 2019 conference place for you or a colleague from your institution. Whether it is from a cool or far-flung destination, or from every placement visit you go on, send them in.

Photos must be tweeted before 31<sup>st</sup> March 2019  
ASET will select a winner, all decisions are final

### An introduction to our Corporate Members

Did you know that ASET also has corporate members? If you've been to an ASET conference you may have taken the opportunity to find out more about the products and services available to assist you in your roles. In order that all our members can learn a little more about what's out there to help you, over the course of this year, we will be showcasing each of our corporate members, bringing their ideas to you and perhaps opening up a dialogue for the future.

We begin this month with a message from one of our newest corporate member, InsideSherpa, with details of an interesting new service that is FREE to your students.

#### InsideSherpa

<https://www.insidesherpa.com/>



*We've created a global community of thousands of students by partnering with leading companies to create short virtual work experience programmes. These programmes take 3-6 hours to complete and are free for all students. Based on hypothetical tasks that simulate the work expected in formal internship programmes, students build career visibility and skills in a low pressure, self paced environment whilst sampling 'a-day-in-the-life' at our partner companies.*

*We know students using our programs value the following three opportunities afforded to them by our platform*

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- Ability to explore career options in an efficient manner - deeper dive into the actual work helps make informed career decisions
- Upskill to build tangible skills and experience valued by employers
- Connect with leading employers

We have programmes across a range of industries such as law, business, accounting, consulting, engineering and technology; and with leading brands such as KPMG, Deloitte, Linklaters, Citi, Ashurst, King & Wood Mallesons and others. Whilst the majority of our programmes to date are from the Asia Pacific region, over the course of 2019 we will be releasing a number of UK and US programs. In the coming months we have programmes going live with at least three top UK law firms and one bulge bracket investment bank

Here are some links to a selection of recent programmes:

- [KPMG](#) data analytics
- [Minter Ellison](#) corporate law
- [McGrathNicol](#) technology & cybersecurity

To find out more contact **Dylan Jensen** at InsideSherpa directly on: [dylan@insidesherpa.com](mailto:dylan@insidesherpa.com)

### HEA Fellowship – why YOU should apply

This month we are delighted to be sending HUGE Congratulations to ASET Chair, **Sarah Flynn** and Vice Chair, **Francesca Walker-Martin** on their recent HEA fellowship awards. Here they share their thoughts on the process with ASET Trustee and Communications Working Group Lead, Vianna Renaud, and why they want all ASET members to think about following in their footsteps. For further information, check out the ASET Viewpoint- [HEA Recognition for Placement Professionals](#).

#### Sarah Flynn PFHEA

**ASET Chair and Associate Director of Learning and Teaching (Workplace Learning and Degree Apprenticeships), University of Hertfordshire**

#### What is your remit at the University of Hertfordshire?

The main focus of my role is to provide leadership to support the University's Strategic Plan in the development and enhancement of workplace learning and employability (including degree apprenticeships). I support academic staff across the University to develop their practice in relation to all things workplace learning; through curriculum design, placements, employability and work based learning activities. I teach on the postgraduate programme in Teaching and Learning in Higher Education, and some undergraduate teaching in other schools too. In addition to this I am part of cross-University work related to the Teaching Excellence Framework and equality.

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I've been in my current role for almost two years, and prior to that I was an Associate Dean in the School of Engineering. I have been at the University since 2003 and have had a wide variety of roles including setting up foundation degrees, supporting partner provision, teaching and educational development.

### **What inspired you to undertake the HEA Principal fellowship?**

I've always believed it is important to recognise the experience and expertise of colleagues, and HEA Fellowship is a brilliant way to do this. Being from a central team, with a leadership role in relation to learning and teaching, it is also important to act as a role model for others around the institution – and the sector – in terms of demonstrating the importance of things like Fellowship.

### **How did you find the process?**

It is always difficult to get started, I am an awesome procrastinator! Despite the amount of time we spend talking to our students about the value of reflection, it can be an uncomfortable process to do it yourself particularly if a lot of the work you do is as a team. It can feel awkward to draw out what your own contribution, learning and so forth actually was. But like most things, once you get started it is never as bad as you expect. I got my **PFHEA** through an accredited scheme here at Hertfordshire which involves a professional conversation with the assessment panel, and I actually enjoyed this very much.

### **On reflection, do you consider it a worthwhile exercise?**

Hugely. I think it helps you to understand where your practice is rooted, why you do things the way you do and what is important to you about your own work. I think the different categories of recognition offer different rewards, with Fellowship it is about getting that acknowledgement at a sector-wide standard which is commonly asked for in person specification so it could be really important for that next job. Senior Fellowship allows recognition for the work that is done supporting others in their learning and teaching practice, and I know lots of people within the ASET community who impact their institutions in this way so it would be good for them. For me, Principal Fellowship was about giving a platform to the importance of the work I've been involved with, much of which is to do with placements, employability and work based learning, as I think it is crucial that this type of work is valued in Higher Education.

### **How do you think it has impacted you?**

Well it has certainly given me one of most-liked tweets ever! The tweet I posted with the news got over 150 likes, and over 10,000 impressions – I think it is the closest I'll ever get to going viral 😊

<https://twitter.com/sarahjaneflynn/status/1086287508600774656>

### **Any tips for ASET members considering whether or not to pursue fellowship status?**

Take a look at the ASET Viewpoint <http://www.asetonline.org/wp-content/uploads/2016/02/3-ASET-Viewpoints-HEA-Recognition.pdf> on applying for recognition and just do it. We wrote this to try and break down any barriers that people felt in terms of their suitability to apply for HEA recognition. I have supported lots of colleagues internally from a huge range of roles, including from Careers and Placement teams, to successfully apply for different categories. We've run sessions previously at conference on applying for recognition, and we're planning on doing so again in 2019, some come along to conference and join us!



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### **Francesca Walker-Martin SFHEA**

**ASET Vice Chair and Senior Lecturer (CMDA Course Leader) & CMI Approved Centre Director, University of Central Lancashire**

#### **What is your remit at the University of Central Lancashire?**

I have both an operational and strategic role for the delivery of the Chartered Manager Degree Apprenticeship for the Lancashire School of Business and Enterprise. I also created the Degree Apprenticeship Course Leader's Group, this is university-wide, designed to provide a community of practice to support this new and growing endeavour within work based learning.

#### **How long have you been in your role?**

I started my current role in May 2017, but have been in post as a Senior Lecturer at UCLan since 2008. My remit has always been to develop work based learning, through placements, projects and other creative ways of encouraging students to engage through experience.

#### **What inspired you to undertake the HEA Senior fellowship?**

As well as gaining HEA Fellowship I am a Chartered Manager, which, like Fellowship, comes with a commitment to continuous improvement. I find this to be a significant driver to continually expand my knowledge, skills and abilities. We also have a commitment in our School to continue to achieve within our careers and have excellent support and encouragement through a mentor programme.

Another reason that I undertook fellowship is that I set myself a goal, which is to achieve something new every two years. So I guess that Principal Fellowship is on the cards for 2021! I'm already halfway there according to the [HEA Fellowship Tracker](#).

#### **How did you find the process?**

The process to Senior Fellowship is relatively straightforward, but I don't think that I would have performed as well without support and guidance from our internal team. Senior Fellowship is about your impact on others, so you change your focus from teaching students to developing and supporting colleagues. I initially found this to be challenging, but my mentor provided a clear steer to get me on track.

I chose to take the Dialogue route, simply because I am really passionate about my work and I felt that passion cannot always be conveyed through the written word. This route requires an application, plus the identification of 2 case studies which then form the structure of the interview.

#### **On reflection, do you consider it a worthwhile exercise?**

Definitely. As practitioners we are often so caught up in delivery that we forget how far we have come. This exercise was a reminder of what I had achieved to date and also what I can achieve in time.

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It was really pleasing when sharing information to see the panel 'lean in' to see some examples that I had taken to the interview and then see their enthusiasm.

### **How do you think it has impacted you?**

I think that, sometimes, we are all victims of 'imposter syndrome' – gaining validation for your work really helps that to go away. It has also highlighted what I need to do within my role to develop further, which will then allow me to apply for Principal Fellowship.

### **Any tips for ASET members considering whether or not to pursue fellowship status?**

It is all very dependent on where you wish your career to go. For me, as an academic striving for the next level, Fellowship has been essential; it provides concrete evidence that I can do what I say – it also opens doors that would normally have been closed when seeking progression.

What I would say is that you should not do this in isolation, getting a mentor is extremely helpful (I would argue vital), providing essential support and guidance. As an example, I recall applying initially for fellowship – my mentor worked with me to carve out time to work on my applications. At one point she set time in her room so that I would not be disturbed and could ask questions when I needed to. I really appreciated that as I knew that I had fallen into the 'I'm just not good enough' trap and needed motivation (for that, read 'stick'). She got me out of it, for which I am eternally grateful.

## Free Guides

A message to ASET members from RMP:

*Did anyone mention free Guides from RateMyPlacement? Every year, we print 85,000 copies of our student publication, 'Your Guide to Placements, Internships and Insights' and have the last few boxes to give away free to you! Filled with lots of advice and information on the best companies to work for (based on the reviews on [RateMyPlacement.co.uk](https://www.rmpenterprise.co.uk)) these are a great tool to get your students excited about placements.*

*To order, please fill in [this form](#). If you have any questions or comments, please email [Lizzie@rmpenterprise.co.uk](mailto:Lizzie@rmpenterprise.co.uk). Thanks!*



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### 2019 Staff Development Workshop Programme

The Spring 2019 staff development programme is available for online booking via the ASET website., where you can also find video introductions to each session from our Learning and Development Advisor, Nicola.

[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	<b>NEW</b> 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	<b>NEW</b> Jul 2nd	London

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

#### 2. Promoting Placements (PP)

**Tuesday 5<sup>th</sup> 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 25<sup>th</sup> February**

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### 3. **An Introduction to Work Placement Management (IWPM)**

**Wednesday 20<sup>th</sup> 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 28<sup>th</sup> 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 20<sup>th</sup> March**

### 5. **Resilience and Placements (RAP)**

**Thursday 4<sup>th</sup> 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 be put to use to strengthen resilience whilst students embark upon the start of their professional working

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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 27<sup>th</sup> March**

### 6. Developing Overseas Placements (DOP)

**Tuesday 7<sup>th</sup> 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 29<sup>th</sup> April**

### 7. Widening Participation and Placements (WPP)

**Tuesday 14<sup>th</sup> 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 2<sup>nd</sup> May**

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### **8. Supporting Students with Disabilities on Placement (SSDP)**

**Tuesday 4<sup>th</sup> 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 23<sup>rd</sup> May**

### **9. Risk Assessment and Due Diligence (RADD)**

**Thursday 13<sup>th</sup> 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 5<sup>th</sup> 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 19<sup>th</sup> June**

### **11. Employer Engagement**

**Tuesday 2<sup>nd</sup> 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 24<sup>th</sup> 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?*

#### **Costs**

ASET member institutions

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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](mailto:aset@asetonline.org).

## IASAS Student Leader Global Summit

The International Association of Student Affairs and Service, **IASAS**, is a worldwide association of University professionals working in the area of student services. IASAS has more than 1200 individual and institutional members representing 85 countries on five continents. IASAS was born from the need to consolidate the knowledge and professionalism of the student affairs staff who work to provide students with residential services, study support, sport and cultural activities that create the optimal conditions for university life and help develop the potential of each student.

IASAS will be holding their 4th Student Leader Global Summit at the University of Stellenbosch, June 24-26. The outcomes for the conference are:

Many universities around the world engage, support and educate their student communities around mental health and wellbeing. Student leaders recognise that they can contribute meaningfully towards a considered and coordinated response, addressing mental health concerns within a wider ecosystem of support. The summit will play a role in helping participating student leaders develop this considered and coordinated response that is likely to lead to more sustainable and impactful solutions.

Student leadership involvement that highlights, models and supports individual agency and responsibility contributes to a culture of self-care, appropriately targeted peer support and linking to institutional or public resources. During the programme, participants will focus on the what, why and how to cultivate behaviours, develop skills and campaigns that enhance and support mental wellbeing.

- Explore their concept and understanding of leadership
- Gain insight into mental wellness and the role that student leaders play within an ecosystem of support
- Identify resources and strategies that support mental wellbeing



**IASAS 2019 STUDENT LEADER GLOBAL SUMMIT**  
Stellenbosch, South Africa | 24-26 June 2019

**International Learning  
Local Implementation**

"We are each required to walk our own road and then stop, assess what you have learned and share it with others."  
— Albertina Sisulu

Visit a leading university at the tip of the continent.

Through connecting with other student leaders, you will:

- explore their concept and understanding of leadership
- gain insight into mental wellness and the role that student leaders play within an ecosystem of support building

collaboration and teams

- identify resources and strategies that support mental wellbeing
- engage collaboratively across difference
- develop a micro-campaign suited to their context.

Visit [bit.ly/IASAS2019](http://bit.ly/IASAS2019) for more information and to apply.

UNIVERSITY OF STELLENBOSCH 100 THE 100

**IASAS**  
International Association of Student Affairs and Services



## ASET e-Bulletin

- Engage collaboratively across difference
- Develop a micro-campaign suited to their context

For further information about IASAS, and to sign up to free membership: <http://iasas.global/>

### Membership Update

This month we are pleased to welcome new institutional members:

- **University of Bristol**
- **University of South Wales**
- **South Essex College**

Delegates from both institutions will be meeting some of you at forthcoming events, do please take the time to welcome them to the growing ASET community. We would also like to extend our thanks to ALL our members for renewing your membership this year, we value your support and invite your feedback. We hope you will make the most of your membership by engaging with us at every opportunity. We have events every month of the year, so make sure you don't miss out. Your ASET membership:

- Covers ALL members of staff for the calendar year
- Entitles members to discount on workshop and conference bookings
- Offers FREE attendance at [Regional hub meetings](#)
- Enables you to be part of an invaluable community of placement expertise. ASET is a welcoming supportive space for all placement staff, where members can rely on their ASET network to resolve issues – our [ASET LinkedIn](#) group for Placement and Employability Professionals is a growing network of more than 1100 individuals
- Career development opportunities through getting involved with an [ASET Working Group](#), or becoming a Trustee
- Exclusive access to apply for [ASET Bursaries](#)
- Exclusive access for your students to enter the Student Competition and win cash prizes
- If you have colleagues who would like to be on our mailing list and receive these regular updates on news from the world of placements, please pass on this newsletter so they can sign up and become part of our community by clicking on the button below:

**Yes please, count me in  
I'd like to join the ASET Community**

If you would like to know who the key ASET contact at your institution is, please get touch.

## ASET e-Bulletin

### **And Finally**

The next ASET members' e-Bulletin will be issued w/c 25<sup>th</sup> March. Please forward your news/copy to [aset@asetonline.org](mailto:aset@asetonline.org) by Monday 11<sup>th</sup> March.

**Debbie Siva-Jothy** [aset@asetonline.org](mailto:aset@asetonline.org) [www.asetonline.org](http://www.asetonline.org)