

# Community Service Learning

| LEVEL 2                         | 5<br>TCE CREDIT POINTS |
|---------------------------------|------------------------|
| COURSE CODE                     | CSL205118              |
| COURSE SPAN                     | 2018 — 2025            |
| READING AND WRITING STANDARD    | NO                     |
| MATHEMATICS STANDARD            | NO                     |
| COMPUTERS AND INTERNET STANDARD | NO                     |

This course was delivered in 2022. Use [A-Z Courses](#) to find the current version (if available).

## Community Service Learning allows learners to explore and experience the real world of community engagement and outreach

Learners will develop an understanding of their community and develop planning, organisational and leadership skills through social action. Community Service Learning encourages learners to be proactive members of their community by contributing in a range of relevant, tangible and meaningful community service activities, locally, nationally or internationally.

### Course Description

This course combines community service with academic learning, focusing on critical, reflective thinking and personal and civic responsibility. It involves learners in activities that address community service needs, while developing their academic skills and commitment to their community. Learners complete at least thirty hours of unpaid service experience, with one or a number of community service providers, and reflect upon their experience, its current and future impact, and the implications for life-long learning through meeting the course requirements.

### Rationale

Community Service Learning allows learners to explore and experience the real world of community engagement and outreach. Learners will develop an understanding of their community and develop planning, organisational and leadership skills through social action. Community Service Learning encourages learners to be proactive members of their community by contributing in a range of relevant, tangible and meaningful community service activities, locally, nationally or internationally. The course supports Australian Curriculum: *Civics and Citizenship* and recognises the emphasis of the *Melbourne Declaration on Educational Goals for Young Australians* (2008) to develop socially aware, active and decisive citizens. Community Service Learning requires learners to reflect on their own beliefs, values and attitudes through exploring issues concerning social justice.

### Learning Outcomes

On successful completion of this course, learners will be able to:

1. plan and organise volunteer placements
2. apply knowledge of community service organisations and associated activities, social issues and social justice through engaging with public and/or private organisations which provide assistance and advocacy
3. apply understanding and appreciation of the value of contributing to the welfare of others in local, regional, national and/or international communities
4. effectively communicate ideas and information
5. apply group/teamwork skills
6. use information and evidence, apply knowledge and solve problems through collaboration and negotiation
7. apply personal attributes such as acceptance of diversity, and clarify and reflect on their own beliefs, values and attitudes through exploring issues concerning social justice.

## **Course Size And Complexity**

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 5.

## **Course Requirements**

Learners are formally connected to adults associated with and/or working for community service providers who operate as a supervisor (who will provide expertise, guidance and support) during the community service learning. Supervisors are required to have a current Working with Vulnerable People (WWVP) registration. The Provider will provide a Community Service Learning (CSL) Coordinator who will liaise between the Provider and the Community Service Organisation(s).

As the majority of this course will be undertaken in the community, providers are required to coordinate and facilitate this process.

Work submitted for assessment must be produced over the duration of one calendar year, be unique to this course and not be work submitted for assessment in any other course.

Role of Supervisor: an individual or individuals at the Community Service Organisation (CSO) who is responsible for providing expertise, guidance and support to the learner. The CSO is responsible for appointing the Supervisor who is acting on behalf of the CSO. The Supervisor must have a WWVP registration.

Role of CSL Co-ordinator: an individual within the school/college Provider who is responsible for course provision and approving placements and will not necessarily be the teacher.

## Course Content

Through study, reflection, research and involvement, learners will participate in learning in three dimensions.

- Dimension 1 - Civic Knowledge and Understanding
- Dimension 2 - Social Action
- Dimension 3 - Reflection

The dimensions are the salient properties or characteristics of learning in this course. They form the framework for the course content.

The three dimensions complement each other and must be completed concurrently. The key knowledge and work requirement in Dimension 1 is to be completed prior to learner completion of Dimension 2 – Social Action.

### Dimension 1- Civic Knowledge and Understanding

Civic knowledge and understanding refers to the concepts, ideas knowledge and understanding required for community service learning.

Dimension 1 - Key Knowledge

Learners will study:

- the notion of ‘community’
- the principles and practices of community service learning
- the range of community service learning opportunities available locally, nationally and internationally
- the idea of social justice
- an issue in contemporary social justice – illustrative examples: social diversity, homelessness, economic inequality, sustainability
- how individuals, groups and social organisations can contribute to achieving positive social justice outcomes
- organisations which address social justice. Illustrative examples: World Vision; Catholiccare, Anglicare; St Vincent de Paul; and the Multicultural Council of Tasmania.

Learners are required to complete an Interim Community Service Learning report. (Refer to Work Requirements.)

### Dimension 2 - Social Action

Social action refers to the practice of applying concepts, ideas, knowledge, understanding and skills in and through community service learning.

Learners are required to undertake a total of 30 hours of community service learning which may be divided between up to three providers with a minimum of eight (8) hours of learning per provider. Learners are required to complete a final Community Service Learning report. (Refer to Work Requirements.)

Dimension 3- Reflection

Reflection refers to the metacognition involved in, and arising from undertaking, community service learning. Learners are required to complete a Community Service Learning reflective journal and:

- a ten minute exit course interview  
or
- an equivalent presentation in multimodal form. (Refer to Work Requirements.)

## PROCESS

|  | Dimension 1 - Civic knowledge and understanding   | Dimension 2 - Social Action   | Dimension 3 - Reflection                                 |
|--|---|---|--|
| <b>Prior to undertaking Community Service Learning</b> | Study Dimension 1 – Key Knowledge<br><br>Begin an Interim Community Service Learning report | Initiate personally, or through the providers coordinator of Community Service Learning placements. | Begin a Community Service Learning reflective journal    |
| <b>During Community Service Learning Study</b>         | Dimension 1 – Key Knowledge   | Undertake a minimum of 30 hours of Community Service Learning                                       | Continue a Community Service Learning reflective journal |

|  |   |  |  |
|--|---|--|--|
|  | Complete an Interim Community Service Learning report | Begin a Final Community Service Learning report    |  |
| <b>At the completion of Community Service Learning</b> |   | Complete a Final Community Service Learning report | Complete a Community Service Learning reflective journal |

## Work Requirements

### MINIMUM WORK REQUIREMENTS

|                           |  |
|---------------------------|--|
| <p><b>Dimension 1</b></p> | <p><b>Complete Interim Community Service Learning report including:</b></p> <ul style="list-style-type: none"> <li>describe what is meant by the notion of 'community'</li> <li>identify the principles and practices of community service learning</li> <li>identify the range of community service learning opportunities available locally, nationally and internationally</li> <li>describe the idea of social justice</li> <li>describe an issue in contemporary social justice – illustrative examples: social diversity, homelessness, economic inequality, sustainability</li> <li>identify how individuals, groups and social organisations can contribute to achieving positive social justice outcomes</li> <li>identify organisations which address social justice in your community.</li> </ul> <p><b>The Interim Community Service Learning report is to take the following format:</b></p> <ul style="list-style-type: none"> <li>A 500 word report. (To be submitted by the learner to the course provider at the mid-point in the period of course delivery.)</li> </ul>  |
| <p><b>Dimension 2</b></p> | <p><b>Complete at least 30 hours of unpaid community service learning (CSL), with one or a number of community service providers*.</b></p> <p><b>Complete a Final Community Service Learning report, including:</b></p> <ul style="list-style-type: none"> <li>evidence of learner understanding of the principles and practice of CSL</li> <li>evidence of learner deliberations, choice, discussion, negotiation and initiation of Community Service learning</li> <li>evidence of ongoing contact with CSL co-ordinator within provider school/college</li> <li>evidence of regular attendance at CSL activities</li> <li>evidence of learner understanding of aims and goals of the specific community service organisation or activity selected</li> <li>evidence of learner goal setting in relation to CSL activity</li> <li>evidence of learner setting timelines and basic project management in relation to CSL activity</li> <li>evidence of specific CSL activities</li> <li>evidence of specific CSL outcomes</li> <li>the social, cultural, economic or environmental impact of the CSL on communities (where relevant)</li> <li>evidence of supervisor's evaluation of learner CSL attendance, duties performed, learner involvement and outcomes (this must be signed by CSL Supervisor)</li> </ul> <p><b>The Final Community Service Learning report is to take the following format:</b></p> <ul style="list-style-type: none"> <li>A 1200-1500 word report. (To be submitted by the learner to the course provider at end point in the period of course delivery.)</li> </ul> |
| <p><b>Dimension 3</b></p> | <p><b>Complete a Community Service Learning Reflective Journal, comprising a personal reflection on the following aspects:</b></p> <ul style="list-style-type: none"> <li>initial learner motivation to undertake CSL, including a reflection on learners' initial beliefs, values, and attitudes</li> <li>initial learner expectations of CSLo personal growth resulting from the CSL with a focus on individual development</li> <li>likes and/or dislikes about the CSL experience</li> <li>successes and/or disappointments of learner CSL experience</li> <li>reflection on what could have been done differently</li> <li>new skills or interests developed as a result of CSL</li> <li>level of personal connectedness to CSL organisation and individuals/clients within it</li> <li>changes in learner worldview, beliefs, values and attitudes as a result of participation in CSL</li> <li>identification of ongoing needs within the community which the CSL highlighted</li> <li>reflections on the connection between classroom learning and the CSL performed</li> <li>the Social Justice aspects of the CSL</li> <li>the need for further individual or collective action in the CSL area</li> <li>the benefits to the individual and the community of CSL.</li> </ul> <p>Focal Reflective Question: How have I improved the lives of others?</p> <p>The Community Service Learning Reflective Journal is to be in the format of a 750-900 word document. (To be submitted by the learner to the course provider at end point in the period of course delivery.)</p>             |

AND:

- a ten minute exit course interview\*\*

**OR**

- an equivalent presentation in multimodal form.

The exit interview or multimodal presentation must reflect a summation of both the Community Service Learning reports and journal.

Learners will choose, in consultation with their teacher, the most appropriate form in which to produce and conduct their presentation. Learners will provide printed copies of speaking notes or presentation to their teacher.

*\*Learners are required to undertake a total of 30 hours which may be divided between up to three providers with a minimum of eight (8) hours of learning prior.*

*\*\*The exit interview will be undertaken between the learner and the provider's CSL coordinator. A record of the interview must be produced and retained by the provider.*

## **IDEAS FOR COMMUNITY SERVICE LEARNING ACTIVITIES AND ORGANISATIONS**

The types of activities and projects learners can take part in include:

- working with remote communities, nationally or internationally
- reading and conversing with seniors
- participating in bush regeneration in rural areas
- supporting children and adults with disability
- undertaking work with disadvantaged communities through internationally linked schools and programs
- cooking or serving meals for guests in a shelter
- (unpaid) sport coaching
- helping design and run community programs for youths
- participating in the Red Cross Shield Door Knock Appeal, Red Nose Day, Daffodil Day and so on
- participating in sustainability projects
- acting as a carer for a member of the family\*
- conducting research on nutrition, hunger and homelessness policies for a community service organisation
- taking positive action about race relations, poverty, human rights issues, or the environment
- designing, constructing and establishing vegetable gardens for different groups (e.g. pensioners).

The range of organisations that could provide community service learning opportunities include, but are not limited to:

- Anglicare Tasmania,
- Catholiccare Tasmania,
- Aged and Community Services Tasmania,
- Council of the Aging Tasmania,
- Multicultural Council of Tasmania,
- National Disability Services, Shelter Tasmania,
- Neighbourhood Houses Tasmania
- Youth Network of Tasmania (YNOT)
- RSPCA
- St Vincent de Paul
- St John's Ambulance
- Guide Dogs Australia
- Legacy
- Tasmanian Parks and Wildlife Service

A wide range of other Community Service learning opportunities and organisations can be found at the [Volunteering Tasmania](#) website.

*\*Learners may undertake their Community Service Learning in a caring role for a family member. In this case an identified health professional will, to the satisfaction of the provider, provide supervision of the learner's participation in community service learning.*

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

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

## Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

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

**Process** - TASC 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 that TASC issues. This will involve checking:

- learner 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 learner work that demonstrate the use of the marking guide
  - samples of current learner's work, including those related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

## Criteria

Criterion 6 aligns with the [Australian Curriculum General Capabilities](#) (GC) of:

- personal and social capability.

The assessment for Community Service Learning will be based on the degree to which the learner can:

1. Plan and organise to complete community service activities
2. Describe social issues in relation to community service
3. Communicate ideas and information in a range of contexts
4. Engage with, and report on, involvement in community service activities
5. Work independently, and co-operatively with others to achieve goals
6. Identify and utilise personal and social capabilities.

**Standards**

**Criterion 1: Plan and organise to complete community service activities**

The learner:

| Rating A  | Rating B   | Rating C   |
|---|--|--|
| identifies, plans and negotiates, with provider, the nature of own community service learning   | identifies, discusses and plans, with provider, the nature of own community service learning   | selects and plans the nature of own community service learning from given options, providing limited justification |
| selects and uses a range of tools and strategies to effectively collect, organise and apply relevant information                                    | selects and uses a range of tools and strategies to collect, organise and apply relevant information   | selects and uses a range of tools and strategies to collect, organise and apply relevant information               |
| identifies appropriate people with whom to work, and negotiates processes for working together  | identifies appropriate people with whom to work, and collaborates with them  | identifies appropriate people with whom to work, and collaborates with them as directed                            |
| sets short-, medium- and long-term goals which are measurable, achievable and realistic, and plans effective actions                                | sets short- and medium-term goals which are measurable, achievable and realistic, and plans accordingly  | sets short-term goals which are generally measurable, achievable and realistic, and follows given plans/directions |
| articulates reflections – (giving examples) - orally and in writing – on progress towards meeting goals, assesses progress and plans future actions | articulates reflections – (giving examples) - orally and in writing – on progress towards meeting goals and articulates ways in which goals can be met in the future | articulates reflections (giving examples) – orally and in writing – on progress towards meeting goals              |
| considers, selects and uses strategies to complete activities within established timelines.   | selects and uses strategies to perform tasks within established timelines.   | uses strategies, as given, to perform tasks within established timelines.  |

**Criterion 2: Describe social issues in relation to community service**

The learner:

| Rating A   | Rating B   | Rating C   |
|--|--|--|
| explains various components of a community service learning activity   | describes various components of a community service learning activity  | identifies main focus of a community service learning activity   |
| explains relevant information relating to the conduct of a community service learning activity and justifies its selection compared to alternative learning activities   | describes relevant information relating to the conduct of a community service activity learning and justifies its selection  | identifies relevant information relating to the conduct of a community service learning activity                                       |
| explains, and articulates reflections orally and in writing, on the social issue a community service learning activity addresses and cites information significant to a social justice issue to support an opinion   | describes, and articulates reflections orally and in writing, the social issue a community service learning activity addresses and cites information to support an opinion   | identifies, and articulates reflections orally and in writing, on the social issue a community service learning activity addresses     |
| explains, articulates reflections orally and in writing, and presents a point of view on the social justice issue addressed by the community service learning, and includes logical and realistic recommendation(s) about actions that individuals and governments can take to resolve issues. | describes and articulates reflections orally and in writing, and presents a point of view on the social justice issue addressed by the community service learning, and includes logical recommendation(s) about actions that individuals and governments can take to resolve issues. | identifies, and articulates reflections orally and in writing on the social justice issue addressed by the community service learning. |



### Criterion 3: Communicate ideas and information in a range of contexts

The learner:

| Rating A   | Rating B  | Rating C   |
|--|---|--|
| designs and plans communication to meet the needs of – and achieve relevant meaning for – a wide range of audiences  | designs and plans communication for a limited range of audiences  | designs and plans communication for a specific audience  |
| selects and uses a broad range of relevant content and communication style, language and tools to meet needs and context of a wide range of audiences                | selects and uses relevant content and communication style, language and tools to meet needs and context of the audience                     | selects relevant content and communication styles, language and tools to meet the needs and context of the audience                                      |
| articulates and documents purposeful, constructive questions, opinions and multiple perspectives taken into account in the dimensions* of community service learning | articulates and documents questions, opinions and multiple perspectives taken into account in the dimensions* of community service learning | articulates and documents appropriate questions, opinions and different perspectives taken into account in the dimensions* of community service learning |
| communicates effectively, both verbally and in writing, with people in familiar and unfamiliar roles and settings in a range of contexts                             | communicates effectively with people in familiar and unfamiliar roles and settings  | communicates appropriately with people in familiar roles and settings  |
| effectively communicates ideas using a logical structure to produce a cohesive text/response.  | clearly communicates ideas using a logical structure to produce a cohesive text/response.   | communicates ideas to produce a sequenced text/response.   |

\* Dimensions – Civic knowledge and understanding (the planning process), social action (undertaking community service), and reflection (on learning).

### Criterion 4: Engage with, and report on, involvement in community service activities

The learner:

| Rating A  | Rating B  | Rating C   |
|---|---|--|
| engages in a range of learning activities relating to community service   | engages in learning activities relating to community service  | engages, as guided, in learning activities relating to community service   |
| collects, assesses and uses accurate and relevant information from practical engagement with a community service activity                                       | collects and uses accurate and relevant information from practical engagement with a community service activity   | collects and records relevant information from practical engagement with a community service activity            |
| identifies and explains connections between community service and a range of relevant social issues   | identifies and discusses connections between community service and relevant social issues   | identifies and lists connections between community service and provided social issues                            |
| investigates and uses strategies to record, reflect and assess own community service learning   | uses strategies from a range of provided options to record and reflect on own community service learning  | uses strategies from a limited range of provided options to record and reflect on own community service learning |
| identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly | identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed | as directed, identifies the sources of information, images, ideas and words that are not the learner's own       |
| creates appropriate reference lists/ bibliographies.  | creates reference lists/ bibliographies.  | as directed, creates reference lists/ bibliographies.  |

## Criterion 5: Work independently, and co-operatively with others to achieve goals

The learner:

| Rating A  | Rating B  | Rating C   |
|---|---|--|
| maintains active, cooperative engagement* with others in a range of community service learning activities           | maintains cooperative engagement* with others in community service learning activities                            | maintains cooperative engagement* with others in community service learning activities for agreed periods of time                      |
| interacts in an appropriate manner with others in planned and spontaneous contexts                                  | interacts with others in an appropriate manner in planned activities  | follows instructions and interacts with others appropriately in a supported role   |
| works effectively with others in planning and implementing community service learning activities                    | works effectively with others to support the planning and implementation of community service learning activities | works cooperatively, following guidelines and instructions on the planning and implementation of community service learning activities |
| performs, monitors, assesses and adjusts own tasks for the successful completion of individual and group activities | performs and monitors own tasks for the successful completion of individual and group activities                  | performs tasks to contribute to the completion of individual and group activities  |
| uses appropriate and effective strategies to solve problems.  | uses prescribed strategies to solve simple problems.  | uses prescribed strategies to solve simple problems.   |

\* Includes but is not limited to: response to direction; sharing of tasks; contributing ideas; using appropriate communication skills (including body language).

## Criterion 6: Identify and utilise personal and social capabilities.

The learner:

| Rating A   | Rating B  | Rating C   |
|--|---|--|
| clearly and accurately records decision making on substantial matters, and acts on feedback in collaboration with supervisor and/or coordinator    | clearly and accurately records decision-making process and outcomes   | accurately records decision-making process and outcomes  |
| establishes, manages and maintains relationships and processes related to the community service learning   | establishes and maintains relationships related to the community service learning                                   | establishes and maintains relationships related to the community service learning, as directed                                 |
| identifies, initiates and collaborates* on a community service learning experience with relevant others locally, nationally and/or internationally | collaborates* on a community service learning experience with others locally, nationally and/or internationally     | collaborates* on a community service learning experience with others locally, nationally and / or internationally, as directed |
| articulates reflections – orally and in writing - and assesses and applies feedback from mentor and self-assessment.                               | articulates reflections – orally and in writing - on learning and applies feedback from mentor and self-assessment. | articulates reflections – orally and in writing - on learning from mentor and self-assessment.                                 |

\* Includes but is not limited to: making phone calls and utilising forms of digital communication with community service learning organisation(s); attending meetings; recording interactions; and responding appropriately to guidance.

## Qualifications Available

Community Service Learning Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT  
HIGH ACHIEVEMENT  
COMMENDABLE ACHIEVEMENT  
SATISFACTORY ACHIEVEMENT  
PRELIMINARY ACHIEVEMENT

## Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in Community Service Learning Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)  
5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)  
3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)  
3 'B' Rating, 2 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)  
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)  
3 'C' ratings

A learner who otherwise achieves the rating for a SA (Satisfactory Achievement) or CA (Commendable Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment. In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.'

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

## Course Developer

The Department of Education acknowledges the significant leadership of Ms Jacqueline Conboy (St Mary's College), Dr Adam Grover and Mr Wayne Brown (The Hutchins School), Ms Janine Bowes (Claremont College), Mr Mark Cox (Launceston Church Grammar School) and Ms Rachael Holloway (St. Patricks College) in the development of this course.

## Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

**Accreditation**

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2025.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

**Version History**

Version 1– Accredited on 24 April 2017 for use from 1 January 2018. This course replaces *Community Service Learning* CSL205113 that expired on 31 December 2017.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2025, without amendments.

## Appendix

### GLOSSARY

| Term                             | Explanation   |
|----------------------------------|---|
| Analyse                          | consider in detail for the purpose of finding meaning or relationships, and identify patterns, similarities and differences   |
| Assess                           | determine the value, significance or extent of (something)  |
| Community Service Learning       | a form of experiential learning in which learners undertake community service activities and apply their experience to their academic and personal development and which addresses needs in the community, locally, nationally or internationally |
| Describe                         | give an account of characteristics or features  |
| Evaluate                         | provide a detailed examination and substantiated judgement concerning the merit, significance or value of something   |
| Explain                          | provide additional information that demonstrates understanding of reasoning and/or application  |
| Formative Assessment             | the assessment at regular intervals of a learner's progress with accompanying feedback in order to help to improve the student's performance  |
| Identify                         | establish or indicate who or what someone or something is   |
| Justify                          | to show (an act, claim statement) to be just or right   |
| Multimodal Text                  | combination of two or more communication modes (for example, print, image and spoken text, as in film or digital presentations)   |
| Personal and Social Capabilities | creativity and innovation, problem-solving, decision making, metacognition, communication and collaboration (teamwork), personal and social responsibility (including cultural awareness and competence)  |
| Social Issue                     | a social condition that an individual or group of people believe should be addressed and corrected  |
| Social Justice                   | the objective of creating a fair and equitable society in which each individual matters, their rights are recognised and protected, and decisions are made in ways that are fair and honest   |
| Sustainability                   | the capacity of something to be maintained indefinitely into the future: especially in relation to environmental, social and cultural longevity   |
| Summative Assessment             | the assessment of learner's progress where the focus is the outcome of a course of study in its entirety  |
| Task characteristics             | may include, but are not limited to: word limits; format of response; mode of response; and presentation requirements   |
| World view                       | beliefs or life philosophy held by an individual or group   |

## Line Of Sight

| Learning Outcome   | Criterion   | Elements                                   | Content   |
|--|---|--|---|
| plan and organise volunteer placements   | <p>1. Plan and organise to complete community service activities</p> <p>6. Identify and utilise personal and social capabilities</p>                                | <p>C1 E1,2,3,4,5,6</p> <p>C6 E1, 2, 3.</p> | <p>Dimension 1- Civic Knowledge and Understanding</p> <p>Dimension 2- Social Action</p>                                 |
| apply knowledge of community service organisations and associated activities, social issues and social justice through engaging with public and/or private organisations which provide assistance and advocacy | <p>2. Describe social issues in relation to community service</p> <p>3. Communicate ideas and information in a range of contexts</p>                                | <p>C2 E1,2,3,4</p> <p>C3 E1,2,3,4,5</p>    | <p>Dimension 1- Civic Knowledge and Understanding</p> <p>Dimension 2- Social Action</p> <p>Dimension 3 – Reflection</p> |
| apply understanding and appreciation of the value of contributing to the welfare of others in local, regional, national and/or international communities   | <p>4. Engage with and report on involvement in community service activities.</p> <p>6. Identify and utilise personal and social capabilities.</p>                   | <p>C4 E1,2,3,4</p> <p>C6 E1,3,4</p>        | <p>Dimension 1- Civic Knowledge and Understanding</p> <p>Dimension 2- Social Action</p> <p>Dimension 3 – Reflection</p> |
| effectively communicate ideas and information  | <p>3. Communicate ideas and information in a range of contexts</p> <p>4. Engage with and report on involvement in community service activities.</p>                 | <p>C3 E1,2,3,4,5</p> <p>C4 E1,2,3,4</p>    | <p>Dimension 1- Civic Knowledge and Understanding</p> <p>Dimension 2- Social Action</p> <p>Dimension 3 – Reflection</p> |
| apply group/teamwork skills  | <p>5. Work independently, and co-operatively with others to achieve goals.</p> <p>6. Identify and utilise personal and social capabilities</p>                      | <p>C5 E1,2,3,4,5</p> <p>C6 E1,3,4</p>      | <p>Dimension 1- Civic Knowledge and Understanding</p> <p>Dimension 2- Social Action</p>                                 |
| use information and evidence, apply knowledge and solve problems through collaboration and negotiation   | <p>5. Work independently, and co-operatively with others to achieve goals.</p> <p>6. Identify and utilise Identify and utilise personal and social capabilities</p> | <p>C5 E 3, 4</p> <p>C 6 E1,2,3,4</p>       | <p>Dimension 1- Civic Knowledge and Understanding</p> <p>Dimension 2- Social Action</p> <p>Dimension 3 – Reflection</p> |
| apply personal attributes such as acceptance of diversity, and clarify and reflect on their own beliefs, values and attitudes through exploring issues concerning social justice.                              | <p>2. Describe social issues in relation to community service</p> <p>6. Identify and utilise Identify and utilise personal and social capabilities</p>              | <p>C2 E 3, 4</p> <p>C6 E1,2,3,4,5</p>      | <p>Dimension 1- Civic Knowledge and Understanding</p> <p>Dimension 2- Social Action</p> <p>Dimension 3 – Reflecting</p> |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|



© 2023 TASC. All rights reserved.

PDF generated on: 2023-10-05 10:52:58 AEDT  
<https://www.tasc.tas.gov.au/>