

Title	Plan, implement, and evaluate a youth development project		
Level	4	Credits	15

Purpose	A person credited with this standard can plan, implement, and evaluate a youth development project.
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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 this unit standard must be generated in a youth development setting under the supervision of a senior youth worker.

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:

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

Recommended skills and knowledge prior to attempting this unit standard: 16857, *Assist with the planning, development, delivery, and evaluation of a youth development project*, or demonstrate equivalent skills and knowledge.

3 Definitions

Project refers to work that aims to develop a young person's competencies, abilities and skills. Projects commonly focus on issues in social justice, equity, and health.

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

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

4 References

Ara Taiohi. (2020). *Code of Ethics for Youth Work in Aotearoa New Zealand*.

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<https://drive.google.com/file/d/1b2ezaKbXjiloZs3bP5pl3U91Y6xxMPob/view>.

Ara Taiohi. (2021). *Mana Taiohi*. 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/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>.

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

5 Resources

Jeffs, T. & Smith, M. K. (2010). *Youth Work Practice*. London: Red Globe Press.

Martin, Lloyd, & Martin, Anthea. (2011). *Small Stories: Reflections on the Practice of Youth Development*. Michigan: Circle of Courage Publications.

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

Sapin, K. (2013). *Essential Skills for Youth Work Practice* (2nd Edition). London: Sage Publications Ltd.

Slattery, P. (2001). *Youth Works. A Very Practical Book About Working with Young People*. New South Wales: Peter Slattery.

Sokratov, A. and O'Brien, J.M. (2014). *Hīkaka te Manawa: Making a difference for rangatahi*. Retrieved from [Hīkaka te Manawa: Making a difference for rangatahi \(terauora.com\)](http://terauora.com)

United Nations General Assembly. (1989). *Convention on the Rights of the Child*. United Nations Human Rights: Office of the High Commissioner. Retrieved on 4 August 2021 from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

Outcomes and performance criteria

Outcome 1

Plan a youth development project.

Performance criteria

1.1 The project focus is defined in a project plan.

Range may include but is not limited to – addressing a concern, issue, need, opportunity, service, or strength.

1.2 A suitable theory or practice model for the project is identified.

Range may include but is not limited to – Maslow's hierarchy of needs, Bronfenbrenner, Te Whare Tapa Whā, Circle of Courage.

1.3 Factors essential to the success of the project are identified in the project plan.

Range essential factors include but are not limited to – evaluation methodology, goals, implementation methodology, resources, responsibilities and accountabilities.

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

1.5 The project plan’s readiness for implementation is confirmed before being implemented.

Outcome 2

Implement a youth development project.

Performance criteria

2.1 Role and function are carried out according to the plan.

2.2 Appropriate action is taken to address any unplanned events or problems during implementation.

Outcome 3

Evaluate a youth development project.

Performance criteria

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

3.2 Project outcomes are measured against objectives to determine areas of success and areas for improvement.

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

Range stakeholders may include but are not limited to – caregivers, community groups, funding agencies, parents, youth, youth leaders, youth workers.

Planned review date	31 December 2026
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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	31 December 2025
Rollover and Revision	2	24 October 2019	31 December 2025
Review	3	24 March 2022	N/A
Rollover and Revision	4	Xx Month 2023	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 Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council qualifications@toitutewaioara.nz if you wish to suggest changes to the content of this unit standard.