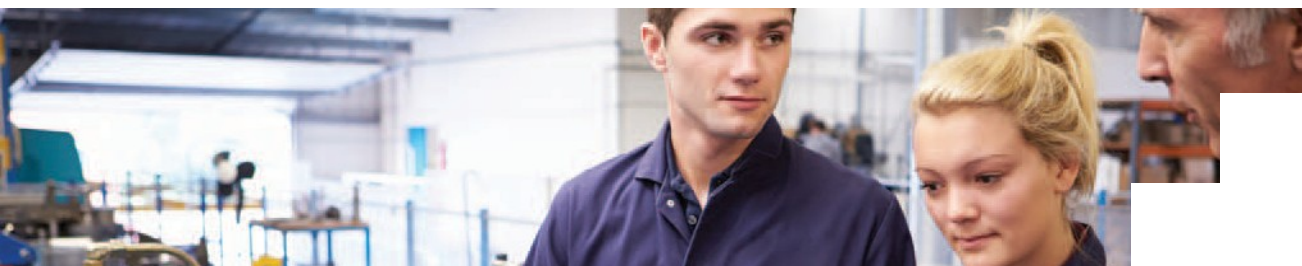




## **ASET Good Practice Guide for Supporting Students with Disabilities on Placement**

## Acknowledgements



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

Thanks must go to all those in the ASET community for their contributions to this Good Practice Guide, both directly and indirectly. Colleagues contributing at our conference, in our staff development workshops and in our online discussion forums have stimulated thought, provoked action, and have shaped the Guide as you see it today.

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For more information about ASET please see [www.asetonline.org](http://www.asetonline.org)

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## Note

The guidance herein is in accordance with good practice and with our interpretation of UK law at the date of publication (September 2016). The law is, however, complex and ever-changing. You must consider carefully the information presented and reach your own judgement as to its application to your own circumstances. ASET (1982) Limited is unable to give any guarantees or undertakings.

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## Introduction

The focus of this Guide is to provide some specific guidance for those supporting students with disabilities on courses where *work based and placement learning opportunities are a planned and integrated part of a student's programme of study at a Higher Education Provider (HEP)*, (this includes universities, colleges and private providers). It is intended to be useful to practitioners irrespective of the level or mode of study, the academic subject, whether work based or placement learning (WBPL). This Guide has been written to support the development of good practice, but is neither prescriptive nor regulatory.

WBPL is important in that it helps to bring together academic theory and workplace practice, integrating the working with the learning. It might be about increasing a student's employability, but may also be a defining characteristic of a qualification and therefore must be considered in the same manner as other forms of learning, teaching and assessment, when it comes to quality and standards in Higher Education. Students with disabilities may require different support, arrangements, or assessments, to their non-disabled counterparts in order to get the most out of their WBPL, hence this particular Guide.

## Who is this Guide for?

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

- Professional and administrative staff
- Academic staff
- Disability professionals
- Careers Services
- Resource managers

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

## Purpose of this Guide

ASET wants to assist practitioners in setting up provision and processes for planning, managing, monitoring and evaluating work based and placement learning for students with disabilities so that:

- they can demonstrate their practice is aligned with the needs of their students and employers
- they take a continuous enhancement approach, through the use of a set of simple guiding principles that can be used in the development of good practice, which may and should evolve over time

## Scope and definitions

In England, Scotland and Wales the Equality Act (2010) offers coverage on the grounds of a range of “protected characteristics” including race, sex, sexual orientation, gender reassignment, religion or belief, pregnancy or maternity, marital status, age and disability.

The Act offers protection against;

- Direct discrimination, including discrimination based on perception or association
- Indirect discrimination
- Discrimination arising from disability
- Pregnancy and maternity discrimination
- Failure to make reasonable adjustments for people with disabilities

The Act also covers;

- Harassment; which is defined as unwanted behaviour related to a protected characteristic, or which is of a sexual nature, that violates a person’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment
- Victimisation; which is treating someone badly because they have, or it is believed that they will do, a “protected act”. This is making a claim or complaint of discrimination under the Act, helping someone else to do so, or making an allegation of a breach of the Act

Alongside the Equality Act (2010), there is also the Special Education Needs and Disability Act (2001). Together the legislation requires that both employers and anyone providing goods or services, including Higher Education Providers, must make reasonable adjustments in relation to disability. Employers are no longer allowed to routinely ask questions about health or disability before offering a job, unless there is an occupational requirement to do so.

The Equality Act (2010) defines a disability as...

***A physical or mental impairment which has a substantial and long-term, i.e. has lasted or is likely to last for at least twelve months, adverse effect on a person’s ability to carry out normal day-to-day activities***

This includes, but is not limited to dyslexia, dyscalculia, attention deficit hyperactivity disorder, mental health difficulties, depression, physical disabilities, sensory impairments, medical conditions and autism spectrum disorders.

In Northern Ireland, the two disability discrimination laws, the Disability Discrimination Act 1995 (DDA) and the Special Educational Needs and Disability (NI) Order 2005 (SENDI), give people with disabilities important rights not to be discriminated against in accessing education. It is unlawful under the DDA for employers to subject disabled job-seekers and employees to disability discrimination, this includes failing to comply with the important duty to make reasonable adjustments and subjecting disabled people to disability-related harassment.

## Reasonable Adjustments

The aim of reasonable adjustments is to ensure, as far as is reasonable, someone with a disability has the same access to everything as a non-disabled person. There is a positive and proactive duty to take steps to remove or minimise the barriers to engagement that someone with a disability faces, once you are aware of, or it is reasonable to be aware of, someone's disability. The most successful reasonable adjustments are made by early, open and honest dialogue between the Higher Education Provider, the employer and the student with the disability. Not all reasonable adjustments are shared by people with the same disability, and not all desired adjustments could be deemed reasonable.

It is important to emphasise that the need to make reasonable adjustments:

- must not be a reason not to employ someone with a disability if they are the best candidate for the job with the adjustments in place
- must not be a reason to dismiss someone with a disability
- must be considered in relation to every aspect of a role

Many factors will be involved in deciding what adjustments to make and they will depend on individual circumstances.

## Relationship between this Good Practice Guide and the Quality Code

Higher Education Providers reviewed by the Quality Assurance Agency (QAA) are required to meet all the expectations of the Quality Code. The manner in which they do so is their own responsibility; it is important that providers respond in ways appropriate for their organisation, internal structures and the range of work based and placement learning opportunities they offer. Providers are also responsible for meeting the requirements of legislation and any other regulatory requirements placed upon them, for example by funding councils or Professional, Statutory and Regulatory bodies (PSRB). This Guide should be read alongside these reference points and legislative requirements; and not in lieu of them.



## Work Based and Placement Learning

The objective of any work-based or placement learning experience, regardless of length, is to consolidate and complement the academic learning, knowledge and skills, with experience. It generally involves a three-way partnership involving student, employer and HEP, and this Guide suggests good practice for each party, in terms of roles, entitlements and responsibilities. It is important to remember that irrespective of who initiates the placement; all three parties should be brought into the relationship in order for it to become a successful learning opportunity. This should apply whether a student makes a speculative application, an employer advertises a scheme, or an HEP sources a project. The relationships are likely to include those:

- **Between student and employer:** for longer periods, this would be a formal contract of employment, with all the implied entitlements and responsibilities. If the student is joining the employer for a placement this is likely to be a new contract, for a student embarking on work based learning with their existing employer this may require a variation in contract or working terms. For periods as short as a few hours, the student may be regarded as a visitor rather than employee
- **Between student and HEP:** the formal contract implicit in acceptance of a student on a programme, and evidenced by the student's contributions towards tuition fees
- **Between HEP and employer:** either a formal contract or legal agreement, particular to practice placements where the employer is often involved in competency assessments such as in the health sector; or, a less formal agreement implied by the acceptance by the employer of a student in connection with an HEP programme

Whilst acknowledging that it is not always a clear divide, in this Guide we use the following to distinguish between work based and placement learning:

- **Work based learning** is when the learner might be considered as employee first and student second; i.e. they came to the Higher Education experience by virtue of their employment or employer
- **Placement learning** is when the learner might be considered as student first and employee second; i.e. they came to the placement experience by virtue of their studies

There are many activities that a student may undertake whilst on a Higher Education programme of study, which might contribute towards their employability development. Some of those are explicitly excluded here; activities that are not part of a programme of study, e.g. volunteering or part time employment, or where the learning is evidenced retrospectively through Personal Development Planning or accreditation of prior learning. It is not intended that the principles in this Guide should be applied retrospectively.

## Terminology

To help with thinking about proportionality, we have included some examples of common terminology related to work based and placement learning opportunities in the UK that are widely used in ASET member institutions. Outside the UK, terminology and concepts are too extensive to include here but regardless of vocabulary the underlying principles may still be of use. Terminology is an area of considerable on-going debate and the examples below are not definitive.

<b>Company visits</b>	Usually undertaken as a supervised, group activity either as part of the curriculum or outside, as an enrichment activity for students.
<b>Insight days</b>	Offered and advertised by employers, aimed at first or second year undergraduate students.
<b>Internships / Vacation placements</b>	A short term placement opportunity usually offered and advertised by employers although may also be secured through a speculative application. Taken by students at any level of study in vacation time or part time during an academic year. Elsewhere, the term “internships” is used in another context to describe opportunities for new graduates.
<b>Practice placements</b>	Governed by a formal agreement between the HEP and employers, these placements are usually undertaken on programmes where qualification leads to a licence to practice such as in health or education. Students will often do multiple practice placements as part of their programme of study and employers may be involved in the assessment of students.
<b>Projects</b>	Negotiated pieces of work, either group based or individual that may be sourced by the HEP or the student and can be located at the employers’ premises.
<b>Sandwich Placements</b>	A placement equivalent of a year’s academic study (30-52 weeks depending on HEP regulations). Typically taken by undergraduate students as the penultimate year of their programme.
<b>Semester placements</b>	If a full time placement, it would be equivalent to a semester’s academic study (12-15 weeks depending on HEP regulations). May also be used to describe a part time placement where a student integrates spending 1 or 2 days a week throughout the semester on placement, with their academic study.
<b>Semester or Year Abroad</b>	When a student opts to study at an overseas HEP which has a collaborative / reciprocal agreement with their home HEP, this could include a period of work or may be study only. This may be part of, or additional to, their degree e.g. Erasmus, the EU educational exchange programme.
<b>Work shadowing</b>	Short term, informal activities where a student will spend time on company premises but will have no contract or expectation of making a working contribution; it is an observation opportunity.
<b>Work based award</b>	A full programme where the employment setting is used as a contextual focus for the learning regularly throughout the degree through reflection, the setting of specific projects, and/or competency based assessments.

## Disclosure and confidentiality

Disclosure can be seen both in a negative and a positive sense with a dictionary definition of *'the action of making new or secret information known'*. Sometimes it can be thought of as sharing information that could be seen as problematic, requiring complex or difficult treatment and that could jeopardize the securing of a placement opportunity.

On the other hand, disclosure allows for proper preparations to be made, for protection to be available under the law, and to demonstrate a very proactive approach. If students can present their disability confidently and positively, then employers can focus on their ability rather than their disability. Most of the employers an HEP works with will have equal opportunities policies, and many in England, Scotland and Wales will be members of the positive action "two ticks" scheme.

Employers who make a commitment to the principles of the "two ticks" scheme can be allowed to use the "two ticks" symbol by Jobcentre Plus; these commitments are that they will:

- interview all applicants with disabilities who meet the minimum criteria for a job vacancy and to consider them on their abilities
- discuss with employees with disabilities, at any time but at least once a year, what they can both do to make sure their employees can develop and use their abilities
- make every effort when employees become disabled to make sure they stay in employment
- take action to ensure that all employees develop the appropriate level of disability awareness needed to make these commitments work
- review these commitments every year and assess what has been achieved, plan ways to improve on them and let employees and Jobcentre Plus know about progress and future plans



The most important thing to remember is that the student needs to feel supported and enabled to disclose their disability to the employer, at a time they are comfortable with, but cannot be forced to do so. It is important to consider at which stage in the recruitment process the disability is disclosed to the employer, and if multiple disabilities, which ones should/need to be disclosed.

Benefits of disclosure:

- The student will be protected under employment law, the Equality Act (2010) and other equality legislation
- The student can confidently present the disability to the employer and this experience will be beneficial to the student's graduate employment journey; it may be that disclosure will be a part of their working lives and this is good experience prior to graduation
- Breaking down barriers is important, and helping both students and employers to focus on what they are capable of, rather than restricted to, is crucial to building a more equal workforce
- Managing employer expectations and helping them to prepare; often companies are more willing to be flexible to adapt than students think they will be, and having a good lead in time to make these preparations can make the process smoother
- Both the employer and the HEP will be keen to monitor outcomes for students with disabilities compared to students without disabilities; disclosure allows for this to be an open and transparent process



### Barriers to disclosure:

- Many students have the perception that disclosing their disability could count against them in the recruitment process. It is good to discuss with students that an employer who is not willing to focus on ability rather than disability at the recruitment stage may not be a good employer to work for, and to share positive experiences of disclosure from previous cohorts to reassure the students
- Some students perceive that there is a risk of discrimination once on placement and it is important this is acknowledged as something that may happen. There needs to be a careful discussion with the student about the impact of their disability, and how much it may affect their work or working practices whilst on placement. If they need or want reasonable adjustments to succeed, they will need gentle encouragement to think about disclosure or they will not be entitled to ask for those adjustments at a later date, or to claim discrimination if their employer was not aware of their disability
- Some students with disabilities do not wish to be labelled as such when they enter the workforce even if they are more comfortable with being identified as having a disability as a student
- **It is important to ask whether or not disclosure of a disability is relevant to the placement role and to respect a student's right not to disclose if they do not wish to do so**



## Confidentiality

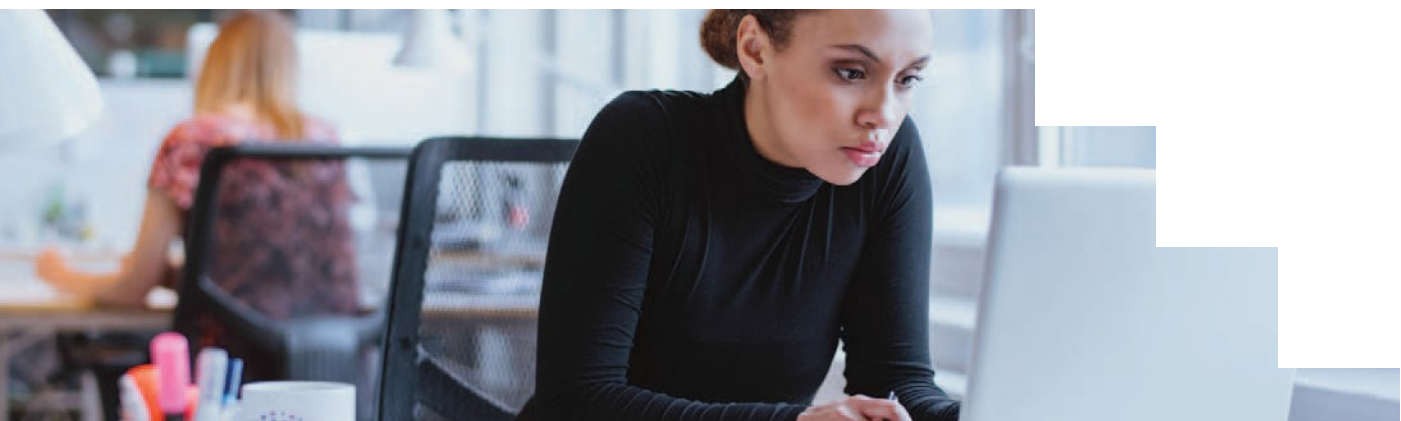
The student should be in control of the decision to disclose their disability and should be supported by their placement practitioner irrespective of their decision. The student should not feel pressured either by the employer or the HEP to share their disability if they do not wish to do so. The HEP should only disclose this information to the employer on behalf of the student when they have the explicit permission of the student to do so, ideally in writing. In extreme circumstances where a risk assessment process has identified that non-disclosure would place the student, the employer or their clients at substantial risk the HEP should address this urgently with the student and, as a last resort, withhold approval of the placement until the matter can be resolved.

Once the student chooses to disclose their disability to the employer, they should then liaise with their line manager to determine the extent to which their disability is shared with team members, as it may be preferable only to share any agreed reasonable adjustments. For example, it may not be necessary to disclose having dyslexia, but it could be shared that the student should have a mentor to support them in terms of planning out projects and proofing documents.

Both the HEP and the employer should ensure there is a private meeting space available for placement visits, to allow discussions around reasonable adjustments and ongoing support to happen in a confidential environment. Should the HEP or employer request any case studies or testimonials from the student to be used for marketing or promotional purposes where the student is identifiable, and particularly identifiable as a student with disabilities, then the express written permission of the student should be sought to ensure they understand this is the intent.

## Newly discovered or developed disabilities

It is possible that a student may discover or not receive a diagnosis of their disability until after they have started the placement process. In other cases, a student may also develop a disability whilst on placement, or a previously well managed disability that doesn't require any specific reasonable adjustments as a student might need some unanticipated adjustments on placement. It is important that all students and employers have information about how to seek support if circumstances change, and that a positive outcome is sought.



## Developing support structures across expert organisations

In supporting the diverse needs of students with disabilities, and in implementing reasonable adjustments required, it may be useful to both access and build links with various services. In large organisations with occupational health departments it is likely that existing arrangements that provide support to the entire employee base are a useful starting point. The test of what adjustments are reasonable will be affected by the duration of the placement, and the existing resources in place to assist the student. In the absence of a dedicated occupational health department belonging to the employer, it may be the HEP overseeing the placement could provide appropriate occupational health assessments and suggested actions. It is worth noting that where it may be impractical, or considered unreasonable, to make large changes for a given job role, it may be possible to negotiate reasonable adjustments to the job role itself that are both satisfactory to the student and possible within the resources available from the employer.

If adjustments are made within the working environment it is advised to ensure the student is satisfied with these arrangements early in the placement. It is also worth spending some time developing links and raising awareness across the HEP to help support students and to ascertain specific needs in advance. The sooner departments and individuals are aware of additional support requirements, the better able they are to meet these needs. In addition, becoming known for excellent support for students looking for placements can also be a positive recruitment tool. The table below may help to identify which internal HEP audiences could provide support and guidance.

### Internal HEP audiences that could be consulted or made aware of additional support available for students with disabilities on placement

Widening participation and outreach	Disability Service	Frontline services
Student recruitment	Academic staff	Equality staff
International student recruitment	Placements staff	Welfare teams
Web and marketing teams	Careers staff	Student experience teams
Open day staff	Personal / pastoral tutors	Student advice teams
Admissions staff	Academic advisers	Counselling
Students' Union / Guild	Educational technologists	School / department offices

Each of the audiences listed above will have varying interest in the levels of support available to students; for some it will be a core part of their role, and for others it will be something that may be useful to know at some point in the future. The aim is to highlight that additional provision is available and make it clear where support and further information may be found.

## Financial support

When it comes to understanding the financial support available to students with disabilities it is important to work closely with Disability Services. Colleagues who work in this area will be able to give placement practitioners and students the most up to date information about the support currently available. At the time of publication, there are two key sources of funding depending on the structure of the programme and placement.

### Access to Work grant (AtW)

An Access to Work grant can pay for practical support for students with a disability or long term health / mental health condition. It is to help students to start work in England, Scotland and Wales. In Northern Ireland it is the Disability Living Allowance and the Access to Work (NI).

AtW is paid if the disability or health condition affects the applicant's ability to do a job, or if they need support to start a new job, or indeed stay in it. They apply for the AtW, and take a printed eligibility letter to their employer or job interview. Support can be provided where someone needs help or adaptations beyond simple reasonable adjustments. Examples include:

- adaptations to the equipment used
- special equipment
- British Sign Language interpretation services
- fares to work if public transport is an issue
- a support worker or job coach to help in the workplace
- a support service for a mental health condition, or to support absence from work or overcoming difficulties in the ability to work
- disability awareness training for colleagues
- a communicator at a job interview
- the cost of moving equipment following a change of location or job

How much financial support students receive will depend on their individual circumstances. Any money students do receive need not be paid back and will not affect any other benefits they receive. Unfortunately unpaid work experience is not eligible for Access to Work.

## Disabled Students' Allowance (DSA) in England and Wales

A Disabled Students' Allowance (DSA) is available for long-term health conditions, mental health and specific learning difficulties, e.g. dyslexia. There are separate maximum amounts for special equipment allowance, non-medical helper allowance and a general allowance. Recent changes, reflecting improvements in assistive technology, mean the primary responsibility for funding some of the non-medical helper support now falls on the HEP, and the remainder through the DSA. In many cases, the DSA will only fund support directly related to academic study, which excludes the placement. Occasionally it has been known for DSA to fund the cost of support for students on placement, but only when a placement has been an integral part of the programme and not an optional element. See the links to helpful organisations section for more information on DSA, Student Finance England and Student Finance Wales.

## Students studying in Scotland

Students studying in Scotland who do a placement, either for the full year or for part of the year, are entitled to the Disabled Students' Allowance to still be paid. If the student is on a paid placement and has extra travel costs due to their disability, for example if they cannot use public transport, then they can claim the normal travel costs between their home and their place of study as a contribution towards the cost incurred. See the links to helpful organisations section for more information about the Student Awards Agency for Scotland.

## Students studying in Northern Ireland

Students on work placements may have different funding arrangements. The rules are complicated and whether or not they can receive funding depends on the type of work being done and how long the placement lasts. See the links to helpful organisations section for more information about Student Finance Northern Ireland.



## Principles of Good Practice

This Guide adopts an approach to developing good practice by providing a set of fundamental principles that can be used as a framework for continuous enhancement. We believe these principles are effective because they:

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

Supporting students with disabilities on placement requires some additional steps of assurance, but presents an equal opportunity for enhancement of practice. Often an adjustment, or enhancement, designed to be of benefit to a student with a disability will benefit many other students. Therefore, in this Guide we base our tables on the stages of work namely; pre placement, on placement and post placement, and describe expectations of good practice on all the parties involved; Higher Education Providers, placement practitioners, students and employers.

We believe the following principles foster good practice in work based and placement learning when all parties work to...

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

The following tables are designed to assist all parties in understanding the contribution they would make to good practice. This Guide should be read alongside other reference points and legislative requirements; and not in lieu of them.

## Conclusion

This Guide has been written to support the development of good practice for work based and placement learning opportunities that are a planned and integrated part of a student's programme of study at a Higher Education Provider. Over the past ten years, ASET has worked with the QAA to co-author the ASET Good Practice Guide for Work based and Placement Learning in Higher Education. We have built on the principles of good practice originated there, to ensure that this Guide assists practitioners in setting up provision and processes for planning, managing, monitoring and evaluating work based and placement learning, with the specific needs of students with disabilities in mind. Continuous enhancement is key both to the practice of supporting the development of work based and placement learning opportunities in the Higher Education sector, and of this Guide itself.

For updates, and information on the resources designed to support this Guide please see [www.asetonline.org](http://www.asetonline.org)



## Key References

- ASET Good Practice Guide for Health and Safety for Student Placements (2016, updated from 2010 edition) available from [www.asetonline.org/resources/aset-good-practice-guides](http://www.asetonline.org/resources/aset-good-practice-guides)
- ASET Good Practice Guide for Work Based and Placement Learning in Higher Education (2013), available from [www.asetonline.org/resources/aset-good-practice-guides](http://www.asetonline.org/resources/aset-good-practice-guides)
- ASET Good Practice for Managing Placements with IT and Online (2007) available from [www.asetonline.org/resources/aset-good-practice-guides](http://www.asetonline.org/resources/aset-good-practice-guides)
- Quality Assurance Agency The UK Quality Code for Higher Education (2011), available from [www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx)
- Guidance on the Equality Act (2010), available from [www.gov.uk/guidance/equality-act-2010-guidance](http://www.gov.uk/guidance/equality-act-2010-guidance)



## Links to Helpful Organisations

### **Access to Work**

**[www.gov.uk/access-to-work/overview](https://www.gov.uk/access-to-work/overview)**

An Access to Work grant can pay for practical support if you have a disability, health or mental health condition to help you start work, stay in work, move into self employment or start a business.

### **Action on Hearing Loss**

**[www.actiononhearingloss.org.uk](https://www.actiononhearingloss.org.uk)**

### **Blind in Business**

**[www.blindinbusiness.org.uk](https://www.blindinbusiness.org.uk)**

A UK charity providing IT, technology training and teaching resources to help visually impaired or blind people. Offers employment details, training and events.

### **Breakthrough UK**

**[www.breakthrough-uk.co.uk](https://www.breakthrough-uk.co.uk)**

Breakthrough UK aims to promote the independence and integration of disabled people into society. They are a disabled peoples user led organisation - this means that 75% of their Board are disabled people and currently 65% of their staff.

### **British Dyslexia Association**

**[www.bdadyslexia.org.uk](https://www.bdadyslexia.org.uk)**

### **Business Disability Forum**

**[www.businessdisabilityforum.org.uk](https://www.businessdisabilityforum.org.uk)**

Providing information, news and views concerning disabled employment in the UK along with reasons for businesses to employ a disabled person.

### **Change 100**

**[www.leonardcheshire.org/what-we-do/change100/students](https://www.leonardcheshire.org/what-we-do/change100/students)**

This scheme is open to university students and recent graduates with a long term health condition or disability and is nationwide.

### **Citizens Advice**

**[www.citizensadvice.org.uk/work/discrimination-at-work](https://www.citizensadvice.org.uk/work/discrimination-at-work)**

The discrimination at work section of the Citizens Advice website explains discrimination in the workplace with respect to job applications.

### **Clear Kit**

**[www.clearkit.co.uk](https://www.clearkit.co.uk)**

The Clear Kit online resource is the complete advice package on recruitment and disability; containing everything from employment law guidance, research & statistics, templates & sample documents and business advice to organisations of all sizes.

**Datareach**

**[www.reachdata.co.uk](http://www.reachdata.co.uk)**

Datareach provide Assistive Technology training services to a variety of DSA Students, Access to Work Employees and private sector staff across the country.

**Disability Confident Campaign**

**[www.gov.uk/government/collections/disability-confident-campaign](http://www.gov.uk/government/collections/disability-confident-campaign)**

Government site to encourage employers to recruit employees with disabilities.

**Disability Living Allowance**

**[www.gov.uk/dla-disability-living-allowance-benefit/overview](http://www.gov.uk/dla-disability-living-allowance-benefit/overview)**

Disability Living Allowance (DLA) is a tax-free benefit for disabled people who need help with mobility or care costs.

**Disability Rights UK**

**[www.disabilityrightsuk.org](http://www.disabilityrightsuk.org)**

DR UK is itself led by people with diverse experiences of disability and health conditions, from different communities. They work with allies committed to equal participation for all.

**Disabled Students Allowance**

**[www.gov.uk/disabled-students-allowances-dsas/overview](http://www.gov.uk/disabled-students-allowances-dsas/overview)**

Higher Education students living in England, Scotland or Wales, can apply for a Disabled Students' Allowance (DSA) if they have a disability.

**Disabled Students Allowance Quality Assurance Group**

**[www.dsa-qag.org.uk](http://www.dsa-qag.org.uk)**

Provides information to students on the locations of assessment centres for DSA applications.

**Dyslexia Action**

**[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)**

Information and support for people with dyslexia and specialist training courses for people wanting to specialise in teaching literacy to dyslexic people.

**EmployAbility**

**[www.employ-ability.org.uk](http://www.employ-ability.org.uk)**

EmployAbility work with disabled university students and graduates to ease the transition from education into employment. Their highly skilled team can offer free support, advice and guidance throughout the entire recruitment process and beyond.

**Employment and Support Allowance**

**[www.gov.uk/employment-support-allowance/overview](http://www.gov.uk/employment-support-allowance/overview)**

(ESA) is a benefit for people who are unable to work due to illness or disability.

**Equality and Human Rights Commission (2014) Higher Education Providers Guidance**

**[www.equalityhumanrights.com/en/advice-and-guidance/higher-education-providers-guidance](http://www.equalityhumanrights.com/en/advice-and-guidance/higher-education-providers-guidance)**

This guide is one of a series written by the Equality and Human Rights Commission to explain what you must do to meet the requirements of equality law.

**Equality Challenge Unit****[www.ecu.ac.uk](http://www.ecu.ac.uk)**

Equality Challenge Unit (ECU) works to further and support equality and diversity for staff and students in HEPs across all four nations of the UK and in colleges in Scotland. It provides a central resource of advice and guidance for the sector.

**Even Break****[www.evenbreak.co.uk](http://www.evenbreak.co.uk)**

Even Break matches disabled job seekers with employers looking to build a diverse workforce.

**Government Equalities Office and CAB: What do I need to know? A Summary to your rights****[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85017/individual-rights1.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85017/individual-rights1.pdf)****Great with Disability****[www.greatwithdisability.com](http://www.greatwithdisability.com)**

Developed to provide really useful and practical advice for students and graduates with a disability or long-term health condition.

**My Plus Consulting****[www.myplusconsulting.com](http://www.myplusconsulting.com)**

My Plus Consulting works with organisations to help them to understand and address the issues around disability. Much of the work they do is around the recruitment and development of talent, with a particular focus on graduates.

**Non-Medical Help Branded Support Definitions****[www.practitioners.slc.co.uk/media/6192/non\\_medical\\_help\\_manual.pdf](http://www.practitioners.slc.co.uk/media/6192/non_medical_help_manual.pdf)**

Student Finance England's guide to DSA support.

**Ouch****[www.ouchuk.org](http://www.ouchuk.org)**

Raising general awareness of Cluster Headache and offering support and guidance to sufferers and their families.

**Prospects****[www.prospects.ac.uk/postgraduate-study/funding-postgraduate-study/disability-related-fund](http://www.prospects.ac.uk/postgraduate-study/funding-postgraduate-study/disability-related-fund)**

Graduate Careers site, with some additional information about DSA.

**Remploy****[www.remploy.co.uk](http://www.remploy.co.uk)**

Expands the opportunities for disabled people in sustainable work, both within Remploy and externally. Britain's largest employer of people with disabilities.

**Remtek****[www.remtek-online.co.uk](http://www.remtek-online.co.uk)**

Website designed for use by assessors and disability professionals at Access Centres, universities and colleges in order to determine and cost, equipment required by students who receive support under the Disabled Student Allowance.

**Royal Association for Deaf People (RAD)**  
[www.royaldeaf.org.uk](http://www.royaldeaf.org.uk)

**Royal National Institute of Blind People (RNIB)**  
[www.rnib.org.uk](http://www.rnib.org.uk)

**Shaw Trust**  
[www.shawtrust.org.uk](http://www.shawtrust.org.uk)

A not-for-profit organisation providing employment services for disabled and disadvantaged people.

**Sight and Sound Technology**  
[www.sightandsound.co.uk](http://www.sightandsound.co.uk)

Computer systems, accessories and software for people who are blind or visually impaired.

**Student Awards Agency for Scotland**  
[www.saas.gov.uk](http://www.saas.gov.uk)

**Student Finance England**  
[www.studentfinanceengland.co.uk](http://www.studentfinanceengland.co.uk)

**Student Finance Northern Ireland**  
[www.studentfinancenir.co.uk](http://www.studentfinancenir.co.uk)

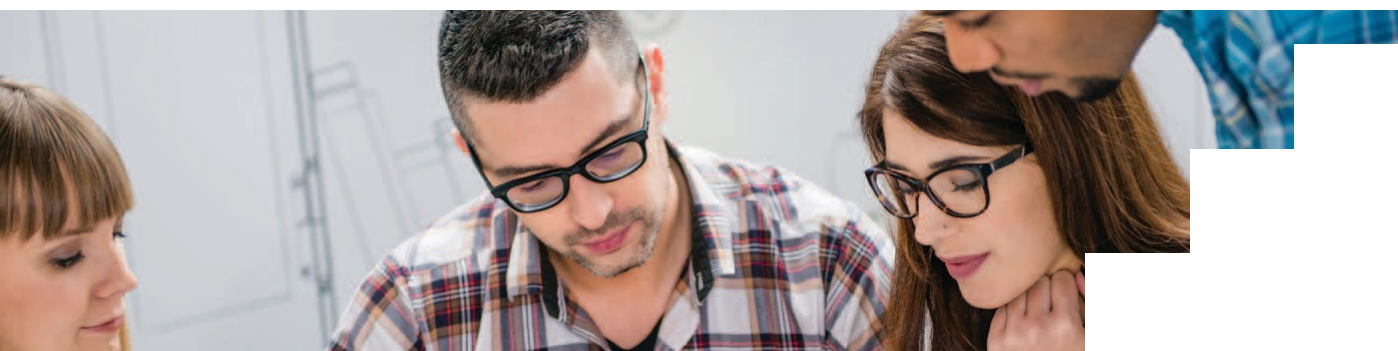
**Student Finance Wales**  
[www.studentfinancewales.co.uk](http://www.studentfinancewales.co.uk)

**Target jobs Guide for Students**  
[www.targetjobs.co.uk/careers-advice/equality-and-diversity](http://www.targetjobs.co.uk/careers-advice/equality-and-diversity)  
Graduate recruitment website with advice for graduates with disabilities.

**The British Stammering Association**  
[www.stammering.org](http://www.stammering.org)

**The National Autistic Society**  
[www.autism.org.uk](http://www.autism.org.uk)

Information and links correct as of summer 2016:  
ASET are not responsible for the content of an external organisation's website and cannot verify the accuracy of information or guidance provided there.



Guidance relating to the actions which need to be completed prior to a work based or placement learning opportunity.

Principle: Accept and recognise the value to employability			
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Recognise the role of WBPL in institutional strategies that make specific reference to students with disabilities</li> <li>Make clear to students with disabilities what specialist provision is available to support employability development as part of the student experience</li> <li>Proactively encourage and enable students with disabilities to undertake placements through policy and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Ensure marketing / promotional materials for WBPL make clear the benefits to employability</li> <li>Liaise with past placement students to collate anonymous case studies to use as promotional material and to support strategy</li> <li>Ensure support materials for WBPL emphasise the beneficial effects on employability specifically to those with a disability</li> </ul>	<ul style="list-style-type: none"> <li>Speak to their Disability Service early about their interest in WBPL</li> <li>Sign up for, and attend, activities designed to develop employability and those which are specifically in preparation for WBPL</li> <li>Attend any available specific workshops on placement for students with disabilities, and actively network with other students who have been on placement</li> </ul>	<ul style="list-style-type: none"> <li>Design opportunities for WBPL that offer students a development opportunity in addition to fulfilling an employment role</li> <li>Support and encourage team members to understand the benefits of providing placement opportunities to students with disabilities</li> </ul>
Principle: Are partners in planning and management			
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Commit to providing the necessary resources to properly plan and manage the WBPL process, including disability specific support</li> <li>Liaise with PSRB or external accreditation bodies to ensure the WBPL opportunities, and any reasonable adjustments made, meet those Bodies' requirements</li> <li>Review current equality legislation to ensure compliance, and that sector good practice is followed</li> <li>Liaise with Insurance and Legal specialists to be sure that any additional requirements are accounted for</li> </ul>	<ul style="list-style-type: none"> <li>Set clear boundaries for the scope and length of the WBPL, and what is acceptable to meet the academic requirements - include the impact of any reasonable adjustments</li> <li>Ensure vacancies and opportunities are open to all eligible students, without discrimination</li> <li>Be aware of and promote support available to students through the full range of HEP services</li> <li>Liaise with students and employers in advance of placement to manage expectations, establish reasonable adjustments and discuss specific requirements</li> <li>Have a contingency / management plan, understand when intervention may be required and identify where support is available</li> </ul>	<ul style="list-style-type: none"> <li>Attend WBPL briefings, including specialist one to ones, and complete all activities required in preparation for WBPL</li> <li>Take a proactive approach when considering disclosing as much as possible to the placement provider to enable best preparation and support when on placement</li> <li>Understand the support networks available to them both personally and through their HEP</li> <li>Have a contingency / management plan, understand when intervention may be required and identify where support is available</li> </ul>	<ul style="list-style-type: none"> <li>Recruit and select students for WBPL roles using the same methods and standards that apply to regular recruitment, without discrimination</li> <li>Make reasonable adjustments necessary based on the information provided by the student</li> <li>Arrange an induction programme, appoint a line manager who can liaise with the student and the practitioner, and a mentor for additional support</li> <li>Understand employment law relating to employing students / employees with disabilities</li> <li>Have a contingency / management plan, understand when intervention may be required and identify where support is available</li> </ul>

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

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>• Provide a framework for planning, managing and monitoring WBPL</li> <li>• Understand how to act when they receive information and who to share it with, for example: Disability professionals within Disability Services, and potentially; student support staff, academic staff, employability / placement staff / support services / health and safety / occupational health</li> <li>• Have clarity over who has ownership and responsibility for communication</li> <li>• Keep accurate records - which are then shared with and accessible to those staff involved as agreed, with a balance between confidentiality and support</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the responsibilities and expectations for all are recorded in the support information for WBPL</li> <li>• Be clear about particular responsibilities regarding the assessment of student learning, and co-ordinate the development of competence to support this</li> <li>• Set up procedures for managing situations where responsibilities / expectations are not met</li> <li>• Seek advice from Disability professionals and Disability Services to gain additional support and guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with the responsibilities and expectations for all parties</li> <li>• Be sure to understand their own assessment requirements prior to leaving for WBPL</li> <li>• Be encouraged to disclose to staff who support them through their placement search. Staff will need to be well informed themselves about the benefit of disclosure to support students in doing so</li> <li>• Be supported from within their institution to encourage this disclosure</li> <li>• Speak to Disability professionals and Disability Services within the institution to understand adjustments that can be made</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with the practitioners to establish clear communication on recruitment and selection</li> <li>• Be familiar with the responsibilities and expectations for all parties</li> <li>• Communicate their procedures for managing situations where responsibilities / expectations are not met to the relevant academic/supporting tutor</li> <li>• Make reasonable adjustments during the application process</li> <li>• Take advantage of supporting documentation by institutions such as the Chartered Institute of Personnel Development (CIPD) and the Health and Safety Executive (HSE) who could offer support to organisations who may be unfamiliar with procedures</li> </ul>

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

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>• Recognise the need to support WBPL in HEP documents and processes such health and safety, equality and diversity, due diligence, student complaints and student code of conduct policies</li> <li>• Be clear about HEP responsibilities under the Equality Act (2010)</li> <li>• Support effective and efficient record keeping for WBPL whilst maintaining a balance between student confidentiality and support</li> </ul>	<ul style="list-style-type: none"> <li>• Include details on health and safety, equality and diversity, and the process for agreeing reasonable adjustments in the supporting information for WBPL</li> <li>• Ensure all vacancies and opportunities advertised by the HEP meet legal requirements</li> <li>• Ensure all HEP processes in relation to risk assessment and agreement of reasonable adjustments are followed and the outcomes are recorded</li> <li>• Ensure any students with additional requirements are referred to the appropriate experts, liaising with them as necessary</li> <li>• Clearly communicate how issues with WBPL should be raised, and the timescales within which they will be addressed and ensure these documents are all accessible and unambiguous</li> </ul>	<ul style="list-style-type: none"> <li>• Remember they are representatives of their institution at all times and continue to meet any student code of conduct policies</li> <li>• Actively engage in preparatory and induction activities associated with health and safety, and equality and diversity</li> <li>• Be familiar with the details on health and safety, equality and diversity and due diligence in the supporting information for WBPL</li> <li>• Ensure they complete all HEP and/or employer processes in relation to health and safety, insurance, due diligence and risk assessment and return confirmation of this to the HEP</li> </ul>	<ul style="list-style-type: none"> <li>• Offer students expenses for attending recruitment and selection processes or offer virtual alternatives; such as telephone interviews</li> <li>• Be familiar with the details on health and safety, equality and diversity and due diligence in the supporting information for WBPL</li> <li>• Accept liability and responsibility for students on WBPL as they would with all other employees</li> <li>• Ensure they complete all HEP processes reasonable adjustments and risk assessment and return confirmation of this to the HEP</li> </ul>

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

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>• Ensure guidance on the design and development of WBPL is available</li> <li>• Ensure WBPL is included in the framework for programme design, review and monitoring</li> <li>• Ensure there are appropriate guidelines and staff development for staff on the development of WBPL with regard to students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Provide guidance on sourcing, securing and learning from WBPL opportunities, including specific opportunities for students with disabilities</li> <li>• Exchange ideas with other practitioners to ensure the value of WBPL is recognised in programme design, review and monitoring</li> <li>• Ensure they are familiar with the requirements of students to enable them to engage in meaningful WBPL and that they are able to provide adequate support</li> </ul>	<ul style="list-style-type: none"> <li>• Attend WBPL briefings and complete all activities required in preparation for WBPL</li> <li>• Consider devising own learning objectives for WBPL</li> <li>• Use the full range of vacancy sources available and take responsibility for making suitable approaches and applications</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with practitioners to ensure WBPL offered provides opportunities for learning and development</li> <li>• Support staff development for line managers and mentors of students on WBPL</li> <li>• Take up opportunities to be involved in programme design, review and monitoring</li> <li>• Support line managers in tailoring development activities to meet the needs of the student</li> </ul>

## Principle: Establish sustainable relationships and networks

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>• Establish effective record keeping, providing systems where appropriate</li> <li>• Provide support and training for administrative staff, and facilitate liaison between the Disability professionals and placement practitioners</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an environment where students feel able to discuss their particular requirements for successful placement learning</li> <li>• Be able to detail specific support available to students and where additional support is available from the institution</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain records of all applications made for WBPL and the outcomes thereof, sharing with practitioners when asked to</li> <li>• Be open and honest regarding their specific requirements / needs</li> <li>• Utilise the full range of support networks available</li> </ul>	<ul style="list-style-type: none"> <li>• If in post, involve students with disabilities on current WBPL opportunities in the recruitment and selection of new WBPL students</li> <li>• If still in post, get current students on WBPL to arrange induction programme and handover to new WBPL students</li> </ul>

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

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>• Establish effective record keeping, providing systems where appropriate, including parameters related to disability</li> </ul>	<ul style="list-style-type: none"> <li>• Set up and maintain records, using appropriate systems</li> <li>• Record agreed arrangements for disclosures</li> <li>• Ensure agreed reasonable adjustments and support arrangements are recorded and communicated to all parties</li> <li>• Once confirmed, exchange and record contact details for all parties involved in WBPL - consider including members of Disability Services</li> </ul>	<ul style="list-style-type: none"> <li>• Seek and act on feedback from any unsuccessful applications</li> <li>• Once confirmed, exchange and record contact details for all parties involved in WBPL</li> <li>• Ensure agreed reasonable adjustments and support arrangements are recorded and understood, including contact details of those providing this support</li> </ul>	<ul style="list-style-type: none"> <li>• Review feedback from previous WBPL and make any necessary changes, enhancements or innovations</li> <li>• In particular, consult with outgoing WBPL students to get feedback on their experience</li> <li>• Once confirmed, exchange and record contact details for all parties involved in WBPL</li> <li>• Ensure agreed reasonable adjustments and support arrangements are recorded and understood by all the relevant people within the organisation</li> </ul>

Guidance relating to the actions which need to be completed during a work-based or placement learning opportunity.

Principle: Accept and recognise the value to employability			
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>• Make a platform available for regular reflection; through a virtual or managed learning environment which may take the form of an e-portfolio</li> <li>• Proactively promote the employability benefits to students with disabilities</li> <li>• Ensure that appropriate reflective and learning tools are available to students with disabilities in line with their academic management plan</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure assessment is linked both to activities on WBPL and future applicability to employability</li> <li>• Encourage the student to reflect and log any issues which arose and feedback any specific problems to HEP</li> <li>• Encourage the student to consider compiling a case study on their experience</li> </ul>	<ul style="list-style-type: none"> <li>• Embrace all learning opportunities during WBPL with enthusiasm, and capture learning through personal reflection</li> <li>• Contribute ideas for their own development through the WBPL</li> </ul>	<ul style="list-style-type: none"> <li>• Offer formal and informal opportunities to assist students with career choices during WBPL</li> <li>• Positively identify the benefits to the organisation from having students with disabilities on placement</li> </ul>
Principle: Are partners in planning and management			
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>• Commit to providing the necessary resources to properly support the WBPL process, including additional costs for providing support for students with disabilities</li> <li>• Proactively work with Disability Services to facilitate placement management plans</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure milestones / check-in points are established, maintained and recorded</li> <li>• Establish and manage expectations with regard to support including frequency and method</li> <li>• Consider whether any additional placement visits should be undertaken - especially if first time as placement employer</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute ideas for their own development through the WBPL</li> <li>• Arrange to meet regularly with a line manager or mentor to discuss workload and ideas, and to monitor effectiveness of reasonable adjustments</li> <li>• Keep in regular contact with the HEP to update on challenges, and any ideas for amending placement for future students</li> </ul>	<ul style="list-style-type: none"> <li>• Use the same appraisal and review methods with the student that would be used with other employees</li> <li>• Line manager or mentor to meet regularly with student to discuss workload and ideas, and to monitor effectiveness of reasonable adjustments</li> </ul>
Principle: Clearly understand the responsibilities and expectations of everyone involved			
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>• Ensure communication regarding any disclosure is made to any internal staff previously not involved, including visiting tutors who may be required to know this information</li> <li>• Ensure procedures are in place to clarify that students have disclosed any conditions to their employers (which may not have been necessary to disclose during the application process)</li> <li>• Discuss support needs for return to university when on placement</li> </ul>	<ul style="list-style-type: none"> <li>• Address any issues or concerns that arise during the WBPL opportunity promptly and involving appropriate parties</li> <li>• Maintain regular contact with the student whilst on placement to ensure all needs are being met and to address issues as they arise</li> </ul>	<ul style="list-style-type: none"> <li>• Report any issues or concerns that arise during the WBPL opportunity promptly to the practitioner and / or employer as appropriate</li> <li>• Disclose any conditions that may affect their ability to complete their placement to enable workplace adjustments to be made</li> <li>• Keep in regular contact with their visiting tutor to allow any issues to be identified and actions taken within a reasonable time</li> </ul>	<ul style="list-style-type: none"> <li>• Report any issues or concerns that arise during the WBPL opportunity promptly to the practitioner and / or student as appropriate</li> <li>• Participate in regular discussion with the provider or practitioner about the WBPL opportunity and / or the student</li> <li>• Make reasonable workplace adjustments for the student and raise any issues with the placement practitioner</li> </ul>

## On Placement - Continued

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

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Acknowledge that students remain students throughout the WBPL, and commit to providing the necessary resources to properly support the students throughout the WBPL process</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that transition to working environments can be challenging and support students through the process</li> <li>Address any issues or concerns that arise</li> <li>Maintain regular contact with the student whilst on placement to ensure that all needs are being met and to address issues as they arise</li> </ul>	<ul style="list-style-type: none"> <li>Communicate regularly with their institution Disability Service whilst on placement</li> <li>Disclose any conditions that may affect their ability to complete their placement to enable workplace adjustments to be made</li> <li>Keep in regular contact with their visiting tutor to allow any issues to be identified and actions taken within a reasonable time</li> </ul>	<ul style="list-style-type: none"> <li>Provide induction materials and activities associated with health and safety, and equality and diversity</li> <li>Support the line manager of the student, and consider appointing a mentor in addition to this</li> <li>Make reasonable adjustments during the placement</li> </ul>

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

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Make a platform available for learning and assessment purposes; through a virtual or managed learning environment which may take the form of an e-portfolio</li> <li>Ensure support materials, visits and documentation are available and accessible for students</li> </ul>	<ul style="list-style-type: none"> <li>See contact with the employer as an opportunity for on-going professional development</li> <li>Support students with the transition to work - remembering that this can be a difficult time and additional support may be required</li> </ul>	<ul style="list-style-type: none"> <li>Engage in all reasonable opportunities for development during the WBPL</li> <li>Capture the learning throughout the WBPL and not merely at the end of the opportunity</li> <li>Complete the assessment tasks in order to meet the academic requirements</li> <li>Participate in learning and development activities and notify their line manager where additional support may be required</li> </ul>	<ul style="list-style-type: none"> <li>Provide suitable supervision and training to enable students to learn and develop within their WBPL role</li> <li>Provide suitable support and training to enable line managers and / or mentors to support students in their WBPL role</li> <li>Provide induction materials in a format suitable for the needs of the student</li> <li>Consider appointing a mentor to support the transition to working life</li> </ul>

## On Placement - Continued

### Principle: Establish sustainable relationships and networks

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Establish a framework for effective record keeping, providing client management systems where appropriate</li> <li>Ensure that staff are suitably supported and trained in meeting the needs of their students</li> <li>Ensure the requirement for additional support is recognised and resourced</li> </ul>	<ul style="list-style-type: none"> <li>Provide scheduled opportunities to review the working relationships</li> <li>Where appropriate, provide staff development for employers to help them to better support students on WBPL</li> <li>Ensure the appropriate levels of support and oversight of student welfare are in place</li> </ul>	<ul style="list-style-type: none"> <li>Develop their professional network during the WBPL</li> <li>Report and deal with any issues or problems raised promptly and professionally</li> <li>Work closely with both their line manager, placement practitioner and Disability Service to identify where additional support might be available and how to access it when required</li> </ul>	<ul style="list-style-type: none"> <li>Support the full integration of the student into the working environment and treat them as any other member of staff</li> <li>Support the student in developing their professional network whilst on WBPL</li> <li>Support the student to return to study at the end of the WBPL</li> <li>Report and deal with any issues or problems raised promptly and professionally</li> </ul>

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

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Establish record keeping systems which are capable of recording data safely, but also have fields for the recording of student decisions on disclosure, reasonable adjustments required, and support arrangements agreed.</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordinate evaluation and feedback processes throughout the WBPL</li> <li>Instigate an early check on how well any reasonable adjustments or specific support arrangements are working in practice and record for audit and evaluation purposes</li> </ul>	<ul style="list-style-type: none"> <li>Reflect regularly throughout the WBPL and participate in all opportunities for feedback, both with the HEP and with the employer</li> <li>Promptly report any challenges / successes with regards to any reasonable adjustments or specific support arrangements to both their employer and HEP</li> </ul>	<ul style="list-style-type: none"> <li>Provide regular opportunities for students to feedback on their WBPL experience through their line manager or mentor</li> <li>Participate in opportunities to feedback to the student, practitioner and HEP</li> <li>Monitor the effectiveness of any employer supported reasonable adjustments</li> </ul>

## Post-Placement

Guidance relating to the actions which need to be completed after a work-based or placement learning opportunity.

Principle: Accept and recognise the value to employability			
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Ensure the WBPL is recorded on the academic record; as part of the transcript or Higher Education Achievement Report or Diploma Supplement</li> </ul>	<ul style="list-style-type: none"> <li>Provide activities and/or materials to support students to make the most of the WBPL experience</li> <li>Enable students to integrate the learning from their WBPL into their future studies</li> </ul>	<ul style="list-style-type: none"> <li>Participate in all evaluation and assessment activities to reflect on the impact of the WBPL on their employability</li> </ul>	<ul style="list-style-type: none"> <li>Offer either a reference or testimonial for the student</li> </ul>
Principle: Are partners in planning and management			
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Consider ways of encouraging participation in future WBPL through institutional marketing material specifically with reference to supporting students with disabilities on placement</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that assessment is considered by the appropriate academic processes including marking, moderation and external examination</li> <li>Provide opportunities for the next cohort to learn from the experiences of the current cohort of students and employers</li> </ul>	<ul style="list-style-type: none"> <li>Assist with opportunities for the next cohort to learn from the experiences of the current cohort of students</li> <li>Share their reflections on the WBPL experience with the employer to help them plan for future WBPL opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Assist opportunities for the next cohort to learn from the experiences of the current cohort of employers</li> <li>Signpost graduate employment opportunities for the student</li> </ul>
Principle: Clearly understand the responsibilities and expectations of everyone involved			
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Co-ordinate reporting to meet the requirements for PSRBs and external accrediting bodies</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordinate evaluation and feedback processes at the end of the WBPL</li> <li>Liaise with employers about the next intake of students</li> </ul>	<ul style="list-style-type: none"> <li>Complete all evaluation and assessment activities</li> </ul>	<ul style="list-style-type: none"> <li>Inform the provider of future WBPL opportunities for the next cohort</li> </ul>
Principle: Collaborate to ensure opportunities are inclusive, safe and supported			
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Have mechanisms for providing HEP responses to any issues raised</li> </ul>	<ul style="list-style-type: none"> <li>Periodically review the range of WBPL opportunities; remove any which are of concern and look for additional opportunities that enable the promotion of equality and diversity</li> <li>Regularly review content of the supporting information health and safety, equality and diversity, due diligence, student complaints and student code of conduct policies</li> <li>Discuss support needs for return to HEP when on placement</li> </ul>	<ul style="list-style-type: none"> <li>Provide feedback on the suitability of activities, induction and training with regard to support throughout the WBPL</li> <li>Consider providing the provider and / or the employer with a case study about their experience if it was exceptionally positive</li> </ul>	<ul style="list-style-type: none"> <li>Seek out the student's reflections on their WBPL experience to help to plan for future WBPL opportunities</li> </ul>

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

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Facilitate cross institutional learning from WBPL</li> <li>Enable practitioners to learn from other practitioners across the sector</li> <li>Share best practice from both the HEP and employers, including lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate student learning across and between the cohorts</li> <li>Engage in regular reflection on their own professional practice</li> <li>Look for opportunities for innovation and development in their own professional practice</li> <li>Encourage students to share their experiences with other students who may benefit from these experiences</li> <li>Look for opportunities to learn from their experiences and share these across the HEP</li> </ul>	<ul style="list-style-type: none"> <li>Complete the assessment tasks in order to meet the academic requirements</li> <li>Participate in opportunities designed to facilitate student learning across and between the cohorts, and after graduation</li> <li>Be willing to talk about and share their experiences</li> </ul>	<ul style="list-style-type: none"> <li>Agree any follow up development opportunities with the HEP; visit the HEP to talk to students, join an employers' advisory group, attend a careers fair or join a curriculum review team</li> <li>Ensure their staff are aware of, and encouraged to participate in, any continuing professional development opportunities linked to this area in order to keep their knowledge current</li> </ul>

### Principle: Establish sustainable relationships and networks

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Provide recognition and / or resource to acknowledge the support of employers in the employability development of the students through WBPL</li> </ul>	<ul style="list-style-type: none"> <li>Establish 'alumni' networks of students on WBPL</li> <li>Agree any follow up arrangements; whether a future WBPL opportunity is available, employers visiting the HEP to talk to students or join an employers' advisory group</li> <li>Gain full feedback on the student experience, highlighting beneficial activities and developing a bank of example</li> </ul>	<ul style="list-style-type: none"> <li>Thank the employer for the WBPL opportunity and agree any follow up arrangements; whether a reference or testimonial is available and who from</li> <li>Capitalise on future opportunities; to undertake project work with the employer as part of on-going academic study, or to consider graduate employment with the same employer</li> <li>Update their CV, and digital footprint, to include the WBPL opportunity</li> <li>Volunteer to assist practitioners with the promotion of WBPL</li> </ul>	<ul style="list-style-type: none"> <li>Agree any follow up arrangements with the student; whether they will provide references / testimonials</li> <li>Consider offering future opportunities to the same student; project work as part of on-going academic study, or to offer a route to graduate employment</li> <li>Agree any follow up arrangements with the HEP with regard to future vacancies and time scales</li> </ul>

## Post-Placement -Continued

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

Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> <li>Establish a framework for effective record keeping, providing systems where appropriate. The systems should be capable of enabling the regular monitoring and evaluation of data</li> <li>Build in the evaluation of WBPL into standard reporting at module / programme / School level</li> <li>Ensure systems used for the regular monitoring and evaluation of data can compare outcomes for students with disabilities to those students who have not declared a disability</li> </ul>	<ul style="list-style-type: none"> <li>Carry out periodic monitoring and annual evaluation of WBPL schemes, specifically comparing outcomes for students with disabilities to those students who haven't declared a disability</li> </ul>	<ul style="list-style-type: none"> <li>Complete all evaluation and feedback activities</li> <li>Review and act on feedback from the employer and from the assessment process</li> <li>Use their feedback to formulate an action plan focussing on developing the next stage of their career</li> <li>Include specific feedback to their HEP or employer on what worked well, and what could be improved, in terms of supporting any reasonable adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Keep records of the WBPL and that evaluation thereof</li> <li>Communicate ideas for enhancement with the provider through the practitioners</li> <li>With student consent, promote their experiences of employing a student with a disability within their business networks</li> <li>Participate in evaluation and enhancement activities</li> </ul>



Please read in conjunction with the ASET Good Practice Guide for Work Based and Placement Learning which offers more generic guidance related to all students.

-  Impartial
-  Authoritative
-  Professional



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