

Title	Profile a community and make recommendations for of relevance in the youth development sector		
Level	46	Credits	5

Commented [JD1]: Not suited for level 4 – changed to level 6.

Purpose	<p>A personThis unit standard is for experienced people working with young people in the youth development sector.</p> <p>People credited with this unit standard can:</p> <ul style="list-style-type: none"> are able to establish reasons for profiling a community relevant to the youth development sector; plan and prepare a profile of a specific community for; and evaluate a profile of a community of relevance, in the youth development sector; and use a community profile to make recommendations for youth development.
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Classification	Social Services > Youth Development
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Available grade	Achieved
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Guidance Information

1 Assessment conditions
~~Evidence for the practical components of Legislation and codes relevant to this unit standard must be generated in a youth development setting, include but are not limited to:~~

2 Assessment notes
~~Evidence generated for assessment against this standard must reflect workplace requirements specified in:~~

- ~~documented workplace procedures, policies, and methodologies;~~
- ~~any applicable statutes, regulations, and Codes of Practice.~~

~~Evidence generated for assessment against this standard must reflect the best practice guidelines and principles of youth development specified in:~~
~~Youth Development Strategy Aotearoa: Action for Child and Youth Development;~~

- ~~the principles of Mana Taiohi;~~
- ~~the Code of Ethics for Youth Work in Aotearoa New Zealand.~~
- ~~Code of Ethics for Youth Work in Aotearoa New Zealand;~~

3 Range
~~Crimes Act 1961;~~
~~Human Rights Act 1993;~~
~~Health and Safety at Work Act 2015;~~
~~Official Information Act 1982;~~

~~Oranga Tamariki Act 1989;~~

~~Privacy Act 1993.~~

2 Definitions

Community —may include but is not limited to ~~;~~ a community of interest, a community of locality, a cultural community, ~~or~~ a youth culture. ~~People awarded credit for this unit standard demonstrate competence in one context.~~

~~A~~ *The profile of a community profile* —identifies key aspects of the community, which may include but ~~is~~ are not limited to ~~;~~ key people; cultural structures and organisations; families, whānau, hapū, iwi; groups; key people, networks; organisations; power structures; ~~resources; problems~~ concerns, issues, needs, and influences that impact on that community; resources; whānau, hapū, iwi; groups; youth cultures.

4 Definitions

Key people —~~include but~~ are ~~those not limited to people~~ within a family or whānau, hapū, iwi, group, agency, or organisation who ~~have~~ are given the authority or mana to speak on behalf of ~~the these people by virtue of their position, expertise, or knowledge. It is expected that where a~~ community. ~~Where applicable of locality is the focus,~~ key people will include those ~~identified from a cross section of individuals and organisations that provide services to the community of locality. Where youth cultures are concerned, key people include established youth leaders in the community and members of the youth cultures.~~

Organisational policies and procedures —policies, procedures, and methodologies of an organisation. They include legislative and regulatory requirements which may apply across an organisation, a specific site, or a workplace. Requirements are documented in the organisation's health and safety plans, contract work programmes, quality assurance programmes, policies, and procedural documents and codes of ethics.

~~Sources of information~~ —may include but are not limited to: books, cultural group records, electoral records, historical records, kin group records, local authority records, newspapers, oral sources from key people in the community, political organisation records, postal district records, research outcomes, and statistical information.

~~Youth/young people~~ —people between the ages of 12 and 24.

Youth culture ~~is~~ includes but is not limited to any culture a young person identifies with. ~~A youth sub~~Sub-culture ~~is~~ includes any group of youth who ~~are self-identifies~~ identified as a sub-culture or sub-group and may include but are not limited to: skatiers; gothics; hip hop; gangs; bogans; boy/girl racers; computer nerds; academics; gamers; ravers; church groups; sporting and recreational groups; uniform groups.

Youth development refers to growing and developing the skills and connections young people need to take part in society and reach their potential.

~~Youth development means growing and developing the skills and connections young people need to take part in society and reach their potential.~~

Youth development sector ~~is~~ a situation where youth development practice is being used intentionally to promote positive development of young people, ~~such as in~~. ~~Examples include~~ education, sport, community development, religious groups, cultural groups, and interest groups.

3 Resources

~~Martin, Lloyd. (2002). *Youth or young person* means refers to people between 12 and 24 years old. *The invisible table: Perspectives on youth* and 24 years old.~~

5 References

~~Ara Taiohi. (2020). *Code of Ethics: For Youth Work* youth work in Aotearoa New Zealand. Ara Taiohi: Peak Body for Youth Development. Retrieved on 4 August 2021 from: <https://arataiohi.org.nz/publications/code-of-ethics/>. Palmerston North: Dunmore Press. 2002.~~

~~Ara Taiohi. (2021). *Mana Taiohi*. Ara Taiohi: Peak Body for Youth Development. Retrieved from on 4 August 2021 from: <https://arataiohi.org.nz/mana-taiohi/>.~~

~~Ministry of Youth Affairs. (2002). *Youth Development Strategy Aotearoa: Action for Child and Youth Development*. youth development. Wellington: Ministry of Youth Development — Te Manatū Whakahiato Taiohi. Retrieved from: <https://www.myd.govt.nz/resources-and-reports/publications/youth-development-strategy-aotearoa.html>. Affairs. 2002. Available online from the Ministry of Youth Development (<http://www.myd.govt.nz>), along with supporting documents.~~

~~6 United Nations General Assembly. (1959). *Declaration of the Rights of the Child*. Available at https://canadiancrc.com/UN_CRC/UN_Declaration_on_the_Rights_of_the_Child.aspx~~

Resources

~~Martin, Lloyd. (2002). *The invisible table: perspectives on youth and youthwork in New Zealand*. Palmerston North, New Zealand: Dunmore Press.~~

~~United Nations General Assembly. (1989). *Convention on the Rights of the Child*.~~

~~United Nations Human Rights: Office of the High Commissioner. Retrieved on 40 May 4 August 2021 from: Available through~~

~~<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx> <http://www.unicef.org/cr/>~~

Outcomes and performance criteria

Outcome 1

Establish reasons for profiling a community ~~relevant to of relevance in~~ the youth development sector.

Performance criteria

- 1.1 ~~A Reasons for profiling the community relevant to are established in accordance with the nature of the community and the needs of the youth worker and youth development sector is identified agency or organisation.~~
- 1.2 Reasons for profiling the community are explained.
- 1.3 ~~Proposal approved according to profile the community is submitted for approval to organisational policies and procedures of the relevant youth development agency or organisation.~~

Outcome 2

~~Profile~~ Plan and prepare a profile of a community ~~for that has relevance in~~ the youth development sector.

Performance criteria

2.1 ~~A profiling~~ The plan is prepared ~~in accordance with the profile of a community and relevant factors.~~

Range ~~the plan includes – definition of community boundaries, identification of relevant factors may include but are not limited to – relevance to youth development; youth cultures, definition of; key people in the community; sources of information; community boundaries; – methods for profiling methodology, the community; resources required, sources of information for implementing the plan;~~
~~—————sources of information may include but are not limited to – books, cultural group records, electoral records, historical records, key people, kin group records, local authority records, newspapers, key people, political organisation records, postal district records, research outcomes, statistical information.~~
~~—————evidence is required of a minimum of three relevant factors.~~

2.2 ~~Community representatives~~ Key people in the community, community boundaries, and sources of information are confirmed ~~in accordance with the community feedback.~~

2.3 ~~A~~ The methods for profiling ~~methodology is selected~~ the community are matched to ~~meet~~ the nature and needs of the community.

2.4 The ~~profiling~~ plan ~~to profile the community~~ is implemented ~~according to in accordance with~~ organisational policies and procedures.

2.5 The profile ~~findings are of the community~~ is verified with ~~key people in the community representatives in accordance with organisational policies and procedures.~~

Outcome 3

~~Use~~ Evaluate a profile of a community ~~profile to make recommendations for~~ relevance in the youth development sector.

Performance criteria

3.1 The ~~community~~ profile is ~~used~~ evaluated to determine ~~opportunities for youth development in~~ the community.

~~3.2~~ Suitable youth development programmes are identified to meet the needs of the community ~~for further programme development and implementation.~~

3.3~~2~~ Recommendations are documented and distributed ~~according to in accordance with~~ organisational policies and procedures.

Planned review date	dd MMMM yyyy 31 December 202631 December 2021
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	26 November 2007	31 December 2016
Review	2	19 March 2015	TBA 31 December 2023N/A
Rollover and Revision	3	24 October 2019	TBA N/A31 December 2023
Review	4	dd MMMM yyyy MM 2021	N/A

Consent and Moderation Requirements (CMR) reference	0024
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.