

<b>Title</b>	<del>Mentor and support</del> <u>Support a young peopleperson</u> to identify goals and develop <u>an action plans in the youth development sector</u> <u>plan to support their achievement</u>		
<b>Level</b>	4	<b>Credits</b>	10

<b>Purpose</b>	<p><del>This unit</del> <u>A person credited with this standard is for experienced people working with can:</u>  support a young person in a youth development role</p> <ul style="list-style-type: none"> <li><del>People credited with this unit standard are able to:</del></li> <li><u>support a young peopleperson</u> to identify their <del>needs, rights, strengths, hopes, opportunities,</del> aspirations, and goals;</li> <li><u>develop an action plansplan</u> to support the achievement of goals for <u>a young people; person, and,</u></li> <li>provide information <del>on</del><u>about</u> community-based <u>support</u> services <del>that will assist</del><u>relevant to a young people to achieve their goals; and assist young people to access a community-based service</u><u>person in a youth-development relationship.</u></li> </ul>
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<b>Classification</b>	Social Services > Youth Development
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<b>Available grade</b>	Achieved
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**Guidance Information**

- ~~Legislation and codes relevant to~~ Assessment conditions  
Evidence for the practical components of this unit standard ~~include but are not limited to:~~must be generated in a youth development setting.  
~~Code of Ethics for Youth Work in Aotearoa New Zealand;~~  
~~Oranga Tamariki Act 1989~~ ~~Crimes Act 1961;~~  
~~Human Rights Act 1993;~~  
~~Health and Safety at Work Act 2015;~~  
~~Official Information Act 1982;~~  
~~Privacy Act 1993.~~
- Definitions**  
~~Characteristics and needs of young people~~ may be physical, spiritual, or mental. Characteristics include age and stage of development, coping strategies, culture, disabilities, experience and knowledge, gender, health status, personal history, language, sexual orientation, socio-economic situation, risk and resiliency factors. Needs include physical comfort, safety, and privacy.  
~~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.~~

~~Principles of the Youth Development Strategy Aotearoa are: youth participation; quality relationships; strengths based approach; shaped by the bigger picture; good information; connectedness.~~

~~Information on community based services may include but are not limited to: Citizen's Advice Bureau, community houses, libraries, social service directories, social service networks, agency or organisational information data bases and directories, statutes, statutory regulations, bylaws, telephone directories, training providers, advertisements, promotional materials, pamphlets, videos, websites, youth service directories, youth development directories.~~

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

### ~~3 Resources~~

~~Ministry of Youth Affairs. (2002). Youth Development Strategy Aotearoa – Action for child and youth development. Wellington: Ministry of Youth Affairs. 2002. Available online from the Ministry of Youth Development (<http://www.myd.govt.nz>), along with supporting documents.~~

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

~~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.asp>~~

~~United Nations General Assembly. (1989). Convention on the Rights of the Child. Available through <http://www.unicef.org/crc/>.~~

### ~~4 Assessment notes~~

~~Assessment tasks \_\_\_\_\_ Evidence generated for assessment against this standard must be completed reflect workplace requirements specified in accordance with:~~

- ~~• 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 the Youth Development Strategy Aotearoa and youth development specified in:~~

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

~~This unit standard requires the disclosure of personal information to the candidate by the person who is the subject of the youth development relationship. All personal information must be treated according to relevant statutes, regulations, codes of practice, and workplace policies and procedures.~~

### ~~3 Evidence is required of competence with Range~~

~~Two people – a young person from the candidate's own culture and life experience, and a young person from a different culture and life experience.~~

### ~~4 Definitions~~

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

Youth or young person refers to people between 12 and 24 years old.

## 5 References

Ara Taiohi. (2020). *Code of Ethics: For 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/>.

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

## 6 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*. — This

unit standard requires particular depth of disclosure of personal information. All communications with and between people preparing for award of this unit standard are treated confidentially by accredited providers, and others involved in preparation for assessment. The scope and limits of confidentiality are defined through negotiation, and informed consent, and criteria established by legislation, ethical practice, and organisational policies and procedures.

— Sources of criteria as established by legislation, ethical practice, and organisational policies and procedures include but are not limited to: Official Information Act 1982, Privacy Act 1993, youth development organisation codes of conduct, codes of practice issued by the Privacy Commissioner, youth development codes of ethics, and organisational policies and procedures, strategic plans, kawa, or tikanga United Nations Human Rights: Office of the High Commissioner. Retrieved on 4 August 2021 from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

5 Requirements for accessing a community-based service — include but are not limited to: cultural, physical, spiritual, and mental needs, and may include but are not limited to: abuse, neglect, and violence issues; alcohol and drug issues; alternative care; ageing; career guidance and employment; criminal justice; cultural needs; disabilities; economic development; education; finance and income support; gender issues; grief and loss; housing and land; human rights; infertility and pregnancy; legal issues; physical and mental health; recreation; sexuality; youth issues; whānau, hapū, and iwi needs.

## 6 Recommended entry information

— It is recommended that prior to assessment against this unit standard, that candidates have achieved:

- Unit 23093, *Describe relevance and application of the principles of the Treaty of Waitangi in the workplace*, or Unit 28543, *Describe culturally safe Māori operating principles and values, and their application in a health or wellbeing setting*;
- Unit 22256, *Describe the principles, aims and goals of the Youth Development Strategy Aotearoa*.

## **Outcomes and performance criteria**

## Outcome 1

Support a young people to identify their needs, rights, strengths, hopes, and opportunities person in a youth development role.

### Performance criteria

1.1 ~~Interactive communication skills~~ The focus of a youth development relationship is identified and confirmed with the young person.

Range ~~barriers, boundaries, challenges, confidentiality, cultural identity, needs, resilience capabilities, resources, supports.~~

1.2 ~~The young person's strengths~~ are identified and confirmed with the young person.

1.3 ~~used~~ Support is provided to help the young people ~~person~~ identify, and describe their challenges, strengths, and resources ~~any challenges and to understand the different supports relevant to the identified challenges.~~

~~1.2~~ ~~Young people are encouraged to reframe their circumstances to support their own understanding~~ 1.4 ~~Support is provided to help the young person~~

~~1.3~~ ~~Young people are supported to~~ identify and acknowledge circumstances outside their control.

~~1.4~~ ~~Young people are supported to communicate their~~ 1.5 ~~Any issues appropriately according to their individual needs, background, and culture.~~

~~1.5~~ ~~Appropriate action is taken to address~~ or challenges requiring immediate issues and concerns.

~~1.6~~ ~~Understanding by the youth worker is confirmed in terms of the issues and opportunities identified by the young people~~ attention are addressed with the young person or referred.

## Outcome 2

Support a young people person to identify their aspirations and goals.

### Performance criteria

2.1 ~~Young people are supported and encouraged~~ Support is provided to identify their own aspirations, determine the young person's goals, and priorities for development.

Range ~~short-term goals, long-term goals.~~

2.2 ~~Risks arising from~~ Any risks relevant to goals and priorities discussed ~~are identified and explained in a supportive manner~~ communicated to the young person.

2.3 ~~Barriers~~Any barriers to achievement of the young person's goal and priorities are identified and ~~discussed in a supportive manner~~addressed with the young people.

~~2.4~~ ~~The roles and responsibilities of the parties involved are identified and explained in accordance with organisational policies and procedures~~person.

### Outcome 3

~~Develop~~Implement an action ~~plans~~plan to support the achievement of goals for a young ~~people~~person.

#### Performance criteria

3.1 Resources required to ~~achieve goals and priorities~~support the action plan are identified ~~in accordance with the young peoples' needs~~.

3.2 ~~Proposals and strategies~~An action plan is implemented that ~~supports~~supports achievement of the young person's goals and priorities.

~~3.3~~ ~~The roles and responsibilities of the parties included in the action plan are identified and documented~~explained.

### Outcome 4

Provide information ~~on and access to~~ community-based support services ~~that will assist relevant to a young people to achieve their goals~~person in a youth development relationship.

Range ~~needs may include but are not limited to – cultural, mental, physical, spiritual; support services may include but are not limited to those for – abuse, alcohol and drug issues, alternative care, career guidance and employment, criminal justice; cultural needs, disabilities, economic development, education, finance and income, gender issues, grief and loss, housing and land, human rights, infertility and pregnancy, legal issues; neglect, and violence issues, physical and mental health, recreation; sexuality; support, youth issues; whānau, hapū, and iwi needs.~~

#### Performance criteria

~~4.1~~ ~~Provision~~4.1 Support services are identified that meet the identified needs of a young person.

~~4.2~~ ~~Information about the service is provided to the young person. The information provision meets the needs of the young people requiring information~~statutory and ethical requirements.

~~4.2~~ ~~Provision of information~~

~~4.3~~ ~~Information about support services is within criteria established by legislation, ethical practice, and organisational policies and procedures.~~

~~4.3 Provision of information is through methods of presentation provided in a way that match the characteristics and needs of is accessible to the young people requiring the information. person.~~

### **Outcome 5**

~~Assist young people to access a community-based youth service.~~

#### **Performance criteria**

~~5.1 Services to be 4.4 A support service is selected and accessed are selected according to to meet the young peoples' strengths and person's identified needs for support.~~

~~Range strengths may include but are not limited to — knowledge; skills; values; family or whānau support; existing assets and financial resources;  
evidence is required of one strength.~~

~~5.2 Assistance to the young people is provided according to their requirements.~~

~~Range requirements may include but are not limited to — to be accompanied in accessing services; to be supported in accessing services; advocacy; brokerage; further information; referral needs;  
evidence is required of one requirement.~~

~~5.3 Assistance to the young people encourages self-determination and discourages dependency by them on the youth worker.~~

<b>Planned review date</b>	31 December <del>2024</del> <u>2026</u>
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#### **Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	19 March 2015	<del>N/A</del> <u>31 December 2023</u>
Rollover and Revision	2	24 October 2019	<del>N/A</del> <u>31 December 2023</u>
<u>Review</u>	<u>3</u>	<u>MM 2021</u>	<u>N/A</u>

<b>Consent and Moderation Requirements (CMR) reference</b>	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](mailto:info@careerforce.org.nz) if you wish to suggest changes to the content of this unit standard.