Title	Plan, ~~develop,~~ implement, and evaluate a youth development project ~~in the youth development sector~~
Level	4	Credits	15

Purpose	A person~~This unit standard is for experienced people working with young people in the youth development sector.~~ ~~People~~ credited with this standard can plan,~~unit standard are able to: lead the planning and development of a youth development project; and~~ implement, and evaluate a youth development project~~, in the youth development sector~~.

Classification	Social Services > Youth Development

Available grade	Achieved

~~Recommended for entry~~	~~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*, or demonstrate equivalent knowledge and skills.~~

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 under the supervision of a ~~project coordinator~~senior youth worker.~~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   Crimes Act 1961;
      Health and Safety at Work Act 2015;
      Human Rights Act 1993;
      Official Information Act 1982;
      Oranga Tamariki Act 1989;
      Privacy Act 1993.

2   Definitions
      Project coordinator is the person who oversees the project plan's content, implementation, and evaluation.
      Youth development meansrefers to growing and developing the skills and connections young people need to take part in society and reach their potential.
      Characteristics and needs of youth 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.
      Youth/young people – people between the ages of 12 and 24.
      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.
      Youth or youngworker – the *person* meansrefers to people aged between 12 and 24 years old.

4   References
      Maslow, A.H. (1943). A theory seeking award of human motivation. *Psychological Review*. 50 (4): 370–96credit in this unit standard.
      Ara Taiohi. (2020). *Code of Ethics f: 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/.
      Brendtro, L, Brokenleg, M. & Bockern, S. (2006). The Circle of Courage and Positive Psychology. *Reclaiming Children and Youth: The Journal of Strength-based Interventions*. 14.
      Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, Massachusetts: Harvard University Press.
      Durie, M. (1984). Te Whare Tapa Whā. Retrieved from https://www.health.govt.nz/system/files/documents/pages/maori_health_model_tewhare.pdf.

Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*. 50 (4): 370–96.

Ministry of Youth Affairs. (2002). *Youth Development Strategy Aotearoa: Action for Child and Youth Development.* Ministry of Youth Development – Te Manatū Whakahiato Taiohi. Retrieved from: https://www.myd.govt.nz/resources-and-reports/publications/youth-development-strategy-aotearoa.html.

Hall

5
3   Resources

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

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.

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.

United Nations General Assembly. (1989). *Convention on the Rights of the Child*. United Nations Human Rights: Office of the High Commissioner. Retrieved on 10 May4 August 2021 from: Available through https://www.ohchr.org/en/professionalinterest/pages/crc.aspx.http://www.unicef.org/crc/.

4   Assessment notes
Assessment tasks must be completed in accordance with the principles of the *Youth Development Strategy Aotearoa and Code of Ethics for Youth Work in Aotearoa New Zealand.*
People awarded credit for this unit standard demonstrate competence in a small-scale project carried out under the professional supervision of a senior youth worker.
People awarded credit for this unit standard are able to outline the theory or practice model used, and demonstrate application of the model to their youth development practice.

5   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

~~Plan~~Lead the planning and development ~~of~~ a youth ~~-~~ development project ~~in the youth development sector~~.

Performance criteria

1.1   The project ~~scope~~ focus ~~of the project~~ is determined and defined in the project plan. ~~The project scope addresses a~~ by the concern, issue, or need ~~in~~ to be addressed by the ~~youth~~ development ~~sector~~project.

       Range   may include but is not limited to – addressing a concern, issue, need, opportunity, or strength~~physical, spiritual, mental, safety, privacy~~.

1.2   A~~The~~ theory or practice model suitable~~to be used~~ for the project is identified~~described~~.

       Range   ~~theory or practice model~~ may include but is not limited to – ~~Youth Development Strategy Aotearoa~~ ,~~;~~ Maslow's hierarchy of needs,~~;~~ Bronfenbrenner, Te Whare Tapa Whā, Circle of Courage,~~; Hall~~.~~;~~ ~~evidence is required of one theory or practice model.~~

1.3   Factors essential to the success of the~~implementation of the youth development~~ project are ~~addressed~~ identified in~~during~~ the project plan~~planning stage~~.

       Range   essential factors include but are not limited to – evaluation methodology, goals~~needs, aims, objectives~~, implementation methodology, ~~evaluation methodology,~~ required .

~~1.4   Planning is consistent with relevant criteria and organisational policies and procedures.~~

       ~~Range   relevant criteria may include but are not limited to – the use of available resources, to achieve objectives; responsibilities and accountabilities of people who will be involved in implementing the plan; things that may go wrong; procedures to deal with unplanned events; methods for evaluating progress towards achieving the objectives; characteristics and needs of youth.~~

1.4   Risks, mitigation strategies, and procedures for addressing unplanned events are identified in the plan.

1.5   ~~Planning is in accordance with the youth worker's role and function.~~

~~1.6~~   The project plan is referred~~is developed in accordance with organisational policies and procedures~~.

~~1.7~~   The project's readiness for approval ~~and implementation is~~ confirmed before implementation~~by a senior youth worker or authorised person~~.

Outcome 2

Implement a youth development project ~~in the youth development sector~~.

Performance criteria

2.1   Role~~The youth worker's role~~ and function are~~is~~ carried out according to the plan.

2.2   ~~Responses to any unplanned events or problems during the project implementation are in accordance with the youth worker's responsibilities in the plan.~~

~~2.3~~   A relevant ~~Application of the~~ theory or practice model ~~that informed the youth worker's practice~~ is applied~~reflected~~ during ~~the~~ implementation of the plan~~project~~.

        Range   theory or practice models~~model~~ may include but are~~is~~ not limited to – ~~Youth Development Strategy Aotearoa;~~ Maslow's hierarchy of needs; Bronfenbrenner~~; Hall~~, Te Whare Tapa Whā, Circle of Courage.~~.;~~
        ~~evidence is required of one theory or practice model.~~

2.3   Any unplanned events or problems during implementation are addressed within the scope of the youth worker's responsibility or are referred.

Outcome 3

Evaluate a youth development project ~~in the youth development sector~~.

Performance criteria

3.1   The project implementation is evaluated to determine areas of success and areas for improvement.

3.2   The project outcomes ~~of the project~~ are measured against its objectives to determine areas of success and areas for improvement.

3.3~~2~~   Feedback from stakeholders is sourced and evaluated to determine if~~ensure~~ their needs were~~have been~~ addressed by the project outcomes.

        Range   stakeholders may include but are not limited to – caregivers, community groups, funding agencies, ~~youth,~~ parents, ~~caregivers, youth,~~ youth leaders, youth workers~~, funding agencies, community groups~~.~~;~~
        ~~evidence is required of feedback from two stakeholders.~~

Planned review date	~~dd MMMM yyyy~~31 December 2026~~31 December 2021~~

Status information and last date for assessment for superseded versions

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

Consent and Moderation Requirements (CMR) reference	0024

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.