



# Topic Information Booklet – a guide to your study

## HLPE3550

### Industry Field Placement Project

#### Semester 1 2021

<https://www.flinders.edu.au/college-education-psychology-social-work>

The information in this booklet should be read in conjunction with materials provided on the Topic's Flinders Learning Online (FLO) site and published in the Statement of Assessment Methods (SAM).

#### **Acknowledgement of country**

Flinders University was established on the lands of the Kurna Nation, with the first University campus at Bedford Park, South Australia. Flinders University acknowledges the Traditional Owners and Custodians, both past and present, of the various locations the University operates on, and recognises their continued relationship and responsibility to these lands and waters.

#### **A note of welcome and topic overview**

##### **Welcome to Industry Field Placement Project!**

This topic is designed to provide students with practical experience working in the Sport, Health or Physical Activity industry. Placement requires a minimum of 100 hours over a minimum of 4 working weeks. The total duration will be determined by the Provider Organisation in consultation with the student, and Industry Placement Coordinator or delegate.

The Industry Field Placement Project enables students to apply their developing knowledge and understanding of sport and physical activity within a work environment. It connects coursework to the work setting. Students will engage with the workplace in a management, program or project-based role.

The Industry Placement topic complements the students' main academic programs, and provides them with a practical opportunity to put their studies into context. It prepares students for the future by enabling them (as appropriate) to:

- apply skills and knowledge already acquired in their course;

- acquire new theoretical and practical skills;
- appreciate the responsibilities, roles, attitudes, values, priorities, judgement and work methods of practitioners in industry;
- participate as a member of a team, and understand the roles and value of all members of that team;
- further develop their own professional attitudes, and reconcile the obligations, responsibilities and actions of practitioners with their own values.

There are 2 online lectures for this topic- please watch these to gain important information on the placement process and assignments.

There is 1 tutorial at the end of semester where you will present your placement videos. Students who have not finished their placement hours are able to do a progress presentation or negotiate with the topic coordinator to submit their video within 4 weeks of finishing their placement hours.

This topic is about you developing your skills in the sports industry, the more you apply yourself to the placement the better your experience will be.

## Key Contact Details

Topic Coordinator:	Contact details/availability for consultation
<b>Dr Deb Agnew</b>	<a href="mailto:Deb.agnew@flinders.edu.au">Deb.agnew@flinders.edu.au</a> Available to meet via appointment- please email
Teaching staff in this topic:	
<b>Clare Salt, BSHAPA WIL administration team</b>	<a href="mailto:bshapaplacements@flinders.edu.au">bshapaplacements@flinders.edu.au</a>

*Please note that it is a requirement that communications between Staff and Students use the formal Flinders email account and includes your first and last name, degree and Student ID.*

## Topic Learning Outcomes

Student learning in this topic is focused on:

1. Experiencing the range of professional and other roles that contribute to work in a field of sport or physical activity provision
2. Drawing connections between theoretical understandings about sport and physical activity and a range of work practices
3. Practicing industry specific skills
4. Identifying themselves as professionals within a field of sport or physical activity provision, reflecting on their strengths, interests and areas for professional and personal growth

## Topic schedule of activities

Session/Teaching Week	Focus of topic	Key assessment dates or other requirements
Week 1	Introductions, starting placement	Online lecture via FLO
Week 2	Students out on placement, journal writing, collecting information for presentation	Online lecture via FLO
Week 3	Students out on placement, journal writing, collecting information for presentation	
Week 4	Students out on placement, journal writing, collecting information for presentation	
Week 5	Students out on placement, journal writing, collecting information for presentation	
Week 6	Students out on placement, journal writing, collecting information for presentation	
Week 7	Students out on placement, journal writing, collecting information for presentation	
Week 8	Students out on placement, journal writing, collecting information for presentation	
Week 9	Students out on placement, journal writing, collecting information for presentation	
Week 10	Students out on placement, journal writing, collecting information for presentation	
Week 11	Students out on placement, journal writing, collecting information for presentation	
Week 12	Students out on placement, journal writing, collecting information for presentation	
		<b>Placement Journal, Presentation and Evaluation to be submitted within 4 weeks of finishing placement hours</b>
Week 14	Student presentations	Tutorial Tuesday June 15 3-5pm Social Sciences South 154

### Key resources required for this topic

#### Prescribed readings

There are no set readings for this topic, all assignments are reflective in nature. For assistance with successful communication and study please see the following resource:

Hay, I., Bochner, Dianne, Blacket, Gill, & Dungey, Carol. (2012). *Making the Grade A guide to successful communication and study (4th ed.)*. South Melbourne: Oxford University Press.

This resource is available online through the library.

## Other resources

Examples journals and video presentations have been uploaded to FLO

## Other participation expectations in this topic

Students are expected to attend the seminar at the end of semester regardless of whether they will be presenting or not. Attending the seminar enables support for their peers who will be presenting.

## Assessment in this topic

	Assessment Type	Weighting %	Due Date
1	Placement Experience	10%	N/A
2	Placement Journal	40%	Within 4 weeks of finishing placement hours as determined by placement schedule
3	Student evaluation of provider	10%	Within 4 weeks of finishing placement hours as determined by placement schedule
4	Provider Evaluation of Student	15%	Within 4 weeks of finishing placement hours as determined by placement schedule
5	Promotional Video	25%	Within 4 weeks of finishing placement hours as determined by placement schedule or during the end of semester tutorial

## Assessment details\*\*

### Assessment 1:

#### Placement Experience 10%

*Assessment aim:* to provide the students with an experience in the sports and physical industry that develops their professional skills

#### *Instructions of assessment*

Industry Placement of 100 hours with an approved Sport, Health or Physical Activity organisation. Placements are organised by the Placement Coordination Team in consultation with student.

Student's attitude and demonstrated commitment during the entire placement process is considered. This includes adherence to the requirement to:-

- attend 2 pre-placement lectures (in HPE2401)

- submit all required documentation via InPlace by due dates
- submit resume by due date including all criteria as outlined in template on B.SHAPA FLO page
- maintain communication with University supervisor in a professional manner (at least 2 e-portfolio posts/emails during placement)
- communicate in a professional manner at all times, including email, telephone and face to face.

#### *Assessment criteria*

Students will be assessed on their professionalism while on placement. Completing the assessment tasks, maintaining communication with the university supervisor and attending placement requirements are key to developing a professional profile.

#### **Assessment 2:**

##### **Placement Journal 40 % Due within 4 weeks of completion of placement hours as determined by placement schedule**

*Assessment aim:* to enable the students to reflect on their placement experience and their development of a sports and physical activity professional

#### *Instructions of assessment*

The journal serves as a training tool, an assessment tool, a professional portfolio and a life skill. Journals can be either an e-journal via your e-portfolio website created in year 1, or an electronic journal submitted via FLO.

We are training you to keep good records of your activities. Good records are a necessary life skill – in all enterprises it is essential to keep records of when and why you made decisions, notes on information you found (and where), contact details of persons and organisations with whom you have dealings, who agreed to do what, who actually did do it, what plans you have in mind, self-evaluation and reflection on how a project is proceeding and other little details.

Your journal should include:

- 1) Basic Details – every entry dated, meetings records to include date, time, place, list of attendees, items discussed, decisions made, disputes that prevented consensus being reached on an issue, research records to include references and summaries of information contained in them, records of names and contact details of persons and organisations that you consulted, etc.
- 2) Thoughts and Plans: what ideas have you developed, what plans do you have for the placement. It is always a good idea to prepare for a meeting by putting your thoughts and proposals down on paper beforehand and to reflect upon decisions afterwards: many decisions made in a fit of enthusiasm by a group swayed by a persuasive person can look rather foolish a day or two later.
- 3) Personal reflections and self-evaluation. Periodically, you should reflect upon your mood, your development of skills and knowledge from the placement, how you are managing the conflicting demands on your time and energy and whether or not your goals are changing. Your journal needs to reflect the University's Graduate Qualities as outlined in this handbook.

- 4) At the end, we expect to see an analysis of how you think the placement worked on several levels. Did the organisation work as a coherent team? What were the strengths and weaknesses of the placement? What did you learn sport, health and physical activity organisations? Did the placement change your attitudes and career goals? Be careful to keep the analysis at a professional level.
- 5) Learning Reflection – How did the placement relate to your studies? How will you use what you learnt from your placement in the future? What did you learn about your career goals? IT IS CRITICAL THAT YOUR REFLECTION CONSIDERS THE FLINDERS UNIVERSITY GRADUATE QUALITIES AS OUTLINED EARLIER IN THE HANDBOOK

All this need not lead to screeds of writing, be succinct but ensure that all the essential points are covered. Your diary is an ideal opportunity to hone your writing skills and reflect on your learning experience.

*Assessment Criteria:*

Quality of Journal Entries (50%)

1-2 page reflection on the university graduate qualities (50%)

Please see marking guide on FLO for detailed information on assessment criteria

**Assessment 3:**

**Student Evaluation of Provider 10% Due: within 4 weeks of finishing placement hours as determined by placement schedule**

*Assessment aim:* to develop critical reflection skills as well as the ability to provide constructive feedback

*Instructions of assessment*

Students are required to download the student evaluation of provider form from FLO and answer the questions honestly. Students should reflect on what was done well on placement and what could be done better to improve the placement experience

*Assessment criteria*

Students will be assessed on the quality of the feedback they provide in the free text spaces of the evaluation form

**Assessment 4:**

**Provider Evaluation of Student 15% Due: within 4 weeks of finishing placement hours as determined by placement schedule**

*Assessment aim:* to provide constructive feedback for the student on their development as a professional in the industry

*Instructions of assessment*

Students are asked to provide the 2 page evaluation form to their placement supervisor at the conclusion of their placement hours.

Supervisors are then able to provide constructive feedback on the student's performance at their organization. Supervisors provide a score for 10 criteria which is then converted to a mark out of 15

If the evaluation is not received by the placement organization students will not be penalized, rather their final grade will be calculated out of a total of the other 4 assessment pieces

## **Assessment 5**

**Promotional Video 25% Due: within 4 weeks of finishing placement hours as determined by placement schedule or during end of semester tutorial**

*Assessment aim:* to promote the placement organization as an option for future students

### *Instructions of assessment*

The promotional video should be a YouTube style clip on your placement experience and should be based on the following criteria

- 5-7 minutes long (definitely no more than 10 minutes)
- Should give a detailed overview of your placement experience
- Should be able to be used to promote this placement experience to other students
- Can use narration, pictures, videos, photos to show what was done on placement
- Can include music
- Video should be engaging and highlight the benefits of doing a sport placement

The student is expected to identify the benefits and drawbacks of their industry experience.

Students will need to enrol in a HLPE3550 tutorial at the end of the semester where you will show your promotional video

The marking guide on FLO details what the students will be graded on.

Examples of previous students' promotional videos will be uploaded to FLO

### *Assessment criteria*

Students will be assessed on the quality of the presentation as a promotional video for other students.

- The video should be 5-7 minutes (definitely no more than 10)
- Promotional style- could this be used to promote the experience to other students
- Engaging material
- Should highlight the benefits of doing placement in the sport industry
- The video should include a variety of presentation styles (photos, narration, pictures, photos)
  
- Adhere to ethical protocols (confidentiality of organisation)
  
- Identify benefits and challenges of placement experience

The video should include enough information that other students will have an in depth understanding of what the placement would be like at this organization

Please see FLO for a marking guide for this assessment piece

\*\* Rubrics, Marking Guides and other Resources for these Assessments are found in the FLO Topic Site.

### Please note: Assessment Extensions, Submission, Return and Penalties

Assessment submissions should be made through the designated FLO Dropboxes in a timely way. It is important that the statement that the work is a student's own is acknowledged prior to submission and that the file being submitted is correct and final. Students are encouraged to use a file naming protocol that provides their *surname, student number and topic code*.

Requests for extensions should be made prior to the due date of an individual assessment, using the FLO extension link for 'submission to the Topic Coordinator', unless an alternate instruction has been posted on FLO. The maximum number of days that can be approved at this level is ten working days.

Late submissions will be penalised at a rate of 5% of total marks available for the individual assessment piece per day after the due date of assessment has passed.

### Referencing and Academic Integrity

The College of Education, Psychology and Social Work apply the use of the APA Reference Style. A useful resource to assist in the execution of your referencing can be found at:

<https://students.flinders.edu.au/content/dam/student/slc/apa-referencing.pdf>

It is expected that all work submitted by students has been authored solely by them and accurately makes reference to works, writing and ideas of other authors which have contributed to the development of the assessment presented for submission.

Please ensure that you are familiar with your responsibilities in maintaining and adhering to principles of Academic Integrity in your studies. Flinders University provides guides and information at:

<https://students.flinders.edu.au/my-course/academic-integrity>

### Access Plans and special circumstances

People with special circumstances including [Elite athletes](#), and [Australian Defence Force Reserves](#), people with a [Disability, or someone with a diagnosed learning difficulty ongoing health or mental health condition, or a carer of someone with a disability](#), are able to arrange for special considerations to accommodate their circumstances. If you would like to discuss your circumstances and see what is available to you click on one of the relevant links above.

### Supporting your progress and success at Flinders.

Everyone comes to university with some academic, professional, and self-management skills in place, but with others that need to be developed. You belong here, you can succeed, and we are here to support you as you develop your capabilities to find your own unique pathway to success. We appreciate that over your time at university you may encounter difficulties or areas where you need, or would like, further development. To help, there are a wide range of free academic, career and wellbeing support services available. These include:



- [Finding Your Way at Flinders](#) – a topic in FLO available to help you navigate university life, understand the skills you need, and show you how you can develop those skills.
- Our [Student Learning Support Service](#) to help you to develop your academic skills.
- [Flinders' Career Hub](#) where you can access additional professional skills training, career development resources and support.

For a full list of all the support available to you at Flinders, visit the [Support and Services Directory](#).

### Having ongoing difficulties in your course?

We will make every effort to identify if you are having difficulty progressing in your course. We want to help you to develop the skills you need, avoid unnecessary cost or struggle where possible, and to enable you to get the most out of your investment in university.

Each semester Flinders reaches out to students (via email, Ping! or SMS) to offer support from the [Flinders Support Network](#).

At the end of each semester Flinders will contact students who seem to be experiencing more intense difficulties (e.g. failing the same topic twice, failing 50% of the course, or other difficulties relating to your course). We will email you to provide you with additional support and may ask you to get in touch with us so that we can better understand your situation and help you.

But please you don't need to wait - reach out to us as early as possible if you think you need help.

### **Responsibilities and Participation at Flinders University**

It is an expectation that all participants in the Flinders learning environment are respectful of diversity, mindful of their interactions with others and thoughtful in their contributions to the community.

Please ensure that you use technologies responsibly for communication and maintain a professional or facilitative tone.

We will not tolerate behaviours or forms of harassment that impede of the ability of any student or staff member.

## Accreditation

This topic is **not within** an Initial Teaching Education course.

Flinders Initial Teaching Education courses are accredited with the [Teachers Registration Board \(TRB\)](#) of South Australia, meeting the [Australian Institute for Teaching and School Leadership's \(AITSL\)](#) Accreditation Standards and Procedures, and use the teaching performance assessment (TPA) tool.

This topic meets the following standards for Taught (T), Practised (P) and Assessed (A):

Standard	T	P	A	Standard	T	P	A	Standard	T	P	A	Standard	T	P	A
1.1				2.5				4.1				5.5			
1.2				2.6				4.2				6.1			
1.3				3.1				4.3				6.2			
1.4				3.2				4.4				6.3			
1.5				3.3				4.5				6.4			
1.6				3.4				5.1				7.1			
2.1				3.5				5.2				7.2			
2.2				3.6				5.3				7.3			
2.3				3.7				5.4				7.4			
2.4															