



ASET Good Practice Guide for Work based and Placement Learning in Higher Education

Acknowledgements

ASET has been involved in promoting good practice around placements since 1982. The terminology used at the time was sandwich education and limited to the year students would spend in the workplace as part of their university education. Today 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 WBPL in Higher Education.

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Introduction

The focus in this Guide is for **work based and placement learning (WBPL) opportunities that are a planned and integrated part of a student's programme of study at a Higher Education Provider (HEP)**. 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. This Guide has been written to support the development of good practice but is neither prescriptive nor regulatory.

ASET has been promoting and supporting WBPL for over 40 years. We recognise the importance of bringing together academic theory and workplace practice, integrating work with learning. We recognise the value of increasing a student's employability, which may be a defining characteristic of a qualification and therefore must be considered in the same manner as other forms of learning, teaching and assessment when it comes to quality and standards in Higher Education.

Who is this Guide for?

All practitioners in Higher Education associated with WBPL; this includes, but is not limited to:

- Professional and support staff
- Academic staff
- Placement, careers and employability teams
- Leaders and managers of placement provision
- Work based mentors and coaches
- Resource managers

Specific sections may be usefully shared by practitioners with their students and employers providing WBPL opportunities.

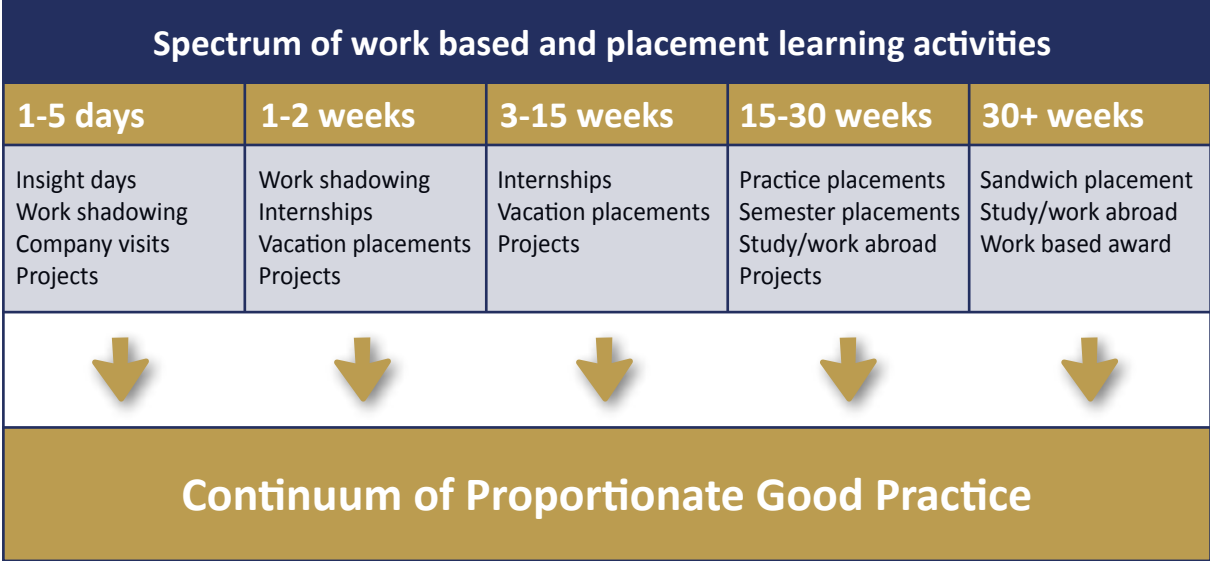
Purpose of this Guide

ASET promotes good practice and this Guide has been developed to assist practitioners in setting up provision and processes for planning, managing, monitoring and evaluating WBPL. It should enable them to; demonstrate how their practice is 'Good', in accordance with the benchmarks agreed by the academic community. It also offers a simple approach, with a commitment to continuous enhancement, by providing guiding principles for use in the development of good practice, which may and should evolve over time.

This Guide uses the term **good practice**, defined as practice that is not only robust and fit for purpose, but also innovative and subject to continuous enhancement.

Having a Proportionate Approach

Throughout this Guide we use the expressions **continuum** and **proportionate**; and due to the wide range of WBPL found in Higher Education we must acknowledge that these opportunities are distributed along a spectrum, both in terms of length, and of integration into the curriculum. Consequently, we need to think of good practice as a continuum, as shown in the figure below, and be aware that what is thought of as good practice for a very short insight day, may look quite different from that which is required for a practice placement – hence the need to be proportionate in our practice and to ensure our approach is ‘fit for purpose’.



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 comprising 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; whether a student makes a speculative application, an employer advertises a scheme, or an HEP sources a project, all three parties should be brought into the relationship for it to become a successful learning opportunity.

Relationships are likely to include those:

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

- **Between student and HEP:** the formal contract implicit in acceptance of a student on a course, and evidenced by the student's contributions towards tuition fees
- **Between HEP and employer:** usually a formal contract (particular to practice placements associated with a Professional, Statutory or Regulatory Body (PSRB) requirement), where the employer is often involved in competency assessments such as in the Health sector

Whilst acknowledging it is not always a clear divide in this Guide, we use the following to distinguish between WBPL:

- **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

Globally, the term Work Integrated Learning (WIL), encompassing both the above is often used. In the UK, there is also workplace learning, typically used by Higher and Degree Apprenticeship programmes to differentiate between that which happens at work (on the job) and that which happens at the training provider (off the job).

It may not be helpful to determine or define work based or placement learning purely on the **location** of the work undertaken. The 2020s have seen the introduction and significant growth of placements in different/mixed modes including remote working, hybrid working and virtual spaces. Whilst working in these modes presents new or additional considerations, the learning opportunity itself remains one where the student can be identified as on placement or work based learning as per the definitions above.

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 such as volunteering or part time employment, which are recognised retrospectively through accreditation of prior learning are examples of this. It is not intended that the principles in this Guide are applied retrospectively to these activities.

Some HEPs recognise WBPL activities through co-curricular awards, which are not part of the student's programme of study. This Guide is intended for those WBPL opportunities that are a **planned and integrated part of a student's programme of study** at an HEP, however, the good practice that the principles within the guide set out could also be applied to HEPs organising WBPL outside of the curriculum, or as part of co-curricular awards.

Terminology

Terminology related to WBPL is an area of considerable and on-going debate. The examples below are not definitive but are widely used in ASET member institutions in the UK. Outside the UK, terminology and concepts are too extensive to include here but regardless of vocabulary the underlying principles may still be of use.

Company visits	Usually undertaken as a supervised group activity, either as part of the curriculum or outside, as an enrichment activity for students
Insight days	Offered and advertised by employers, aimed at students at an early stage of studies, typically ranging from a few days to two weeks
Internships / Vacation placements	A short-term placement opportunity usually offered and advertised by employers although may also be secured through a speculative application. Undertaken 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
Practice placements	Governed by a formal agreement between an HEP and an employer, these placements are generally undertaken on programmes where qualification leads to a licence to practice, such as in health or education. These placements are usually subject to PSRB accreditation. Students will often do multiple practice placements as part of their programme of study and employers may be involved in the assessment of students
Projects	Negotiated pieces of work, either group based or individual, sourced by the HEP or the student, which can be located at the employers’ premises
Placement year	A placement equivalent to a year’s academic study (30-52 weeks depending on HEP regulations). Typically taken by students as the penultimate year of their programme
Semester placements	If full time, 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 alongside their academic study
Semester or Year Abroad	Where 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
Work shadowing	Short term, informal activities where a student will spend time on company premises but will have no contract or expectation of making a working contribution; it is an observation opportunity
Work based award	A full programme where the employment setting is used as a contextual focus for regular learning throughout the degree; either retrospectively through reflection or prospectively through the setting of specific projects e.g., Higher or Degree Apprenticeships

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 that the following principles foster good practice in WBPL when all parties work to...

1. Accept and recognise the value to employability
2. Partner 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

Accept and recognise the value to employability – this principle is about the esteem and value placed upon WBPL by HEPs as a support to the employability development of their students. Ensuring these activities are properly resourced and supported, given time in schedules, and prominence in awards – through specific titles, module credit or co-curricular awards – enables students to understand their importance.

Partner in planning and management – this principle is about the fundamental idea of collaboration in learning activities, recognising that WBPL has at least three partners in the process; HEP, employer, and student. Being active participants in planning and managing the learning activity is more likely to lead to successful outcomes.

Clearly understand the responsibilities and expectations of everyone involved – this principle is critical for a successful experience. Roles and boundaries should be clear to all parties to enable everyone to focus on their contribution to a successful work based or placement learning opportunity.

Collaborate to ensure opportunities are inclusive, safe and supported – this principle has a wide range of considerations within it. From ensuring that learning opportunities meet Health and Safety requirements, to supporting the wellbeing of students during opportunities. Increasingly HEPs will also be looking at widening participation and equitable outcomes for all. This principle can support inclusive practice and dialogue as to why these are of critical importance.

Engage in structured opportunities for learning and development – this principle asks all parties to think about WBPL as a development opportunity for everyone involved, whether that is a student, a supervisor in the workplace, or the placement practitioner. Professional development should be undertaken regularly to enable and support successful learning opportunities for students.

Establish sustainable relationships and networks – this principle recognises the incredible efforts that go into setting up and maintaining the agreements and relationships that underpin WBPL opportunities. Established networks and relationships allow for the development of more creative and sophisticated learning opportunities, to the mutual benefit of the HEP and the employer.

Record outcomes and evaluate feedback for continuous enhancement – this principle reminds us it is important to balance the work involved in supporting students in both seeking and undertaking work based or placement learning opportunities, with taking time to reflect and learn from these experiences to improve in the future.

We believe these principles are effective because they:

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

This Guide is accompanied by a toolkit template to assist practitioners to examine their own practice against each of the principles, and from the perspectives of each of the stakeholders/parties. We intend the toolkit to enable HEPs to take the principles and apply them in their own institutional context, making a useful point of reference both for strategic review and operational guidance. HEPs are encouraged to share their experiences of using the principles and the toolkit template within the ASET community so the notion of good practice can continually develop and grow.

Good Practice Tables

The tables that follow are examples of what following these principles might look like in practice for each of the key stakeholders: HEPs, practitioners, students and employers. The tables are arranged as pre-, on- and post- placement to enable practitioners to identify important activities in the student journey.

The guidance is provided in broad terms; the toolkit template that accompanies this Guide allows each HEP to further develop and localise the guidance, in a proportionate manner, for each of the WBPL opportunities they offer. For example, how the HEP decides to meet each of the principles, for a vacation placement, compared to a placement year, or indeed a full work based award, is likely to be different. This is in alignment with the notion of developing good practice.

Conclusion

This Guide has been written to support the development of good practice for WBPL opportunities that are a planned and integrated part of a student's programme of study at an HEP. ASET recognises continuous enhancement is key both to the practice supporting the development of WBPL 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

In particular you may find the specialist ASET Good Practice Guides useful:

ASET Good Practice Guide for Supporting Students with Disabilities on Placement and TOOLKIT

ASET Good Practice Guide to Successful Work Based Learning for Apprenticeships in Higher Education

ASET Good Practice Guide for Managing the Health, Safety and Welfare for Student Placements



Additional Resources

When developing, reviewing or enhancing WBPL opportunities, you may find the following additional resources useful.

Quality in Higher Education

This Guide has focussed specifically on good practice, for further information on quality assurance and regulation in Higher Education, the following links provide additional information for England, Scotland, Wales and Northern Ireland.

www.officeforstudents.org.uk/advice-and-guidance/quality-and-standards

www.qaa.ac.uk/scotland/en/home

www.economy-ni.gov.uk/articles/higher-education-quality-assurance

www.hefcw.ac.uk/en/regulation/quality

www.qaa.ac.uk/quality-code

Professional Statutory and Regulatory Bodies (PSRB)

For programmes with PSRB accreditations, there will be specific expectations and requirements of WBPL that must be met. To find out more, please see the following:

www.qaa.ac.uk/about-us/who-we-work-with/professional-statutory-and-regulatory-bodies

Degree Apprenticeships

To find out more information and guidance on Apprenticeships, please see the following:

<https://uvac.ac.uk>

www.instituteforapprenticeships.org

International Links

WBPL has a global focus, and to find out more about Work Integrated Learning or to link with the world associations, please see the following:

<https://waceinc.org>

Footnote

In June 2022 the Welsh Government announced their intention to create a new body, the Commission for Tertiary Education & Research (CETR), who are likely to assume responsibility for quality assurance in Welsh HEPs once formed, which is expected to be by 2024.

References

ASET The Work Based and Placement Learning Association
www.asetonline.org (accessed 22/04/2022)

ASET (2021) 'ASET Good Practice Guide for Managing the Health, Safety and Welfare for Student Placements'
www.asetonline.org/wp-content/uploads/2021/08/e-ASET-Health-Safety-for-Student-Placements-2021-.pdf (accessed 22/04/2022)

ASET (2019) 'ASET Good Practice Guide to Successful Work Based Learning for Apprenticeships in Higher Education'
www.asetonline.org/wp-content/uploads/2019/06/ASET-Good-Practice-Guide-to-Successful-Work-Based-Learning-for-Apprenticeships-in-Higher-Education.pdf (accessed 22/04/2022)

Department for the Economy 'Higher Education Quality Assurance'
www.economy-ni.gov.uk/articles/higher-education-quality-assurance (accessed 22/04/2022)

Higher Education Funding Council for Wales 'Quality'
www.hefcw.ac.uk/en/regulation/quality (accessed 22/04/2022)

Institute for Apprenticeships and Technical Education
www.instituteforapprenticeships.org (accessed 22/04/2022)

Office for Students 'Quality and Standards'
www.officeforstudents.org.uk/advice-and-guidance/quality-and-standards/ (accessed 22/04/2022)

QAA 'Professional, Statutory and Regulatory Bodies'
www.qaa.ac.uk/about-us/who-we-work-with/professional-statutory-and-regulatory-bodies (accessed 22/04/2022)

QAA 'UK Quality Code for Higher Education'
www.qaa.ac.uk/quality-code (accessed 22/04/2022)

QAA 'Quality Code Advice and Guidance'
www.qaa.ac.uk/quality-code/advice-and-guidance

QAA Scotland 'Scotland's Quality Body for Higher Education'
www.qaa.ac.uk/scotland/en/home (accessed 22/04/2022)

University Vocational Awards Council
<https://uvac.ac.uk> (accessed 22/04/2022)

WACE
<https://waceinc.org> (accessed 22/04/2022)

Pre-Placement

ASET 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"> • Recognise the role of WBPL in institutional strategies such as Learning and Teaching, Student Experience and Employability • Make clear what provision is available to support employability development as part of the student experience 	<ul style="list-style-type: none"> • Develop marketing / promotional materials for WBPL that make clear the benefits to employability • Ensure support materials for WBPL emphasise the beneficial effects on employability 	<ul style="list-style-type: none"> • Sign up for, and attend, activities designed to develop employability and those which are specifically in preparation for WBPL 	<ul style="list-style-type: none"> • Design opportunities for WBPL that offer the students a development opportunity in addition to fulfilling an employment role
Principle: Partner in planning and management			
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> • Commit to providing the necessary resources to properly plan and manage the WBPL process • Be clear about whether opportunities are compulsory or optional, and when the cut-off for committing to being involved is • Liaise with PSRB or external accreditation bodies to ensure the WBPL opportunities meet their requirements • Co-ordinate activity across the HEP to support individual practitioners 	<ul style="list-style-type: none"> • Set clear boundaries for the scope and length of the WBPL, and what is acceptable to meet the academic requirements • Source and advertise vacancies and opportunities to all eligible students • Advertise the potential to offer opportunities for students to employers, advising on what is appropriate and usual timescales • Compile and distribute support information for the WBPL • Retain final authorisation and sign off for any WBPL opportunities that will be part of the programme of study 	<ul style="list-style-type: none"> • Seek advice on sourcing and securing a WBPL opportunity from appropriate sources • Take a proactive and positive approach to securing their own WBPL opportunities • Maintain records of all applications made for WBPL and the outcomes thereof, sharing with practitioners when asked • Attend WBPL briefings and complete all activities required in preparation for WBPL • Provide details of their agreed WBPL to the HEP; contact information and job description / contract (if available) 	<ul style="list-style-type: none"> • Liaise with the practitioners to, where possible, ensure that WBPL opportunities offered meet the academic requirements • Recruit and select students for WBPL roles using the same methods and standards that apply to regular recruitment • Arrange an induction programme and appoint a line manager who can liaise with the student and the practitioner

Pre-Placement - Continued

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"> • Make a clear distinction between the responsibilities of those supporting compulsory WBPL and those supporting optional WBPL • Provide clear role descriptors for institutional practitioners supporting WBPL • Establish institutional processes for the authorisation of WBPL opportunities, including written agreements • Provide a framework for planning, managing and monitoring WBPL 	<ul style="list-style-type: none"> • Ensure that the responsibilities and expectations for all are recorded in the support information for WBPL • Be clear about responsibilities regarding the assessment of student learning, and co-ordinate the development of competence to support this • Set up procedures for managing situations where responsibilities / expectations are not met • Follow institutional processes for the authorisation of WBPL opportunities, including written agreements 	<ul style="list-style-type: none"> • Make and keep all appointments, whether with employers or practitioners • Be familiar with the responsibilities and expectations for all that are recorded in the support information for WBPL • Understand their assessment requirements prior to leaving for WBPL • Agree to the arrangements for WBPL, which will be recorded in a written agreement 	<ul style="list-style-type: none"> • Liaise with the practitioners to establish clear communication on recruitment and selection • Be familiar with the responsibilities and expectations recorded in the support information for WBPL • Communicate procedures for managing situations where responsibilities / expectations are not met, to the practitioner • Agree to the arrangements for WBPL, which will be recorded in a written agreement
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"> • Recognise the need to support WBPL in institutional documents and processes such as health and safety, wellbeing, equality and diversity, due diligence, student complaints and student code of conduct policies • Be clear about institutional responsibilities under the Equality Act • Be clear about institutional responsibilities in relation to National Minimum Wage 	<ul style="list-style-type: none"> • Include details on health and safety, wellbeing, equality and diversity, due diligence, student complaints and student code of conduct policies in the supporting information for WBPL • Ensure all vacancies and opportunities advertised by the HEP meet legal requirements 	<ul style="list-style-type: none"> • Remember they are representatives of their HEP at all times and continue to meet any student code of conduct policies • Actively engage in preparatory and induction activities associated with health and safety, wellbeing, and equality and diversity • Be familiar with the details on health and safety, equality and diversity, and due diligence in the supporting information for WBPL 	<ul style="list-style-type: none"> • Offer students expenses for attending recruitment and selection processes or offer online alternatives • Pay students at a rate equivalent to or greater than the National Minimum Wage • Be familiar with the details on health and safety, wellbeing, equality and diversity, and due diligence in the supporting information for WBPL

Pre-Placement - Continued

<ul style="list-style-type: none"> • Support effective and efficient record keeping for WBPL 	<ul style="list-style-type: none"> • Ensure all institutional processes in relation to health and safety, insurance, due diligence, risk assessment and visa checks are followed and the outcomes are recorded • Ensure any students with additional requirements are referred to the appropriate experts, liaising with them as necessary • Refer any non-standard responses to institutional processes to expert colleagues within the HEP for resolution • Reserve final authorisation and sign off for any WBPL opportunities until the institutional processes detailed above are complete • Clearly communicate how issues with WBPL should be raised, and the timescales within which they will be addressed 	<ul style="list-style-type: none"> • Ensure they complete all institutional processes in relation to health and safety, insurance, due diligence and risk assessment and return confirmation of this to their HEP 	<ul style="list-style-type: none"> • Accept liability and responsibility for students on WBPL as they would with all other employees • Ensure they complete all institutional processes in relation to health and safety, insurance, due diligence and risk assessment and return confirmation of this to the Provider • Communicate details of starting date, induction arrangements and contact information for the line manager well ahead of WBPL commencing
<p>Principle: Engage in structured opportunities for learning and development</p>			
<p>Higher Education Providers should...</p> <ul style="list-style-type: none"> • Ensure institutional guidance on the design and development of WBPL is available • Ensure WBPL is included in the institutional framework for programme design, review and monitoring • Support staff development for practitioners involved in WBPL 	<p>Practitioners should...</p> <ul style="list-style-type: none"> • Provide guidance on sourcing, securing and learning from WBPL opportunities • Engage in staff development, to enhance practice • Exchange ideas with other practitioners to ensure the value of WBPL is recognised in programme design, review and monitoring 	<p>Students should...</p> <ul style="list-style-type: none"> • Attend WBPL briefings and complete all activities required in preparation for WBPL • Consider devising own learning objectives for WBPL 	<p>Employers should...</p> <ul style="list-style-type: none"> • Liaise with practitioners to ensure WBPL offered provides opportunities for learning and development • Support staff development for line managers and mentors of students on WBPL • Take up opportunities to be involved in programme design, review and monitoring

Pre-Placement - Continued

Principle: Establish sustainable relationships and networks			
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...
<ul style="list-style-type: none"> Establish a framework for effective record keeping, providing systems where appropriate 	<ul style="list-style-type: none"> Maintain records of current and past students and employers engaging in WBPL Establish a regular schedule for maintaining contact with students and employers Communicate a statement of service to all involved in WBPL 	<ul style="list-style-type: none"> Maintain records of all applications made for WBPL and the outcomes thereof, sharing with practitioners when asked Ensure they have a clear, professional digital presence prior to WBPL to help the establishment of their network Always behave professionally at all times during the application process; once a WBPL opportunity has been accepted all other applications should be withdrawn. If an opportunity is offered but not accepted, then tell the practitioners first to allow the HEP to liaise appropriately with the employer 	<ul style="list-style-type: none"> If in post, involve students on current WBPL opportunities in the recruitment and selection of next group of students If still in post, get current students on WBPL to arrange induction programme and handover to new WBPL students
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"> Establish a framework for effective record keeping, providing systems where appropriate. 	<ul style="list-style-type: none"> Set up and maintain records, using appropriate systems Review feedback from previous WBPL and make any necessary changes, enhancements or innovations Once confirmed, exchange and record contact details for all parties involved in WBPL 	<ul style="list-style-type: none"> Seek and act on feedback from any unsuccessful applications Once confirmed, exchange and record contact details for all parties involved in WBPL 	<ul style="list-style-type: none"> Review feedback from previous WBPL and make any necessary changes, enhancements or innovations Consult with outgoing WBPL students to get feedback on their experience Once confirmed, exchange and record contact details for all parties involved in WBPL

On Placement

ASET 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"> • Make a platform available for regular reflection; through a virtual or managed learning environment which may take the form of an e-portfolio 	<ul style="list-style-type: none"> • Ensure assessment is linked both to activities on WBPL and future applicability to employability 	<ul style="list-style-type: none"> • Embrace all learning opportunities during WBPL with enthusiasm, and capture learning through personal reflection 	<ul style="list-style-type: none"> • Offer formal and informal opportunities to assist students with career choices during WBPL 	
Principle: Partner in planning and management				
Higher Education Providers should...	Practitioners should...	Students should...	Employers should...	
<ul style="list-style-type: none"> • Commit to providing the necessary resources to properly support the WBPL process 	<ul style="list-style-type: none"> • Ensure milestones / check-in points are established, maintained and recorded • Establish and manage expectations with regards to support including frequency and method. If visits are to be included this includes managing the schedule for the cohort of students 	<ul style="list-style-type: none"> • Contribute ideas for their own development through the WBPL • Engage in all reasonable opportunities for development during the WBPL • Arrange to meet regularly with a line manager or mentor to discuss workload, challenges and ideas 	<ul style="list-style-type: none"> • Use the same appraisal and review methods with the student that would be used with other employees 	
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"> • Ensure there are clear reporting lines within the HEP in relation to WBPL • If appropriate, capture responsibilities with regards to WBPL in institutional policies and regulations 	<ul style="list-style-type: none"> • Address any issues or concerns that arise during the WBPL opportunity promptly and involving appropriate parties 	<ul style="list-style-type: none"> • Report any issues or concerns that arise during the WBPL opportunity promptly to the practitioner and/or employer as appropriate • Participate in regular discussion with the HEP or practitioner about the WBPL opportunity and/or the employer 	<ul style="list-style-type: none"> • Report any issues or concerns that arise during the WBPL opportunity promptly to the practitioner and/or student as appropriate • Participate in regular discussion with the HEP or practitioner about the WBPL opportunity and/or the student 	

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"> • Acknowledge that students remain students throughout the WBPL, and commit to providing the necessary resources to properly support the students throughout the WBPL process • Continue to offer access to wider support services typically available to students throughout the WBPL, for example wellbeing and disability support 	<ul style="list-style-type: none"> • Appreciate that transition to working environments can be challenging and support students through the process • Address any issues or concerns that arise • Be alert to those students who may require specific or additional support throughout the WBPL and ensure it is in place 	<ul style="list-style-type: none"> • Initiate and manage the ongoing support throughout the WBPL; make arrangements, manage communications, confirm who is involved and when • Report any issues or concerns promptly to their employer and/or practitioner 	<ul style="list-style-type: none"> • Provide induction materials and activities associated with health and safety, wellbeing, and equality and diversity • Support the line manager of the student, and consider appointing a mentor in addition • Liaise with the HEP if specific or additional support is required for the student
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"> • Make a platform available for learning and assessment purposes; through a virtual or managed learning environment 	<ul style="list-style-type: none"> • Provide assessment which drives the learning process during the WBPL rather than merely assessing what has been learned at the end • If the length of the WBPL allows for it; invite students back for a shared opportunity to discuss their learning - or provide online alternatives • See contact with the employer as an opportunity for on-going professional development 	<ul style="list-style-type: none"> • Engage in all reasonable opportunities for development during the WBPL • Capture the learning throughout the WBPL and not merely at the end of the opportunity • Complete the assessment tasks in order to meet the academic requirements 	<ul style="list-style-type: none"> • Provide suitable supervision and training to enable students to learn and develop within their WBPL role • Provide suitable support and training to enable line managers and/or mentors to support students in their WBPL role

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"> Establish a framework for effective record keeping, providing client management systems where appropriate 	<ul style="list-style-type: none"> Provide scheduled opportunities to review the working relationships Where appropriate, provide staff development for employers to help them to better support students on WBPL Capitalise on the relationship with the employer by volunteering to get involved in other activities where possible Report and deal with any issues or problems raised promptly and professionally Support the student to return to study at the end of the WBPL 	<ul style="list-style-type: none"> Remember they are at all times representatives of their programme and look for opportunities to enhance their reputation and that of their HEP Develop their professional network during the WBPL Report and deal with any issues or problems raised promptly and professionally 	<ul style="list-style-type: none"> Support the student in developing their professional network whilst on WBPL Capitalise on the relationship with the HEP by volunteering to get involved in other activities where possible Where appropriate, provide staff development for practitioners to help them to better support students on WBPL Support the student to return to study at the end of the WBPL Report and deal with any issues or problems raised promptly and professionally
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"> Establish a framework for effective record keeping, providing systems where appropriate. The systems should be capable of recording data safely 	<ul style="list-style-type: none"> Co-ordinate evaluation and feedback processes throughout the WBPL 	<ul style="list-style-type: none"> Reflect regularly throughout the WBPL and participate in all opportunities for feedback, both with the HEP and with the employer 	<ul style="list-style-type: none"> Provide regular opportunities for students to feedback on their WBPL experience through their line manager or mentor Participate in opportunities to feedback to the student, practitioner and HEP

Post-Placement

ASET 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"> Ensure the WBPL is recorded on the academic record, as part of the transcript, Higher Education Achievement Report (HEAR) or Diploma Supplement Provide opportunities to celebrate the successes of students and employers involved in WBPL 	<ul style="list-style-type: none"> Provide activities and/or materials to support students to make the most of their WBPL experience Enable students to integrate the learning from their WBPL into their future studies 	<ul style="list-style-type: none"> Participate in all evaluation and assessment activities to reflect on the impact of the WBPL on their employability 	<ul style="list-style-type: none"> Offer either a reference or testimonial for the student Provide opportunities to celebrate the successes of students involved in WBPL
Principle: Partner in planning and management			
Higher Education Providers should ...	Practitioners should ...	Students should ...	Employers should ...
<ul style="list-style-type: none"> Consider ways of encouraging participation in future WBPL through institutional marketing material 	<ul style="list-style-type: none"> Ensure that assessment is considered by the appropriate academic processes including marking, moderation and external examination Provide opportunities for the next cohort to learn from the experiences of the current cohort of students and employers 	<ul style="list-style-type: none"> Assist with opportunities for the next cohort to learn from the experiences of the current cohort of students Share their reflections on the WBPL experience with the employer to help them plan for future WBPL opportunities 	<ul style="list-style-type: none"> Assist opportunities for the next cohort to learn from the experiences of the current cohort of employers Signpost graduate employment opportunities for the student
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"> Co-ordinate reporting to meet the requirements for PSRBs and external accrediting bodies 	<ul style="list-style-type: none"> Co-ordinate evaluation and feedback processes at the end of the WBPL Liaise with employers about the next intake of students 	<ul style="list-style-type: none"> Complete all evaluation and assessment activities 	<ul style="list-style-type: none"> Inform the HEP of future WBPL opportunities for the next cohort

Post-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"> • Have mechanisms for providing institutional responses to any issues raised • Ensure systems capturing information about WBPL enable the analysis of outcomes by data fields on protected characteristics, and others associated with institutional targets on equitable outcomes 	<ul style="list-style-type: none"> • 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 • Regularly review content of the supporting information on health and safety, wellbeing, equality and diversity, due diligence, student complaints and student code of conduct policies • Conduct analysis of outcomes by data fields on protected characteristics, and others associated with institutional targets on equitable outcomes 	<ul style="list-style-type: none"> • Provide feedback on the suitability of activities, induction and training with regard to support throughout the WBPL • Consider writing a case study about their experience for the HEP or employer 	<ul style="list-style-type: none"> • Seek out the student's reflections on their WBPL experience to help plan for future WBPL opportunities • Liaise with the HEP on data/trends associated with WBPL that could support equality, diversity and inclusion targets for the organisation
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"> • Facilitate cross institutional learning from WBPL • Enable practitioners to learn from other practitioners across the sector through supporting professional development activities 	<ul style="list-style-type: none"> • Facilitate student learning across and between the cohorts • Engage in regular reflection on their own professional practice • Look for opportunities for innovation and development in their own professional practice 	<ul style="list-style-type: none"> • Complete the assessment tasks in order to meet the academic requirements • Participate in opportunities designed to facilitate student learning across and between the cohorts 	<ul style="list-style-type: none"> • Agree any follow up development opportunities with the HEP; come into the HEP to talk to students, join an employers' advisory group, attend a careers fair or join a curriculum review team

Post-Placement - Continued

Principle: Establish sustainable relationships and networks			
<p>Higher Education Providers should...</p> <ul style="list-style-type: none"> • Provide recognition and/or resource to acknowledge the support of employers in the employability development of the students through WBPL • Acknowledge and plan for the workload associated with the relationship management aspects of WBPL 	<p>Practitioners should...</p> <ul style="list-style-type: none"> • Establish 'alumni' networks of students on WBPL • Agree any follow up arrangements; whether a future WBPL opportunity is available, employers coming into the HEP to talk to students or join an employers' advisory group 	<p>Students should...</p> <ul style="list-style-type: none"> • Thank the employer for the WBPL opportunity and agree any follow up arrangements; whether a reference or testimonial is available and who from • 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 • Update their CV, and digital presence, to include the WBPL opportunity • Volunteer to assist practitioners with the promotion of WBPL 	<p>Employers should...</p> <ul style="list-style-type: none"> • Agree any follow up arrangements with the student; whether they will provide references/testimonials • Consider offering future opportunities to the same student; project work as part of ongoing academic study, or to offer a route to graduate employment • Agree any follow up arrangements with the HEP about future vacancies and timescales
Principle: Record outcomes and evaluate feedback for continuous enhancement			
<p>Higher Education Providers should...</p> <ul style="list-style-type: none"> • 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 • Build in the evaluation of WBPL into standard institutional reporting at module/programme/School level, including those associated with monitoring equitable outcomes 	<p>Practitioners should...</p> <ul style="list-style-type: none"> • Carry out periodic monitoring and annual evaluation of WBPL schemes, disseminating findings internally and sharing summaries with employers and students 	<p>Students should...</p> <ul style="list-style-type: none"> • Complete all evaluation and feedback activities • Review and act on feedback from the employer and from the assessment process • Use their feedback to formulate an action plan focussing on developing the next stage of their career 	<p>Employers should...</p> <ul style="list-style-type: none"> • Keep records of the WBPL and that evaluation thereof • Communicate ideas for enhancement with the HEP through the practitioners

History of this Guide

From its inception in the early 1980s, ASET was involved with issues associated with good practice in sandwich placements; indeed, ASET started its life as the Association for Sandwich Education and Training. Towards the end of the 1990s, much of the work was brought together more formally through an ASET working group, the Universities Committee for Sandwich Courses, and in 2001 a Code of Good Practice was launched, initially badged jointly with the then National Council for Work Experience. Subsequently it was agreed that ASET would assume ownership of that Code and its on-going development. The Quality Assurance Agency (QAA) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education was also published in 2001 and included a section on placement learning.

ASET and QAA cooperated to ensure the guidance was consistent. The ASET emphasis was on practical day-to-day support for practitioners developing academic programmes which integrated periods of work based learning outside the classroom with the mainstream academic programme. In parallel, the QAA emphasis was on the overarching institutional quality issues. In 2007 both ASET and QAA updated and re-focused their respective documents, again with cooperation to ensure consistency. In both cases the changes became necessary because work based learning was taking place in many more contexts than sandwich education alone. Thus, the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education section 9 became 'WBPL', and the revised ASET document, a Good Practice Guide for Placement and other Work based learning Opportunities in Higher Education. As part of the transition from its existing academic infrastructure reference points to the UK Quality Code for Higher Education, QAA withdrew the separate section on WBPL, and integrated the concepts throughout the Quality Code, which became the new reference point from the start of the 2012-13 academic year. In 2013, ASET once again collaborated with QAA to update the ASET Good Practice Guide for WBPL, to retain consistency with the UK Quality Code for Higher Education. In 2018 the Quality Code underwent further changes and updates to reflect the changed regulatory landscape for higher education, and the QAA subsequently published 12 Advice and Guidance themes that support the main expectations and practices of the Quality Code. Two themes are particularly relevant for this Good Practice Guide: Partnerships and Work Based Learning, and readers may find these two themes particularly useful as a reference point for placements and work based learning.

In ASET's 40th year, the Good Practice Guide has once again been reviewed and refreshed, in a Higher Education landscape which is now quite changed from a decade ago.



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