PORTFOLIO OF EVIDENCE

PROFESSIONAL LEVEL
What is a portfolio of evidence?

Generally speaking a portfolio of evidence (PoE) is a collection of documents that you must compile to show your competence against a set of learning outcomes and as well as present the required evidence. In this case the PoE is completed so as to meet requirements for registration as child and youth care worker in professional category of registration as stated in section 16.(1) (a) of the regulations for the social service professions.

This introduction will guide you on the kinds of evidence that should be included in the portfolio and how to organise and present evidence of outcomes that have been achieved.

What does a portfolio of evidence look like?

A portfolio is a folder, file or collection of information which presents direct and indirect evidence:

An A4 ring binder or suitable equivalent can be very useful as it clearly displays and protects your evidence. Do not cram it full of material; make it easy to turn pages and access content. Be selective with what you include, ensure that it is of a good quality and relevant.

Suitable evidence to include in your file can be divided into two main categories – direct and indirect evidence.
**Direct evidence may include:-**

- This can include a variety of the following:-
- Your performance being observed by your assessor.
- Projects or work based assignments.
- Personal reports.
- Minutes of meetings, action plans, progress reports.
- Internal and external correspondence.
- Prior qualifications which relate directly to the units.
- Product evidence e.g. examples, samples, and photographs.
- Your responses to oral or written questions.
- Narratives
- Video or authenticated audio tapes.
- Assessor observations;

It is expected that you will provide a diversity of evidence types to support your demonstration of competence. The list above is not exhaustive and you may find other appropriate forms of evidence depending on your qualification, experience and work contexts.

**Indirect evidence may include:-**

- Witness testimonies from people within or outside the organisation
- Achievement in related areas.
- Attendance on courses/training activities relevant to the learning outcomes in this portfolio.
- Membership of related committees or outside organisations
- Previously set exercises and assignments, tests and other forms of assessment that the applicant has achieved
- Documents produced through work-related activities such as reports and other child and youth care material
- Reports by supervisors and managers
Progress reports, results of performance appraisals, documentary evidence of problems identified and action taken, photographic records, witness statements; evidence of community related activities relevant to the context.

Such indirect evidence will be used mainly to support or confirm direct evidence.

Cross-referencing

It is vital that your evidence (Especially written) is referenced to the learning outcomes and assessment criteria that you are undertaking. A clear referencing system is important.

Suitability of evidence

In order for you to be regarded as successful, your evidence should be sufficient, relevant and authentic.

What is sufficient?

Your evidence must cover all aspects of the learning outcomes and assessment criteria for each unit you are seeking to achieve. Sufficient does not mean a mass of evidence. It simply means collecting enough evidence to demonstrate competence.

What is authentic?

You must be able to explain and substantiate the evidence you put forward. It is important, therefore, to ensure you only submit evidence that represents YOUR OWN WORK. There must also a declaration that is completed at the end of your qualification to confirm your evidence is authentic.
What is relevant?

Any evidence must relate clearly to the qualification you are seeking to achieve. Assessors are only interested in evidence directly related to the requirements set out in the units. That is, evidence which clearly links to the specific outcomes in the PoE. You should avoid the inclusion of reference documents, training materials and other evidence that does not relate to the outcomes at all.

What does a portfolio of evidence look like?

For the purposes of this registration, a hard copy of a portfolio of evidence will be submitted.

A neatly covered A4 file must be used.

Inside the portfolio of evidence

Include a contents page at the front and ensure that you have clearly divided the various sections of your portfolio by using dividers that are wider than your A4 material. Be logical in your layout; consider the impression you will be giving about the way you potentially think and work.

- CV (Curriculum Vitae)
- A variety of types of evidence
- The contents of the portfolio should be organised in such a way that the relationship between each item and the specific learning outcome (or group of learning outcomes) for which it provides evidence, is clear.
- The material is organised so as to provide clear, accessible evidence that the learning outcomes have been achieved.
- Evidence should be of a range of types and from a range of sources
- Questions about the purpose of the various items in my portfolio are responded to appropriately.
Completing your assessment tasks

• Complete all of the questions and include all the documents in this pack

• Remember to consult different literature in your written answers and use proper referencing to indicate your source of information.

• You are allowed to use books/Internet to help you answer the questions, but use your own words, not the words in books/Internet.

• Send your answers to the following address

The above guidelines should be able to guide you in compiling a comprehensive portfolio. Do not hesitate to seek more help from colleagues, friends and acquaintances should the need arise. Once you have collected all the evidence, you may send it through to:-

Child and Youth Care

SA Council for Social Service Professions

Private Bag X12, Gezina, 0031

37 Annie Botha Ave, Riviera, Pretoria, 0084
**COMPLETING YOUR ASSESSMENT TASKS**

**PERSONAL INFORMATION**

*Complete the following table*

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<td>Full name/s</td>
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APPLICANT’S DECLARATION

Complete and sign the applicant’s declaration.

Declaration

I, ..............................................(name), ID number .............................................. the undersigned, certify that: I did this work on my own, and I did not copy from anybody else.

Signed: ___________________________ Date: ________________________

Venue: ___________________________

The next Page consists of tasks required for the completion of your Portfolio of Evidence.

NB: Your answers should be handwritten.
The following rubric will be used to assess your evidence (Except exit level outcome 3, assessment criteria 1):-

<table>
<thead>
<tr>
<th>Insufficient evidence submitted</th>
<th>Evidence submitted is fairly sufficient improvement, possible</th>
<th>Good, sufficient Evidence provided</th>
<th>Excellent evidence submitted – highly sufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Information is sparse/incorrect.</td>
<td>• Meets some of the criteria set out.</td>
<td>• Meets most criteria set.</td>
<td>• Meets all criteria set.</td>
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<tr>
<td>• Lacking important detail.</td>
<td>• Evidence is somewhat included/covered.</td>
<td>• Good evidence is provided with regards to the learning outcome</td>
<td>• Substantial evidence with regards to the learning outcome is included.</td>
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<tr>
<td>• Evidence bears little relation to the learning outcome.</td>
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**Exit Level Outcome 1:** Understand children, human development and the origins of child and youth care work

**Assessment Criteria 1:** Integrate your knowledge on human development to reveal a clear understanding of the context for child and youth care work and the particular role of social conditions in contributing to risk for children and youth. (1 200 words)
Assessment Criteria 2: Apply your knowledge of human development to explain development and factors which interrupt or distort normal development in children and youth at risk. (1 200 words) (5)

Assessment Criteria 3: Discuss the history of child and youth care work with respect to its impact on, and consequence for the development of the field in South Africa. (800 words) (5)

Exit Level Outcome 2: Organise, manage and implement developmental and therapeutic child and youth care work with families and groups. (800 words)

Assessment Criteria 1: Explain families and groups as systems and illustrate your approach to working with them in their contexts. (800 words)

Assessment Criteria 2: Describe family preservation as an approach that pervades all work with young people at risk and their families. (800 words)

Assessment Criteria 3: Explain how you as a child and youth care worker integrate a comprehensive range of child and youth care work skills and knowledge to produce responses likely to preserve and promote functional families. (1 200 words)
Exit Level Outcome 3: Identify, analyse and assess the social problems and needs experienced by individuals, families, groups and communities for which he/she is responsible in a child and youth care work context.

Assessment Criteria 1: Articulate and explain the usefulness of different assessment frameworks used in a child and youth care context. (5)

Select one assessment framework and show through the use of a case study, how it was applied. (1 200 words) (5)

Assessment Criteria 2: Bearing in mind, child rights, the strength-based approach, and the Circle of Courage provide an assessment profile of a child with whom you have worked. (800 words) (5)

Exit Level Outcome 4: Contribute to policy development and evaluation at a global and programme level.

Assessment Criteria 1: List and briefly describe the elements of the legal framework for child and youth care work in South Africa. (1 200 words) (5)

Assessment criteria 2: Demonstrate the congruence between the UNCRC and 5 selected procedures that are practiced in a child and youth care program. (800 words) (5)
Exit Level Outcome 5: Function professionally in child and youth care work practice.

Assessment Criteria 1: Use examples to illustrate how you would interpret a young person’s behavior using mainstream psychological and sociological theories. (800 words)

Use a case study to describe how you will respond to and manage troubled behavior in a way that is consistent with strength based and developmental approaches. (800 words) (5)

Describe the concept of therapeutic lifescape work. (800 words) (5)

Provide an example of an activity program designed to meet the developmental and therapeutic needs of a specific child. (800 words) (5)

Assessment Criteria 5: Demonstrate how you would implement advanced developmental and therapeutic approaches, strategies and programmes to facilitate the holistic development of children. (800 words) (5)

Assessment Criteria 6: Conduct a complete evaluation all aspects of a programme of your choice and recommend how to maintain continuous improvement. (800 words) (10)
Exit Level Outcome 6: Provide leadership, supervision and management direction in a child and youth care work context.

Assessment Criteria 1: Demonstrate how workspace and consultative supervision and support for child and youth care workers is provided in order to contribute to their ongoing professional development. (800 words) (5)

Assessment Criteria 2: Demonstrate how you have developed your own personal development strategies so as to contribute to your own professional development, well-being and consistent performance in practice. (800 words) (5)

Assessment Criteria 3: Write a report on how you have observed or implemented management of multidisciplinary process and contributed to integration of diverse inputs in the best interest of the child in a child and youth care context. (800 words)

TOTAL: 100