



## Module Descriptor

<b>Title</b>	Children's Voice		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	BAEL09002	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	D.Armstrong		
<b>Summary of Module</b>			
<p>In this module, children's voice, 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. Where children and families are listened to, participation can lead to change which shapes wellbeing, relationships, environments and lives. In particular, the students will be able to focus on how participation relates to issues of inclusion and how taking account of the voices and views of vulnerable and minority groups is critical and can facilitate and promote inclusive practice. Investigate and evaluate some of the different methods employed to ensure participation of young children, highlighting the central role of play.</p>			
ustainable Development Goals			
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
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			
UWS Graduate Attributes			
Effective Communicator			
Collaborative			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Explain and evaluate the adult's role with regard to enabling
<b>L2</b>	Critically analyse the significance of the UNCRC an
<b>L3</b>	Critically review current theory relating to inclusion, participation and legislation and consider the ethical issues and dilemmas relating to working with children and young people.
<b>L4</b>	Apply and evidence keys skills necessary for the implementation of pedagogical approaches and frameworks in ways which take account of their own and other professionals' responsibilities and the perspectives of stakeholders.
<b>L5</b>	Analyse the roles of leadership and management in promoting children's rights and inclusion.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 9</b></p> <p>Demonstration of a detailed knowledge and understanding of the ways in which participation is developed as part of approaches to leading learning.</p> <p>Critical understanding of the ways in which UK and International policy, legislation, related theories and practice support the process of participation and leading learning.</p>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Using a range of the principal skills and practices associated with participating and making decisions as part of leading learning project
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Identify and analyse routine professional problems and issues related to leading learning and involving participation of children, families and communities.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Communicating with professional peers and senior colleagues highlighting positive examples of children making active decisions.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Exercise autonomy and initiative in some activities at a professional level in practice taking responsibility for a range of resources.  Practise in ways that show awareness of own and others' roles and responsibilities whilst leading learning

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Work-based Learning	100
Independent Study	64
Please select	
Please select	
Please select	
<b>TOTAL</b>	200

<b>Indicative Resources</b>
<b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b>  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

**(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:**

All fulltime students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with

their programme of study. Consideration will be given to students who have protection under the appropriate equality law.

### 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](#).**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

**(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

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	R.McGill
<b>External Examiner</b>	M.McKenzie
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Information Leaflet - 25%
<b>Assessment 2</b>
Reflective Essay - 75%
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Information Leaflet	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25%	

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Reflective Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	75%	

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

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
Module descriptor annual update; update to include reference to SDGs and Graduate Attributes; change of External Examiner.	17/03/2025	D.Armstrong

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