



National Unit specification

General information

Unit title: Children and Young People: Rights and Protection
(SCQF level 5)

Unit code: HC38 45

Superclass: PN

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Unit purpose

This Unit is designed to allow learners to investigate the rights that children and young people should have today in society in relation to the United Nations Convention on the Rights of the Child. Learners 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.

Learners will be expected to consider rights in three main areas as laid down by the United Nations 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 learners wishing to study the Unit on its own. The Unit is suitable for learners who have, or are considering, employment in the childcare and education sector or to progress onto higher level Playwork and Childhood Practice qualifications.

Outcomes

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

- 1 Investigate the rights of children and young people.
- 2 Explain how these rights relate to children and young people in Scotland.

National Unit specification: General information (cont)

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Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the Unit

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

- ◆ a *Communications* Unit at SCQF level 4
- ◆ a Unit(s) from SCQF level 4 — *Early Education and Childcare*

Learners 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.

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.

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.

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 SQA.

Outcome 1

Investigate the rights of children and young people.

Performance Criteria

- (a) Explain the rights of children and young people as set out in the United Nations Convention on the Right of the Child (UNCRC).
- (b) Explain how the UNCRC benefits children and young people in Scotland.

Outcome 2

Explain how these rights relate to children and young people in Scotland.

Performance Criteria

- (a) Describe children and young people's rights to provision.
- (b) Describe children and young people's rights to protection.
- (c) Describe children and young people's rights to participation.

Evidence Requirements for this Unit

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

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

The learner must provide evidence that they can describe and explain the rights of children and young people across the Outcomes and criteria. This should cover rights for provision, protection and participation. Evidence can be from **one** of the following methods:

- ◆ Produce a report describing the rights of children and young people.
- ◆ Develop a poster for children and young people describing their rights
- ◆ Design a leaflet for children and young people describing their rights
- ◆ Invent a game for children and young people describing their rights

The report should link to the requirements in the all the Outcomes, and also to the rights of children and young people as outlined in the United Nations Convention on the Rights of the Child.

The Assessment Support Pack for this Unit provides a sample of assessments and checklists which can be used. Centres wishing to develop their own assessment should refer to the Assessment Support Pack to ensure a comparable standard.



National Unit Support Notes

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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

At the beginning of this Unit it is important for the learners 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, Children and Young People (Scotland) Act 2014.

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.

Learners 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, for settings for children and young people. Learners must also acknowledge the role these rights can have on the child and young person.

Learners 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 Social Services: children and young people at level 2 developed by the SSC Skills for Care and Development.

Learners 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.

National Unit Support Notes (cont)

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Guidance on approaches to delivery of 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 learners wishing to study this Unit on its own.

In delivering this Unit there should be a balance between teacher/lecturer presentation and learner- 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 learners 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.

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.

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.

If this Unit is being delivered as part of the Group Award, there are links between this Unit and the mandatory work practice Unit, *Children and Young People: Process of Play*. The current Playwork Principles can be found on the SkillsActive website. These principles, underpin the role and function of a playworker.

National Unit Support Notes (cont)

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- ◆ Invent a game for children and young people describing their rights.

The report should link to the requirements in the all the Outcomes, and also to the rights of children and young people as outlined in the United Nations Convention on the Rights of the Child.

The Assessment Support Pack for this Unit provides a sample of assessments and checklists which can be used. Centres wishing to develop their own assessment should refer to the Assessment Support Pack to ensure a comparable standard.

Assessors must ensure that all evidence presented is learner's own work and provide confirmation of authentication according to centres procedures and SQA processes.

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.

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.

Opportunities for developing Core and other essential skills

Learners 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.

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

National Unit Support Notes (cont)

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Development of skills for learning, skills for life, and skills for work.

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

- ◆ **1 Literacy**
 - 1.3 Listening and talking

- ◆ **3 Health and wellbeing**
 - 3.1 Personal learning
 - 3.2 Emotional wellbeing

- ◆ **4 Employability, enterprise, and citizenship**
 - 4.6 Citizenship

- ◆ **5 Thinking skills**
 - 5.2 Understanding

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Children and Young People: Rights and Protection
(SCQF level 5)

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 is designed to allow you to investigate the rights that children and young people should have today in society in relation to the United Nations Convention on the Rights of the Child. You 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.

You will be expected to consider rights in three main areas as laid down by the United Nations Convention on the Rights of the Child — provision, protection and participation. You 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 of the National Progression Award (NPA) in Playwork and Childcare, but is also suitable if you wish to study the Unit on its own. The Unit is suitable if you are considering employment in the playwork and childcare sector or wish to progress onto higher level Playwork and Childhood Practice qualifications.

Assessment

You must provide evidence that you can describe and explain the rights of children and young people across the Outcomes and criteria. This should cover rights for provision, protection and participation. Evidence can be from **one** of the following methods:

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The report should link to the requirements in the all the Outcomes, and also to the rights of children and young people as outlined in the United Nations Convention on the Rights of the Child.