Title	Analyse youth issues in the community for youth work purposes		
Level	6	Credits	9

Purpose	People credited with this unit standard are able to: analyse globalisation and the impact on youth culture; identify youth concerns, issues, and needs in the community; gather information on youth concerns, issues, and needs in the community; and analyse information on youth concerns, issues, and needs in the community.

Classification	Social Services > Youth Development

Available grade	Achieved

Guidance Information

1   People awarded credit for this unit standard are able to implement Te Tiriti o Waitangi in youth work according to the authority and resources available to them and are able to apply this competence to the context of assessment against this unit standard. For further clarification, refer to Unit 22246, *Implement Te Tiriti o Waitangi in youth work*.

2   References:
   * Ara Taiohi. (2011). *Code of Ethics for Youth Work in Aotearoa New Zealand* (2nd edition). Available at: https://arataiohi.org.nz/career/code-of-ethics/history-of-the-code-of-ethics/.
   * Ara Taiohi. (2019). *Mana Taiohi Principles*. Available at: https://arataiohi.org.nz/resources/training-and-resources/mana-taiohi/.
   * UN General Assembly. (1989) *Convention on the Rights of the Child*. Available at: https://www.ohchr.org/en/professionalinterest/pages/crc.aspx.

3   Definitions:
   * *Community* may include but is not limited to: a community of interest, a community of locality, a cultural community, a youth culture, or a kin group. People awarded credit for this unit standard demonstrate competence in one context.
   * *Concerns, issues, or needs* may include but is not limited to abortion, contraception and pregnancy; alcohol and drug issues; alternative care; community issues; consumer rights; criminal justice; disabilities; economic development; education and training; employment; environmental issues; families and whānau; health care; housing and land; human rights; iwi development; legal issues; parenting; psychiatric care; sexuality; social security benefits; social policy; structures; sport and recreation; violence and abuse. The focus may be cultural, emotional, psychological, physical, spiritual, social, or political factors, or may be related to age, gender, or sexual orientation.

- *Globalisation* includes but is not limited to the variety of developments that affect youth, for example economy, media influence, and technology.
- *Key youth* include but are not limited to: youth within a family or whānau, hapū, iwi, community, group, agency, or organisation who are involved in the analysis with the youth worker.
- *Resources that are capable of addressing identified youth concerns, issues, and needs* include but are not limited to advice; business; financial or legal services; clothing; cultural expertise; educational resources; finance; food; grants; housing; youth services; technological resources; transport; oral and written information.
- *Social policy* is defined by the Ministry of Social Development as "*all policy that has an influence on desirable social outcomes*".
- *Structures* include but are not limited to: cultural, economic, ideological, and kin structures; political and social agencies and organisations; other arrangements that distribute or process resources, or maintain, manage, govern, or organise society.
- *Subculture* means a group of people with cultural practices that differentiates them from a larger cultural group to which they belong. In the case of young people youth subcultures have been associated with elements such as fashion, beliefs, slang, dialects, behaviours or interests. Many youth subcultures are associated with specific genres of music, and in some cases, music has been the primary characteristic of the group.
- *Youth culture* includes but is not limited to any culture a young person identifies with.

4   Assessment notes:
    People awarded credit for this unit standard demonstrate competence in one context in youth work, with any combination of concerns, issues, and needs.

5   All communications are treated confidentially. The scope and limits of confidentiality are defined through negotiation and informed consent, and criteria established by legislation, ethical practice, and youth work agency guidelines. Sources of *criteria established by legislation, ethical practice, and youth work agency guidelines* may include but are not limited to: Official Information Act 1982, Privacy Act 1993, youth work agency codes of conduct, codes of practice issued by the Privacy Commissioner, youth work codes of ethics, and youth work agency protocols, staff manuals, strategic plans. Relevant additional legislation and the *codes of conduct, and youth work agency guidelines* will be determined according to the context of assessment.

Outcomes and performance criteria

Outcome 1

Analyse globalisation and the impact on youth culture.

Performance criteria

1.1   Globalisation is defined and analysed in terms of its impact on youth culture in Aotearoa New Zealand.

        Range   impact of globalisation on youth may include but is not limited to – developing technology; media; social issues; status of youth; social policies;
                          evidence is required of two impacts of globalisation on youth.

1.2   Youth cultures are defined in relation to the youth worker's community.

        Range   definition may include but is not limited to – major youth culture and youth sub-cultures formed in the youth worker's community; evidence is required of at least two examples of youth culture within the worker's community.

1.3   The impact of globalisation is analysed according to the specific impacts on youth cultures within the youth worker's community in Aotearoa New Zealand.

        Range   impact may include but is not limited to – formation of sub-cultures, progress and development, social issues; evidence is required of four impacts of globalisation on youth cultures in the youth worker's community.

Outcome 2

Identify youth concerns, issues, and needs in the community.

Performance criteria

2.1   Roles and methods used to identify youth concerns, issues, and needs in the community empower and support youth involved.

        Range   roles may include but are not limited to one of – educator, enabler, facilitator, leader, presenter, researcher; methods may include but are not limited to one of – group discussion; hui; individual dialogue; oral and written presentation; seminar; workshop.

2.2   Youth concerns, issues, and needs in the community are identified according to consultation with key youth in the community.

2.3   Social policies and structures that impact on youth in the community are identified according to consultation with key youth in the community.

        Range   evidence is required related to one social policy and one structure.

2.4   Specific aspects of the social policies and structures that impact on youth in the community are identified according to consultation with key youth in the community.

2.5   Resources in the community that are capable of addressing identified concerns, issues, and needs, and cultural, gender, and political factors in the situation are identified.

           Range   evidence is required related to three resources.

Outcome 3

Gather information on youth concerns, issues, and needs in the community.

Performance criteria

3.1   Roles and methods used to gather information empower and support youth involved.

           Range   roles may include but are not limited to one of – educator, enabler, facilitator, leader, presenter, researcher, analyst;
                        methods may include but are not limited to one of – group discussion; hui; individual dialogue; oral and written presentation; seminar; workshop.

3.2   Information gathering is carried out using valid sources of information on identified youth concerns, issues, and needs in the community.

           Range   sources of information may include but are not limited to – books; case law; government and non-governmental records; reports; position papers; group discussion; historical archives and records; legislation; oral records; personal interviews with interested parties; statistical records;
                        evidence is required of three sources of information.

3.3   Information gathering is conducted according to criteria established by legislation, ethical practice, and youth work agency guidelines.

           Range   information gathered may include but is not limited to – youth concerns, issues, and needs; social policy; structure; resources capable of addressing identified concerns, issues, and needs; cultural, gender, and political factors in the situation.

Outcome 4

Analyse information on youth concerns, issues, and needs in the community.

Performance criteria

4.1   The young people's roles and level of involvement in the analysis are defined.

           Range   roles may include but are not limited to one of – educator, enabler, facilitator, leader, presenter, researcher, note-taker, interviewer, interviewee;
                        evidence is required on the scope and limits of the role or level of involvement.

4.2 The analyst's role and methods used in analysis empower and support all youth involved in the analysis.

Range methods may include but are not limited to one of – group discussion; hui; individual dialogue; oral and written presentation; seminar; workshop.

4.3 Analysis covers all information gathered on the identified youth concerns, issues, and needs.

4.4 Analysis identifies conclusions that are valid according to consultation with key youth in the community.

Planned review date	31 December 2024

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	30 August 1999	31 December 2021
Revision	2	20 March 2003	31 December 2021
Review	3	26 November 2007	31 December 2021
Review	4	28 May 2020	N/A

Consent and Moderation Requirements (CMR) reference	0024

This CMR can be accessed at https://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.