# COMMUNITY SERVICES
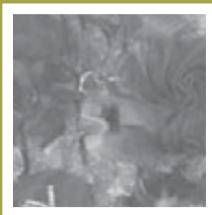
## COMMUNITY SERVICES: SAMPLE ASSESSMENT PROCESS

Listed below are the units of competence in VCE VET Units 3–4:

| | | |
|---|---|---|
| CHCYTH1C | Work effectively with young people | 40 |
| CHCGROUP2C | Support group activities | 20 |
| CHCRH1B | Orientation to work in the leisure and health industry | 50 |
| CHCCWI1B | Operate under a casework framework | 20 |

Select either the Community Services stream or the Children's Services stream

**COMMUNITY SERVICES STREAM**

| | | |
|---|---|---|
| CHCAD1C | Advocate for clients | 20 |
| CHCCD12D | Apply a community development framework | 50 |

**CHILDRENS SERVICES STREAM**

| | | |
|---|---|---|
| CHCPR3C | Develop an understanding of children's interests and developmental needs | 20 |
| CHCPR1C | Deliver services/activities to stimulate children's development and enhance their leisure | 40 |

## THE ASSESSMENT PLAN

*Identify and group appropriate units of competence after carefully considering advice in the relevant Training Package, the VCAA requirements in the relevant Assessment Guide and the work focus of the units.*

The following two units were grouped together:

| | | |
|---|---|---|
| CHCYTH1C | Work effectively with young people | 40 hours |
| CHCGROUP2C | Support group activities | 20 hours |

This group of units represents a total of 60 hours and is within the VCAA requirement of not exceeding 90 hours of the total nominal hours in a student's Unit 3–4 sequence.

Further guidance from the assessment advice within the units of competence also influenced the decision to assess these units together.

## DESIGN THE ASSESSMENT TASK

### COMMUNITY SERVICES – PORTFOLIO
### STUDENT INFORMATION

For this task you will submit evidence in a Portfolio for the following two units of competence that requires you to participate and support group activities involving young people aged between 12–18 years in a community services setting.

**CHCYTH1C      Work effectively with young people**
**CHCGROUP2C   Support group activities**

During the year you will be undertaking group activities to develop skills and knowledge in the above units of competence. In these activities you will be required to consider the political, social and economic issues that young people may face and develop an understanding of how groups work and your role in supporting the group.

This task requires you to present evidence of you participating and supporting two group activities with young people. The two activities to be submitted require you to be:

- under direct supervision either during your structured work placement
  or
- participating in voluntary or school based activities.

The context for these activities may include:

- classroom or school-based activities, such as excursions, case studies, short answers to questions or simulated practical exercises.
- voluntary community based activities
  or
- structured work placement/s.

You will need to present evidence in the Portfolio that demonstrates your participation in and support of two group activities. Listed below are some examples for you to consider:

- Discussion on a topic around a youth issue, for example work for the dole scheme, body image, sexual health, relationships, risk taking behaviour, bullying.
- A school or community sporting or recreation activity.
- A social event or fund raising campaign for a cause, for example homeless youth or young refugees.
- A community action activity, for example related to safe public transport for young people, leisure and recreational resources, education and further training opportunities.

### Specific requirements of the task

In your Portfolio you are required to collect and present:

- a signed supervisor checklist (attached) for each of your two activities
- short answers for each activity
- supporting documentation, such as reports, forms completed in the workplace, meeting notes, minutes, journals, logbooks, resource access documentation and timesheets.

Include an index indicating which items relate to which unit of competence.

## Part 1: Supervisor checklist

You will participate in and support two activities to demonstrate to the assessor or workplace supervisor how you establish a rapport with the group, based on the questions listed below. These two activities may be undertaken during your structured work placement, voluntary community work or practical school based activities:

- How clearly and effectively do you communicate with the group?
- How do you encourage a suitable level of participation by all members of the group?
- How do you communicate and interact with the group and respect individual differences and needs?
- How do you negotiate the roles and expected behaviour with the group?
- How do you accommodate different cultural values and sensitivities?
- How do you assist the group to develop strategies to tackle issue/s?
- How do you deal with inappropriate behaviour?
- How well do you recognise participants' efforts during the activities?
- How well do you support the group in accessing and using resources?

Arrange for your supervisor/assessor to complete the checklist on page 16. You should also complete the Student Comment/Self Evaluation section.

## Part 2: Written and/or oral short answers

In this part of the assessment you will answer the following questions for each of the two activities so the assessor can collect evidence of your knowledge as part of the job role. You can answer these questions in writing during class time or you can answer them during an interview with the assessor. You will need to make arrangements for a time to be interviewed.

- What was the purpose of the group?
- Who were the participants in the group?
- What did the participants aim to achieve? For example, expectations, goals or needs.
- Identify or explain the economic/financial considerations that may impact on the group or individual members in the group.
- What action/s did you take or would you take to ensure the group or individuals would not be financially disadvantaged?
- What resources did the group use and how did you help to organise the resources?
- What was your role within the group and how was this clarified with the group?
- What guidelines needed to be considered by the group, for example team behaviour rules, culture and background of the group?
- What policies and/or procedures did you need to consider?
- How did you find out about what the group wanted (needs and expectations)?
- Describe how you dealt with individual differences and needs in the group.
- Was there any inappropriate behaviour in the group? If not, provide examples of what you would consider inappropriate behaviours.
- Describe how you dealt with the inappropriate behaviours or would deal with the examples of inappropriate behaviour you outlined.
- Give an example of the application of access and equity principles in your activities.
- What communication techniques did you use during the activities and why did you use these?
- Give an example of how your group activity required you to consider aspects that related to youth culture.

■ Give some examples of current government policies that would affect your work with young people. Where would you access this information?

## Part 3: Workplace documentation (reports, pro formas, meeting notes, minutes)

Include completed examples of workplace documentation, such as reports or forms completed in the workplace as part of the two activities.

## Resources

To complete this assessment task you will need access to a workplace or an appropriate simulated work environment.

## Assessment of the task

The five scoring criteria for this assessment task are:

■ Application of underpinning knowledge

■ Planning and organisation

■ Expressing ideas and information

■ Content

■ Independence.

## Assessment due date/s

## CHECKLIST

*This checklist may be used by the student and assessor for each activity for the following two units of competence:*

**CHCYTH1C**     **Work effectively with young people**
**CHCGROUP2C**    **Support group activities**

Provide a brief summary (one to two sentences) describing the activity:

| CRITERIA | STUDENT COMMENT/ SELF EVALUATION | ASSESSOR COMMENTS |
|---|---|---|
| Communicates clearly and effectively with the group | | |
| Encourages a suitable level of participation by all members of the group | | |
| Communicates and interacts with the group and respects individual differences and needs | | |
| Negotiates the roles and expected behaviour with the group | | |
| Accommodates different cultural values and sensitivities | | |
| Assists the group to develop strategies to tackle the issue/s | | |
| Deals with inappropriate behaviour | | |
| Recognises participants' efforts during activities | | |
| Supports the group in accessing and using resources | | |

## *Allocate the elements of assessment to the Portfolio scoring criteria*

| CRITERIA | ELEMENTS OF ASSESSMENT |
| --- | --- |
| **APPLICATION OF UNDERPINNING KNOWLEDGE** | ■ Adapt techniques to take account of cultural sensitivities and youth culture.<br>■ Identify the purpose of the group and clarify. |
| **PLANNING AND ORGANISATION** | ■ Select activities which promote cultural awareness and meet the needs of young people.<br>■ Organise adequate resources for group activities. |
| **EXPRESSING IDEAS AND INFORMATION** | ■ Communciate and interact positively with young people.<br>■ Establish guidelines and prepare reports that are appriopriate for your purpose and audience.<br>■ Communciation, both written and oral. |
| **CONTENT** | ■ Participate in and support group activites in both formal and informal groups.<br>■ Develop a professional rapport with young people.<br>■ Identify and acccess resources for group activity.<br>■ Establish relationships which support a group. |
| **INDEPENDENCE** | ■ Appropriate processes are implemented and guidelines agreed to and encouraged.<br>■ Project tasks are met. |

**Portfolio contextualised for Community Services. Using the preceding table that identifies the evidence linked to the scoring criteria, this table provides performance level descriptors.**

| VCE VET SCORING CRITERIA | LEVELS OF PERFORMANCE | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Application of underpinning knowledge. | Identifies social, political, ethical and economic contexts which affect working with young people.<br><br>Identifies existing services for young people.<br><br>Identifies organisational policies and/or procedures from given information and applies these to the group activities. | | Describes how social, political, ethical and economic contexts affect working with young people.<br><br>Describes a range of existing services for young people.<br><br>Selects relevant organisational policies and/or procedures and appropriately applies these to the group activities. | | Comprehensively describes the implications of how changing social, political, ethical and economic contexts affect working with young people.<br><br>Describes and evaluates a range of existing services for young people in relation to needs<br><br>Demonstrates a thorough knowledge of organisational policies and procedures and makes accurate judgments about their applications. |
| Planning and organisation. | Identifies and applies the key stages in planning and facilitating group activities for young people.<br><br>Identifies and locates appropriate resources for group activity.<br><br>Identifies and applies limited processes in facilitating group activities. | | Describes and applies the key stages in planning and facilitating group activities for young people.<br><br>Identifies, locates and judges adequacy of resources for group activity.<br><br>Selects and applies appropriate processes in facilitating group activities. | | Describes and incorporates the key stages in planning and facilitating group activities for young people specific to the purpose of the group.<br><br>Evaluates group purpose and identifies, locates and determines adequacy of resources to match the purpose of group activity.<br><br>Selects, applies and modifies a range of complex processes in facilitating group activities. |

| VCE VET SCORING CRITERIA | LEVELS OF PERFORMANCE | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Expressing ideas and information | Identifies and uses limited but appropriate communication strategies to interact with members of the group. Considers defined cultural sensitivities and adapts style and language to cater to different cultural values and practices in the group. | | Selects and uses a range of appropriate communication strategies to interact with members of the group. Considers a range of cultural sensitivities and adapts style and language to cater to different cultural values and practices in the group. | | Evaluates a range of communication strategies and selects and uses a range of appropriate communication strategies to interact with members of the group. Researches and interprets a range of cultural sensitivities and adapts style and language to cater to different cultural values and practices in the group. |
| Content | Demonstrates competence in being able to work effectively with young people and supports group activities. Identifies the purpose of the group and clarifies goals, needs and expectations. | | Has a good understanding of the underpinning knowledge and skills to work effectively with young people. Demonstrates sound skills in supporting group activities. | | Has a comprehensive understanding of the underpinning knowledge and application of skills in working effectively with young people. Demonstrates strong skills in supporting group activities. |
| Independence | Identifies and applies appropriate processes in facilitating group activities and applies identified work processes to work effectively with young people. Completes tasks with direction. | | Selects and applies appropriate processes in facilitating group activities. Identifies related youth issues and takes appropriate action. Completes task with some or minimal support. | | Selects and adjusts a range of processes in facilitating group activities. Identifies and anticipates youth issues and takes appropriate action. Completes tasks independently, whilst taking into account the need to follow related workplace procedures. |

**Note**: The industry specific performance descriptors do not replace the VCAA generic performance descriptors. Assessors must use the VCE VET Scoring Criteria sheets and VET Coursework Assessment Record sheets that are provided in the VCE VET Assessment Guide.

# CONDUCT THE ASSESSMENT

You need to conduct the assessment within the VCAA timeframes as prescribed in the Assessment Guide. Conducting assessment requires the assessor to inform the student about the assessment process and to ensure the student is prepared for the assessment.

To score the task, refer to the application of the industry specific scoring criteria developed in Phase 2 under 'Apply scoring criteria in the industry specific context' as a guide to make your scoring decision on performance of the task. On completion of the assessment transfer the scores to the official VCAA documentation.

This final phase in the process is about reflecting on the entire process, which may include validation that involves reviewing, comparing and evaluating the assessment. This may involve:

- validation of the assessment process during assessment
- validation of evidence contributing to judgments made to confirm competence
- moderation of the scoring of assessment tasks.

Think about the following:

- Was the right task type selected?
- What worked well?
- What part of the process needs to be improved?
- How can this be done?

**Apply the Portfolio scoring criteria in the industry specific context.**