



## National Unit Specification

### General information

**Unit title:** Protecting and Promoting the Rights of the Child  
(SCQF level 6)

**Unit code:** J76V 46

**Superclass:** PS

**Publication date:** March 2023

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This unit is designed to enable learners the opportunity to explore children's rights and look specifically at safeguarding children and young people from abuse and exploitation. Learners will gain an understanding of the rights of children and young people, as well as investigating the role of the adult in promoting and protecting these rights. Learners will also investigate issues relating to child protection, to develop an understanding of the role of an adult in safeguarding children and young people.

This is a mandatory unit of the National Certificate (NC) Childhood Practice at SCQF level 6 and the Professional Development Award (PDA) Education Support Assistance at SCQF level 6. It may also be undertaken as a stand-alone unit. It is appropriate for those who are considering a career in childhood practice or the education sector, may already be employed in the sector within Early Learning and Childcare (nursery, playgroup or childminder) and School Aged Childcare (SAAC) supporting children aged 0–18 years. This unit would also be suitable for those who wish to progress onto further study.

### Outcomes

On successful completion of the unit the learner will be able to:

1. Investigate the rights of children and young people in Scotland.
2. Explain the role of the adult in safeguarding children and young people.
3. Investigate practice that supports the rights of children and young people in Scotland.

## **National Unit Specification: General information (continued)**

**Unit title:** Protecting and Promoting the Rights of the Child  
(SCQF level 6)

### **Credit points and level**

1 National Unit credit at Scottish Credit and Qualifications Framework (SCQF) level 6:  
(6 SCQF credit points at SCQF level 6).

### **Recommended entry to the unit**

Whilst entry to this unit is at the discretion of the centre, it is recommended that learners have good communication skills, both written and oral.

Learners would benefit from some prior knowledge and understanding of childhood development.

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

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

### **Context for delivery**

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. It would be beneficial for learners to be able to experience a childhood practice or an education setting either through employment, volunteering or by work placement. This allows the gathering of evidence for assessment purposes. This is however not essential as alternative assessment methods can be used.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### **Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit Specification: Statement of standards**

**Unit title:** Protecting and Promoting the Rights of the Child  
(SCQF level 6)

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 SQA.

### **Outcome 1**

Investigate the rights of children and young people in Scotland.

#### **Performance criteria**

- (a) Describe the rights of children and young people according to the United Nations Convention on the Rights of the Child (UNCRC) and relevant Scottish legislation.
- (b) Explain how these rights are protected and promoted.

### **Outcome 2**

Explain the role of the adult in safeguarding children and young people.

#### **Performance criteria**

- (a) Describe key definitions of child abuse and neglect.
- (b) Explain indicators of child abuse and neglect.
- (c) Explain the role of the adult where there is a safeguarding concern.
- (d) Explain the role of the adult in keeping children and young people safe online.

### **Outcome 3**

Investigate practice that supports the rights of children and young people in Scotland.

#### **Performance criteria**

- (a) Explain current guidance, policy and practice in Scotland which supports the rights of children and young people.
- (b) Describe support available in Scotland for children and young people relating to protection and promotion of children's rights.

## National Unit Specification: Statement of standards (continued)

**Unit title:** Protecting and Promoting the Rights of the Child  
(SCQF level 6)

### Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. Learners must provide written and/or oral evidence.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity but can be assembled from a variety of tasks and assessments carried out throughout the unit. Evidence can be presented for individual outcomes or gathered holistically.

The Assessment Support Pack (ASP) for this unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

To achieve this unit learners must provide evidence that they can:

- ◆ Describe **two** rights that children and young people are entitled to according to the UNCRC.
- ◆ Describe **one** right that children and young people are entitled to according to Scottish legislation.
- ◆ Describe **four** key categories of child abuse and neglect.
- ◆ Explain **one** indicator of child abuse and neglect for each of the **four** key categories identified.
- ◆ Explain the role of the adult in a childhood practice or an education setting where there is a safeguarding concern.
- ◆ Explain **one** current piece of guidance or policy that supports the rights of children and young people in a childhood practice or an education setting.
- ◆ Explain **one** aspect of practice in a childhood practice or an education setting that supports the rights of children and young people.
- ◆ Describe the role of **one** organisation or one professional in Scotland who has a role in protecting and promoting children's rights.



## National Unit Support Notes

**Unit title:** Protecting and Promoting the Rights of the Child  
(SCQF level 6)

Unit support notes are offered as guidance and 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

This unit is a mandatory unit in the National Certificate (NC) Childhood Practice at SCQF level 6 and the Professional Development Award (PDA) Education Support Assistance at SCQF level 6. The unit can also be studied on a stand-alone basis.

This unit is designed to enable learners the opportunity to explore children's rights and look specifically at safeguarding children and young people from abuse and exploitation. Learners will gain an understanding of the rights of children and young people, as well as investigating the role of the adult in promoting and protecting these rights. Learners will also investigate issues relating to child protection, to develop an understanding of the role of an adult in safeguarding children and young people.

#### Outcome 1

The content relating to this outcome should begin by introducing human rights to the learners. Learners should gain an understanding of the basic history of human rights and how this in turn led to the UN Declaration on the Rights of the Child (1948) and subsequently the UN Convention on the Rights of the Child (UNCRC) (1989). There is no requirement to identify individual human rights, only to have a broad understanding of their significance.

It is important that learners understand the need for specific rights for children and young people in the context of the UNCRC.

Learners should investigate the rights of the child according to the UNCRC and relevant Scottish legislation. Learners should also have opportunities to discuss and explore the articles of the UNCRC under the three headings of Provision, Protection and Participation.

Current and relevant Scottish legislation may include, but is not restricted to the following:

- ◆ Children (Scotland) Act 1995.
- ◆ Protection of Children (Scotland) Act 2003.
- ◆ Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009.
- ◆ Equality Act, 2010.
- ◆ Children and Young People (Scotland) Act 2014.
- ◆ Child Rights and Wellbeing Impact Assessment (CRWIA) (2015).

## National Unit Support Notes (continued)

**Unit title:** Protecting and Promoting the Rights of the Child  
(SCQF level 6)

- ◆ Education (Scotland) Act 2016.
- ◆ Child Poverty (Scotland) Act 2017.
- ◆ Children (Scotland) Act 2020.
- ◆ The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill

This should link to how children's rights are protected and promoted in practice. The learner should be given the opportunity to explore how the UNCRC and relevant Scottish legislation is embedded into working with children and young people. The aim is that the learner gains an understanding of how children's rights are an integral part of all work with children and young people.

The following may be useful to consider when setting the context for children's rights in practice:

- ◆ Getting it Right for Every Child (GIRFEC).
- ◆ Curriculum for Excellence.
- ◆ Play Strategy for Scotland.
- ◆ Realising the Ambition.
- ◆ Scottish Attainment Challenge.

It is important that learners can give examples of Provision, Protection and Participation in different settings.

### Outcome 2

Learners should develop an understanding of what is meant by safeguarding in relation to child protection. The National Guidance for Child Protection in Scotland 2021 should be used as a starting point to look at the definitions of abuse and neglect. The following categories should be considered:

- ◆ Physical.
- ◆ Emotional.
- ◆ Sexual.
- ◆ Neglect.
- ◆ Bullying.
- ◆ Online abuse.
- ◆ Criminal exploitation.
- ◆ Child trafficking.
- ◆ Female Genital Mutilation.
- ◆ Forced marriage.

It is important that learners explore issues relating to children and young people online. This can be relating to, but not restricted to, cyber bullying, grooming, online sexual exploitation and other dangers of sharing photos and information online.

## National Unit Support Notes (continued)

### Unit title: Protecting and Promoting the Rights of the Child (SCQF level 6)

The learner should be able to explain indicators of abuse and neglect in children and young people. It is key that they understand the importance of relationships with children in order to identify any changes in the child's behaviour. The issues around attachment should be explored here and the key role of the childhood practice worker/education support assistant in making children feel safe and valued within the setting.

Learners should be aware of the role of the adult in the safeguarding of children according to the SSSC codes of practice, the National Guidance for Child Protection in Scotland and in the policies/procedures of specific settings.

Child Protection policies should be investigated and the role of the support worker explained. Learners should be clear of their responsibility within the workplace relating to both a disclosure of abuse and neglect and a concern about a child. This part should cover the actual steps to be taken by the support worker as well as how they should respond to the child. This responsibility also extends to identification of poor practice within the relevant setting.

'Each practitioner remains accountable for their own practice and must adhere to their own professional guidelines, standards and codes of professional conduct. Practitioners at all levels in all services, including third sector and private sector services, should have information, advice and training to make them aware of potential risks to children, and to support their knowledge and confidence about steps they might take to keep children safe'.

(National Guidance on Child Protection in Scotland 2021).

Learners should be aware of the role of the adult in keeping children safe online. This includes:

- ◆ cyber security.
- ◆ online safety.
- ◆ social media.
- ◆ online gaming.

[National Guidance for Child Protection in Scotland 2021 \(www.gov.scot\)](http://www.gov.scot)  
[Safer Internet Day 2021 \(cybersafescotland.org\)](http://cybersafescotland.org)

### Outcome 3

This section of the unit focuses on current policy and practice to support the rights of children and young people.

The approaches suggested are therefore not prescriptive as policy and practice will change over time, and delivering centres are encouraged to look at good practice within their local area.

## National Unit Support Notes (continued)

### Unit title: Protecting and Promoting the Rights of the Child (SCQF level 6)

Learners should be able to give examples of what is happening at local and national level to support the rights of children. The following may be considered:

- ◆ Getting It Right for Every Child (GIRFEC) and the Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI) wellbeing indicators.
- ◆ Curriculum for Excellence.
- ◆ Rights respecting schools.
- ◆ Protecting Scotland's Children, National Policy and Child Abuse Prevention Framework.
- ◆ Realising the Ambition: Being Me.
- ◆ How Good is our Early Learning and Childcare 2016
- ◆ Child Protection Improvement Programme (CPIP).
- ◆ Scotland's Internet Safety Action Plan.
- ◆ Transforming Psychological Trauma: A knowledge and skills framework for the Scottish Workforce (this includes guidance on Adverse Childhood Experiences (ACEs) and resilience).

The second part of this outcome focuses on support available in Scotland for children and young people relating to children's rights. Learners therefore should investigate organisations and professionals who offer support and help to promote children's rights. The following may be considered:

- ◆ The Children and Young People's Commissioner Scotland.
- ◆ Early Years Practitioner.
- ◆ Police Officer.
- ◆ Teacher.
- ◆ Social worker.
- ◆ Education Support Assistant.
- ◆ Respect me (Scotland's Anti-Bullying Service).
- ◆ National Society for the Prevention of Cruelty to Children (NSPCC) (PANTS resources, Speak Out Stay Safe, Online Safety resources and training).
- ◆ Children in Scotland.
- ◆ Barnardos.
- ◆ The Children's Parliament.
- ◆ Together: Scottish Alliance for Children's Rights.
- ◆ Children 1st.

Learners should be able to give examples of these organisations and/or professionals and have some knowledge of the work they do in supporting and promoting children's rights. The list above are suggestions only, it would also be beneficial for learners to investigate support within their local area.



## **National Unit Support Notes (continued)**

**Unit title:** Protecting and Promoting the Rights of the Child  
(SCQF level 6)

### **Guidance on approaches to delivery of this unit**

This unit is a mandatory unit in the NC Childhood Practice at SCQF level 6 and the PDA Education Support Assistance at SCQF level 6. It is recommended that it should be delivered within the context of these awards. The unit can also be studied on a stand-alone basis.

Delivery of this unit should include a variety of teaching and learning methods in order to provide a breadth of learning. This can be achieved by encouraging the use of a variety of teaching and learning strategies which suit the needs of all learners. This could include visits, speakers, videos and research. Although experiencing practice in a workplace is the most beneficial method for learners, it is not essential.

It is recommended that outcome 1 is taught first to introduce the topic to the learners from a theoretical and historical perspective before then putting this into context within current policy and practice. It is essential that all learners have a copy of the Articles from the UNCRC. These can be obtained in many user-friendly formats online. There are versions by the United Nations Children's Fund (UNICEF), The Scottish Government and The Children and Young People's Commissioner Scotland, which are all useful.

The topics of this unit provide excellent opportunity for discussion of learner's own ideas and opinions. It is however important to keep in mind the sensitive nature of outcome 2, and the potential need to support learners or signpost them to other services for support.

The aim of this unit is to ensure that learners understand how children's rights are embedded in all the work undertaken with children and young people within Scottish settings.

### **Guidance on approaches to assessment of this unit**

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Learners will need to provide evidence to demonstrate their knowledge and understanding across all outcomes. The Assessment Support Pack for this unit provides a sample of assessments which can be used. Centres wishing to develop their own assessment should refer to the Assessment Support Pack to ensure a comparable standard.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

An integrated approach to assessment is recommended.

## National Unit Support Notes (continued)

**Unit title:** Protecting and Promoting the Rights of the Child  
(SCQF level 6)

A range of evidence types could allow learners to show this understanding. For example, they might use:

- ◆ restricted-response questions.
- ◆ an information leaflet or booklet.
- ◆ an annotated poster or a series of annotated posters.
- ◆ an annotated mind maps.
- ◆ a written/typed report based on research.
- ◆ an oral presentation using notes or an information technology (IT) presentation using supportive notes.

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used. It is however recommended that where evidence is generated by work related tasks, that this should be authorised by the workplace supervisor to confirm authenticity. Where evidence is generated by other methods, assessors should ensure suitable conditions to confirm authenticity, for example, by the learner completing a part of the work during supervised conditions.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

Learners will have the opportunity to develop the following Core Skills:

**Communication:** Written communication may be evidenced through learners producing written work in a variety of formats. Oral communication may be evidenced through discussion, debate and engagement with other learners, staff (both in the delivering centre and in the workplace where applicable) and other key people.

**Information and Communication Technology (ICT)** may be evidenced by the learner's ability to undertake research and the presentation of written assignments.

**Working with Others:** may be evidenced by the learner's ability to interact, communicate and negotiate with those with whom they come into contact, and to work collaboratively with other professionals and individuals, recognition of professional boundaries and professional conduct in practice.

## History of changes to unit

Version	Description of change	Date

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## General information for learners

### **Unit title:** Protecting and Promoting the Rights of the Child (SCQF level 6)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit will help you to develop a knowledge and understanding of children's rights, both in theory and practice. You will learn specifically about safeguarding and what the role of a support worker is in helping to keep children safe. All of this will be set within the context of Scottish legislation, policy and practice. The aim of the unit is for you to gain a knowledge and understanding of the key importance of children's rights in all work with children and young people.

You will learn about the United Nations Convention on the Rights of the Child (UNCRC), as well as current and relevant Scottish legislation which underpins the work undertaken in childhood practice or an education settings. It is important to note that the key definitions of child abuse and their indicators will be covered in this unit, in order to help you to understand your role in a childhood practice or an education setting.

This unit is a mandatory unit in the NC Childhood Practice at SCQF level 6 and the PDA Education Support Assistance at SCQF level 6. It is recommended that it should be delivered within the context of these awards. The unit can also be studied on a stand-alone basis.

There are three learning outcomes for this unit:

1. Investigate the rights of children and young people in Scotland.
2. Explain the role of the adult in safeguarding children and young people.
3. Investigate practice that supports the rights of children and young people in Scotland.