University of the West of Scotland

Module Descriptor

Session: 23-24

Title of Module: Children's Voice			
Code: EDUC09052	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme) 10**
School:	School of Education and Social Sciences		
Module Co-ordinator:	Dean Armstrong		

Summary of Module
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. Graduate attributes developed will include: Socially Responsible, Emotionally Intelligent, Ethically minded, Effective communicator, Culturally Aware, Critical thinker, Analytical, Resilient, Innovative, and Transformational.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**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: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Explain and evaluate the adult's role with regard to enabling the effective participation of young children, families and communities
L2	Critically analyse the significance of the UNCRC and its expression within the current Scottish legislative and policy frameworks
L3	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.
L4	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.
L5	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:
Knowledge and Understanding (K and U)	SCQF Level **9** 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.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Using a range of the principal skills and practices associated with participating and making decisions as part of leading learning project
Generic Cognitive skills	Identify and analyse routine professional problems and issues related to leading learning and involving participation of children, families and communities.

Communication, ICT and Numeracy Skills	SCQF Level **9** Communicating with professional peers and senior colleagues highlighting positive examples of children making active decisions.
Autonomy, Accountability and Working with others	SCQF Level **9** 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

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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.	
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)
Lecture/Core Content Delivery	36
Work Based Learning/Placement	100
Independent Study	64
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

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

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

(**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 (part-time and distant learning students should check with their programme leader for any queries) 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.

(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	Division of Education
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Early Years
Moderator	Robert McGill
External Examiner	I. Birnie
Accreditation Details	
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)
Formative Assessment Students will submit a rationale and proposed action plan for their workplace project. The rationale should discuss personal professional values relating to the role of the adult and the child as a learner and be supported by reference to literature and relevant national/international frameworks. Part A - Academic Poster 25% Summative Assessment PART B- Assignment – Students will create a project around children participating in the early childhood setting. Students will consider how they can involve the children in the setting to identify an area of practice requiring further development. Students will demonstrate the different ways in which the children can be encouraged to participate as active decision makers to facilitate change within the setting. (3500 words) 75%
Assessment 1 Academic Poster
Assessment 2 Written Assignment
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.)

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
Poster presentation	X	X				25%	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
Performance/ Studio work/ Placement/ WBL/ WRL assessment			X	X	X	75%	0

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
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor
Module descriptor update following cyber incident	06/02/24	J Leslie

Version Number: MD Template 1 (2023-24)