



National Unit Specification: general information

UNIT The Rights and Entitlements of Children and Young People
(SCQF level 6)

CODE F7HW 12

SUMMARY

The purpose of this Unit is to give candidates a broad knowledge and understanding of children's rights. The candidate will explore the issue of human rights in general and more specifically the rights of children and young people. Candidates will gain an understanding of child protection issues, including categories and the signs and indicators of child abuse and be aware of the role of the adult in educational or care settings. Candidates will also evaluate means that can be used to protect children from abuse and exploitation with particular emphasis on equipping children to assert their right to protection from abuse and exploitation. The age range will be birth to 18 years.

This Unit is an optional Unit in the PDA Education Support Assistance (SCQF level 6) but is also suitable for candidates wishing to study the Unit on its own or as part of other awards. The Unit is suitable for candidates who are employed, or who may wish to gain employment, in the education or care sector.

OUTCOMES

- 1 Explain the importance of rights and entitlements in ensuring the best interests of all children and young people.
- 2 Explain issues relating to child protection.
- 3 Describe local authority and/or establishment procedures which support child protection.
- 4 Evaluate ways of equipping children and young people to assert their right to protection from abuse and exploitation.

Administrative Information

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National Unit Specification: general information (cont)

UNIT The Rights and Entitlements of Children and Young People
(SCQF level 6)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ *Communication* at SCQF level 5
- ◆ A Course or Unit(s) in Early Education and Childcare at SCQF level 5
- ◆ A Course or Unit(s) in Care at SCQF level 5

NB: Due to the sensitive nature of this Unit centres should ensure that candidates have a professional interest in the subject.

CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*).

**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.

The Unit provides opportunities for candidates to develop aspects of the following Core Skill:

- ◆ *Communication* (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit specification.

National Unit Specification: statement of standards

UNIT The Rights and Entitlements of Children and Young People (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

Explain the importance of rights and entitlements in ensuring the best interests of all children and young people.

Performance Criteria

- (a) In relation to current research, policy and practice, describe what is meant by ‘rights’.
- (b) Explain a range of rights and entitlements relating to children and young people.
- (c) Explain rights and entitlements of children and young people within the context of current Scottish legislation and policy.

OUTCOME 2

Explain issues relating to child protection.

Performance Criteria

- (a) Describe categories of abuse which require child protection intervention according to current policy and national and local guidelines.
- (b) Describe the physical signs and behavioural indicators of the categories of abuse in relation to the development of the child and family/cultural context.
- (c) Give alternative explanations for apparent physical signs and behavioural indicators of abuse which may not require child protection intervention.

OUTCOME 3

Describe local authority and/or establishment procedures which support child protection.

Performance Criteria

- (a) Describe the roles of adults within an educational or care setting.
- (b) Describe appropriate ways of responding to possible abuse.

National Unit Specification: statement of standards (cont)

UNIT The Rights and Entitlements of Children and Young People
(SCQF level 6)

OUTCOME 4

Evaluate ways of equipping children and young people to assert their right to protection from abuse and exploitation.

Performance Criteria

- (a) Investigate and describe agencies, individuals and programmes that equip children and young people to assert their right to protection from abuse and exploitation.
- (b) Evaluate the effectiveness of an approach to equipping children and young people to assert their right to protection from abuse and exploitation.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

Specific Advice

Outcome 1 and 4: The evidence for these Outcomes should be through the completion of an investigation into the rights and entitlements of children and young people. The investigation should show evidence of personal research relating to human rights in general, and specifically the rights of children and young people. It will lead to the identification and description of a range of agencies, individuals and programmes that equip children and young people to assert their right to protection from abuse and exploitation, including evaluation of an approach. It should include:

Outcome 1

- Pc (a) **three** examples of human rights
- Pc (b) **three** rights and entitlements relating to children and young people
- Pc (c) reference to at least one example of recent Scottish legislation or policy

Outcome 4

- Pc (a) **two** agencies
two individuals
two programmes
- Pc (b) **one** approach from pc (a)

National Unit Specification: statement of standards (cont)

UNIT The Rights and Entitlements of Children and Young People (SCQF level 6)

Outcomes 2 and 3: The evidence for these Outcomes will be gathered through a single question paper lasting 40 minutes and taken under controlled, supervised conditions. A choice of case study with associated extended and restricted response questions could be used. The case studies would reflect the age range of the Unit and reflect candidate workplace settings. They would feature a range of possible signs and indicators of abuse. This should be taken on the completion of the relevant learning Outcomes. Achievement can be decided by the use of a cut off score.

National Unit Specification: support notes

UNIT The Rights and Entitlements of Children and Young People (SCQF level 6)

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

Outcome 1

The content of this Outcome should allow the candidate to identify rights in a broad context and then to narrow this down to examine specific rights of children and young people. Throughout the Outcome candidates should consider that basic human rights are something that everyone is entitled to. This Outcome is intended to put the rights of children and young people to protection from abuse and exploitation into a human rights framework. It is not necessary for candidates to study legislation and policies in depth but to become familiar with the underpinning principles and an overview of content.

PC (a): Rights are principles that protect us and the fundamental things we believe we are entitled to are known as human rights. Candidates should be able to describe and give examples of different types of rights. Such as:

- ◆ moral rights
- ◆ legal rights
- ◆ civil rights
- ◆ political rights
- ◆ economic rights
- ◆ social rights
- ◆ cultural rights

Candidates should consider rights as a global as well as a national issue and consider times when humans have been denied particular rights and have struggled to obtain them.

Candidates should consider the sources of human rights as they have developed over the centuries. They should consider that rights have often come about as the result of the beliefs and values of others.

Candidates should briefly consider the significance of documented sources of human rights such as:

- ◆ The Magna Carta (1215)
- ◆ The American Declaration of Independence (1776)
- ◆ The UN Universal Declaration on Human Rights (1948)
- ◆ The Human Rights Act (Britain)1998

National Unit Specification: support notes (cont)

UNIT The Rights and Entitlements of Children and Young People (SCQF level 6)

PC (b): Candidates should make the link between universal human rights and that of specific rights of children and young people. They should consider why children and young people should be accorded particular rights and what these should be. As with human rights these should be placed in a global context. They should consider a range of participation, survival, development and protection rights.

Candidates should be familiar with the development of children's rights historically, globally and nationally. They should be aware of the significance and have an overview of the following. This list may be added to:

- ◆ Victorian 'child saving' legislation, eg Factory Acts of late 19th century
- ◆ UN Declaration on the Rights of the Child (1948)
- ◆ UN Convention on the Rights of the Child (1989)

They should be aware of the underpinning principles of children's rights, particularly those relating to the UN Convention on the Rights of the Child. They should be aware of the influence of the UN Convention on other legislation and policy.

PC (c): This PC is intended to put the rights and entitlements of children and young people within a Scottish context. It is not necessary for candidates to study legislation or policy in depth but to become familiar with the underpinning principles. They should be familiar with the relevant articles in the UN Convention on the rights of the child and how these have influenced the Scottish context. They should also be aware of some recent Scottish legislation and policy which has an impact on education and care settings, eg:

- ◆ The Children (Scotland) Act 1995
- ◆ 'It's everyone's job to make sure I'm alright' Report of the Child Protection Audit and Review (2002)
- ◆ The Protection of Children (Scotland) Act 2003
- ◆ The Education (Additional Support for Learning) (Scotland) Act 2004
- ◆ Protecting Children and Young People: The Charter (2004)
- ◆ Protecting Children and Young People: The Framework for Standards (2004)
- ◆ Getting it Right for Every Child (2004–2005)

Outcome 2

Lecturers should be aware of candidates' own life experiences and be sensitive to their need for possible support in exploring this sensitive area. Candidates may have personal experience of abuse and exploitation and may require support and/or referral to an appropriate agency.

Throughout this Unit it is important to stress that issues relating to child protection intervention can arise in all types of families and are not restricted to families living in poverty or where there are substance abuse issues. It is important to note that this Outcome does not require the candidate to understand the motives of the abuser or why particular types of abuse occur.

National Unit Specification: support notes (cont)

UNIT The Rights and Entitlements of Children and Young People (SCQF level 6)

PC (a): The categories of abuse and their definitions are in the Appendix to the Statement of Standards. Teachers/lecturers should refer in the first instance to Local Child Protection Guidelines to ensure that these are current, as definitions can change over time. Children may experience a combination of several types of abuse. Emotional abuse always underpins the other categories and is also a category in its own right. Candidates should be discouraged from using the categories to label children and it should be emphasised that the abuse a child suffers should never be simplified.

PC (b) and (c): Each child is an individual and their experience of abuse and their reaction to it will be individual. A holistic approach to the identification of possible signs and indicators of abuse should be taken. The expected and actual development of the child, the attitude of the parents, the explanation of the injury and cultural and family contexts should be taken into account. Particular attention should be made to the vulnerability of children with additional support needs.

The signs and indicators of abuse are widely documented within standard text books or within local Child Protection Guidelines. Where possible, candidates should be presented with physical signs and behavioural indicators for each of the categories. In the identification of signs and indicators of abuse, sensationalism should be avoided and signs and indicators should be presented to the candidate that they are likely to observe in their role, eg they are likely to identify a child who has low self esteem or displays inappropriate sexualised behaviour. Candidates should consider parental attitude to the child and also to possible abuse.

Caution should be exercised when exploring signs and indicators of abuse as they may also have alternative explanations and do not always mean that abuse has occurred. These might include:

- ◆ normal developmental behaviour
- ◆ normal developmental interest in bodily functions and parts (including normal expected sexual experimentation)
- ◆ possible illness
- ◆ chronic medical disorders
- ◆ accidental injury
- ◆ allergy
- ◆ Mongolian Spotting

It should be stressed to candidates that it is not within their role to decide whether intervention is required or not and any concerns should be sensitively and appropriately handled according to local and national policy and procedure.

National Unit Specification: support notes (cont)

UNIT The Rights and Entitlements of Children and Young People (SCQF level 6)

Outcome 3: The discovery of possible abuse is something that candidates will feel anxious about and the purpose of this Outcome is to equip candidates to deal with this situation.

PC (a): Candidates should be familiar with local child protection guidelines and must be aware of their role and the role of others in the workplace in carrying out the procedures outlined in their local guidelines. They should also be aware that the development of listening skills, the importance of asking open ended questions and good observation skills are vital to the process of supporting the child or young person. Candidates should understand the need for confidentiality and also the importance of an open mind.

PC (b): Candidates should be aware that incidents of suspected abuse can be disclosed in a variety of ways, including:

- ◆ through staff observation of the child
- ◆ directly from the child
- ◆ through a third party (another child/person/or agency)
- ◆ by letter or telephone call, with or without the name of the informant

Candidates should be able to describe the local authority or establishment procedures to be followed in any of the above circumstances.

In discussing the possible disclosure of abuse by a child or young person, the candidate should bear in mind that:

- ◆ a guarantee of confidentiality regarding the disclosure must not be given to the child/young person
- ◆ they must not show disbelief
- ◆ allegations should be taken seriously
- ◆ any initial questioning must be limited to establishing the basic facts
- ◆ the adult questioning the child/young person must not introduce personal experience of abuse or those of other children
- ◆ the child/young person must be informed that others have to be informed

National Unit Specification: support notes (cont)

UNIT The Rights and Entitlements of Children and Young People (SCQF level 6)

Outcome 4

Candidates must be aware of the need for children and young people to be equipped to protect themselves from possible abuse and exploitation. They should relate this to the principles of rights and also to the developmental stage of the child or young person.

There are many individuals, agencies and programmes that encourage children and young people to protect themselves locally, nationally and internationally. Candidates should be encouraged to investigate and describe a range of these, particularly local initiatives. Some of these are:

- ◆ UNICEF
- ◆ Scottish Government reports on the implementation of UNCRC: ‘Are we there yet?’ (for under 12s); ‘The UNCRC explained’ (for older children and young people)
- ◆ Scottish Children’s Commissioner
- ◆ Scottish Children’s Law Centre
- ◆ NSPCC ‘How it is’
- ◆ Amnesty UK: Teaching Resources for Scotland
- ◆ Childline Scotland
- ◆ ‘Feeling Yes, Feeling No’ programme
- ◆ Kidscape
- ◆ ‘Stranger danger’ programmes run by police forces
- ◆ Programmes designed to encourage the safe use of the internet and other ICT

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1 PC (a): This pc is designed to introduce candidates to the broader concepts of rights. Teachers/Lecturers should not spend too much time in this area and should move candidates towards ideas relating to children’s rights. Candidates should be encouraged to obtain a copy of the UN Convention of the Rights of the Child. It may help candidates understand the concept of rights if they consider, in the first instance, examples of people who have been denied rights and what these rights have been. Teacher/lecturer input may be required to cover policy and legislation but there is no need for these to be covered in depth, but for candidates to understand principles and to have an overview of current Scottish legislation and policy in relation to the rights and entitlements of children and young people.

Candidates could use ICT to investigate issues relating to Human Rights and there are several web-sites relating to this. Caution should be exercised when searching the internet for child protection related web-sites, and candidates should be made aware of the need for safe use of the internet.

Outcome 2: It should be recognised that candidates may have differing views on issues that relate to Child Protection, eg smacking, and the teacher/lecturer should allow time for reasoned debate but not allow debate to stray from the Unit content.

National Unit Specification: support notes (cont)

UNIT The Rights and Entitlements of Children and Young People (SCQF level 6)

A range of case studies, reflecting the age range should be used to support this Outcome and candidates encouraged to examine them in small groups. When using case studies care should be taken that a stereotypical view of families who may need child protection intervention is not taken. Candidates should also be presented with case studies where there could be alternative explanations to possible signs and indicators of abuse.

Outcome 2 PC (a): This requires teacher/lecturer input to allow candidates to discuss the wider issues. Candidates should be allowed to express their feelings about the possible discovery of abuse. Candidates should be given input on the correct procedures to follow when discovering abuse in accordance with appropriate guidelines. Case studies should also be used to support this pc.

Outcome 3: Specific reference should be made to local Child Protection Guidelines for definitions of Child Abuse and the categories of abuse. These will play a crucial part in the delivery of this Unit and tutors should be familiar with the principles and content as they relate to this Outcome. Please contact your local Child Protection Committee for copies of your local guidelines. Child Protection text books are available and Childcare texts book may have a Child Protection section; however the Teacher/Lecturer should exercise some care when using these as the descriptions of the categories of abuse may not be accurate in Scotland but may describe fully the expected signs and indicators of abuse. Candidates employed in schools or care establishments, or on work placement, should obtain copies of the establishment guidelines and identify both the procedures to be followed and the specific roles of a variety of staff. In particular they should be aware of their own role as a classroom support assistant within the establishment.

Outcome 4: Following initial teacher/lecturer input on the scope of individuals, agencies and programmes, candidates should be encouraged to carry out their own research into a particular area. Workshop sessions could be arranged to look at material from various programmes and agencies or outside speakers arranged. Visits could be arranged to local projects. Candidates who have a work placement or work within the sector may be able to share experiences of relevant individuals, agencies or programmes. Some candidates may remember programmes from their own childhood. A revision of children's rights could lead candidates into the evaluation.

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:

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

National Unit Specification: support notes (cont)

UNIT The Rights and Entitlements of Children and Young People
(SCQF level 6)

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Throughout this Unit there is the opportunity to develop the Core Skill of *Communication*. Candidates will be producing written and oral communication evidence as part of assessment and will also be carrying out an investigation.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard and SQA procedures should be followed. Assessment time allocated for any question paper based assessment with this Unit should not exceed one hour.

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

www.sqa.org.uk/assessmentarrangements

National Unit Specification: Appendix to the Statement of Standards

UNIT The Rights and Entitlements of Children and Young People (SCQF level 6)

This Appendix is within the Statement of Standards, ie the mandatory requirements of the Unit.

Three of the following five categories of abuse, must be covered in this Unit. The categories and their definitions are listed below.

At present Scotland recognises five categories of abuse which are:

- ◆ physical abuse
- ◆ neglect
- ◆ emotional abuse
- ◆ sexual abuse
- ◆ non-organic failure to thrive *

*this category only applies in Scottish legislation.

Physical abuse

Physical abuse includes hitting, shaking, squeezing, burning, biting or by tolerating or giving children drugs, alcohol or poison. Abuse can also occur where the intensity of training is beyond the child's capacity. Major signs might include:

- ◆ injuries which are unusual in terms of location, pattern, type of injury, eg bruises, burns, bite marks
- ◆ persistent illness with no clear medical explanation (Fictitious Illnesses Syndrome by proxy)
- ◆ changed behaviour — self harm; reluctance to go home; becoming withdrawn; aggression

Neglect

Where a child's basic needs are not met by the adult in charge, neglect occurs. Basic needs include warmth, clothing, food, appropriate medicines. Also exposing children to unnecessary risk of injury or lack of supervision. Major signs might include:

- ◆ underweight, overeating when food is available
- ◆ inappropriate clothing for weather eg not providing adequate warm clothing in winter
- ◆ dirty appearance, soiled clothing
- ◆ irregular habits of parent/carer, eg turning up late, showing signs of drug or alcohol abuse
- ◆ untreated wounds or medical conditions
- ◆ children left unsupervised.

National Unit Specification: Appendix to the Statement of Standards (cont)

UNIT The Rights and Entitlements of Children and Young People (SCQF level 6)

Emotional abuse

Constant shouting, use of sarcasm, unrealistic pressure is ways in which adults can emotionally abuse children. Major signs might include:

- ◆ delay in emotional development
- ◆ poor self-perception, eg seeing self as ‘ugly’ or ‘stupid’
- ◆ poor self-esteem
- ◆ unduly distressed by criticism
- ◆ self hatred
- ◆ self harm
- ◆ clinginess

Sexual abuse

This occurs when male and female adults use children to meet their own sexual needs. This includes forcing a child to take part in sexual activity, suggesting that it will benefit their career to do so or showing them pornographic material. Major signs might include:

- ◆ abnormal interest in/knowledge of sexual matters
- ◆ inappropriate sexual behaviour towards other children or adults
- ◆ abnormal sexual behaviour in play
- ◆ excessive masturbation
- ◆ physical signs, eg soreness, itching, bruising, abrasion or discharge in genital area.

Non-organic failure to thrive

This relates to children whose growth and development is significantly behind the normal milestones and where the reasons for their failure to thrive cannot be attributed to physical or genetic causes. The signs of non-organic failure to thrive go beyond the signs of neglect.