



## Module Descriptor

Title	Childhood Participation		
Session	2025/26	Status	
Code	CHSS09	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A. Connelly		
<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. Students will investigate and evaluate some of the different methods employed to ensure participation of children, and young people occurs.</p> <p>The module enables the students to develop the following UWS Graduate Attributes:</p> <p>Critical thinker</p> <p>Culturally Aware</p> <p>Collaborative</p> <p>Socially responsible</p> <p>Motivated</p> <p>Autonomous</p> <p>Creative</p> <p>Transformational</p> <p>The module contributes towards the following UN Sustainable Goals:</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>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>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" 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 checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" 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"/>

Learning Outcomes	
<b>L1</b>	Explain and evaluate the adult's role with regard to enabling the effective participation of young children, families and communities
<b>L2</b>	Critically analyse the significance of the UNCRC and its expression within the current Scottish legislative and policy frameworks
<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 key 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.

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:
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> Demonstration of a detailed knowledge and understanding of the ways in which participation is developed as part of approaches to leading learning.  Critical understanding of the ways in which UK and International policy, legislation, related theories and practice support the process of participation and leading learning.

<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>	
<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>Use of VLE, Interactive Whiteboards, online tutor/student-led discussions, and individual and group tasks. Lectures, tutorials, student-led seminars, group work, role-play, presentations, workshops, and problem-based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment.</p> <p>Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.</p>	
<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	18
Laboratory / Practical Demonstration / Workshop	18
Independent Study	129
Personal Development Plan	35
Please select	

Please select	
<b>TOTAL</b>	200

### 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

Freire, P. (2000) Pedagogy of the Oppressed. London: Bloomsbury Publishing.

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

Carroll, M. and Wingrave, M (2023) Childhood Practice. London: Sage

Mahony, L., McLeod, S., Salamon, A. and Dwyer, J (eds) (2024) Early Childhood Voices: Children, Families, Professionals. Springer. <https://link.springer.com/book/10.1007/978-3-031-56484-0>

**(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.

### 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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

**(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>	C Counihan
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	2

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Part A - Academic Poster

#### Assessment 2

Part B - Essay 3000 words.

#### 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
Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25%	1.5

### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	75%	1.5

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

### Change Control

What	When	Who
New Childhood Studies Module	Mar 25	A Connolly