Module Descriptor

Title	Children's Geographies		
Session	2026/27	**Status**	
Code	CHSS09009	**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 children and young people experience the spaces and places of their everyday lives, and how they help to shape those spaces in return. You will look at homes, schools, neighbourhoods, online environments, and more-than-human spaces, such as parks and nature, to think about how these settings connect to identity, movement, belonging, safety, and children's rights and participation. You will be introduced to the historical development and key debates in children's geographies, also known as geographies of children, including the shift from seeing children mainly as 'becomings', adults in the making, to recognising them as social and spatial actors in their own right. You will examine how children's everyday practices, movements, and meanings help co-produce the environments they live, learn, and play in, and consider what this means for professionals working with them.

By the end of the module, you will have a critical understanding of key principles, concepts, and theories in children's geographies, including space, place, mobility, scale, everyday life, spatial justice, power geometries, and socio-spatial inequalities. You will also understand the role, challenges, and constraints of interprofessional and multicultural working in promoting children's wellbeing and spatial justice across a range of professional contexts.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[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

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 emergence of children's geographies and its core concepts, space, place, scale, mobility, everyday life, situating these within wider Childhood Studies and human geography debates.
L2	Analyse how children's everyday spatial practices and mobilities co produce places across home, school, community and digital environments, and evaluate how power relations and institutional arrangements shape these practices.
L3	Critically evaluate how space and place relate to inequalities, such as access, safety, resources, recognition, and appraise the implications for education and community settings, drawing on spatial/social justice literatures.
L4	Theorise how legal, cultural and policy framings of childhood position children as social/spatial agents, and assess the conceptual links between citizenship, rights, voice and participation in diverse contexts.
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** Knowledge of one or more specialisms that is informed by forefront developments.
Practice: Applied Knowledge and Understanding	**SCQF 9** Recognise agency, give voice to and, where appropriate, act as an advocate for children, families and communities.
Generic Cognitive skills	**SCQF 9** Be sensitive to contextual and interpersonal factors, taking account of the complexity of factors that shape behaviour and social interaction and form the basis of problems and interpersonal conflict.
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** Seeking guidance where appropriate, manage ethical and professional issues in accordance with current ethical codes or practices.

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. (2020) *Rethinking children's spaces and places.* Bloomsbury Publishing Plc. Kraftl, P., Horton, J. and Tucker, F. (2012) *Critical Geographies of Childhood and Youth: Contemporary Policy and Practice.* Policy Press. Mills, S. and Kraftl, P. (2014) *Informal Education, Childhood and Youth: Geographies, Histories, Practices.* Springer Nature. Pufall, P.B. and Unsworth, R.P. (eds) (2004) *Rethinking childhood*. Rutgers University Press. Smith, A. B. (ed) (2015) *Enhancing Children's Rights: Connecting research, policy and practice.* Palgrave Macmillian.
(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
Portfolio – 4,000 words
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**
Portfolio	☒	☒	☒	☒	☐	100%	3 hrs

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

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