

Policy Reference	PP Practical learning and work integrated learning	Year	2012
Version	Version 5	Replaces	Version 4
Type of policy	Academic policy		
Last update	October 2012		
This policy replaces	Not applicable this		
Name change from	PP attendance and PP prac. hours combined into one policy		
Name change to	PP Attendance and experiential learning		
Linked Strategy/Plan	eta strategic plan, academic strategy		
Documentation linked to this policy	Class registers		
Database	Student Management System, results		
Responsibility for policy implementation	Centre for Academic Development & Quality Assurance (CADQA) Academic Head in each region is responsible for implementation		

PURPOSE

This policy provides guidelines regarding experiential learning and workplace integrated learning (WIL). WIL is work-based experiential learning that is required for the achievement of occupationally-based qualifications. This policy is also intended to guide faculty on the application of experiential learning hours; during the course on campus and in the workplace. This policy applies to all courses and to all students completing experiential learning in the field.

This policy defines the controls regarding the following:

- 1. Practical hours and experiential learning hours**
- 2. Agreements with workplaces**
- 3. Procedure for logging hours in the workplace**

1. Applied learning and work integrated learning

There is a strong emphasis on gaining applied knowledge on the course and through workplace experience. Whilst we recognize that students can gain confidence by carrying out workplace training as part of the learning programme, workplace is not always receptive to students doing on the job training until they are more experienced. Students are therefore required to complete shadow hours and observation hours during their first two years of

course work and their final third year requires them to complete Work Integrated Learning (WIL) as part of their learning process.

Students are assigned to fitness activities, sport projects and sporting events throughout their study period. This learning will in turn give exposure in the field of sport and fitness and sport events. WIL represents approximately 30% of learning credits.

2. Practical hours and experiential learning hours

Hours are allocated to practical learning and practical activities that ensure students are exposed to sessions that teach them about fitness conditioning, sport skills and sport events. The learning will be in the form of physical and applied activities. The aim of this is to achieve the following:-

- Students are exposed to the type of tasks and work that they will be teaching their clients.
- Students become fit and more skilled while they are learning– this is referred to as our **Total Immersion philosophy** (TI) i.e. at the end of their course, relative to when they commenced learning with **eta**, we expect students to be fitter, stronger and more flexible and to have more sport skills.
- During fitness and sport classes, exercise technique, execution and demonstration of sport skills can be evidenced during learning and assessed formatively.

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3. Application of learning with learning activities

Students are assigned to a range of practical projects and learning activities throughout their learning programme. These are designed to provide them with *applied* learning which is relevant to each module and to their entire learning programme. Students have to complete tasks and projects that ensure that they apply their learning in context. They also work on case studies and document their learning as they process through the work. This work provides evidence for formative and summative assessment as well as for Portfolios of Evidence (PoE).

Hours on campus: Logged experiential learning equals 10% of the overall mark for a qualification. Simulated learning on campus can represent as much as 40% of the experiential learning score.

Experiential hours in the workplace: Experiential learning that occurs in the workplace during the time of study with **eta** is not paid work, it is a required component of learning and represents practical experience and practical learning. This is an essential component of learning for occupationally based qualifications. Students need to complete a certain number of hours in their field of learning. This can be simulated experiential learning that is organised on campus or it can be work placement. Students on learnerships or skills programme come to the **eta** for their learning but they are already placed in the workplace. These students need to carry out work that is related to their learning programme and the qualification that they are trying to achieve.

This type of experiential learning is essential for gaining confidence and for achieving competence in a qualification. Students may also be assessed in the workplace environment. The allocation of time spent in practical workplace relates to a percentage of the credit value of the qualification. The percentage of time recommended for learning in the workplace is a *minimum* of 30% of the credit value of the qualification and can be up to 70% in the case of skills programmes or learnerships.

Distance learning and part time students are expected to organise their experiential field work hours according to the guidelines in their Study Guide. Students must remember at all times that as well as representing the **eta**, they are also being evaluated for potential employment. They must therefore behave in a professional and appropriate manner.

- **Exercise Science, Fitness** students are recommended to spend time in fitness facilities, gyms and with private fitness practitioners
- **Coaching Science** students are recommended to spend time in sport clubs, federations, schools and with private coaches
- **Sport Management** students are recommended spend time in sport, recreation or fitness environments which exposes them to a cross section of learning in the field.

Workplace experiential learning and practical learning on campus are a time of applying knowledge and skills and learning in a place of work. Students completing these hours must log them according to the guidelines in the log book. They are also expected to follow the policies and procedures of the workplace they have been allocated to.

5. Agreements with workplace

- 5.1 Each campus organises the practical hours and workplace integrated learning for their students.
- 5.2 Each campus needs to have a signed agreement with the workplace where the students are being placed.
- 5.3 The agreement should clearly state the expectation of the employer, the student and the **eta**.
- 5.4 A copy of each agreement is held at the region.
- 5.5 In the event that agreements are reached for workplace integrated learning nationally, e.g. Virgin Active or Planet Fitness, the agreement will be held at the CADQA offices and copies will be made available for each region or campus.

6. Procedure for logging hours in the workplace

- 6.1 In the Portfolio of Evidence, students are provided with practical hour sheets or log books containing core and elective modules and a stipulated number of practical hours required for each module.
- 6.2 Students utilise the forms or log books to record all their practical hours and evidence their learning in the field.
- 6.3 Students need to ensure that these forms completed and signed by supervisors. They need to include date, duration, a brief description of what they did during the session, name and signature plus contact number of supervisor or person with whom they did the hours.

- 6.4 Completed practical hours forms or log books must be filed back in the student's PoE behind the relevant index number.
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