Module Descriptor

Title	Valuing the Voice of the Child		
Session	2026/27	**Status**	
Code	BAEL08007	**SCQF Level**	8
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences** Education and Social Science		
Module Co-ordinator	A. Malik		

Summary of Module

This module is designed for those 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 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 knowledge and understanding about participation regarding 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.

Employability skills

The knowledge and understanding gained from this module allows student to gain the following graduate attributes and Skills Development Scotland Meta skills: cultural awareness, social responsibility, autonomous critical learners, creative, inquiring, influential, collaboration and effective communication.

Collaborative

Contribution to UN Sustainable Development Goals

3.Ensure healthy lives and promote well-being for all at all ages

4.Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

5.Achieve gender equality and empower all women and girls

10.Reduce inequality within and among countries.

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

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒ Error! Bookmark not defined.	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify) X Mix of on campus and online	

Terms for Module Delivery	Term 1	X	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate an 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	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 topics explored during the module.
L4	
L5	

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:**

[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

Knowledge and Understanding (K and U)	**SCQF 8** Demonstrate a detailed knowledge and understanding of the concept of participation along with an outline of, the purpose, benefits, barriers, risks and methods for participation in ELC alongside evidencing an awareness of the ways in which policy, legislation, related theories and practice support the process of participation.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply knowledge and understanding to critically evaluate practice identifying the challenges involved in enabling young children's effective participation.
Generic Cognitive skills	**SCQF 8** Develop responses to challenges relating to effective implementation of participatory processes. Identify means of measuring impact.
Communication, ICT and Numeracy Skills	**SCQF 8** Communicate with professional peers and colleagues highlighting positive examples of children making active decisions. Present information in a clear and concise manner.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy and initiative in activities whilst taking responsibility for a range of resources. Practise in ways that show awareness of own and others' roles and responsibilities to enable participation of young children.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
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. In line with current UWS learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48–60 contact hours. Learning and teaching strategies are designed to promote critical enquiry, reflexivity and the integration of theory, research and professional practice, consistent with SCQF Level 8 expectations. Learning and teaching approaches will include: - Lectures and critically dialogic seminars - Case-based and problem-based learning focused on complex practice scenarios - Workshops developing analytical and evaluative approaches to inclusive practice - Critical engagement with practitioner narratives and policy texts - Guided independent, collaborative and work-based learning

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Contact TimeTutorial / Synchronous Support Activity	54
Work Based LearningWork-based Learning	198
Independent Study	48
n/a	
n/a	
n/a	
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Blundell D (2016) Rethinking children's spaces and places, London, Bloomsbury Hart, R (2016) Children's Participation UK: Routledge Jones, P and Welch, S. (2018) Rethinking Children's Rights: Attitudes in Contemporary Society (New Childhoods). London, Bloomsbury 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 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. **For the purposes of this module, academic engagement equates to the following:** The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities. The way the module is delivered—whether on campus, online, or in a blended format—will match how your programme is normally taught for your level of study. You will study Child Development and ELC in the same way that you are used to studying other level 8 modules on the BA Early Learning and Childcare Programme.

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. This module aligns with the Equality Act (2010) and the UWS Equality, Diversity and Human Rights Code. Inclusive learning and teaching approaches are embedded throughout the module, with reasonable adjustments made where appropriate to support student learning.
(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** Education
Overall Assessment Results	**Graded**
Module Eligible for Compensation	☒ **Yes** **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	Early Years
Moderator	L. Gilmour
External Examiner	S. Harris
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Recorded Presentation (100%) **Students are asked to create a 15 min recorded overview for a presentation** demonstrating detailed knowledge and critical understanding of the concept of participation

along with an outline of , the purpose, benefits, barriers, risks and methods for participation in ELC providing a robust evaluation of current practice that is supported with reference to relevant literature. As such, students are asked to evidence an awareness of the ways in which policy, legislation, related theories and practice support the process of participation.
Assessment 2
Assessment 3
(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**
Recorded Presentation	☒Error! Bookmark not defined.	X☒	X☒	☐	☐	100	54

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		

Component 3							
Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	54hours

Change Control

What	**When**	**Who**
Updated module Overview, indicative readings, LO'S and assessment design	Feb 2026	L. Gilmour
SCQF level, Module Code, MC and Moderator added	17/6/26	L.Gilmour
Module speciifc info added to Learning and Teaching , Attendance and Enaggament & Equality and Diversity sections	17/6/26	L/Gilmour

Timetabled and combined contact hours added to assessment section	17/6/26	L/Gilmour