



MARKING GUIDE

COMMUNITY CONNECTIONS DIRECTORY

Developing Positive Connections

Level 4, Credits 3

Assessment Code: YTD Community Connections

INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

TASK: Develop a group resource of positive community connections for youth in an organisation or community, and provide evidence of your participation in the resource’s development. The resource is for use within the context of working with youth in Aotearoa New Zealand

Task 1 Develop and submit a resource for youth in your community or organisation of positive community connections. Present evidence of your participation in the development of the resource submitted in Task 1

1. It is recommended you complete this task as a group with other students who work within the same organisation, or who work in the same area or with similar young people (if it makes sense to do so). Ideally you will create a resource that you and others can use as part of your practice.
2. The maximum group size is **five** people.
3. You may complete the resource as an individual so long as you submit a completed resource.
4. To gain competency in this assessment Tasks 1 must be completed correctly and fully as required by the marking criteria.
5. Evidence of journaling related to a Kaupapa Māori approach applied to youth work practice must be submitted along with the assessment tasks.
6. The assessment must be the student’s own work.
7. Resits are available. Refer to student handbook for assessment and resit policies.

New Zealand Certificate in Youth Work – Level 4		
Course 3 Assessment 3.1		
Graduate Profile Outcome	Learning Outcome	Assessment
GPO 2: Mentor and support young people to recognise and develop their potential.	LO 3.1 Identify community connections and networks for young people that support positive outcomes. (3 credits)	Assessment 3.1 Create a resource for youth in your community/organisation of positive community connections and networks include addresses, phone numbers and website addresses. Indicate if there is a specific group of youth that the resource is targeted for (e.g. LGBTQ youth). LO 3.1 3 credits

Model answers are in orange

Judgement guidelines are in red

© Copyright 2021 New Zealand School of Tourism Ltd

These notes have been prepared especially for the students of New Zealand School of Tourism Ltd. All rights reserved. This publication constitutes intellectual property of New Zealand School of Tourism Ltd. This workbook is copyright. No part may be reproduced, stored in a retrieval system, or transmitted, in any form or by any other means, electronic, mechanical, photocopying, recording or otherwise without permission. Inquiries should be made to Head Office. **Pre-moderated 30/11/2021 Version 1**

New Zealand Certificate in Youth Work (Level 4)

Assessment 3.1 YTD Community Connections

Version 1 Nov 2021

Task 1 – Create a resource

Question 1

Create a resource for youth in your community/organisation of positive community connections.

It is recommended you complete this task as a group with other students who work within the same organisation, or who work in the same area or with similar young people (if it makes sense to do so). Ideally you will create a resource that you and others can use as part of your practice.

The maximum group size is **five** people.

You may complete the resource as an individual so long as you submit a completed resource.

Each person in the group will be responsible for:

- at least **one** task; however, you should aim to distribute the tasks so that time and effort is more or less similar across the group
- at least **3–6** entries in the resource (in a category decided by the group).

Initial planning meeting

One person in the group should take responsibility for setting up and facilitating this meeting as their task.

At this meeting you will need to decide:

- **Who** the resource is intended for; for example, a general resource for all youth your organisation deals with, or one specific group of young people. You may also choose to include services, groups, and resources for parents and caregivers, or others in the young people's family or community.
- **Format** of finished resource; for example, an online page on your organisation's website or a pdf booklet or posters to print out. The format should be achievable and make sense for the people who will be using the resource.
- **Categories** for entries of resources, services, and any other content; use category headings like local counselling services, general resources, support organisations, support groups, support for parents, or online information. Try to target your categories based on how you would expect your users to look for information in the resource. Within your group, decide who will be responsible for finding which entries.
- **Responsibilities** and tasks for each member of the group; this will depend on size, format, and organisation, but could include things like:
 - set up and facilitate group meetings
 - project manager – keeping everyone updated on progress
 - person who collates entries from everyone into one draft
 - editor(s) or proof-reader(s)
 - design, layout, or illustrations
 - printing or publishing the final resource.

Note: more than one person can be involved in the same task; it is up to the group to decide how to allocate tasks. The size of the completed resource depends on the number of people in the group. As mentioned above, each person will be responsible for including 3–6 quality entries for their category.

Completed resource

The finished resource you submit for assessment should:

- be complete and ready for youth (and/or others) to use
- be easy to navigate, so that users can easily find a particular service, connection, or resource
- be clearly organised into different categories using headings, a table of contents, or an online menu that would make sense for a resource user
- include 3–6 entries from each group member that are relevant to the category they are in, and are accessible (addresses, phone numbers, web addresses)
- have the name of each entry (service or resource) included and clearly visible for a user
- one or two sentences introducing each entry in the resource – type of resource, its benefits, who can use it. You may have one introduction with more than one entry if it makes sense to do so; for example, if several entries offer the same service for similar clients.

Each entry to the resource must at minimum include:

- name of service, connection, or resource
- how to access it – addresses, phone numbers and/or web addresses
- one or two sentences introducing the entry and its benefits.

As a group, submit **one** copy of the completed resource, along with a list of group members and which pages or sections they were responsible for.

In Question 2 you'll provide more information about the contribution of each group member.

Students submit a completed resource that could be used by youth in a community or organisation to find community connections, networks, groups, services, and resources that would benefit them.

The resource may be in any format, such as a printable pdf booklet, posters, or an online webpage at an organisation's website.

Items in the resource should be organised into clearly marked categories and include one or two sentences that introduce the items in the resource.

The student's contribution may be assessed as competent if it meets the following criteria:

- their page or section is complete and user ready
- at least 3 – 6 entries that are relevant to the resource as a whole and the category they are in
- entries and their category were easy to find within the resource
- each entry includes:
 - a clearly visible name for each entry (service, connection, or resource)
 - how to access it (addresses, phone numbers and/or web addresses)
 - one or two introductory sentences that would help a user understand what the entry is and who it benefits; these sentences may introduce more than one entry if it makes sense to do so.

The quality of the final resource in terms of things like creativity, layout, design or proofreading errors are not part of the assessment.

A minimum of 3 entries per student should be assessed as relevant

The resource should have at least 3–6 entries for each person in the group.

The number of entries should align with the list of contributors. For example, 5 people on the contributors list should mean 15–30 entries in the resource.

Question 2

Present evidence of participation in the creation of the resource submitted with Task 1.

Responses to the questions below may be submitted as a group; one group member takes responsibility for its completion. Each group member's contribution will be assessed.

If you did not complete the resource as part of a group, you will only need to complete the questions in the first table.

Answer these questions:

- A. Briefly introduce the intended users of this resource.

relevance of overall resource and its format aligns with what could be expected as relevant for intended users

- B. Briefly explain why you, or your group, selected the format for the resource.

Explanation clearly outlines the reason for the format of the resource and its use

- C. Make a list of the group members who worked on the resource and beside their names list the particular tasks each was responsible for or describe the work they did to complete the resource.

Student is listed with at least one contribution to the group effort; and this contribution is not significantly less than others in the group

- D. In the table below, each group member must write their full name along with a statement to confirm that what has been written in the table above represent a true reflection of what happened.

Supplied list gives full name and words to the effect that what has been written represents a true account of how the group completed the resource

To be assessed as competent the student must have participated in the creation of the Task 1 resource beyond including their 3 – 6 entries as required