



National Unit Specification: general information

UNIT Children and Young People: Rights and Protection
(Intermediate 2)

CODE F2CR 11

SUMMARY

This Unit is designed to allow candidates to investigate the rights that children should have today in society in relation to the United Nations Convention on the Rights of the Child. Candidates will explore these rights in relation to national and current legislation and in relation to policies and practice within settings for children and young people.

Candidates will be expected to consider rights in three main areas as laid down by the UN Convention on the Rights of the Child — provision, protection and participation. They should be able to describe the significant impact on children and young people by adults who uphold and support their rights in settings.

This Unit is a mandatory Unit in the National Progression Award in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who have, or are considering, employment in the childcare and education sector or to progress onto higher level Playwork and Early education and childcare qualifications.

OUTCOMES

- 1 Investigate the rights of the child and young person in relation to provision as defined in current legislation, policies and charters.
- 2 Investigate the rights of the child and young person in relation to protection as defined in current legislation, policies and charters.
- 3 Investigate the rights of the child and young person in relation to participation as defined in current legislation, policies and charters.

Administrative Information

Superclass: PN

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RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally benefit from having attained one of the following, or equivalent:

- ◆ a Communications Unit at Intermediate 1
- ◆ a Unit(s) from Intermediate 1 — Early Education and Childcare

Candidates would benefit from some knowledge and understanding of the development of children and young people from 0 to 16 years and appropriate play and activities for children and young people.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Investigate the rights of the child and young person in relation to provision as defined in current legislation, policies and charters.

Performance Criteria

- (a) Describe the rights of the child and young person in relation to provision.
- (b) Describe the benefits to the child and young person if their rights in relation to provision are upheld.
- (c) Explain how the legislation in relation to provision has an impact on the policy and practice in a workplace setting .

OUTCOME 2

Investigate the rights of the child and young person in relation to protection as defined in current legislation, policies and charters.

Performance Criteria

- (a) Describe the rights of the child and young person in relation to protection.
- (b) Explain the impact on policy and practice in the setting if children's rights in relation to protection are upheld.
- (c) Describe the support these rights should offer children and young people.

OUTCOME 3

Investigate the rights of the child and young person in relation to participation as defined in current legislation, policies and charters.

Performance Criteria

- (a) Describe rights of the child and young person in relation to participation for children and young people.
- (b) Explain the impact on policy and practice in the setting if children's rights in relation to participation are upheld.
- (c) Describe the benefits for children and young people if their rights in relation to participation are upheld.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written, and/or oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria. This must take the form of three separate reports on each of the topics below.

- ◆ provision
- ◆ protection
- ◆ participation

Each report must be between 250–350 words.

Each report should briefly describe the rights of children and young people, should explain the impact of these rights on the practice in setting, and should describe the benefits to the child or young person of their rights being upheld. Each report should link to the requirements in the Outcomes, and also to the United Nations Convention on the Rights of the Child.

The assessment should be conducted under unsupervised, uncontrolled, open-book conditions. Centres must be satisfied that the work submitted is the work of individual candidates. Assessors should maintain a record of any discussions with each candidate.

The Assessment Support Pack for this Unit provides sample reports. Centres wishing to develop their own assessment should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

At the beginning of this Unit it is important for the candidates to investigate the United Nations Convention on the Rights of the Child (UNCRC) and they need to consider the current legislative framework, such as, the Children (Scotland) Act, 1995, and relevant charters and policies, such as, The National Care Standards: early education and childcare up to the age of 16; Protecting Children and Young People: The Charter.

The articles in United Nations Convention on the Rights of the child are divided into three main areas. These are *provision*, *protection* and *participation*. Therefore the Unit is split into learning and understanding of these three areas.

Candidates must have the opportunity to look at significant, relevant and current legislation in place which ensures that children and young people have their rights upheld. They should also consider the impact on policy and practice, within Early Education and Childcare settings for children and young people 0–16 years. Candidates must also acknowledge the role these rights can have on the child and young person.

Candidates will work under the Scottish Social Services Council (SSSC) codes of practice.

This Unit aligns to the National Occupational Standards (NOS) for Playwork at level 2 which has been developed by the Sector Skills Council (SSC) SkillsActive and also the NOS for Children's Care Learning and Development at level 2 developed by the SSC Skills for Care and Development.

Outcome 1

Candidates should consider current legislation which maintains standards for the provision of services for children and young people. They should consider the wide variety of provision covered by this legislation, and the benefits for ensuring the safety and well-being of children and young people.

Provision can be described by UNCRC as: health care, education, play and leisure.

Outcome 2

Candidates should be able to discuss the rights of children and young people in relation to protection. This means they should consider the need for settings to be working towards ensuring that children are protected. Protection can take the form of health and safety and well being and protection from abuse. It is important that the candidate understands the holistic view of protection as defined in current legislation.

National Unit Specification: support notes (cont)

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Outcome 3

Candidates should be given the opportunity to discuss and explore what are ‘children’s and young people’s rights’ in terms of participation — they may wish to explore the legal significance in children and young people being involved in decisions that affect them. They must also consider the impact on the policy and practice of the setting, if children and young people are allowed to participate in all aspects of the setting — for example, the participation of children and young people in planning meetings or management committees.

Participation can include consultation with children and young people, children and young people making choices.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit is a mandatory Unit in the National Progression Award in Playwork and Childcare. It is recommended that it should be delivered within the context of this award, but it is also suitable for candidates wishing to study this Unit on its own.

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate-centred learning. This can be taught using a variety of methods, such as:

- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ worksheets
- ◆ individual research
- ◆ videos
- ◆ lectures
- ◆ use of ICT such as searching appropriate and relevant websites

It is imperative that all candidates should have a copy of the articles in the United Nations Convention on the Rights of the Child. These can be downloaded from websites such as **www.uncrc.com**.

They should have the opportunity to discuss their own views of involvement of children and young people, and the benefits of participation for children and young people. It may be useful to teach through this Unit, Outcome by Outcome.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have the opportunity to develop aspects of the Core Skill in Working with Others through group discussions, exercises as part of the learning and teaching approach.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The evidence for this Unit will take the form of three reports (250–350 words each), each one relating to:

- ◆ provision
- ◆ protection
- ◆ participation

The assessment of each of the above can be carried out once the topic has been covered and this may help candidates consolidate that aspect before moving to a new topic. However, centres may equally decide to cover all three topics and carry out the assessment at the end of the Unit.

The assessment should be conducted under unsupervised, uncontrolled, open-book conditions. Centres must be satisfied that the work submitted is the work of individual candidates. Assessors should maintain a record of any discussions with each candidate.

The Assessment Support Pack for this Unit provides sample questions and answers, exemplar case study etc. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).