Module Descriptor

Title	Participatory Pedagogies		
Session	2026/27	**Status**	
Code	CHSS09	**SCQF Level**	SCQF 9
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Science**		
Module Co-ordinator	TBC		

Summary of Module

This module invites you to explore how childhood is shaped in the real world by different and sometimes competing ideas about what children need, what they should do, and who gets to speak for them. You will look at 'contested spaces' as social, political, ideological, and knowledge-based arenas where different worldviews, values, histories, and intentions meet, such as in research, policy debates, media discussions, and everyday practice with children and families. You will learn how early childhood sits at the crossroads of conflicting social, political, and economic visions, which makes the knowledge, language, and practices surrounding children open to disagreement, change, and struggle. Together, we will examine how dialogue, power, and ethics shape which ideas about childhood are treated as legitimate, whose voices are heard most clearly, and whose experiences are pushed to the margins, focusing on the roles of researchers, practitioners, policy makers, and communities.

A key theme of the module is participation: what happens when children and families are genuinely listened to, and how this can lead to meaningful changes in wellbeing, relationships, environments, and everyday lives. You will explore how participation connects to inclusion in contested spaces and why paying close attention to the views and experiences of vulnerable and minority groups is essential for truly inclusive practice across education, social care, health, and community work. By the end of the module, you will have a deeper understanding of how contested spaces work, how participation can challenge or reinforce power, and how you, as a future professional, can help create practices and environments where children's voices genuinely matter.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	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	Critically explain the concept of contested spaces and evidence understanding of the scope and defining features of childhood participation, and an integrated knowledge of participatory theories.
L2	Analyse how power, legitimacy, voice, and knowledge production affect who participates in shaping early childhood policy, research and practice, and evaluate how these dynamics reproduce or challenge dominant narratives.
L3	Critically evaluate different perspectives of participatory practice and approaches to navigating contested spaces, demonstrating an understanding of how meaningful participation within communities can be enacted.
L4	Apply theories of contested spaces to contemporary debates in childhood policy, and interprofessional practice, assessing how contested discourses shape lived experiences, spatial justice and community outcomes.
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:**
Knowledge and Understanding (K and U)	**SCQF 9** A critical understanding of a range of the principles, principal theories, concepts and terminology of Childhood Studies.
Practice: Applied Knowledge and Understanding	**SCQF 9**

[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

	Demonstrate a critical understanding of the interrelationships between political, economic, cultural and ideological contexts, locally, nationally and globally, in the lives of children, their families and communities.
Generic Cognitive skills	**SCQF 9** Identify and analyse routine professional problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 9** Reflect on different perspectives and critically evaluate them to arrive at supported conclusions.
Autonomy, Accountability and Working with Others	**SCQF 9** Accounting for others, evaluate and develop your own pedagogical values.

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

Learning and Teaching	
In line with current learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48-60 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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Tutorial / Synchronous Support Activity	18
Personal Development Planning	35
Independent Study	229
Please select	
Please select	
TOTAL	300 Hours

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.* Bloomsbury. Freire, P. (2000) *Pedagogy of the Oppressed*. Bloomsbury Publishing. Hart, R. (2016) *Children's Participation*. Routledge. Jones, P. and Welch, S. (2018) *Rethinking Children's Rights: Attitudes in Contemporary Society*. Bloomsbury.

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

Mahony, L., McLeod, S., Salamon, A. and Dwyer, J. (eds) (2024) *Early Childhood Voices: Children, Families, Professionals*. Springer.

(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:

In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on VLE, 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.

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. 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

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **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	Early Years
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay – 2,000 words
Assessment 2
Oral Presentation – 10 minutes +/- 10%
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**
Essay	☒	☐	☐	☐	☐	50%	1.5 hrs

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☒	☒	☒	☐	50%	1.5 hrs

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

Change Control

What	**When**	**Who**
New module	February 2026	Julie Ovington