GUIDELINES FOR PORTFOLIO OF EVIDENCE (POE)

AUXILIARY LEVEL
GUIDELINES TO COMPILING A PORTFOLIO OF EVIDENCE

Introduction

Thank you for taking the initiative to register as a child and youth care worker in the auxiliary category of registration. Section 17(1)(b) and (c) of the Regulations provides for registration at this level. Note that you will need to submit this portfolio of evidence containing an assessment which proves that you meet the outcomes reflected in the SAQA Unit Standard FET Child and Youth Care equivalent to a NQF Level 4 qualification registered with SAQA.

Your portfolio should reflect that you have mastered both the theoretical and a practical component of child and youth care. The following information explains what is regarded as theoretical and practical.

The theoretical component

- Training (attach any certificates of formal training indicating the hours of learning).
- In-house training undergone by the applicant where the employer has to provide a letter indicating the number of hours.
- Ancillary training relevant to the field.
- Informal training attended and participation in the meetings, workshops, conferences, schooling and symposiums relating to the Child and Youth Care processes with a personal motivation.

The Practical component

- Years of service in the field.
- Professional supervision undergone.

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 auxiliary category of registration as stated in section 17(1)(c) 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
• Personal motivation to support other forms of evidence.
• 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
- I consult different literature in order to improve your written answers.
- You are allowed to use books/Internet to help you answer the questions, but use your own
  words, not the words in books/Internet.

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:-

SA Council for Social Service Professions
Private Bag X12, Gezina, 0031
37 Annie Botha Ave, Riviera, Pretoria, 0084

APPLICANT’s DECLARATION

Complete and sign the applicant’s declaration.

<table>
<thead>
<tr>
<th>Declaration</th>
</tr>
</thead>
</table>
| 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 following rubric will be used to assess your evidence:

<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>1. Information is sparse/ incorrect.</td>
<td>1. Meets some of the criteria set out.</td>
<td>1. Meets most criteria set.</td>
<td>1. Meets all criteria set.</td>
</tr>
<tr>
<td>2. Lacking important detail.</td>
<td>2. Evidence is somewhat included/ covered.</td>
<td>2. Good evidence is provided with regards to the learning outcome.</td>
<td>2. Substantial evidence with regards to the learning outcome is included.</td>
</tr>
<tr>
<td>3. Evidence bears little relation to the learning outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exit Level Outcome 1: Communicate with and on behalf of young persons at risk for developmental and therapeutic ends. [20 marks]

Explain what “life space work” is and how a person does life space work. (4 marks)

Explain how you use relationships in your work as a child and youth care worker and why they are important? (5 marks)
How do communication skills help you in building relationships in your work as a CYCW? (5 marks)
Give examples of how you use communication skills in your work.

a. Open Questions (2 marks)

b. Paraphrasing (2 marks)
c. Body language (gestures, touch, facial expressions) (2 marks)
Exit Level Outcome 2: Develop personal and professional competence in Auxiliary Child and Youth Care Work. [50 marks]

What is one of your personal triggers? Explain how you use your awareness of the trigger in your daily interventions with children and youth. (3 marks)

When you experience conflict in your work environment, what are some of the skills you use in order to resolve this conflict? Explain how you use these skills? (5 marks)

Explain why children and youth could become relationship reluctant. (5 marks)
Describe what you would do to build a relationship with a child or youth who is relationship reluctant. (5 marks)

Explain your understanding of strengths based work and how you use it in your work with children and youth. (5 marks)
Explain each of the 5 Dimensions of development. Then for each dimension give an example of what you would do to develop a child in that dimension. (5 marks)
How do you use your self-awareness when reflecting on interpersonal interactions? Please provide an explanation of how you use your self-awareness. (3 marks)
Describe the 6 elements of the developmental approach and how you would implement them in your work. (12 marks)
Explain what is meant by “working in the moment”? (3 marks)

Exit Level Outcome 3: Participate in Developmental Assessment of Children and Youth at Risk [40 marks]

How do you use the circle of courage in your work with vulnerable children and families? (5 marks)

What does the process of Observation in CYCW entail? Why is observation important in CYCW? How does observation fit into the process of assessment? (5 marks)
Explain the purpose of logging in Child and Youth Care Work. (3 marks)
Describe what an incident report is and explain its importance in Child and Youth Care Work. (5 marks)

How and why do we use activities in CYCW? (4 marks)
Give 4 examples of developmental areas that the children you work with may have. For each developmental area give an example of what activity you would use to develop the child in that area. (8 marks)

Explain what an IDP is? How are they drawn up, why do we need them, how are they used, who is involved in drawing them up? (5 marks)
Exit Level Outcome 4: Provide support for children and youth at risk. [200 marks]

What is the MDT approach and how do you use it in our work? (5 marks)

What are some of the nutrition and health requirements of a 6 year old child? (5 marks)
How do you make sure that children in your community do not get exposed to common childhood diseases e.g. Measles, Chicken pox? (5 marks)

What are universal precautions and how do you use them in your work? (5 marks)
Explain what being culturally competent means. (5 marks)

Explain why it is important to be culturally competent when working with children and youth and their families. (3 marks)
Nutrition practice

1. Describe what you do to teach good nutrition practices in the workplace.

2. Make sure that you include examples of:

   - What you did to teach children about good nutrition practice and explain what you taught them. (5 marks)
   - What you did to teach adults/parents about good nutrition practices and explain what you taught them. (5 marks)
1. Describe what you do to teach good hygiene practices in the workplace

Make sure that you include examples of:

- What you did to teach children about good hygiene practice and explain what you taught them. (5 marks)
- What you did to teach adults/parents about good hygiene practices and explain what you taught them. (2 marks)
1. **Record information about two (2) children that you were tasked to care for that were or became ill. [3 marks]**

Make sure that you include:

- symptoms of illness
- any action you took where possible and if necessary:
  - identification of transmission
  - prevention of transmission
  - administration of medicine
  - referral (and to whom)

- How you felt about the intervention (Reflection).
Illness and disease care

Example 1: (3 marks)

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Example 2: (3 marks)

Symptoms:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Actions:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Self-reflection:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
First aid skills

1. Describe what first aid you apply in a situation in which a child sustained minor cuts, abrasions and secondly, where a child sustained small burns. [4 marks]

Make sure that you include in your log:

- the nature of the incident
- any action you took where possible and if necessary:
  - treatment
  - referral (and to whom)
- how you felt about it the intervention (Reflection)
First aid skills

**Example 1: Child with minor cuts and abrasions** (3 marks)

**Incident:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Actions:**

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________________________________________________________________________

**Self-reflection:**

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
First aid skills

*Example 2: Child with small burns (3 marks)*

**Incident:**

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**Actions:**

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__________________________________________________________________________

__________________________________________________________________________

**Self-reflection:**

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Safety

1. **Record what you have observed about safety hazards at the workplace and in homes you visit**

Describe what you observed, ensure that you include examples of:

- identification of safety risks (fire hazards, sharp objects, poisons, electricity, unprotected bodies of water, unsafe play equipment, medication)
- Explain what precautions are necessary (with regard to the safety hazards) in order to protect children and keep them safe. *(3 marks)*
1. Describe what it is you did when the opportunity arose to display your cultural sensitivity. Make sure that you include:

- An explanation of the situation
- Describe what you did to display cultural sensitivity (3 marks)
Supporting the CYCW team

1. Describe an incident where team work was required.

Make sure that you include:

- An explanation of the incident
- Describe what you did to support the team
- Explain how your intervention helped the team (3 marks)

Date: ____________________________
Venue: __________________________
Those involved: ___________________

The incident (what happened):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I provided support by...

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The support offered helped the team in this way...

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
1. Describe an incident and the unethical behavior you identified.

Make sure that you include:

- An explanation of the situation
- Describe your intervention (what you did) (3 marks)

Date: _________________________________

Colleague’s Name: _______________________

Description of unethical behaviour identified (this is what happened):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Actions taken (this is what I did):

________________________________________________________________________

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________________________________________________________________________
1. Record four (4) examples of identifying a child’s needs using the Circle of Courage

Make sure that you include:

- the date
- the venue
- the developmental needs you identified (with reasons)
- complete the Circle of Courage by placing the identified needs in the correct quadrant (please identify the quadrants)

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Using the Circle of Courage

Example 1: (3 marks)

Date: 
Venue/Place: 

The developmental needs I identified:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
The Circle of Courage:
Example 2: (3 marks)

Date: ________________________________
Venue/Place: __________________________

The developmental needs I identified:

________________________________________________________________________________

________________________________________________________________________________

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________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

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________________________________________________________________________________

________________________________________________________________________________
The Circle of Courage:
Using the Circle of Courage

Example 3: (3 marks)

Date: 
Venue/Place: 

The developmental needs I identified:

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_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
The Circle of Courage:
Using the Circle of Courage

Example 4: (4 marks)

Date: 
Venue/Place: 

The developmental needs I identified:

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Using the Circle of Courage

The Circle of Courage: