



**Community and Me PRE012610**  
**This course is preparatory to TQA levels: 12 size value**

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## **RATIONALE**

This course is part of a suite of courses designed to provide basic skills to high needs students, many of whom have a learning difficulty.

The course has a whole-of-life approach and aims to offer better outcomes in all aspects of students' lives and to assist people with disabilities to access achievable pathways to further training and or employment outcomes.

Some students may need this full suite of courses for study in both their years 11 and 12, some may need it for only part of their course load, and some may need some for year 11 before moving into other programs for Year 12.

## **PATHWAYS**

This course provides students with opportunities to learn about their community, including a range of organisations and services relevant to their needs. It is at a preliminary level and may be a pathway to the TQA Level 1 courses Community Learning and Personal Health & Wellbeing.

## COURSE SIZE AND COMPLEXITY

**Community and Me** has been assessed as having a complexity level preliminary to TQA levels. It has a size value of 12.

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## COURSE DESCRIPTION

The *Community and Me* course provides students with opportunities to develop their understanding of the community in which they live, organisations and services that may meet their needs and how to access a range of these services by utilising transport.

The *Community and Me* course also covers rules and laws locally, Governance- at a local, State and National level, Citizenship and general knowledge about Australian cultural events & customs.

This course is specifically designed for learners who require flexible and individualised programs. The skills, knowledge and understandings offered in this course will enable students to move toward greater autonomy and independence.

Using a practical skills-based approach, this course is designed to encourage students to develop a richer involvement with their community to assist in building independent living skills. As students learn about various organisations and their roles they will also learn about rights and responsibilities within the law and society. Students will learn about key events such as ANZAC day, Harmony day and be engaged in the celebration of them thereby understanding the link between the community and themselves.

The learning will take place in highly familiar contexts, using concrete and immediate examples, very restricted range of contexts and limited and highly familiar vocabulary. Tasks will involve a limited number of familiar processes.

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## LEARNING OUTCOMES

Through the study of this course students will:

- know about the organisations and facilities that make up their local community
  - demonstrate skills to select personal transport
  - demonstrate the basic skills needed to interact with others in their community
  - develop a basic awareness of some historical and social factors that have influenced Australia.
  - develop basic awareness of the rules and laws of Australian Society and Citizenship.
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## COURSE CONTENT

Students will undertake all seven units of study with the emphasis being placed on areas of greatest need.

1. Community
2. Organisations in the community
3. Involvement in the community
4. Getting around
5. Rules and laws
6. Citizenship
7. Knowing about Australia.

**UNIT 1: Community**

- Individuals
- Families
- Communities
- The range of cultural and linguistic backgrounds of people in the community
- key people in the local community (personalities that are likely to be known) e.g. Mayor, Police.

**UNIT 2: Organisations in the community**

- Personal needs and preferences
- Service organisations, eg libraries, the police, hospitals
- Recreation organisations, eg cinema, bowling alley
- Range of businesses.

**UNIT 3: Involvement in the community**

- Personal choices and preferences
- Organisations that provide goods and services to meet individual needs
- Plan to contact such organisations
- Contact and access a range of organisations
- Becoming a member of a group or club.

**UNIT 4: Getting around**

- Moving around safely in the immediate environment
- Using public and private transport
- Safe practices when in a vehicle
- Organising small outings
- Pedestrian safety
- Use of special transport.

**UNIT 5: Rules and laws**

- Rules and laws as ways of moderating behaviour
- Structures around enforcing the legal system – police, courts, jails
- Personal roles and responsibilities, eg within a family, on the road, as a consumer, as a tenant
- Support services – advocates, legal advice.

**UNIT 6: Citizenship**

- Government in Australia – basic outline
- Decision-making in a family or group
- Voting.

## UNIT &: Knowing about Australia

- Familiarity with a few key events, eg European discovery, gold rushes, world wars, Olympic games, Anzac Day
- Famous Australians, eg a few examples from: explorers, politicians, sports stars, media personalities
- Indigenous Australians.

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## ASSESSMENT

Assessment in this course is performance based, measuring student achievement in skills and knowledge against a performance standard. For this course two ratings are available: '*pass standard*' or '*not yet passed standard*'. Assessment may be made at any point in the program.

Each criterion in this course is described by performance indicators. In judging whether a student has achieved a 'pass standard' an assessor will be guided by these indicators but final assessment will be an holistic, on-balance judgement based on validated evidence.

Assessment methodologies may include – but are not limited to – written, electronic and oral presentations/discussions, direct assessor observations of learners' skills and written and/or practical testing.

Assessment instruments/tools need *not* be restricted to any single criterion. An assessment instrument may assess more than one criterion at a time.

Learners who are assessed with a 'not yet passed standard' are provided with further opportunities to demonstrate competency within the scope of the course's design time and TQA reporting requirements.

Internal assessment of all criteria will be made by the provider. Providers will report the student's rating for each criterion to the TQA.

## QUALITY ASSURANCE PROCESSES

The following processes will be facilitated by the TQA to ensure that there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by students
- community confidence in the integrity and meaning of the qualification.

**Processes** – The TQA will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications the Authority issues. This will involve checking:

- student attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
  - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
  - class records of assessment
  - examples of student work that demonstrate the use of the marking guide
  - samples of current student's work, including that related to any work requirements articulated in the course document.

This process will usually also include interviews with past and present students.

It will be scheduled by the TQA using a risk-based approach.

## CRITERIA

The assessment for **Community and Me** will determine whether the student can:

1. Name and describe the basic nature of organisations with which the individual is likely to interact
2. Select and access transport
3. Demonstrate the basic skills needed to interact with others in the community
4. Develop a basic awareness of some historical, social and civic factors that have influenced Australia.

## STANDARDS

### **Criterion 1 Name and describe the basic nature of organisations with which the individual is likely to interact**

#### *Performance indicators*

A learner can:

- Identify shops, service organisations and government agencies
- Correctly describe the basic functions of significant organisations – selected from each of the categories listed above.

### **Criterion 2 Select and access transport**

#### *Performance indicators*

A learner can:

- Select an appropriate method of getting from one designated place to another
- Organise transport – eg book a taxi, request a ride with a friend, select a bus (in either a real or simulated situation)
- Show that they know about personal safety in a limited range of transport settings.

### **Criterion 3 Demonstrate the basic skills needed to interact with others in the community**

#### *Performance indicator*

A learner can:

- Use appropriate behaviour in a limited range of familiar settings
- Demonstrate some awareness of the needs of others
- Listen attentively and seek clarification when needed
- Offer ideas, support, information as appropriate.

### **Criterion 4 Develop a basic awareness of some historical, social and civic factors that are significant in Australia**

#### *Performance indicator*

A learner can:

- Select and demonstrate a basic awareness of (describe/draw/act etc) at least one event of historical importance in Australia

- Engage in a community event (either real or simulated in the learning environment)
- Participate in the development of rules for the group (as a model for the need for rules in governing the nation)
- Demonstrate how personal preference can be indicated (eg voting sheet, raised arm, moving to a designated position).

## QUALIFICATIONS AVAILABLE

**Community and Me** (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

## AWARD REQUIREMENTS

Satisfactory Achievement:

4 Pass ratings

Preliminary Achievement:

3 Pass ratings

## RELATIONSHIP OF QUALIFICATIONS TO TQA CERTIFICATES

**Tasmanian Certificate of Education:** The qualifications available have a level of complexity preliminary to that of TQA level 1. Achievement of the qualifications does not, therefore, contribute credit points towards meeting the participation and achievement standard of the Tasmanian Certificate of Education qualification.

**Qualifications Certificate:** The qualifications available can be listed on the Qualifications Certificate issued by the TQA.

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## COURSE EVALUATION

Courses are accredited for a specific period of time (up to five years) and they are evaluated in the year prior to the expiry of accreditation.

As well anyone may request a review of a particular aspect of an accredited course throughout the period of accreditation. Such requests for amendment will be considered in terms of the likely improvements to the outcomes for students and the possible consequences for delivery of the course.

The TQA can evaluate the need and appropriateness of an accredited course at any point throughout the period of accreditation.

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## COURSE DEVELOPER

The TQA acknowledges the leadership role undertaken by the Tasmanian Polytechnic in the development of this course.

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## ACCREDITATION

The accreditation period for this course is from 1 Jan 2010 until 31 Dec 2014.

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## **VERSION HISTORY**

Version 1 - Accreditation on 2 Dec 2009.