

MARKING GUIDE

YOUTH DEVELOPMENT PROJECT

Developing Our Approach

Level 4, Credits 10

Assessment Code: YTD Youth Project

INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

TASKS: Facilitate and mentor a group of young people to plan and implement a project/event/activity of their choosing. Submit evidence of this process and its completion.

Task 1: Project checkpoints 1 to 5. Provide evidence of:

- 1) The project's strength-based approach and your preparedness to mentor and facilitate.
- 2) The project's initial brainstorm and planning session with participants.
- 3) The participants' first stage of planning.
- 4) The participants' second stage of planning.
- 5) The project's implementation and debrief with participants, and data collection for future evaluation.

Task 2: Holistic Safety. Discuss the strengths and weaknesses of the project with regard to holistic safety.

Task 3: Project Reflection. Look back and identify how well the project met the needs of all stakeholders.

Task 4: Submission of project evidence, such as planning and evaluation forms and photographs.

1. To gain competency in this assessment evidence of project process and completion of Tasks 1 to 4 must be submitted as required by the marking criteria.
2. The assessment must be the student's own work.
3. Resits are available. Refer to student handbook for assessment and resit policies.

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New Zealand Certificate in Youth Work – Level 4		
Course 4 Assessment 4.1 and 4.3		
Graduate Profile outcome	Learning Outcome	Assessment
<p>GPO 1: Create and maintain a safe environment when working with young people</p> <p>GPO 2: Mentor and support young people to recognise and develop their potential.</p> <p>GPO 3: Apply a strengths-based approach to lead positive youth development projects in the community.</p>	<p>LO 4.1 Plan a strength-based youth development project that aligns with best practice in the youth sector. (7 credits)</p> <p>LO 4.3 Create and maintain a safe environment to mentor and support young people in activities that align with youth development best practice. (3 credits)</p> <p>Note: 4.2 in Assessment A (Journal). Reflections on experiences with the project are included in the journal along with reflection on strengths and weaknesses of holistic safety planning. However, the assessment occurs here. Students can draw on their reflections in Assessment A as part of evidence assessed for this assessment.</p>	<p>Assessment 4.1 Design and implement a project/event/activity utilising a strengths-based approach. Include the planning notes, Risk Analysis/ Management Plan, Activity Proposal Plan, Implementation Guide/Notes, Survey, and results. Complete an entry in your Reflective Journal on your experiences with this project. 7 credits</p> <p>Assessment 4.3 (Integrated in 4.2) Reflect on strengths and weaknesses of your plan in 4.1 in terms of how well your planning for safety met the needs of mentors and youth. 3 credits</p>

Task 1 – Project checkpoints 1 to 5

Introduction to Task 1

The information and templates you need to prepare for this project are found in the online course in the topics marked as 'Project'. Pages 5 to 12 contain detailed instructions for **Project Checkpoints 1 to 5**. Before you look at the full set of requirements, read the advice and summaries provided below.

These instructions are here to help you, not get in the way. Each organisation, group of young people or work context is different. You may adapt the Checkpoints and the Project itself so that it makes sense for and adds value to the work you are doing. If you want to make changes but are unsure if they will still meet assessment requirements, please talk with your tutor. In addition, please speak with your tutor at any stage during the Project if you have questions, or if there is something that you do not understand in the instructions.

You do not need to come up with a Project that is completely new, unless you want to, of course! You may integrate this assessment with activities, mentoring or group work you and your organisation are already doing. If you are unsure about how this might work in your context, please talk with your tutor. If your organisation already has its own process, activities or templates for youth participation and leadership projects you may use these as part of this assessment, provided they enable you to meet the overall assessment criteria. You may adapt the project to suit your purposes.

Organisations, groups, and individual young people are all at different points along the participation and leadership pathway. The Project can reflect this. If your young people are not ready for a particular level of challenge or participation it is appropriate to adapt the Project to meet the young people where they are at; or if doing something would put you in conflict with your organisation you may adapt to meet the needs of a situation. We recommend that you explain this when you submit your final project evidence, so the assessor understands and does not penalise you for what were informed choices. Make it clear that you understand the assessment requirements but have made deliberate, alternative choices based on your professional judgement.

For Checkpoints 3, 4 and 5, optional templates are provided in the online course in the project planning topic. Your group may use these, or you can modify them to suit your situation. If your organisation already has documents for proposals, planning, and/or evaluation of events and activities, your group may use these instead, and you may submit these as part of your assessment evidence.

If you are already working with colleagues or others in youth participation projects, you may include these people as part of the planning. This includes other students on this programme. If you already work together you may choose to continue to work together on this project.

Overview of checkpoints 1 to 5

Project Checkpoint 1 – Strengths-based approach

For this first checkpoint, you will complete your own initial planning session. You will consider your own role within the project. An overall goal to keep in mind is what you will need to do in order to set the participant(s) up for success.

Read the detailed requirements on page 5 and make sure you have completed **Project Checkpoint 1** before you continue with the project.

Project Checkpoint 2 – Participants’ brainstorm

At this point in the project, one group may need a youth worker to facilitate their brainstorming session and provide a lot of guidance to start the initial planning. However, another group may require support and mentoring to facilitate the session(s) themselves. Your level of involvement at this stage will depend on their needs.

Please check you have completed **Project Checkpoint 2** before you continue with the project.

Project Checkpoint 3 – Planning stage 1

At this point in the project, you should have completed an **activity proposal plan** to submit to the relevant stakeholder(s), such as the manager in the organisation who approves the project and its budget. If the group does not need formal approval from any stakeholders, you should still prepare a proposal plan for a relevant third person who will provide the group with objective feedback on their proposal.

At this point the planning should include risk analysis and risk management planning; most likely completed as part of the proposal plan. Who completes this (you and/or participants) will depend on your situation and organisational compliance requirements.

Also, keep notes on the planning process in order to identify what is going well or not so well and to provide points to discuss with participants to help them stay on track or reflect on their process.

Please check you have completed **Project Checkpoint 3** before you continue with the project.

Project Checkpoint 4 – Planning stage 2

At this point in the project, participants should have their initial proposal approved and have created a Project Implementation Plan (optional template provided in the online course) and final Health and Safety Plan (as per organisational requirements).

Keep notes on the planning process in order to identify what is going well or not so well and to provide points to discuss with participants to help them stay on track or reflect on and learn from their process. The level of guidance you provide at this point depends on the participants’ experience with participation and leadership and the nature of the event or activity. You want to ensure, as much as possible, that the planning will provide them with achievement and success. However, it is also important to give them space to safely ‘fail’ or experience frustration as this is all part of the learning process; knowing when it is physically and emotionally safe to do this depends on the situation. You will need to use your professional judgement and act in the best interests of the participants.

Please check you have completed **Project Checkpoint 4** before you continue with the project.

Project Checkpoint 5 – Implementation

At this point in the project, participants should have carried out the Project Implementation Plan and debriefed on their experience.

The Debrief Plan has two parts. The first is for the benefit of the participants. They have an opportunity to celebrate their achievement and assess if they met their goals. It is also an opportunity to reflect on what they learned from the experience, what went well, what they found challenging, and what they got out of the experience. The second purpose of the Debrief Plan is to collect data and information that you can use to evaluate the project and your role in it. This evaluation is completed in the next Module’s assessment. However, it is very important that you collect the information you need as soon as possible after implementation, while it is still fresh in everyone’s minds.

Please check you have completed **Project Checkpoint 5** before you continue with this assessment.

Project Checkpoint 1

Project Checkpoint 1 is the planning you do to get to the point where you are ready to start the first brainstorming and planning session(s) with the participants. While the aim is for participants to choose the project, plan it, and implement it themselves, it is still necessary for you to provide the framework. Your role, how many decisions you make, and the limitations you put in place will depend on who the participants are (their needs and abilities) and your organisation.

Goal for Project Checkpoint 1: put in place what is necessary to set the participants up for project success by providing them with sufficient autonomy within their capability to achieve this success.

Where possible, integrate this project into youth participation and youth leadership you or your organisation is already engaged with. See the online Module Topic 1 for more about this.

At this project checkpoint you should have the following:

Explanation of how the project adopts a strength-based approach

I can explain:

- what it means to use a strength-based approach within my youth work context, and
- how this project and its process will align with a strength-based approach

Preparation to facilitate and/or mentor the project

I have discussed this project with:

- my immediate manager
- other relevant stakeholders like colleagues, members of the community, and venue owners or staff
- and I have agreement from them to proceed

I have identified the scope for this project:

- participants – how many and whom
- potential limitations – timeline, available budget and resources, location(s), personal and organisational requirements, weather forecast
- size, scale and complexity of potential activity, project or event: realistic expectations for intended participants in this context – provides some challenge but still achievable
- likely risks, challenges, or roadblocks – anticipated issues that can be planned for
- anything else relevant to a project scope at my organisation
- my role – support, facilitator, mentor, resource, go-between, and/or team member
Note: ideally participants will select my role based on needs they identify (but this will depend on who the participants are)

Strengths inventory and initial meeting with project participants

I have prepared a:

- strengths inventory activity** to do with the participants; its purpose is to identify the strengths within the group
- one-page (or less) summary** of the project's key points for the participants – what, when and why – an overview and explanation of the project and their role.

I have had an **initial meeting** with participants to:

- explain what is happening (hand out one-page summary)
- conducted a strengths inventory
- set a time for the group's first brainstorming and planning meeting

Note: Preparation you need to do to achieve Project Checkpoint 1 depends on who your participants are, the organisation, the work you are currently engaged in, limitations and challenges of your context, and other factors.

Ask yourself, what do I need to do now to ensure the project starts out well and sets the participants up for later success?

Further information, templates and examples of a strength inventory and other documents are available in the online course.

Final evidence submission

At the end of this Module, you will have to submit evidence for assessment on the process and completion of this project. Collect and organise this evidence as you work through the project, so you are not overwhelmed or missing evidence later when you must submit for assessment.

The evidence required from **Project Checkpoint 1** will be:

- Description of how the project uses a strength-based approach (this will cover the whole project, but makes some notes now on how you started with a strength-based approach)
- Copy of one-page summary provided to participants
- Results of strength inventory (later how this information was used in decision making and planning for the project)
- Brief description of what you did to prepare for this project and initial thoughts to help with later reflection on what went well, challenges and what you would do differently next time.

Evidence associated with Project Checkpoint 1 should be included as part of the final submission of evidence. The final submission of evidence will ask for:

- description of how the project uses a strength-based approach
- a copy of the one-page summary given to the students. This one-page summary should introduce the students or young people to the key details of the project. It should describe the key points for the participants using clear and accessible language. It should describe what the project will be, when and where it will take place, and discuss the goals. The 'why' of the project should be clearly explained, with a concise overview and explanation of the project. In addition, the one-page summary should clearly lay out the expected roles and responsibilities for the young people who will be involved as organisers and/or participants.
- results of strengths inventory and how participants used it in planning
- brief description of what student did to prepare for the project as part of a reflection on what went well, what the challenges were and what they would do differently next time.

Note: If the student completes the Project Checkpoint, they should have what is required to proceed to the next stage of the project and sufficient evidence to submit for assessment at the end of the project.

This is a competency-based assessment task. To be assessed as competent the student must submit all evidence required for the final submission of evidence for the project. This evidence must clearly show that a project was carried out by the student who submits the evidence with young people as participants in the context of their working with young people in Aotearoa New Zealand.

Assessment criteria is specified in the final evidence submission.

Project Checkpoint 2

Project Checkpoint 2 occurs after completion of the initial project brainstorming and planning session(s) with the participants.

At this project checkpoint you should have the following.

Initial brainstorm and planning evidence

I have kept for final submission:

- a copy of the planned initial session outline – approximate times and activities, resources, and location for the session(s)
- evidence that the session(s) occurred, such as photos of completed mind maps or whiteboard with ideas and planning, and/or SWOT analysis planning sheets

Initial planning results

I have the results of the planning sessions as determined by the participants; this includes:

- what the project, event or activity is that the participants will plan and implement
- goals for their project, event, or activity
- identified stakeholders
- identified risks and resource requirements
- roles and expectations for participants and others including yourself
- approximate timeline and milestones
- other relevant data and decisions (depends on context)

Note: a template is provided in the online course that you may use to collect these results. You may modify this, create your own or use paperwork already in use at your organisation. Participants need to clarify this information and keep it at hand so they can continue to refer back to it as the project continues.

The role you play in the initial brainstorming and planning session(s) will depend on your participants and situation. For example, you may need to plan and facilitate the full session, or you may be able to share this role with some participants, who lead the group at certain points.

Make sure you keep evidence of this initial planning. Even if the initial session is fully facilitated by the participants, they will still need to plan the session. Please keep a copy of this session plan to submit as part of your final evidence. Photos of the written planning on whiteboards or sheets of paper is sufficient evidence to submit along with the session plan(s).

Ask yourself, do we know what we want to do and are we now ready to start putting together a proposal or create a detailed plan of action.

Further information, templates and examples of a strength inventory and other documents are available in the online course.

Final evidence submission

At the end of this Module, you will have to submit evidence for assessment on the process and completion of this project. It is very important to collect and organise this evidence as you work through the project, so you are not overwhelmed or missing evidence later.

The evidence required from **Project Checkpoint 2** will be:

- Copy of the plans for the initial brainstorming and planning session(s) – including approximate times and activities and resources
- Evidence the initial sessions occurred – photos of planning: completed mind maps, whiteboard of ideas, SWOT analysis sheets or other evidence
- Brief description of how the results of the strengths inventory were used to help determine which project, activity, or event participants would plan and implement
- Brief description of how initial brainstorming and planning went to help with later reflection on what went well, challenges and what you would do differently next time.

Evidence associated with Project Checkpoint 2 should be included as part of the final submission of evidence. The final submission of evidence will ask for:

- brief outline of the planned brainstorming and initial session/s
- evidence it occurred like photos of the completed mind maps or whiteboard of ideas etc.
- initial planning results completed by participants (optional template provided in online course) that includes a determination of what the project, event or activity will be, roles, goals, expectations, milestones, stakeholders, identified risks
- brief description of how the brainstorming and initial planning session/s went in relation to what went well, what the challenges were and anything the student would have done differently.

Note: If the Project Checklist is completed by the student, they should have what is required to proceed to the next stage of the project and sufficient evidence to submit for assessment at the end of the project.

This is a competency-based assessment task. To be assessed as competent the student must submit all evidence required by the final submission of evidence for the project. This evidence must clearly show that a project was carried out by the student who submits the evidence with young people as participants in the context of their working with young people in Aotearoa New Zealand.

Assessment criteria is specified in the final evidence submission.

Project Checkpoint 3

Project Checkpoint 3 occurs after completion of an **Activity Proposal Plan** - plan of what the participants want to do. They will most likely do research on exactly what they need and then obtain approval. As part of initial planning they identify stakeholders, which should include any permissions they will need – such as budget, venue, times, and parental consent. For example, the participants submit a proposal plan to the organisation's manager to get their plan and its budget approved.

The participants should produce a written proposal to get approval. A sample template is included in the online course, but you can adapt it depending on your situation. If your organisation already has paperwork that must be completed for this purpose, please use that with the participants. If possible, and there is time, it would be good to have the participants present their proposal verbally in a meeting with the manager. This way they can get feedback and encouragement first-hand.

If participants need more than one approval, they may need to modify their proposal plan for the different approvals.

Your role depends on who the participants are. But participants should be part of this planning in some way. For example, you work closely with them or even model how to put together the proposal or you mentor them through the process, asking prompt questions and giving feedback before they submit.

If there is a situation in which no formal approval is required, participants must put together a proposal plan anyway and present it to a relevant third party for feedback. This will help to tighten their planning as they need to actually show it to someone who can point out where there are gaps in the planning or possible alternatives or improvements.

At this project checkpoint you should have the following.

Activity proposal plan

I have an approved proposal plan:

- a copy of the **Activity proposal plan** that includes:
 - description of the project, activity, or event
 - proposed budget
 - requirements – resources, location, personnel
 - purpose and benefits
 - goals or objectives
 - stakeholders
 - risks and mitigation (e.g., what will happen if it rains)
- health and safety risks identified and how these will be managed (may be included in the Activity proposal plan)
- feedback on the Activity proposal plan provided to the participants by a third party

Note: a template is provided in the online course that you and/or participants may use to create the Activity proposal plan. You may modify this, create your own or use paperwork already in use at your organisation. Participants need to clarify this information and keep it at hand so they can continue to refer to it as the project continues.

You also need to make sure there is a way to capture the feedback the participants get. Ideally, it will all be highly positive, and they get the green light, but they may need to make amendments.

Ask yourself, does the proposal have all the information the person giving approval and/or feedback needs to make a decision in the participant's favour.

Further information, templates and examples of a strength inventory and other documents are available in the online course.

Final evidence submission

At the end of this Module, you will have to submit evidence for assessment on the process and completion of this project. It is very important to collect and organise this evidence as you work through the project, so you are not overwhelmed or missing evidence later.

The evidence required from **Project Checkpoint 3** will be:

- Copy of the Activity Proposal Plan that includes initial planning, proposed budget, resources, location/venue and personnel requirements, justifications, stakeholders, risks, and mitigation
- Risk analysis and safety management plan (may be part to the proposal, Health and Safety plan and/or organisational compliance requirements)
- Brief description of process participants went through to complete the Activity proposal plan, including the feedback they got on the plan and how they used it
- Brief description of how the Activity Proposal Plan was put together, getting approval and/or feedback to help with later reflection on what went well, challenges, and what you would do differently next time.

Evidence associated with Project Checkpoint 3 should be included as part of the final submission of evidence. The final submission of evidence will ask for:

- completed Activity proposal plan – initial planning, proposed budget, resource, location and personnel requirements, justifications, stakeholders, risks and mitigation, etc.
- risk analysis and safety management plan (may be part of the proposal)
- brief description of the process participants went through to complete the Activity proposal plan including feedback they got from the person who approved the plan and how they used this information
- brief description of how the first stage of planning session/s went in relation to what went well, what the challenges were and what they observed in terms of participant learning during this process.

Note: If the Project Checklist is completed by the student, they should have what is required to proceed to the next stage of the project and sufficient evidence to submit for assessment at the end of the project.

This is a competency-based assessment task. To be assessed as competent the student must submit all evidence required by the final submission of evidence for the project. This evidence must clearly show that a project was carried out by the student who submits the evidence with young people as participants in the context of their working with young people in Aotearoa New Zealand.

Assessment criteria is specified in the final evidence submission.

Project Checkpoint 4

Project Checkpoint 4 occurs after completion of a Project Implementation Plan, health and safety plan and plan to collect data for later evaluation.

Once participants have their proposal approved, they start the more detailed planning to carry out the project, activity, or event. How this happens and your role depends on who the participants are, the risks associated with the activity, your organisation, and the context in which you are working.

A template for a Project Implementation Plan is provided in the online course, but its use is optional. You may modify it, create your own or make use of the organisation's existing paperwork.

Make sure you keep notes on this planning process and what you do to help support, mentor, and facilitate. The aim is to provide as much participant ownership over the process as possible while you support as necessary for participants to achieve success.

Plan for evaluation

You also need to plan how you will collect data to carry out a project evaluation in the next Module. Project success is defined by the goals you set for it at the beginning, your ability to learn from the process and for that learning to influence your youth work practice.

The quality of an evaluation depends on the quality of data collected immediately following implementation. Data collection can happen in many ways, exit survey or other survey of stakeholder experiences, a debrief session with participants to capture their perspectives and learnings, or one-on-one interviews with some of the participants.

Think carefully: what you want to know about the project? How will you determine if the project was a success? (Even, how do you define 'a successful project'?) Who can give you the information you need?

Further information and optional templates are available in the online course.

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At this project checkpoint you should have the following.

Project Implementation Plan

I have project planning:

- a copy of the **Project Implementation Plan** with the necessary details planned to successfully carry out what the participants have planned, including:
 - tasks allocation
 - timeline
 - resources
 - paperwork requirements
 - health and safety plan
 - back-up plan
 - debrief plan
 - contact details
 - any other necessary planning details.
- copy of health and safety plan (this may be part of the Project Implementation Plan or separate documentation as per organisational requirements)

Plan to collect data for evaluation

I have planned to collect data for evaluation of the project that will obtain enough data to evaluate the project:

- from the perspective of:
 - myself
 - project participants
 - others directly involved – customers, people helped by volunteers, and some broader stakeholders (if it makes sense to do so)
- plan to collect data to evaluate the following:
 - what went well, what could have been improved, what the challenges were
 - how well things went as planned and how unplanned events were handled
 - what was learned from the process
 - how the project impacted the participants' learning: knowledge, skills, behaviours, beliefs, attitudes, and/or self-understanding
 - how well the project's goals or outcomes were achieved and why; including a critique of the goals; were they realistic and achievable
 - benefits of the project and any noticeable downsides
 - holistic safety – physical, emotional, mental, psychological, cultural, social
- copy of any tools I will use to collect evaluation data, such as survey questions, interview or discussion questions for individuals or groups, outline for debrief session with participants

Note: further information and optional templates are available in the online module.

Ask yourself, is this project, event, or activity ready to implement? And am I ready to collect the data necessary to evaluate the project well?

Final evidence submission

At the end of this Module, you will have to submit evidence for assessment on the process and completion of this project. It is very important to collect and organise this evidence as you work through the project, so you are not overwhelmed or missing evidence later.

The evidence required from **Project Checkpoint 4** will be:

- Copy of the Project Implementation Plan or similar; may include documentation required by your organisation
- Copy of Health and Safety Plan (may be part of implementation plan or separate documentation as per organisational requirements)
- Data collection tools like surveys or debrief session plans; evaluation of data results collected, organised, and collated for this Module occurs in the next Module. Note: what you do at Checkpoint 4 to prepare for this determines how well you can do the evaluation later
- Brief description of the process the participants went through to plan and be ready to implement.

Evidence associated with Project Checkpoint 4 should be included as part of the final submission of evidence. The final submission of evidence will ask for:

- completed Project Implementation Plan; includes details on task allocation, resources, paperwork requirements, health and safety, backup plan, debrief plan, anything else essential for the project or organisational requirements
- completed health and safety plan; may be part of project implementation plan or separate documentation as per organisational requirements
- plan to collect data and information for evaluating the project (student will evaluate the project in Module 6); includes questions for debrief activity, group or one-on-one interviews with participants, exit surveys, etc.
- brief description of the second stage of planning in relation to what went well, what the challenges were and what they observed in terms of student's own and the participants' learning during this process.

Note: If the Project Checklist is completed by the student, they should have what is required to proceed to the next stage of the project and sufficient evidence to submit for assessment at the end of the project.

This is a competency-based assessment task. To be assessed as competent the student must all evidence required by the final submission of evidence for the project. This evidence must clearly show that a project was carried out by the student who submits the evidence with young people as participants in the context of their working with young people in Aotearoa New Zealand.

Assessment criteria is specified in the final evidence submission.

Project Checkpoint 5

Project Checkpoint 5 occurs after implementation and debrief.

Collect evidence that the participants have carried out their implementation plan and followed up with a debrief session.

Further information and optional templates are available in the online course.

At this project checkpoint you should have the following.

- **Implementation evidence**
 - I have collected evidence of implementation. This may include photos, videos, copies of documents and/or statement from manager or supervisor. This evidence should not include identification of the participants. If possible, I have included yourself in at least some of the photos.
- **Collected data for evaluation**
 - I have collected the data for evaluation I planned for in Checkpoint 4.

- I have completed a debrief session with the participants:
 - outline of the session plan
 - photos of written results of that session – such as completed survey sheets, or sheets with keyword answers to debrief questions from a group activity
 - collated results from a survey – such as a write up of what students wrote during the debrief session, and/or a summary of key points from one-on-one interview questions

Note: further information and optional templates are available in the online module.

Ask yourself, do I have evidence that the project, event, or activity planned by the participants was carried out? Have I collected and organised the data on how it went to carry out an evaluation of the project in the next Module?

Final evidence submission

At the end of this Module, you will have to submit evidence for assessment on the process and completion of this project. It is very important to collect and organise this evidence as you work through the project, so you are not overwhelmed or missing evidence later.

The evidence required from **Project Checkpoint 5** will be:

- Evidence of the project, event or activity being implemented by the participants and the debrief session afterwards.
- Data collected, organised, and collated ready for evaluation (in the next Module).
- Brief description of process participants went through to implement their plan and debrief afterwards.

Evidence associated with Project Checkpoint 5 should be included as part of the final submission of evidence. The final submission of evidence will ask for:

- photos, video, copies of documents, statements from Manager or Supervisor, etc. as evidence of implementation
- data collected and organised ready for evaluation
- brief description of how the implementation went in relation to what went well, what the challenges were and what student observed in terms of their own and the participants' learning during this process.

Note: If the Project Checklist is completed by the student, they should have what is required to proceed to the next stage of the project and sufficient evidence to submit for assessment at the end of the project.

This is a competency-based assessment task. To be assessed as competent the student must all evidence required by the final submission of evidence for the project. This evidence must clearly show that a project was carried out by the student who submits the evidence with young people as participants in the context of their working with young people in Aotearoa New Zealand.

Assessment criteria is specified in the final evidence submission.

Task 2 – Holistic safety

In this task you will reflect on how well the project went in terms of planning for holistic safety. This includes physical safety, emotional, psychological, and mental well-being, social and cultural safety of the participants, yourself, and anyone else involved.

An important part of your role in a project like this is to help protect the safety of everyone involved. As you look back over all the evidence you have collected and the answers you wrote based on this evidence, identify strengths and weaknesses of your approach to holistic safety for this project.

Examples of things that can help to improve holistic safety may include developing life skills, awareness of cultural safety and appropriateness, relationships, individual self-esteem, teamwork, physical safety, emotional safety, group dynamics, experiences of success and achievement.

Note: it is not only the holistic safety of the participants that is important; also think about your own needs and those of other stakeholders that may be directly impacted by the project.

For example, you might identify a holistic safety **strength** as ...

Participants were well prepared with PPE of gloves and masks to handle food products. When we were doing the risk analysis, I asked students questions about food safety and how food might be made unsafe. Participants watched a video I showed them on how germs or viruses get from people onto the food via sneezing or unwashed hands and then infect other people when they eat the food. They decided to include PPE gloves and masks in the budget. They also found out when they presented the proposal to the manager for approval that it was a requirement of the organisation to wear PPE when handling unpackaged food, and the gloves and masks were already available in the supply cupboard.

For example, you might identify a holistic safety **weakness** as ...

One of the participants stopped attending the group in the final week. I was disappointed but did not follow up. I only found out later during the debrief from one of her friends that she had left because one of the boys had been hassling her. She did not feel psychologically safe. If her absence had been followed up this could have been identified sooner and the young man spoken to and a group activity used to address this issue.

Identify a minimum of 8 strengths and weaknesses in your holistic safety planning. You need to describe at least 3 strengths and at least 3 weaknesses.

Strengths (minimum of 3, but 8 strengths and weaknesses in total)

Identify and explain the main strengths of this project in terms of holistic safety. Give details on how this aspect of safety was well planned for.
Click or tap here to enter text.
Click or tap here to enter text.
Click or tap here to enter text.
Click or tap here to enter text.
Click or tap here to enter text.

Weaknesses (minimum of 3, but 8 strengths and weaknesses in total)

Identify and explain the main weakness of this project in terms of holistic safety. Give examples of things you could have done to improve planning around this aspect.
Click or tap here to enter text.
Click or tap here to enter text.
Click or tap here to enter text.
Click or tap here to enter text.
Click or tap here to enter text.

For sample answers, refer to the examples provided above in the instructions for Task 2.

To meet the requirements for Task 2, the strengths and weaknesses of the process in terms of creating a holistic safe space should be identified, described with specific examples, and reflected on in relation to how to build on strengths and how to improve weaknesses.

The students' answers should relate to at least **two** of the following: development of life skills, cultural competency, relationships, individual self-esteem, teamwork, physical safety, emotional safety, group dynamics, youth success and/or achievement.

Task 3 – Project reflection

If you have completed each of the Project Checkpoints as you and the participants worked through the project, this task should be reasonably straight-forward to complete. Answer all 18 sections in the tables below.

Please answer the questions and submit a list of all documents and photos you are including as evidence. If you prefer you may include everything in one document so long as you also include a table of contents.

1	Give a brief overview to introduce the project.	
	Participants <i>Who? How many?</i> <i>Brief demographic description</i>	Click or tap here to enter text.
	Project, event, activity <i>Brief description of what the participants planned and carried out</i>	Click or tap here to enter text.
	Issues, limitations, challenges <i>List the key problems or challenges faced during the project</i> <i>(at least the top five)</i>	Click or tap here to enter text.
	Participation pathway <i>Which level of the pathway (youth participation and leadership) did you choose to work at with these participants? And why?</i> Resource: Models of youth participation (Ministry of Youth Development)	Click or tap here to enter text.
	Role	Click or tap here to enter text.

Briefly explain your role in the project with one or two examples. Did your role change at all during the project?	
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2	Briefly explain how this project used a strength-based approach. As part of your answer please include: <ul style="list-style-type: none"> • how you determined the strengths of the participants • what the key strengths were in the group • how the group used this information • benefits of a strength-based approach for these participants
	Click or tap here to enter text.

Think about the goals set by the participants:

3	What were the goals as set by the participants?
	Click or tap here to enter text.
4	Were they able to achieve these goals? Explain your answer.
	Click or tap here to enter text.
5	If you did this again, what is one key thing you would improve or change about the goals or the process you went through to set the goals?
	Click or tap here to enter text.

Think back to the beginning of the project and your own pre-planning.

6	What were the top three things you did at Project Checkpoint 1 that helped set the participants up for success?
	Click or tap here to enter text.
7	What was the biggest challenge during pre-planning? How did this impact the whole project overall?
	Click or tap here to enter text.
8	What is one thing you wish you had done differently during pre-planning? How would you do it differently and why?
	Click or tap here to enter text.

Think back to the initial **brainstorming** and planning session(s).

9	What were two key things you did at this stage that helped the process run better or helped lead to a good overall outcome for the project?
	Click or tap here to enter text.
10	What was the biggest challenge for the participants at this stage? How did you help them to deal with this challenge?
	Click or tap here to enter text.

Think back to the **Activity proposal plan** process or similar.

11	What did the participants find most challenging at this point in the project?
	Click or tap here to enter text.
12	Who gave the participants feedback? What were the key points of this feedback? What impact did it have on the participants and/or the project?
	Click or tap here to enter text.

Think back to **Checkpoint 4**.

13	What did the participants find most challenging at this point in the project?
	Click or tap here to enter text.
14	What was working well at this point in the project?
	Click or tap here to enter text.
15	What did you find challenging about planning to collect data for evaluation?
	Click or tap here to enter text.

Think back to **Checkpoint 5**.

16	Where were the top three things that went well during implementation of the plan?
	Click or tap here to enter text.
17	What is the one thing you wish had been planned better? What could have been done better during planning?
	Click or tap here to enter text.
18	After the debrief, what were three key points (good or bad) raised by the participants? Do you agree or disagree with them?
	Click or tap here to enter text.

The student's answers for the questions in Task 3 will vary depending on the circumstances of their project.

To meet the requirements for this task, the student must provide a meaningful response to each of the 18 sections in the tables above.

Task 4 – Submission of project evidence

Instructions

Please list below all the project evidence you are submitting. This is the evidence you have been collecting throughout the project.

If you worked on this project with other students in the programme, please also include a statement to confirm that each person was fully involved in facilitation, mentoring, collecting evidence, and the final submission process. Each person should contribute to the project in approximately equal amounts. If there are any issues or concerns about this, it should be discussed with your tutor.

Accompanying documents

Please list all the documents, photos, and other files you are submitting with this assessment. Optional templates are provided in the online course if you need them. However, as mentioned previously, you may modify these to better suit your situation, or create your own, or use documentation from your organisation.

List	Please provide a list here of all the accompanying documents and/or photos that you are submitting as evidence of your project:
	Click or tap here to enter text.

Here is a **checklist** of accompanying evidence that needs to be included with your assessment submission. You may need to modify or add to this list:

- a copy of the one-page summary you gave to participants (Project Checkpoint 1)
- a copy of the planned initial session(s) outline – approximate times and activities, resources, and location for the session
- evidence session(s) occurred, such as photos of completed mind maps or a whiteboard with ideas and planning, SWOT analysis planning sheets
- results of the initial planning session(s) by participants (template from online course or similar)
- a copy of the Activity Proposal Plan or similar (includes risk analysis and safety management)
- a copy of the Project Implementation Plan, or similar
- a copy of Health and Safety plan (as part of Project Implementation Plan or separate documents)
- data collected, organised and collated ready for evaluation in the next Module
 - includes any tools used like plan for debrief activity, survey, or interview questions
 - photos of written results of that session – such as completed survey sheets, or sheets with answers to debrief questions from a group activity
 - collated results from survey – such as a write up of what students wrote during the debrief session, or a summary of key points from one-on-one interview questions

Note: you will need this data to complete assessment in the next Module.

- evidence of implementation; may include photos, videos, copies of documents and/or statement from manager or supervisor
- any other notes or evidence, statements or documents you feel are necessary to include as evidence the assessor may need to fully understand what you and the participants did to complete the Project.

Evidence for final submission is listed in the checklist above. The exact set of supporting documents that the student submits will depend on their project.

This is a competency-based assessment task. To be assessed as competent the student must submit for assessment all evidence of the project and its process that meets the following criteria:

- items specified in the checklist of accompanying evidence have been submitted; or alternatives that comply with organisational requirements and processes or that are required due to the nature of the project, its participants, or the context in which it is carried out
- evidence that the project was facilitated and/or mentored by the student or students who complete the Final Submission; evidence may include photos, videos, documents or a statement from a manager or supervisor
- data collected and organised post implementation is documented and ready for the upcoming analysis and evaluation (this will take place in Course 5/Module 6)
- evidence provided shows alignment with best practice principles, a strength-based approach, and the *Code of Ethics for Youth Work in Aotearoa New Zealand*
- evidence that the project process included aspects of youth participation and/or youth leadership within the context of working with young people in Aotearoa New Zealand, as was appropriate for the participants and organisational requirements.