



Module Descriptor

Title	Participation and Children's Rights		
Session	2025/26	Status	
Code	PGES11011	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	L.Gilmour		
Summary of Module			
<p>This module is designed for those who have worked or who are working with children in their early years. Students will critically review and develop an understanding of the meaning and purposes of participation. Despite its widespread usage, there remains considerable lack of clarity about what is actually meant by participation in the context of children’s rights. The students will also investigate and critically analyse the adult role with regard to enabling the effective participation of young children, families and communities.</p> <p>In this module, the term participation, in line with the UNCRC, refers to children having the right to express their opinions, and have a role in decisions that affect them, and with adults taking account of these. Students will develop detailed and critical knowledge and understanding about participation with regard to potential purposes, benefits, barriers, risks, achievements, methods and measurement.</p> <p>By referring to practice and research evidence, students will be able to reflect on and critically analyse their own and others’ roles and responsibilities in terms of how effective participation can inform quality improvement in early years settings and services, leading to better outcomes</p> <p>The knowledge and understanding gained from this module allow a variety of graduate attributes to be gained. For example, students develop cultural awareness and social responsibility alongside research skills and ethical considerations. Students are also encouraged to be autonomous critical learners who are creative and inquiring in their thinking to become influential leaders. In addition, the knowledge and understanding developed from this module will contribute to various SDG’s that:</p> <p>3.Ensure healthy lives and promote well-being for all at all ages</p> <p>4.Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>5.Achieve gender equality and empower all women and girls</p> <p>10.Reduce inequality within and among countries.</p> <p>16.Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Demonstrate critical understanding of the principal theories, concepts and principles associated with participation, in the context of the United Nations Convention on the Rights of the Child (UNCRC), including its purposes and importance for children in their early years
L2	Critically analyse the current participation landscape within children and young people's support services in terms of its benefits, barriers, risks, achievements, methods and measurement by investigating the different methods to enable participation and inclusive practice.
L3	Present reasoned arguments and express ideas in a clear, coherent, academic style drawing on academic literature relating to the themes explored during the module and relating these to their own professional experiences
L4	n/a
L5	n/a

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 11 A detailed knowledge and critical understanding of the concept of participation along with its, purposes, benefits, barriers, risks, achievements, methods and challenges around measurement of impact.

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	<ul style="list-style-type: none"> • Knowledge and critical awareness of the ways in which policy, legislation, related theories and practice support the process of participation
Practice: Applied Knowledge and Understanding	SCQF 11 Critical evaluation of challenges involved in enabling young children's effective participation. Proposal of creative solutions and selection and execution in practice
Generic Cognitive skills	SCQF 11 Development of original responses to problems and issues relating to finding and implementing effective ways of implementing participation processes and measuring impact.
Communication, ICT and Numeracy Skills	SCQF 11 Communicate, using appropriate methods, to a range of audiences with different types and levels of knowledge and expertise across the various professional services. <ul style="list-style-type: none"> • Critically evaluate methodologies for implementing participation and approaches.
Autonomy, Accountability and Working with Others	SCQF 11 Demonstrate leadership and / or initiative by proposing creative solutions to the challenges involved in respect of defining the adult role in taking forward participative approaches with young children, thus contributing to new thinking and possibly change and development.n/a

Prerequisites	Module Code n/a	Module Title n/a
	Other n/a	
Co-requisites	Module Code n/a	Module Title n/a

Learning and Teaching
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>This module is structured around individual and group tasks delivered through technology enhanced learning methodologies supported by the University Virtual Learning Environment (VLE). Participant interaction is expected and encouraged using the University VLE discussion board and other appropriate platforms.</p> <p>The electronic module handbook, and other detailed material made available to participants, will detail specific information on the particular learning and teaching methodologies, and combinations of these methodologies. This will clarify for participants both their expectations on module content, and their expectations for the overall balance of learning and teaching methodologies implemented throughout the module.</p> <p>Tutorial support for participants is provided through electronic communication. The creation of opportunities for social interaction– especially networking and developing contacts with other participants to share good practice is a component of the module. All participants will be expected to have regular access to a computer and the internet and will be directed to instructional material regarding the VLE.</p>

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	80
Independent Study	120
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Council of Europe. 2020. Listen – Act – Change Council of Europe Handbook on children’s participation For professionals working for and with children. https://rm.coe.int/publication-handbook-on-children-s-participation-eng/1680a14539</p> <p>Jones, P. & Welch, S. (2018) Rethinking Children’s Rights: Attitudes in Contemporary Society (New Childhoods). London, Bloomsbury Academic.</p> <p>Kanyal, M. (2014) Children’s rights 0-8: Promoting Participation in Education and Care. London, David Fulton.</p> <p>Khoja, N. (2016) Situating Children's Voice: Considering the context when researching with young children. Children & Society, Vol,30, pp.314-323.[Online] Available Situating Children's Voices: Considering the Context When Conducting Research with Young Children - Khoja - 2016 - Children & Society - Wiley Online Library</p> <p>Ruck Martin, D, Peterson-Badali, M (eds)(2016) Handbook of Children’s Rights: Global and Multidisciplinary Perspectives. London.Taylor & Francis.</p> <p>Smith, A. (ed) (2015) Enhancing Children’s Rights: Connecting Research, policy and Practice. New York. Palgrave Macmillan.</p> <p>UNICEF(2024) United Nations Conventions on the Rights of the Child.[Online] Available: Convention on the Rights of the Child text UNICEF</p> <p>(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</p>

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure , Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course related learning resources, and complete assessments and submit these on time

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Education CPL
Moderator	L.McAuliffe
External Examiner	E.Black
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	March 2025

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

4000 word written assignment-100%

Assessment 2

n/a

Assessment 3

n/a

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
4000 word written assignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a	0
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Updated reading list, additional information in module outline and attendance and enagement sections.	March 2025	L.Gilmour