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#ASETConnect, Online 8-9th September 2020
FOREWORD

It is with great pleasure that we share with you the proceedings from #ASETConnect, our first foray into Webinar. ASET prides itself on being able to bring together experts and practitioners from the world of work based and placement learning, and our 2020 event, born of necessity due to the Covid-19 crisis, was no exception. #ASETConnect brought together more than 200 attendees; employers, early researchers, specialists and practitioners, to share their perspectives, and have some fun too.

The Employer Connection ran each day; thank you to Claire Steiner (Institute of Travel and Tourism), Stuart McLaren (Prospect Soft), Andrew Chadwick (British Council) and Andrew Campbell (Wales Tourism Alliance) for providing their insights. The mix of SME, international organisation, and professional bodies highlighted the challenges and opportunities created by the current crisis, and delivered some helpful signposting for both practitioners and students.

Day 2 brought together professional bodies, the third sector and entertainment; our thanks to Terry Reddington (Probation Service), Francesca Russo (Opera North), Jo Balfour (Cambridge Rare Disease Network) and Caroline Okaroh (British Council). Their key message being for students to consider all areas for opportunities, with Francesca Russo highlighting how Opera North also seek business development skills, accountants and marketeers, to work alongside creatives.

Each year ASET supports research through a range of bursaries, and offers a platform to showcase members’ work. We were delighted to showcase our 2020 Student Bursary winner, Doug Wotherspoon, from the University of Worcester whose project was undertaken by Tori Caleb, and also to launch our 5 minute Research Showcase, focussed on Innovation.

Surviving the move to online working has been a challenge for all of us both from a creativity and resilience point of view; our thanks to Marilyn Hahn (British Red Cross), Emma Thirkell (Northumbria University), and to Jayne Mourinho and Kimberley Harris (The University of Warwick) for providing tools and techniques for engagement and survival.

As the Covid-19 pandemic continues to rage across the world, our work based and placement learning community has pulled together to support all our students. Our global partners joined us to share innovation and support; our thanks to Judie Kay representing WACE, Stephanie Deveze-Delaunay from SPRINT, Birgit Schreiber and Lisa Moscaritolo from IASAS and long-time ASET supporter Jamie Bettles and the Pagoda Projects team.

As the world of work changes and flexes, our long term partnership with RateMyPlacement continues to grow and develop. Our thanks to Lizzie and Ollie for sharing their Insights & Innovations in these truly challenging times. #ASETConnect was developed by the Conference Planning Group, who flexed quickly to ensure we were able to deliver a topical and relevant event, and to provide the tools and inspiration needed for what is likely to be a challenging year ahead. I would like to thank all our Trustees for their commitment to delivering this event, to providing support, testing systems and above all for bringing their expertise to the table.

But, none of this would have been possible without the hard work and dedication of our ASET Staff Team; Janet Aspinall, Nicola Bullivant-Parrish and Chief Operations Officer, Debbie Siva-Jothy, whose commitment and tireless dedication kept us on track, on point and on time.

Francesca Walker-Martin
ASET Chair

#ASETConnect, Online 8-9 September 2020
The Employer Connection 1

Our first panel of Employers considered: The Challenges and Opportunities of Covid-19

1. What have been the greatest challenges?
2. In terms of Placements and Internships, what has had the greatest impact and how have you managed this?
3. As HEPs, what can we do to prepare our students for the workplace in the ‘new normal’?
4. What can we do to support you?

Panellists:

Claire Steiner, Institute of Travel and Tourism
Stuart McLaren, ProspectSoft
Andrew Chadwick, British Council
Andrew Campbell, Wales Tourism Alliance

Watch the Employer Connection 1 here: https://youtu.be/cLglCR8hymY from 0:11:06

#ASETConnect Day 1

(Clockwise: Claire Steiner, Stuart McLaren, Andrew Chadwick, Andrew Campbell)
ASET Bursaries

2020 ASET Summer Project Bursary

The Summer Project Bursary offers a placement opportunity exclusively for undergraduates. This year’s bursary was awarded to the University of Worcester:

Award Winner: Doug Wotherspoon, Senior Lecturer in Law, University of Worcester
Project Student: Tori Caleb, LLB Law, 2017-2020, University of Worcester
Project: Tailoring Work based placement for employers and students: Bridging the Skills Gap

Tori’s presentation can be watched here, https://youtu.be/cLglCR8hymY at 1:30:02 #ASETConnect Day 1

The final report is available to read here

In 2021 we will be offering two ASET bursaries:

2021 ASET Student Research Bursary
For small-scale research into Work Based and Placement Learning
ASET will provide payments totalling £2400 to fund a current student or recent graduate to carry out a clearly defined piece of small-scale research (of approximately 300hrs / 40 days) designed to grow the body of research into work based and placement learning. The work must be feasible within the timescales but may be used to fund a feasibility study, or early part of a larger project. ASET will provide a further £600 to your institution as a contribution towards expenses incurred in attending conference, where the work will be presented.

2021 ASET Summer Project Bursary
For small-scale projects on Work Based and Placement Learning
ASET will provide payments totalling £2400 to a current undergraduate to carry out a project (of approximately 300hrs / 40 days) examining an aspect of your institutional practice, or exploration of a new initiative with the goal of sharing the learning with the ASET community. ASET will provide a further £600 to your institution as a contribution towards expenses incurred in attending conference, where the work will be presented.

To ensure successful completion, ASET will only consider applications for projects that could be undertaken ONLINE.

Full details of the application process for the 2021 ASET Bursaries are available for download from the ASET website
Tailoring Work Based Placement for employers and students: Bridging the Skills Gap

Victoria Caleb

Background to this research

- There is a growing awareness of the need for higher education to not merely supply employers with graduates to supply employers with graduates who, from the outset, can do a particular job in the workplace. Specifically,
- What skills and attributes are of general importance when it comes to identifying ‘employable’ graduates?
- Do graduates have the specific skills that employers require in the workplace or is there a skills gap?

Methodology

- This research is primarily qualitative, with the core of the research consisting of semi-structured interviews used to ask. The interview provides a string of pre-determined but open-ended questions with a view to identifying whether placement students and recent graduates have any skill deficiencies.

Theme 1: Employers’ perspective: The skills gap

Figure 1 - Skills and attributes considered important when hiring an employee

- Communication and interpersonal skills by far were the most prevalent skills gaps identified by the organisations I interviewed. This soft skill was identified by 60% of our interviewees, followed by commercial awareness (40%).
- Both skills are highly valued by firms when recruiting but are perhaps inevitably neglected in degree courses where academic knowledge and ability is the most highly valued attribute.

Theme 2: Effects of Covid-19 on future placements

- The coronavirus Covid-19 pandemic has put an increased focus on the manner in which people work remotely from home.
- If placements cannot run, it may be possible to replace them with a virtual placement, with zero attendance rather than cancel or defer them? However, only 1.5% of our employers stated that they would provide virtual placements for students in the future.
- Although we are hearing stories of thousands of redundancies, especially in the retail and hospitality sectors, the true impact of Covid-19 on the overall ‘jobs market’ is yet to be seen.
- The latest government figures show the UK was seeing 99% NEET (young people not in employment, education and training) rates. The percentage of all young people in the UK who were NEET in April to June 2020 was estimated at 15.2%.

- “The first thing that goes when the economy is suffering is training. Despite a previous recession, employers would not afford to train anyone for 3-4 years. They were simply not prepared to invest in the future.”

- 60% of interviewees said they had difficulty recruiting graduates with suitable qualifications.
- Other than this, desirable employee skills and attributes appear to correspond generally to desirable graduate skills and attributes.
- My research indicates that traditional academic skills such as research, gained during the UG degree, remain desirable skills, this skill is applicable throughout all stages of the legal profession.

Theme 3: The changing nature of the workplace

- The Covid-19 pandemic has certainly forced organisations to adapt to technological changes.
- While the technical advancements of organisations may have been slowed by the coronavirus pandemic, or even radically altered, my research suggests they will certainly be ongoing.

Figure 5 - Most significant employment losses facing UK businesses

- My research indicates that technological change and innovation is the biggest employment issue facing UK businesses.
- 8.9% of interviewees believe that technological changes (including those necessitated by Covid-19) will become a permanent feature.
- Due to the speed of change, we are unable to accurately predict what the jobs of the future will look like and what technical skills will be needed. On the other hand, it is inevitable that key skills/basic skills will still be relevant.

44 I think we are going to have to adapt to technology and artificial intelligence. We are going to have a lot of work that is routinely done by lawyers, done by artificial intelligence.”

Recommendations

- To improve productivity and reduce the skills gap, universities should do more to ensure that the courses on offer are aligned to the skills employers require of new employees. These include skills such as communication and team work. For universities, the means coming up with new ideas and strategies to assess and examine students on these skills— or at the very least provide opportunities for students to learn and develop these skills in the classroom.
- Funding for Businesses to encourage the support of learning by offering opportunities for students and graduates to take part in work placements in the midst of the Covid-19 pandemic.
- Universities must encourage the development of the skills required to support future economic needs and be agile enough to allow for a changing workplace.

References


ASETConnect, Online 8-9 September 2020
ASET Bursaries

An ASET Journey from Bursary to Board

Vicki O’Brien & Francesca Walker-Martin
University of Central Lancashire
vlo-brien@uclan.ac.uk
fdwalker@uclan.ac.uk


#ASETConnect Day 1

The Start - 2014

• UCLan ASET Member Organisation
• Presented at a number of conferences
• Didn’t really know a great deal about the ASET Bursary

The Issue

• Peer to Peer Support within Placements
• Seemed to be working – anecdotal
• Time!
• The ASET Bursary
• The Application
• The Telephone Conversation

The Student

Fran
• Applications invited
• Interviews held
• Appointment made
• Timescale

Vicki
• Final semester of my degree – too good an opportunity to miss.
• Applied for the role, was successful, but had to drop a final year module to fit it all in – big risk!
• Combined the project into a SIM – the outputs went towards my degree classification.
• Worked across my final semester and into summer.

The Realisation(s)

Fran
• Vicki was awesome!
• More than a student
• I want to work with ASET!

Vicki
• This is hard work – but really enjoyable
• How good are placements (Non placement student!)
• I wish I’d done a placement!
• Really, how good are placements!
• I want to know more...
• Maybe I could work at UCLan...

#ASETConnect, Online 8-9 September 2020
**Our Findings**

**Fran**
- The Bursary was a real eye-opener
- The application process was relatively easy
- It is an opportunity to get some much needed work done...
- ...and to allow a student to progress
- ASET encourages growth and supports its community
- I found “my people”

**Vicki**
- Developed a whole new skillset – including presenting to 100s of professionals.
- I would like a career in academia – specifically Work based learning.
- Longer term – I work in a job I love (in placements), I am an ASET trustee. Still researching – about to embark on a Doctorate of Education in Professional Practice.

---

**Our Message to You**

The ASET Bursary can take you on an unexpected journey.

---

**Your Questions**
20 min Toolkits

1. Supporting ourselves and others through uncertainty and change
Looking for our own new normal?

Marilyn Hahn - Senior Psychosocial Practitioner
Psychosocial and Mental Health Team
British Red Cross
mhahn@redcross.org.uk

Watch this 20 min Toolkit presentation here: https://youtu.be/cLglCR8hymY at 2:55:00

#ASETConnect Day 1

CALMER Psychosocial Framework

CALMER is the British Red Cross' psychosocial framework and the model we use to deliver Psychological First Aid (a basic form of psychosocial and mental health support delivered following a crisis).

The CALMER Framework

Consider - what is needed by whom and any risks
Acknowledge - what is hard may be different for different people
Listen - with empathy and actively
Manage - in a way which promotes dignity & respect
Enable - by building on strengths and capabilities and by facilitating choice and connection –
Resource - through relationships, information & liaison, remembering our own needs
#ASETConnect, Online 8-9 September 2020

### Acknowledge and Listen

**Emotional:**
- Angry
- Feel overwhelmed
- Cry
- Frightened
- Numb

**Cognitive:**
- Decreased access to our frontal lobes
- Thinking rationally becomes hard
- Decision making becomes impaired—more likely to make risky decisions
- Tolerance for ambiguity decreases
- Forgetful
- Concentration
- Increase in distracting thoughts
- Increase in distorted perceptions
- Suicidal ideation

**Behavioural:**
- We might start doing things repetitively
- Isolate
- Become argumentative
- Forgetful
- Isolation/withdrawal
- Self harm
- Eating disorders/body issues

**Physical:**
- Restless
- Can’t sleep
- Stomach aches
- Palpitations
- Body pains
- Nausea
- Increased Heart Rate
- Eczema
- Sweating

### Manage

**Building your psychological toolbox…**

- Mindfulness
- Breathing
- Create safety
- Create relaxation
- Create ways to keep connected
- Self-talk: what is the evidence? What are the odds? What would a friend advise? Am I using extreme words?
- Create routine
- Visualisation strategies can be really helpful
- Mindfulness
- Embrace humour
- Refocusing what's in our control vs what's outside of our control
- Take a temperature check: Bring your feelings and emotions from the unconscious to the conscious
- Foster strengths
- Manage building your psychological toolbox…

**Manage:**

- SMART goal setting
- Imitate resilient role models
- Focus on your performance setting and goal set, this can help you feel in control & help you determine what’s important now

**Enable:**

- What empowers people?
- Enable—finding their own solutions.
- Enable—using transferable skills from past successes.
- Enable—being able to win for and use help.
- Enable—recognising that each individual’s path is unique.
- Enable—what may help and who may help may be different when ‘It’s my job,’ and when ‘It’s personal.’

### Internal Locus of Control

- Things happen to us
- Take responsibility
- Things happen because of us
- Take personal accountability
- How can we take personal accountability?

### External Locus of Control

- Things happen to us
- Take personal accountability
- Things happen because of us
- Take responsibility
- How can we take personal accountability?

### Enable

**What helped us to get this far?**

- Do/Decide For
- Increase Pressure
- Catastrophe
- Negative Thinking
- Overly Critical

**Enable**

- Remove Choice
- Discriminatory Environment / System

- Time
- Information
- Space
- To Think
- Consideration
- Empathy
- Non-Judgemental
- Positive Regard
Resource

• what resources might we need?
• who, what, when and where might help us?
• how do we go about it?
• 'what may help' and 'who may help' may be different when 'It's my job,' and when 'It's personal'.

Psychosocial and Mental Health Team

For more details about the CALMER Psychosocial Framework and Psychosocial Support provided by the British Red Cross

https://read.bookcreator.com/60fthtnrW6alP4emD1ge2Fremb1Dy
https://resources.redcrossfirstaidtraining.co.uk/mental-health-and-coronavirus-pack

Self-care isn’t selfish; it’s sensible (and essential)

Marilyn Hahn - Senior Psychosocial Practitioner
Psychosocial and Mental Health Team
British Red Cross

CALMER@redcross.org.uk
mhahn@redcross.org.uk
20 min Toolkits

2. Remote Control:
Turning the workplace’s new normal up to eleven

Kimberley Harris and Jayne Mourinho
The University of Warwick
placementlearning@warwick.ac.uk

Watch this 20 min Toolkit presentation here: https://youtu.be/cLglCR8hymY at 3:12:50

#ASETConnect Day 1

Remote control: turning the workplace’s new normal up to eleven
Kimberley Harris & Jayne Mourinho
8 Sep / 20 Minute Toolkits / #ASETConnect

In the next 20 minutes...

• Background to the guides: Employer Guide and Student website
• This session: highlighting content that’s unique to remote working
• After: Join us on LinkedIn for further discussion via ASET Placement and Employability Professionals Group

Supporting students
Pre-placement

• “Remote” = geography and relationships
• Employers won’t have it all figured out
  • Proactivity, assertiveness, curiosity
• Pros/cons need teasing out
  • In general
  • For the individual (inc wellbeing)

Supporting students
On-placement

• Nudge to undertake “self-service” elements of induction
• Seek out opportunities for informal learning that will otherwise be missed
• Provide a framework of support to fill the potential vacuum
• Encourage regular reflection
• Boundaries and wellbeing
Supporting students

Post-placement

• Importance of data management
• Reflection on new skills specifically gained by remote working
• Otherwise like non-remote working
  • LinkedIn recommendation
  • Update CV
  • Transition back to HEP
  • Peer support for other students etc

Supporting employers to support students

Pre-placement

• The same, but different
  • Understanding and aligning expectations
  • Same - payment, undertaking work, an employee
  • Different – design of the role/project brief, equipment and facilities, distance in relationship and different mindset

Supporting students

On-placement

• Bridging the gap with communication
  • Directive, share working practices, avoid presenteeism, better to over communicate
  • Staying connected
    • Frequent catch ups, student wellbeing, social
  • Collaboration
    • Working with others

Supporting employers to support students

Post-placement

• Importance of reflecting on remote working experience
• Otherwise like non-remote working

That’s all from us!

• Use #ASETConnect or join us via keyboard at ASET Placement and Employability Professionals Group on LinkedIn to discuss further

Student guide
warwick.ac.uk/careers/workexperience/remoteworking/

Employer guide (PDF) at
warwick.ac.uk/careers/employers/internships/experience/

We’d love to share more ideas!
placementlearning@warwick.ac.uk
20 min Toolkits

3. You’ve Escaped:
Using Microsoft Teams to create virtual escape rooms

Emma Thirkell
Northumbria University
Emma.thirkell@northumbria.ac.uk

Watch this 20 min Toolkit presentation here: https://youtu.be/cLglCR8hymY at 3:31:30

#ASETConnect Day 1

Class Notebook

- Digital Notebook
- Accessed via Teams tab or Office 365
- Class Notebook extension
  - Collaboration Space (visible and editable by all)
  - Content Library (visible to all, editable by tutor)
  - Student Space (student and tutor only)
- Any and all media (mp4, audio, video, YouTube embed, photos, drawing... you name it!)

Benefits of Class Notebook

- Can be used independently, or you can use the Blackboard add-in to add your students to your notebook
- Can be used online and you can collaborate with other students and tutors
- Flexible for you and your students - you can see and provide feedback to student notebooks at any time

Why an Escape Room?

- Tests students informally
- Engages students in collaborative work
- Allows teacher to see gaps in student understanding, and address them
- Especially useful for international students who do not like speaking up
- Tests theory-practice i.e. applying what they have learnt in class
- Provides students with a digital skill that they can use throughout University and even at work
- Fun!
Creating an Escape Room

10 Step Guide available
Research Showcase

A new format for ASET, contributors were invited to present recent research around the main event theme of **Innovation**. Speaking for 5 min and using only 3 slides, the presentations took us on a fast-paced, informative and entertaining journey. An ideal beginning for first-time presenters, and a challenge for the experienced.


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**#ASET Connect 2020**

**Research Showcase**

Starting at 3.15pm

---

**#ASET Connect 2020 Research Showcase**

- Welcome
- ASET Practice and Research Network
- What is the Research Showcase?
  - 3 slides
  - 5 minutes
- Invited speakers today
- Questions and Answers
- Consider how we can develop the group for you all

---

**Inspired? What next?**

- Are there particular areas of the placement/ careers support that you would like to explore within your own institution?
- Are there existing data sets (both quantitative and qualitative) in the university that could be used more fully in the university?
- Is there opportunity to expand on existing data sets within your own institution or you wish to compare with other similar sectors?
- What could be useful for your line of work, or institution?
- Find a friend – either in your own university, or through ASET
- Join the ASET Practice and Research Network

---

**Some useful journals**

- Higher Education, Skills and Work-based Learning
- Journal of Vocational Education & Training
- International Journal of Work-Integrated Learning
- Journal of Workplace Learning
- Development and Learning in Organization
- Education + Training
- QAA Work Based Learning
- NCUB Skills & Talent Projects
- ASET Research
  - Reports
  - Previous conference proceedings

---

**#ASET Connect 2020**

**Research Showcase**

Thank you

Patricia Parrott
Principal Lecturer and Placement Coordinator, Harper Adams University.
ASET Trustee

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#ASETConnect, Online 8-9 September 2020
1. Self-sourcing placements
Graham Getheridge, Cardiff University
getheridgegr@cardiff.ac.uk
Day 1  https://youtu.be/cLgLcr8hymY  4:01:14

**Self-sourcing placements (Interim project).**

- Self-sourced placements: Those students who independently obtain work placements as part of a taught module or as an extra-curricular activity.
- Terms of reference:
  - Investigate advantages and disadvantages to students, staff and placement providers of self-sourcing of placements.
  - Identify any quality assurance issues around self-sourcing.
  - Highlight additional support required for students and employers to enable effective self-sourcing of placements.

**Methodology and findings.**

- Methodology:
  - Small scale surveys and focus group with students, staff and employer partners.
  - Findings:
    - Some students face considerable barriers when self-sourcing placements and don't always seek staff support.
    - Some students who struggle after work self-sourcing fail in the day.
    - Social and cultural capital influence many students success.
    - Some students do not have access to work placements.
    - Employers appreciate self-aware, adaptable and flexible students.

**Recommendations.**

- Identify any quality assurance issues around self-sourcing.
- Highlight additional support required for students and employers to enable effective self-sourcing of placements.

---

2. How to get first year students engaged in placements search whilst working remotely
Chrisy Brown and Daniel King, University of Essex
c.brown@essex.ac.uk  Daniel.king@essex.ac.uk
Day 1  https://youtu.be/cLgLcr8hymY  4:07:28

**The Challenge**

How do we get first year students engaged in their placement search whilst working remotely?

**Methodology:**

- Small scale surveys and focus group with placements students, staff and employer partners.
- Findings:
  - Students face considerable barriers when self-sourcing placements and don't always seek staff support.
  - Some students who struggle after work self-sourcing fail in the day.
  - Social and cultural capital influence many students success.
  - Some students do not have access to work placements.
  - Employers appreciate self-aware, adaptable and flexible students.

**Recommendations:**

- Identify any quality assurance issues around self-sourcing.
- Highlight additional support required for students and employers to enable effective self-sourcing of placements.

---

**ACKNOWLEDGEMENTS**

Thanks to SHARE students, Cardiff University Careers and Employability, Urszula Radakowska, Graham Getheridge, and all the placement partners for their support and feedback, resulting in a high impact placement year along with a Postgraduate Preparation Preparation Webinar Series last week. We are grateful for your support which has been incredibly helpful and uplifting.
3. Students as experts
Bowen Revill, Sheffield Hallam University
b.revill@shu.ac.uk

The Idea - Students as Experts.

The Offer - Students as Experts.

Findings

The pilot impacted students in a number of ways including a reported:

- Growth in confidence
- Reduction of apprehension
- Recognition of their expertise in professional contexts

69% of students indicated that the online workshops were a contributing factor to this.

Students universally reported that access to the university based managed office space, was a contributing factor.

4. Are Virtual Internships serving students’ needs?
Ed Holroyd Pearce, Virtual Internships and Elsa Zenatti-Daniels, Aston University
Ed@virtualinternships.com  e.f.zenatti@aston.ac.uk

Are Virtual Internships Serving Students’ Needs?

Host Company/Supervisors’ perception of student skills

ASET 2020 #ASETConnect #ASET2020 #AEETConnect #ASET2020 #AEETConnect @ASETConnect

- How the program was funded
- How the selection process works
- Use of video interviews and the matching process
- Career advice and how we’ve integrated the NACE competencies
- Our Research into different virtual internship models

ed@virtualinternships.com  e.f.zenatti@aston.ac.uk

#ASETConnect, Online 8-9 September 2020
5. **Community within a placement model**

Sam Bird and Amy Gerrard, University of Liverpool

Sam.bird@liverpool.ac.uk

Amy.gerrard@liverpool.ac.uk


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Creating an ecosystem of engaged partners in university placements

* A Case Study - By Amy Gerrard and Sam Bird

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**Catalyst for Change**

- Students take control of the work activities – but are working in silos
- Major focus on employability leading to a process driven approach - students concentrate on the placement’s contribution to their employment prospects
- Perception – placements are complicated, difficult. Process needs streamlining
- To balance Employability and Citizenship - Curriculum 2021 ‘Digital Fluency, Confidence, Global Citizenship’
- Value on access to products and services over ownership (McKinsey 2018)
- Ensure that our provision is as open access and transparent as possible
- Create a culture within SOTA and the City – networking, opportunities and retention

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**Goals**

- Students guide the learning outcomes and create their own meaning from their placement, as well as their peers and wider community
- Ecosystem of stakeholders that are aware of their roles within the community
- Constructing knowledge from collaboration and social interactions (Vygotsky) (i.e. the learning curve from one placement being shared with others)
- Making this happen:
  - Presentation showcase
  - Utilising new online tools (Teams, Handshake)
  - Creating a strong brand identity for the placement module
  - Exploring reverse mentoring (students mentoring the employers)
  - More visible employer profiles – highlighted ‘Placement Partners’
The Employer Connection 2

Our second panel of Employers considered: The Challenges and Opportunities of Covid-19

1. What have been the greatest challenges?
2. In terms of Placements and Internships, what has had the greatest impact and how have you managed this?
3. As HEPs, what can we do to prepare our students for the workplace in the ‘new normal’?
4. What can we do to support you?

Panellists:
- Terry Reddington, Probation Service
- Francesca Russo, Opera North
- Jo Balfour, Cambridge Rare Disease Network
- Caroline Okaroh, British Council

Watch the Employer Connection 2 here: [https://youtu.be/lfDym9ZpT7g](https://youtu.be/lfDym9ZpT7g) from 0:10:30

#ASETConnect Day 2

(Clockwise: Terry Reddington, Francesca Russo, Jo Balfour, Caroline Okaroh)
The International Connection

We were delighted to welcome international colleagues to give a global perspective to the challenges of Covid-19 and placement activity.

Judie Kay, WACE
programspartnershipsvc@waceinc.org
Stephanie Deveze-Delaunay, SPRINT
stephanie.deveze-delaunay@enseignementsup.gouv.fr
Birgit Schreiber & Lisa Moscaritolo, IASAS
birgitdewes@gmail.com lmoscaritolo@aus.edu
Jamie Bettles, Pagoda Projects
Jamie.Bettles@pagodaprojects.com

Watch the International Connection here: https://youtu.be/lfDym9ZpT7g from 1:26:00

#ASETConnect Day 2

Global trends in Work Integrated Learning in the Covid-19 era

Judie Kay, WACE 1:30:25

Global Trends: COVID-19 and WIL

- Major issues meeting student demand including professional accreditation requirements
- Pivot to online WIL for most disciplines has accelerated an emerging trend
- High degrees of flexibility, innovation and adaptation
- Highlighted the need for strong institutional WIL leadership, whole of institution WIL strategy and policies, risk management strategies, access to current data
- Management of risk and wellbeing of students has become a greater focus
- Opportunities for greater engagement eg. telehealth, SME engagement, entrepreneurial WIL with industry needs for resource requirements and geographic proximity removed
- Co-design with industry is an emerging trend
- Greater connectivity with regional, national and global networks for collaboration
- Increasing acknowledgement of the importance of WIL

Future implications for WIL from the COVID-19 era

- What is the impact of such rapid innovation and disruption?
- Is this the "new normal" or is it the "new normal"?
- What are the longer term implications for WIL?
- Quality of the learning experiences
- Industry and community engagement
- Access and equity to WIL experiences for all students
- Global WIL experiences
- What hybrid / online innovative WIL models will emerge?
- Can this broader, bolder approach be sustained?
- Is this an opportunity to review, reframe & reset?
- What plans should be in place to meet the next challenge?

WACE Contact & Resources

Judie Kay
Email: programspartnershipsvc@waceinc.org

WACE Resources:
- WACE website: https://waceinc.org/
- International Journal of WIL: https://waceinc.org/ijwil-journal/
- WACE webinars https://waceinc.org/webinars/
- Global Professional Development https://waceinc.org/global-wil-modules/
- WACE newsletters https://waceinc.org/news/
Standardize best PRactices about INTernships (SPRINT)

**“Standardize best PRactices about INTernships”**

is a three-year project that started on September 1st 2017.
It is a strategic partnership project co-funded by the Erasmus+ programme that aims to improve young people’s integration into the labour market by creating a European Quality Framework for Internships.

- Stéphanie Devèze-Delaunay, SPRINT Programme Manager and Legal Supervisor for the Unit of Education and Employment Relationships, French Ministry of Higher Education, Research and Innovation

**The project objectives are the following:**

- 1. Create a European Quality framework for Internships that will be recognized and accepted by employers;
- 2. Establish a strong partnership among organizations that work in this field and join expertise in order to improve the quality of internships;
- 3. Raise stakeholders’ (youth, universities, employers) collective awareness about quality internships;
- 4. Analyse, report, disseminate and further build upon data collected to steer policy debate and incentivize employers to improve their practices;
- 5. Prepare training of the different stakeholders, thus ensuring the correct application of the new standard and ensuring the sustainability of the outcomes of the project.

**Partners**

- University Paul Valéry Montpellier FRANCE
- Internsgopro - BELGIUM
- AFNOR - FRANCE
- Trade Union Youth Plus - SLOVENIA
- UNISER - ITALY
- EurAsHe - BELGIUM
- The ADECCO GROUP - SWITZERLAND

**Criteria**

- Recruitment (3.1)
- Written (Tripartite) agreement (3.2)
- Remuneration (3.3)
- Skills Acquisition (3.4)
- Tutoring (3.5)
- Career Development and Employment (3.6)
- Work Environment and Working Conditions (3.7)
- Social Protection and Insurance (3.8)

**Results**

- 2017-2020 SPRINT 3 Year programme duration
- 2020: October 15/16: Staff Training Week (webinar)
- After 2020: Dissemination of programme achievements, key findings, recommendations, etc.

**Stephanie Deveze-Delaunay, SPRINT 1:41:22**

#ASETConnect, Online 8-9 September 2020
International Training Days

English / French Days

Session 1 – ‘Raising awareness of the concept of “quality internships” and student / employer interests and concerns’
Vianna Renaud, ASET, IASAS and Bournemouth University

Session 2 - Presentation of the European quality criteria developed within the framework of the SPRINT project (CWA): AFNOR

Session 3 - Presentation of the SPRINT tools: the guide and the self-assessment for the employers and the higher institutions’ guidelines for quality internships
Stéphanie Devèze-Delaunay, SPRINT Coordinator

There will also be a participant discussion on the questionnaire and resulting findings on Best Practice.

IASAS and Observations of SAS & Covid-19

Birgit Schreiber & Lisa Moscaritolo, IASAS 1:54:40

#ASETConnect - IASAS and Observations of SAS & Covid-19

Wednesday, 9th September

Dr. Birgit Schreiber, Dr. Lisa Bardill Moscaritolo, and Vianna Renaud

Introduction
- History, Aims, and Membership
- Signature Events & Achievements
- 3rd Edition
- Student Leader Global Summit
- Global Summit
- Current Projects
- Covid-19 Research
- International Webinars
- E-Mentoring Research
- Professional Services
- Platform for global community of practice
Aims
As an organization, IASAS is a global advocate for Student Affairs and Services in higher education; for students engaged in higher education; student affairs and services practitioners; and for the profession itself.
We do this by:
1. Providing a global platform for the advancement of Student Affairs and Services
2. Improving multi and intercultural communication and understanding;
3. Strengthening and diversifying co-operation between individuals and organizations working in student affairs and services worldwide;
4. Promoting both the profession itself and the welfare of students at an international level through advocacy with governmental and higher education organizations;
5. Providing consultation and advisory services for government organizations, university leaders, student services staff and graduate students.

Organizational Structure

Membership
1400 members
98 countries represented

Activities
Quarterly Newsletter, including sections on Professional Development, IASAS Projects & Updates, Knowledge Corner, Publications, Regional Updates and Volunteer Opportunities

Student Leader Global Summit on mental health, mindfulness and wellbeing, June 24-26 at the University of Stellenbosch in South Africa; 46 students from 11 different countries attended

Around the Globe Webinar Series

Mentor Opportunities

Publication of the Student Affairs and Services in Higher Education: Global foundations, issues and best practices, Third Edition with the Deutsches Studentenwerk

Research study:
COVID-19 & Global Impact on SAS
- Online survey distributed to 20 associations across globe and IASAS network, snowball sampling
- Open for the month of May, 701 responses from 70 countries
- Staff:
  - 49% of SAO working primarily remotely
  - Staff travel stopped and further notice
- The full financial impact of the coronavirus remains to be seen, budget and staff concerns

Student Affairs & Services in Higher Education:
- 200 plus authors and 100 countries
- 25 advisors and editors
- International text is sensitive to variety of styles, cultures and contexts
- Writing of country reports, editing and fact-checking
- Range of topics:
  - Concepts, principles, ethics
  - Theory, models and frameworks
  - Research, quality assurance and professionalization
  - Social justice, student development, and regulatory frameworks
  - Mobility and international education
  - One size does not fit all
  - Associations and community of practices
- The most comprehensive global reference text
International trends and insights gained from Pagoda Projects International Remote Internship programmes during summer 2020.

Jamie Bettles, Clare Harding, Ali Hashemi, Pagoda Projects

Context: 8 to 12-week remote internships with employability events, courses, support, and resources (via Pagoda mobile app) for students mainly based in the UK, working with companies across Greater China, Vietnam, UK and Mexico.

1. WORKING ACROSS TIME ZONES

Poll 1: In your experience, are online placements negatively impacted when the company is based in a different time zone?

- Significantly - the time difference causes issues - 0%
- Somewhat - the time difference can cause issues - 77%
- Not much - 23%

Case Study #1:
UK master’s student based in India during the pandemic – due to the convenience of time difference with company in China, was able to complete almost full-time remote internship whilst maintaining part-time paid work in local business in India. The contrast between the two roles helped him to develop different skill sets and made the international opportunity much more accessible. Clear communication, scheduling and advanced planning on both sides were key.
Case Study #2:
UK master’s student based in Honduras during the pandemic - being in Latin American time zone made communication with company in Mexico highly efficient. However, challenges met regarding access to online webinars, internship support and meetings provided in Asian/UK time zone. Solution was to provide highlight reels for key parts/learning points from online employability events every week. Provide more resources online that can be accessed in any time zone, and finally shift or vary times of online employability sessions and speaker events to make these more accessible to all.

Conclusions:
• Dependent on structures in place
• Communication, check-ins and support for both intern and company
• Willingness to work internationally across time zones is definitely there!
• Can be advantage in terms of student accessibility to opportunities

2. SECTOR TRENDS & ADAPTABILITY
Poll 2: What sectors internationally are still thriving and able to offer remote placement opportunities?

- Agriculture & Farming - 2%
- Communications, Consulting & HR - 24%
- Education - 13%
- Energy & Manufacturing - 2%
- Finance - 13%
- Hospitality & Leisure - 0%
- IT/Tech - 20%
- Real Estate & Construction - 4%
- Research & Development - 20%
- Retail, Trade & Logistics - 4%

Observations:
• 30% of our existing host companies converted to remote internships almost immediately
• Easiest to convert were marketing, tech, education, consulting, law & finance
• Reluctant companies during initial shutdown: agriculture, manufacturing, hospitality, travel/leisure, manufacturing (but many of these are now starting to consider)
• Many international companies looking to close physical offices for the foreseeable and maintain remote workforce indefinitely
• Need for international market research into new potential markets/sectors/revenue streams = more research-based projects available for temporary staff

3. DEFICIENCIES OF ONLINE WORK EXPERIENCE PROGRAMMES?
Poll 3: What do students miss out on most when undertaking an international placement remotely, as opposed to in-person?

- Interpersonal interactions & network building - 24%
- Intercultural interactions & intercultural fluency - 20%
- Improving language skills - 14%
- On-the-job training - 13%
- Passive learning in an office environment - 29%
Conclusions:
Some participants found it difficult to interact with many of their colleagues (depends on structures in place) but the Cultural Mentor Scheme did a lot to supplement intercultural understanding alongside the internships.

Survey Results:
Intercultural Fluency changed on the programme?

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<th>2020 remote internships:</th>
<th>2019 in-person internships:</th>
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<td>- 47% improved considerably</td>
<td>- 48% improved considerably</td>
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<td>- 46% improved</td>
<td>- 41% improved</td>
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<td>- 7% stayed the same</td>
<td>- 11% stayed the same</td>
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Ability to work in a team changed on the programme?

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<th>2020 remote internships:</th>
<th>2019 in-person internships:</th>
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<tr>
<td>- 49% improved considerably</td>
<td>- 48% improved considerably</td>
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<tr>
<td>- 37% improved</td>
<td>- 28% improved</td>
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<tr>
<td>- 15% stayed the same</td>
<td>- 24% stayed the same</td>
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Culture Mentor Scheme – quotes from participants who took part:
"The cultural mentor programme really made my internship personal and allowed me to speak with someone who I could relate too due our similar age."

"Jenny had been more of friend to me then a cultural mentor. I loved and looked forward to talking to her every Friday, I felt that we were passionate about the same things and had same sort of thinking I really loved telling her about the culture from back home and listening to her stories. She had so much experience and wisdom to share and I really loved talking to her everyday. She is definitely one of the things I will miss about my experience."

"It was great to have the opportunity to have a more informal conversation every week as it provided a change to the internship environment."

"This program is really exciting. I wait for every Thursday to have a talk with my cultural mentor, Martin. We shared our cultures. We speak interesting things. It gained me a lot of knowledge in learning different cultures and tradition."

87% rated the cultural mentor programme either Good or Excellent
88% said that it was a valuable part of the programme
84% said they built a meaningful relationship with their mentor
91% said they learned a lot about the other culture as a result of the weekly chats

General Conclusions & Suggestions
On-the-job training vs. remote training - only 6% to 7% of Manchester workforce at a leading national law firm chose to return to the office when they were given the option. Similar story or debates happening all over the world. However, many companies agree that talking to young people, getting their insight in a passive learning environment in the office can't be replaced.

SUGGESTION: Using alumni networks for current students to develop sector groups, so that interns can do 'water cooler chat' in relation to their sector with experienced professionals, but outside of their host company. Making mentorship a more integral part or remote programmes to ensure all-round experience.

#ASETConnect, Online 8-9 September 2020
RateMyPlacement – Insights and Innovations

Oliver Sidwell, Co-Founder/Director, RMP Enterprise Ltd
Oliver@rmpenterprise.co.uk
Lizzie Brock, Marketing Director, RMP Enterprise Ltd
Lizzie@rmpenterprise.co.uk

With some interesting Insights and a preview of upcoming innovations we were pleased to welcome Oliver and Lizzie from RateMyPlacement to consider:

1. What do students really think about diversity and inclusion (D&I)?
2. Student insights into virtual internships
3. Insights from universities and employers in the last 6 months
4. Innovations from RateMyPlacement to support students and you


#ASETConnect Day 2

#ASETConnect, Online 8-9 September 2020
Insight 1
What does diversity and inclusion mean to you?

“It’s the opportunity to work with colleagues from a variety of backgrounds. Learn about how they view the world, the ways in which they approach problems and most importantly, learn from a diverse range of people.”

“Diversity brings new ideas and innovations to the business and different perspectives and ways of thinking that’s beneficial. D&I gives you a competitive advantage.”

“It’s not about fitting in, it’s about being accepted for who you are.”

WHAT STUDENTS REALLY THINK ABOUT DIVERSITY & INCLUSION

2) Education needed around why employers collect diversity information

Insight 2
Do you understand why employers ask for diversity information when applying for a job?

48% of students told us they didn’t know why employers collect their diversity information.

72% of black students were unaware of why employers capture their personal information.

20% of BAME students said that they thought employers ask for diversity information to use it to identify people who won’t fit into their organisations.

WHAT STUDENTS REALLY THINK ABOUT DIVERSITY & INCLUSION

3) Mental health initiatives are more important to students than salary

Insight 3
How important are the following factors when applying for a role?

WHAT STUDENTS REALLY THINK ABOUT DIVERSITY & INCLUSION

4) The financial constraints of students from low socioeconomic backgrounds impacts their career opportunities
Have you ever opted out of an interview due to financial constraints?

- 74% have not yet
- 11% have had an interview post
- 16% have not yet

26% of students who received free school meals have opted out of interviews due to financial constraints.

**STUDENT INSIGHTS ABOUT VIRTUAL INTERNSHIPS**

Are virtual internships rated higher, lower or the same as face-to-face experiences?

- 8.2 / 10 average rating
- 92% would recommend to a friend

Lowest rated questions:
- Q13 - How were the networking/social event opportunities?
- Q14 - Did you find out about activities that employees can get involved in outside of work?

Highest rated question:
- Q9 - How much did the virtual experience help you in understanding the company culture?

“A lot of focus was put on understanding HSBC as a company and what their values are. The internship enabled you to see those values in real life and to gain an insight into what type of people work there and how it is definitely a company that wants people to feel comfortable no matter who they are or where they come from.”

HSBC Virtual Summer Intern 2020

Four other trends:
- Super-grateful
- Impressive organisation

Extroverts and introverts could shine
- Graduate buddies still effective

Read all 500 Virtual internship reviews!

**THREE INSIGHTS FROM EMPLOYERS & UNIVERSITIES**

1) Ability to self-learn

Technology-enabled
Insight 1 - Ability to self-learn

Innovation in Australia 🇦🇺

Link to podcast

Insight 1 - Ability to self-learn

AI Assistant

Link to V:More

Insight 1 - Ability to self-learn

Avatars

Link to Wendy!

Insight 1 - Ability to self-learn

Four barriers!

Diligence
Motivation
Willingness
Access

THREE INSIGHTS FROM EMPLOYERS & UNIVERSITIES

2) Increased social conscience

20-24 year old

3% to 8%
Insight 2 - Increased Social Conscience
Community-led Campaigns

£1,000 funding
4,400 website visits
104 entries

Competition website

www.ratemyplacement.co.uk

Insight 2 - Increased Social Conscience
Community-led Campaigns

The Insight Network Survey
Mental Health UK
'Make people smile'
Podcast discussing campaign

THREE INSIGHTS FROM EMPLOYERS & UNIVERSITIES
3) Appropriateness in a merged world

Innovation From RateMyPlacement!
Virtual Careers Events

#ASETConnect, Online 8-9 September 2020
Innovations From RateMyPlacement!

Virtual Careers Events

Top 10 universities for students registered:
1. City, University of London
2. Loughborough University
3. University of Exeter
4. University of Liverpool
5. University of Warwick
6. Durham University
7. University of Hertfordshire
8. University of Nottingham
9. Cardiff University
10. University of Kent

INNOVATIONS FROM RATEMYPLACEMENT!

2) Virtual Experiences

Work Ready Virtual Experience

Modules:
1. Wellbeing and resilience under lockdown
2. Virtual First Impressions
3. Virtual Networking

- 7,000 registrations since April
- Specific, branded landing page for University of Westminster
- Let us know if you'd like one for yourselves!

54 Virtual Experiences live in July alone:
- 14,000 page views
- 700 enrolments

Can your students switch their placement year with their third or final year?

As a recap:

Insights:
- Diversity and inclusion is important to students
- Education is needed around why employers collect diversity data
- Mental health is more important than salary
- Social media and awareness impact the least advantaged
- Students are loving virtual internships

What’s new:
- Ability to self-learn
- With an increased social conscience
- And even more need for appropriateness in a merged world

Innovations:
- Virtual Events
- Virtual Experiences

THANK YOU!

Q&A

BEFORE WE FORGET!

NUE Awards coming soon...

#ASETConnect, Online 8-9 September 2020
Future Connect

Drawing #ASETConnect to a close, ASET Chair Francesca Walker-Martin reflected on the impact of Covid-19 on the Higher Education sector. The huge shifts in working practices, largescale and rapid embracing of virtual teaching and learning, and above all the determination to deliver the best possible student experience even in these unprecedented times. It is clear that Higher Education Providers have become a “Safe Haven for Students”, that the sector has worked hard to innovate, and that ASET has worked hard to ensure good practice is shared across our membership.

ASET will continue to offer online training and networking events, expanding and developing the programme in response to membership demand.

Watch this presentation here: https://youtu.be/lFdm9ZpT7g at 3:18:07

#ASETConnect Day 2
Regional Hubs
Information to follow

We need you!
- Membership Organisation
- What do you need?
- Talk to us
- Get involved

Any final questions?

Stay Safe, Stay Well
Stay in touch
DELEGATE LIST

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<th>University of Central Lancashire</th>
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Gwen Adams Aberystwyth University
Dionne Alexander Queen’s University Belfast
Vanessa Armstrong Newcastle University
Hayley Assuncao London South Bank University
Glesni Ayres University of South Wales
Sally Bain London College of Fashion / UAL
Beth Baker University of Buckingham
Julia Ball University of Chester
Libby Barton University of Southampton
Nisha Batish RMP Enterprise
Libby Beck University of Derby
Jane Beckford University of Central Lancashire
Natalie Betts Westminster University
Sam Bird Universiyt of Liverpool
Alistair Booth University of Chester
Fiona Boyle University of the West of Scotland
Jamie Bradbury Bath Spa University
Pauline Bremner Robert Gordon University
Vikki Brockhurst University of Chester
Chrissy Brown University of Essex
Lyndsey Burkert Liverpool Hope University
Shaun Butcher Virtual Internships
David Butler Nottingham Trent University
Katherine Cameron School of Engineering, University of Edinburgh
Rosemary Capper Liverpool John Moores University
Patricia Casserly Mary Immaculate College
Sam Cave University of Lincoln
Erica Chivers Cardiff University
Rebecca Cliff Nottingham Trent University
Claire Colburn University of Sussex
Angela Collins Waterford Institute of Technology

#ASETConnect, Online 8th – 9th September 2020
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**Speakers and Guests**

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#ASETConnect, Online 8<sup>th</sup> – 9<sup>th</sup> September 2020
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**ASET Staff Team**

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<td>Debbie Siva-Jothy</td>
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<td>Janet Aspinall</td>
<td>Membership and Events Co-ordinator</td>
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<tr>
<td>Nicola Bullivant-Parrish</td>
<td>Learning and Development Advisor</td>
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The Placement and Employability Professionals’ Body

ASET is the professional body for placement and employability staff. It has been at the forefront of developments in sandwich courses and other forms of work placements, in both Higher and Further Education, for more than 35 years. We represent over 1800 academic and administrative placement staff at more than 130 HE and FE institutions.

ASET has been the catalyst for the development of guidelines in many areas and also the promotion and dissemination of best practice. We also seek to champion the general concept of work-based learning.

ASET is an educational charity run by work-based learning practitioners for work-based learning practitioners and offers support, advice, guidance and representation to all professionals who work in the sector.

As the leading organisation in the work-based and placement learning sector we seek to provide independent and influential strategic leadership for it.

Membership gives all relevant staff at universities, further education colleges and employers the opportunity to benefit from, and contribute to, a wealth of experience and expertise.

If you wish to discuss any aspect of ASET’s work, please contact the ASET office or any of the Executive Committee Members. Contact details are below:

ASET
The Work-Based and Placement Learning Association
The Burton Street Foundation
57 Burton Street
Sheffield
S6 2HH

Tel: +44 (0)114 234 5197
Email: aset@asetonline.org
Website: www.asetonline.org

ASET Office
Debbie Siva-Jothy     Chief Operating Officer
Janet Aspinall     Membership and Events Co-ordinator
## Executive Committee Members

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<td>Formerly University of Westminster</td>
<td>President (ex-Officio)</td>
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<tr>
<td>Ms Francesca Walker-Martin</td>
<td>University of Central Lancashire</td>
<td>Chair</td>
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<tr>
<td>Ms Emily Timson</td>
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<td>Vice Chair</td>
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<tr>
<td>Ms Vianna Renaud</td>
<td>Bournemouth University</td>
<td>Treasurer</td>
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<td>Ms Julie Udell</td>
<td>University of Portsmouth</td>
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<td>Ms Debbie Siva-Jothy</td>
<td>ASET</td>
<td>ex-Officio</td>
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### ASET Conference 2021

The next Annual Conference will be at Keele University  
7-9 September 2021

![Keele University](image)

[www.asetonline.org](http://www.asetonline.org)

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