Analyse the history and development of youth work

Level 6
Credits 9

Purpose
This is a theory unit standard for people considering working at a senior level in youth work.

People credited with this unit standard are able to: prepare an analysis of the youth work industry in Aotearoa New Zealand; analyse the history of youth work from an international perspective; and analyse the impact of current economic and social policies on youth work service development.

Subfield Social Services
Domain Youth Work
Status Registered
Status date 26 November 2007
Date version published 26 November 2007
Planned review date 31 December 2012
Entry information Open.
Accreditation Evaluation of documentation and visit by NZQA, industry and teaching professional in the same field from another provider.

Standard setting body (SSB) Community Support Services ITO Limited (Careerforce)

Accreditation and Moderation Action Plan (AMAP) reference 0222
This AMAP can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.

Special notes
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, please refer to Unit 22246, Implement Te Tiriti o Waitangi in youth work.
2 Glossary:

*Analysis of youth work* in terms of its historical origins may include analysis of cultural, gender, economic, historical, political, social, statutory, and voluntary origins (including Te Tiriti o Waitangi relationships), in terms of their relevance to youth work and the availability of authoritative information.

*Identified social concerns, issues, or needs* may include but are not limited to: alternative care, community issues, criminal justice, disabilities, economic development, employment, environmental issues, families and whānau, health care, housing and land, human rights, iwi development, legal issues, planning, poverty, psychiatric care, recreation, safety, sexuality, social crisis and change, social policy and services, social structures, alcohol and drug issues, Te Tiriti o Waitangi relationships. *Identified concerns, issues, or needs* may be cultural, economic, educational, emotional, psychological, physical, spiritual, social, structural, or political, or related to age, gender, or sexual orientation.

*Practice model* may be any model that informs effective youth work practice.

*Social policies* include policies of youth work service agencies or organisations and central or local government, and 'include all those things deliberately done [...] to promote wellbeing and to limit the effects of misfortune, primarily in terms of material advantages and disadvantages.' Acknowledgements to Oliver, WH. 1998. 'Social policy in New Zealand: An historical overview'. *The April Report: Report of the Royal Commission on Social Policy/Te Kōmihana a te Karauna mō ngā Āhuatanga-Ā-Iwi*, vol. 1 (New Zealand Today), pp. 3-45.

3 Assessment notes:

People awarded credit for this unit standard show that their actions are guided and supported by valid theory for youth work practice. Evidence is required of youth work theory that is derived from authoritative sources, which may include but are not limited to: body of knowledge related to youth work; cultural theory; practice research.

5 Resources:

e  United Nations Declaration of the Rights of the Child and Convention on the Rights of the Child, which may be found online at: http://www.unhchr.ch/html/intlinst.htm

http://www.unicef.org/crc/.

---

**Elements and performance criteria**
Element 1

Prepare an analysis of the youth work industry in Aotearoa New Zealand.

Performance criteria

1.1 The analysis includes an explanation of the major forms of youth work in Aotearoa New Zealand.

Range major forms may include but are not limited to – recreation based, informal education, mentoring, case management, church-based, out of school care, uniform youth groups, government and non-government organisation’s, and cultural.

Evidence is required of two major forms of youth work in Aotearoa New Zealand.

1.2 The analysis identifies the ethics and value base of youth work according to one recognised youth work code of ethics.

Range evidence is required of two values statements and two ethical standards from one recognised code of ethics.

1.3 Youth work and the roles and functions of youth workers are defined.

Range evidence is required of a definition of youth work and the roles and functions of four different kinds of youth worker.

Element 2

Analyse the history of youth work from an international perspective.

Performance criteria

2.1 The history of international youth work is described.

Range history may include but is not limited to – the origin of youth work; the development of youth work throughout the 20th century; the major ideology of youth work; ethics, values, and skills within youth work; historical roles and functions of youth workers; historical status of youth work; origin of youth services.

Evidence is required of two historical aspects of international youth work.

2.2 Globalisation is defined and the impact of globalisation on youth is described.

Range globalisation may include but is not limited to – major world wide developments; technology; status of youth; social issues; youth movement; gangs; media; music; fashion; recreation; food; sport; economic development.

Evidence is required of two impacts on youth.
2.3 The impact of globalisation on youth work is analysed.

Range impact of globalisation on youth work may include but is not limited to – social policies; legislation; standards of practice; development and progress of youth work.

Evidence is required of two impacts of globalisation on youth work.

2.4 Youth services are analysed and explained in terms of their historical origins.

Range evidence is required of the historical origins of two youth services within Aotearoa New Zealand.

**Element 3**

Analyse the impact of current economic and social policies on youth work service development.

Range evidence is required of two current economic and social policies.

**Performance criteria**

3.1 Current economic and social policies of central government are analysed and explained in terms of their relevance to youth work service provision.

3.2 Central government economic policies are analysed and explained in terms of their actual or predicted outcomes on youth work service provision and youth work service providers.

3.3 Central government social policies are analysed and explained in terms of their actual or predicted outcomes on youth work service provision and youth work service providers.

3.4 Current central government economic and social policies are analysed and explained in terms of any differential impact on youth service provision for iwi/Māori and tauiwi.

**Please note**

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.
Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the Community Support Services ITO Limited (Careerforce) info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.