



## Higher National Unit Specification

### General information

**Unit title:** Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

**Unit code:** FD73 36

**Superclass:** PN

**Publication date:** March 2019

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This unit has been designed to allow learners to explore the leadership and management of current legislation and policy on children's rights, as this is linked to consultation with children of all ages, supporting children's rights to provision and protection, and the relationship to leadership and management of a rights' based approach to services for children and young people. This unit should be integrated with the unit: *Leadership and Management Practice (Workplace Practice)*.

### Outcomes

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

- 1 Demonstrate a critical knowledge, understanding of the current legislation and policies on children's rights.
- 2 Critically analyse factors that influence the development and support the provision of a rights' based approach to service delivery.
- 3 Evaluate Leadership and Management perspectives on a rights' based approach to service delivery.

### Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9)

## Higher National Unit Specification: General information (cont)

**Unit title:** Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

### Recommended entry to the unit

Learners should already have qualifications that meet the requirements of the Scottish Social Services Council for practitioner (SCQF level 7) and have relevant qualifications at SCQF level 8.

Learners should be working at lead practitioner or manager level within a day care service for children and young people.

Learners should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

### Core Skills

There are opportunities to develop the Core Skills of *Communication, Working with Others and Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

### 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.

### 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).

## Higher National Unit Specification: Statement of standards

**Unit title:** Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

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.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Demonstrate a critical knowledge, understanding of the current legislation and policies on children's rights.

#### Knowledge and/or skills

- ◆ United Nations Convention on the Rights of the Child
- ◆ Current legislation relating to children's rights
- ◆ Relevant policies related to children's rights
- ◆ The Children and Young People (Scotland) Act 2014
- ◆ Equalities Act 2010
- ◆ National Care Standards for Early Education and Childcare
- ◆ Organisational policies within own and other childcare services

### Outcome 2

Critically analyse factors that influence the development and support the provision of a rights' based approach to service delivery.

#### Knowledge and/or skills

- ◆ Children and young people
- ◆ Parents/carers and family
- ◆ Communities
- ◆ Partnerships with other agencies that the service work with
- ◆ Playwork Principles
- ◆ Current educational models

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

### Outcome 3

Evaluate Leadership and Management perspectives on a rights' based approach to service delivery.

#### Knowledge and/or skills

- ◆ Models of leadership and leadership styles
- ◆ Identify professional attributes, roles and responsibilities of the range of other professionals who work in the service and in other services for children and young people
- ◆ Have a critical understanding of relevant legislation and policy to establish a culture that promotes children's rights, equality, inclusion and anti-discriminatory practice in all aspects of practice
- ◆ Work with a broad and integrated knowledge and understanding of the links between theory, policy and practice through critically analysing and evaluating the relationship of their service to relevant quality standards and policy initiatives

#### Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

#### Outcome 1

- ◆ investigate and critically analyse legislative, national and local requirements from the legislation and policies, in respect of delivering a rights based approach to service delivery
- ◆ demonstrate secure knowledge and understanding of the practical application, in relation to, the contents of the legislation and policies used to deliver a rights' based approach to service delivery

#### Outcome 2

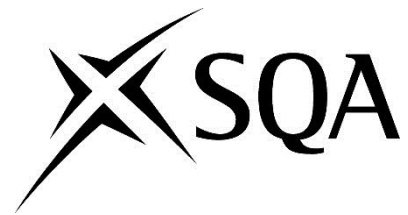
- ◆ value and respect the contribution that children themselves make towards a rights' based approach
- ◆ promote and respond to partnerships with children, young people, parents and carers, families
- ◆ promote developing communities, community involvement and citizenship
- ◆ demonstrate secure knowledge, understanding and practical skill in relation to the content of a range of current educational models used by the service for supporting a rights' based service

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

### Outcome 3

- ◆ develop considerable knowledge of and the ability to apply skills contained in models of leadership and management
- ◆ show a commitment to reflection, critical self-evaluation and continuing professional development and collaborate on continuing professional development with others in the service and in other children's service as means of improving practice and broadening expertise
- ◆ have a critical understanding and respect the rights of children without discrimination as defined in the UN Convention on the Rights of the Child (1991), the Children and Young People (Scotland) Act (2014), and the National Care Standards for Early Education and Childcare (2005)
- ◆ demonstrate a sound knowledge and understanding by critically analysing and evaluating the implications for a rights' based approach to service delivery of current legal requirements, current national policies and guidance on safeguarding and promoting the wellbeing of children and young people



## Higher National Unit Support Notes

**Unit title:** Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

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/option within the SCQF level 9 Award — Childhood Practice.

The unit may also be used as a freestanding unit by learners in relevant employment who wish to develop and/or enhance their skills as a form of Continuing Professional Development (CPD).

The unit is linked to the unit: *Leadership and Management Practice* and there will be opportunities for the learner to utilise many of the transferable skills developed. These may include but are not confined to:

- ◆ critical evaluation
- ◆ self motivation
- ◆ knowledge of current best practice
- ◆ investigative skills
- ◆ professional papers
- ◆ government policies, etc

This unit is designed to enable learners to develop, lead and manage a rights' based approach to service delivery. It takes into account the wider concepts of and approaches to, providing for and managing a rights' based delivery of service used across children and young people. The mandatory unit: *Children's Rights: Equality, Diversity and Inclusion* provides some of the underpinning knowledge for this unit.

### Outcome 1

Learners should be encouraged to develop their knowledge and understanding of the current legislation and policy on children's rights by researching and critically analysing the identified pieces of legislation and policies in knowledge and/or skills of the outcome, (or any other pertinent current legislation and policy).

## Higher National Unit Support Notes (cont)

**Unit title:** Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

In their findings, they should recognise the importance of current legislation and policy on children's rights to the provision and protection, and the relationship to leadership and management for a rights' based approach to children's services.

Learners should have the opportunity to consider the impact of the Scottish Social Services Council: The Standard for Childhood Practice Revised 2015 and the Codes of Practice for Social Service Workers and Employers (revised 2016) in supporting the rights of children and young people.

They should also be aware of the legislative responsibility of the Commissioner for Children and Young People for the rights of children and young people. They must place the interests of the child first and foremost; listen to the views of children and young people and promote the participation of children and young people in decision making; communicate in an open, transparent and timely manner across the jurisdictions; encourage and promote the full implementation of the United Nations Convention on the Rights of the Child (UNCRC); advocate for children's rights and best interests; work in partnership and collaboration; influence and hold the Scottish Government to account for children and young people; and share information, approaches and strategies for the benefit of children and young people. (Scotland's Commissioner for Children and Young People)

Learners must be aware that by developing their knowledge and understanding of the legislation and policies can contribute to, influence and respond to changes in the service and in other services for children and young people.

Learners are encouraged to value themselves and others by taking responsibility for their own professional learning and development and also for whom they are responsible. This shows a commitment to reflection, critical self-evaluation and continuing professional development as a means of improving practice and broadening expertise.

### Outcome 2

In this outcome the learner should first examine the factors that influence the development of a rights' based approach to service delivery. They should focus on each identified influence and analyse the importance of each, which will allow them to develop policies and practices to provide a safe, secure caring and inclusive environment for each child.

The emphasis in this outcome should be to demonstrate knowledge of the influence of each factor on the development and provision of a rights' based service delivery:

- ◆ Children
- ◆ Parents carers and family
- ◆ Partnerships with other agencies that have an input in the delivery of service
- ◆ Current frameworks and programmes: eg Curriculum for Excellence; Child at the Centre; Pre-Birth to 3 — Supporting our Youngest Children; Playwork Principles, Building the Ambition, and any other current frameworks and programmes.

## Higher National Unit Support Notes (cont)

**Unit title:** Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

It is important that learners working with children and young people can identify that they have critical knowledge and understanding of children's person, social and emotional development and know how to use it to support the children's wellbeing and development. They also have to be able to identify a critical knowledge and understanding of children as thinkers and active learners and can link this to decisions about provision.

With this knowledge and understanding they are respecting and valuing children and demonstrating commitment to inclusion, diversity, social justice, anti-discrimination and protecting and caring for children and young people in their care, they must respect and value children and young people as unique, whole individuals and their right to participate and be consulted.

The learner should develop a clear understanding of the important issue of collaboration and their role that they play in promoting and responding to partnerships with children, parents and carers, families and how they influence the delivery of a rights' based service delivery. They should understand and be able to provide a service that reflects the values and respect for individuals involved with the care of children.

Depending on the learner's main area of work setting or interest, national curriculum, other frameworks or programmes should be investigated, discussed and analysed with colleagues and other professionals. The learner should reflect on the discussions, have a critical understanding of the content of relevant organisational frameworks and statements of principles for supporting, and make informed judgements, enabling to deliver a rights' based service for children and young people.

### Outcome 3

In this outcome, the learner should examine and evaluate the 4Ps Leadership and Management Model, which has been adopted as an appropriate professional model for work in a Childhood Practice setting. The four aspects of this model are:

- ◆ Purpose
- ◆ People
- ◆ Process
- ◆ Performance

The learner should elaborate on the four aspects of this model, apply and evaluate the skills that you gain from all four aspects of the model which would help the learner to support the rights' based approach to service delivery.

The learner will have demonstrated a critical knowledge and understanding of the purpose of leadership and management in achieving shared objectives. Learners must be aware and demonstrate how they must be proactive in developing and contributing to integrated working and inter-professional collaborated practice with other professionals, with agencies, networks and organisations to ensure that all have the one objective, that being, a rights' based approach to service delivery.



## Higher National Unit Support Notes (cont)

**Unit title:** Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

Managers/lead practitioners must value and demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination and protecting and caring for children.

Anti-discrimination practice involves practitioners in the examination of their own values, beliefs, attitudes, and expectation to ensure that they work proactively to give all children, young people and parents' equality of opportunity at all times.

Learners should examine how they value diversity and inclusion in a rights' based approach to service delivery. There are various pieces of legislation in place to promote equality and reduce discrimination. These may include:

- ◆ UN Convention on the Rights of the Child (1991)
- ◆ The Special Educational Needs and Disability Act (2001)
- ◆ The Children (Scotland) Act (1995)
- ◆ National Care Standards for Early Education and Childcare (2005)
- ◆ Protection of Children (Scotland) Act (2003)
- ◆ Education (Additional Support for Learning ) (Scotland) Act 2004 Amended (2009)
- ◆ The Race relations Act (1976)
- ◆ The Race relations (Amendment) Act (2000)
- ◆ The Regulation of Care (Scotland) Act (2001)
- ◆ Equalities Act 2010
- ◆ The Children and Young People (Scotland) Act 2014

The aim of all this legislation is to promote equality of opportunity for all, regardless of age, sex, sexuality, disability, race, religion or any other difference. Learners must have a clear understanding of the way these have an impact on the way they provide and organise their rights' based service delivery.

Learners must demonstrate a critical understanding of the principle features of current local, national, and international systems, and of policies, practices and legal requirements relevant to their service. By using their understanding of relevant legislation and policy they can develop a positive service culture and build a service that is responsive to current issues which may impact on the delivery of quality practice and also promotes children's rights, equality, inclusion and anti-discriminatory practices.

The process of reflection helps services look at their current standard of care by evaluating their practice against the standards in the Quality Practice Guides. Continuing improvement in childcare practice is most likely to occur when management and childcare professionals are open to feedback and regularly engage in an honest evaluation of their actions and decisions.

By constructively reflecting on current practice, childcare professionals can focus on improving skills and knowledge, which supports them when making decisions and being accountable for their actions and encourages individuals and teams of professionals to challenge, support and learn from each other.

Learners should be encouraged to look at their own practices and reflect and evaluate them against the quality standards and policy initiatives currently being used.

## Higher National Unit Support Notes (cont)

**Unit title:** Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

### Guidance on approaches to delivery of this unit

Holistically, all three outcomes are assessed by the learners producing an academic essay (1,500 words) critically analysing and evaluating contemporary issues, current legislation and research on developing a right's based approach within services for children and young people and how they make an impact on the service.

The assessment will be completed in the learner's own time, with arrangements in place to ensure the authenticity of work produced. Information gathered while on Workplace Practice must have authorisation from the person in charge of the service

As the unit is designed to be delivered to learners who are experienced in the industry, it is expected that those delivering will have the required experience and occupational competence at an appropriate level in order to guide the learner towards the relevant research and appropriate documents.

It must be remembered that the learner is expected at this level, to have a broad knowledge and understanding of the scope, main areas and boundaries of the subject. Learners will further be required to undertake a critical evaluation of the research they have undertaken. It is again noted that not all theorists agree on some of the issues and that learners may be given credit for their work as long as any conclusions are supported by research and a well reasoned argument.

It may be possible to integrate some delivery and assessment task with the unit: *Leadership and Management Practice (Workplace Practice)*.

### 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.

All three outcomes are holistically assessed.

In order to achieve this unit, learners are required to produce an academic essay (1,500 words) covering all three outcomes by critically analysing and evaluating the current legislation, policies, contemporary ideas, the issues that influence the development and support leadership and management of a right's based approach within services for children and young people.

The assessment will be completed in the learner's own time, with arrangements in place to ensure the authenticity of work produced. Information gathered while on Workplace Practice must have authorisation from the person in charge of the service.

## Higher National Unit Support Notes (cont)

**Unit title:** Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

### Assessment guidelines

#### Outcome 1

This outcome will be assessed holistically with Outcomes 2 and 3.

### 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

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

## History of changes to unit

Version	Description of change	Date
02	Minor revisions to the support notes.  Unit updated into new template and formatted in line with latest house style.	26/03/19

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## General information for learners

**Unit title:**      **Unit title:**      Childhood Practice: Developing a Rights' Based Approach to Service Delivery (SCQF level 9)

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 enable you to explore the leadership and management of current legislation and policy on children's rights as this is linked to consultation with children and young people, supporting children's rights to provision and protection, and the relationship to leadership and management of a rights' based approach to service delivery.

The unit consists of three outcomes:

- 1 Demonstrate a critical knowledge, understanding of the current legislation and policies on children's rights.
- 2 Critically analyse factors that influence the development and support the provision of a rights' based approach to service delivery.
- 3 Evaluate Leadership and Management perspectives on a rights' based approach to service delivery.

To complete this unit successfully, it is expected of you that you will develop skills of research and examine legislation and issues surrounding the current pieces of legislation used in a rights' based service delivery and how they make an impact on the service.

You will critically analyse other factors that can influence the development of a rights' based approach. You should look at the following:

- ◆ Contribution that children and young people make
- ◆ Partnerships with children, young people, parents and carers and families
- ◆ Promoting developing communities, community involvement and citizenship
- ◆ Examine the content of a range of organisational frameworks used by the service

You will examine a model of leadership and management and develop skills which will allow you to use a selection of skills and techniques to your practice as a manager or lead practitioner.

You will look at reflection and evaluation of your practice and how it promotes an improved practice and broadening expertise.

Research the legislation and policies that can establish a culture that promotes children's rights and an understanding and respect of the rights of the child and young person.

The assessment for this unit covers all three outcomes. You will produce an academic essay (1,500 words) critically analysing and evaluating contemporary issues, current legislation and research on developing a rights' based approach within services for children and young people and how they make an impact on the service.