University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Participation and Children's Rights			
Code: PGES11011	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	L Gilmour		

Summary of Module
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.** 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.   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

Module Delivery Method					
Face-To-Face	Blended	Fully Online	Hybrid C	Hybrid 0	Work-Based Learning
☐	☒	☒	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

☒	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☒

Learning Outcomes: At the end of this module the student will be able to:	
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	Critical analyse the current participation landscape in Scotland 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&U)	SCQF Level 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. • 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 Level 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 Level 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 Level 11. • Communicate, using appropriate methods, to a range of audiences with different types and levels of knowledge and expertise across the

	various professional services. • Critically evaluate methodologies for implementing participation and approaches.	
Autonomy, Accountability and Working with others	SCQF Level 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.	
Pre-requisites:	Before undertaking this module, the student should have undertaken the following:	
	Module Code: n/a	**Module Title: n/a**
	Other:	n/a
Co-requisites	**Module Code: n/a**	**Module Title: n/a**

Learning and Teaching

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.
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.
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.
A blended version is available for groups of students who undertake the module as part of a full time master's programme or bespoke provision. In this case, some of the online coursework tasks will be completed in face-to-face seminars, and face-to-face tutorial support will be offered in addition to support provided via electronic means.

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.

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

Independent Study	120 hours
	200 hours total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Baldock, P. and Fitzgerald, D. (2013) Understanding Early Years Policy. London, Sage.

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

Fitgerald, D & Kay, J. (2016) Understanding Early Years Policy. Sage. London.

Hill, M. (2012) Children's Services: working together. New York, Pearson Longman.

Jones, P. & Welch, S. (2018) Rethinking Children's Rights: Attitudes in Contemporary Society (New Childhoods).London, Bloomsbury Academic.

Kanyal, M. (2014) Children's rights 0-8: Promoting Participation in Education and Care. London, David Fulton.

Khoja, N. (2016) Situating Children's Voice: Considering the context when researching with young children. Children & Society, Vol,30, pp.314-323.

Ruck Martin, D, Peterson-Badali, M (eds)(2016) Handbook of Children's Rights: Global and Multidisciplinary Perspectives. New York; London: Taylor & Francis, pp. 515–532.

Smith, A. (ed) (2015) *Enhancing Children's Rights: Connecting Research, policy and Practice*. New York. Palgrave Macmillan.

UNICEF(2024*) United Nations Conventions on the Rights of the Child*.[Online] Available: Convention on the Rights of the Child text | UNICEF

(**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)

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.

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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	CPL
Moderator	L McAuliffe
External Examiner	E Black
Accreditation Details	
Changes/Version Number	1.06

Assessment: (also refer to Assessment Outcomes Grids below)
4000 word written assignment-100%
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written assignment	X	X	X	N/A	N.A	100%	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
				Combined Total for All Components		100%	0

Version Number: 1.06