

<b>Policy Reference</b>	PP Learnerships, mentoring	Year	2012
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<b>Type of policy</b>	Academic policy		
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<b>This policy replaces</b>	New policy – no update for 2012		
<b>Name change from</b>	Not Applicable		
<b>Name change to</b>	Not Applicable		
<b>Linked Strategy/Plan</b>	Academic Strategy		
<b>Documentation linked to this policy</b>	Log Books		
<b>Database</b>	<b>DB Mentors</b>		
<b>Responsibility for policy implementation</b>	Academic Development Manager (CADQA) Regional level: <b>eta</b> Special Projects		

## FOREWORD

Learnership students are required to complete a large amount of their skills development (up to 70%) in the workplace, supported by mentors. This policy outlines **eta**'s approach to assisting the workplace in setting up an appropriate experiential learning environment where learners are supported by mentors. **eta** participates in this process in the following ways:

1. By including Practical Hour forms for each module for completion by the learner. These forms include the following:
  - Confirmation of the study module in the manual and student guide
  - Description of a workplace activity that is appropriate
  - A guideline on the number of practical hours required
  - A section where the learner describes the nature of the experiential learning completed
  - A section where the mentor confirms the activities completed and signs to confirm the validity thereof
  
2. By analysing the workplace environment and coming up with specific tasks for students that:
  - Are appropriate to the workplace
  - Link to the Exit Level Outcomes of the qualification
  - Can be assessed in the workplace

## **The Role of the Mentor**

While **eta** does not provide mentors, it does assist in the selection and training processes.

Mentors can be sourced from the following categories:

- A subject expert
- An experienced workplace practitioner
- An advanced student
- An appropriate person that has the required knowledge and skills to mentor and coach a student

The mentor should also be able to identify gaps in the student's performance so that they can coach them to a level where they can meet the requirements of the qualification. If the mentor does not have the level of knowledge or skill required, this should be communicated to the **eta** facilitator who will intervene.

The forms provide valuable tools for students to *record evidence* which they generate in the workplace (naturally occurring evidence.)

Where students are not meeting the requirements of their workplace activities, mentors must work with the learner to identify additional opportunities to demonstrate their practical ability. It is important for the mentor to understand the requirements of the qualification as well as the contents of the learning programme. All Mentors are therefore assisted with a mentor training session to familiarize them with the qualification, the learning programme and its resource materials.

## **The qualification requirement (Exit Level Outcomes) of the Fitness certificate stipulates that the qualifying student will be able to:**

1. Demonstrate knowledge of the fitness environment and the context on which physical activity takes place. A fitness environment relates to, but is not limited to, exercise training for physically challenged, HIV and exercise training in any environment (e.g. community health club, church hall, commercial fitness facility, recreation facility or sports club)
2. Conduct and interpret pre-participation screening for physical activity readiness.
3. Access, evaluate and monitor health related fitness components.
4. Feedback and refer as it relates to physical activity.
5. Design demonstrate, and lead exercise programmes.
6. Implement, monitor and modify exercise programmes.

7. Motivate and support fitness participants in making activity related wellness decisions.
8. Demonstrate entrepreneurial, administration and business skills.
9. Project and conduct oneself in a professional manner.

It is these competencies that should be evident in the workplace and which the mentor should be aware of. It is also these competencies that should be summatively assessed by the **eta** assessor towards the conclusion of the qualification to ensure the necessary skills are in place.

### **eta Policy and Procedure**

The following policy and procedure should therefore be followed when building the experiential learning element into the learning implementation plan:

#### **1. Workplace Analysis**

- Description of workplace environment
- Job descriptions of students
- Working hours
- Identification of mentors

#### **2. Practical Hour Forms**

- Ensure that students are familiar with the prac hour system contained in the POE
- Conduct prac hour workshop with students to find out whether these activities are possible in that particular workplace
- These forms are kept in the student POE

#### **3. Logbook and Mentor Checklist**

- Compile a Logbook / Mentor Checklist by listing the Exit Level Outcomes and then suggesting appropriate work tasks that the learner could be expected to complete
- This logbook must be kept with the student at all times to record activities
- These forms must be kept in the student POE until required for assessment
- Mentors will tick the logbook and insert a comment where necessary to validate learner progress

#### **4. Mentor Training**

- Discuss the role of the mentor in a learnership programme

- Explain the learning programme with special reference to the qualification
- Analyse and explain eta Practical Hour Claim Sheets
- Analyse and explain Learner Logbook and Mentor checklist

#### **5. Experiential Learning Monitoring and Assessment**

- Schedule workplace visits by the **eta** facilitator to workplace sites to discuss progress checks with mentors
- Check learner portfolios to ensure Practical Hour Sheets are being completed and signed, in addition to logbook activities
- Assess learner logbooks to ensure appropriate workplace activities are being completed and mentors are signing and commenting to validate progress

All learners will be required to complete a workplace assessment covering the core elements of the qualification. This assessment will be a selection of / adaptation of the summative tasks that already exist and will be in the form