

## Module specification

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	EDY415
Module Title	Foundations of Educational Studies
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

### Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA Hons Childhood & Adolescent Studies Programme Design	Core

### Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>36 hrs</b>
Placement hours	0 hrs
Guided independent study hours	164 hrs
<b>Module duration (Total hours)</b>	<b>200 hrs</b>

### Module aims

This module aims to:

- **Introduce** students to Educational Studies through an exploration of the historical, cultural, and contemporary development of education in Wales.

- **Examine** how educational systems have shaped, and continue to shape, the experiences of children and young people, paying particular attention to the Welsh language, national identity, and curriculum reform.
- **Provide** a foundation for understanding education as a socially and historically situated practice, preparing students for more critical and comparative study at Levels 5 and 6.

### Module Learning Outcomes

At the end of this module, students will be able to:

1	<p><b>Identify and communicate key historical developments in education in Wales using appropriate academic conventions..</b></p> <p><i>Maps to Assessment 1: Visual Narrative &amp; Timeline.</i></p>
2	<p><b>Explain the significance</b> of the Welsh language within the educational history and contemporary education system of Wales.</p> <p><i>Maps to Assessment 2: Historical Impact Analysis.</i></p>
3	<p><b>Explain the aims and key principles of the Curriculum for Wales, making clear connections between historical developments and the contemporary educational experiences of children and young people.</b></p> <p><i>Maps to Assessment 2: Historical Impact Analysis.</i></p>

### Assessment

**Indicative Assessment Tasks:** The assessment strategy reflects the module’s focus on the social and historical construction of education. Assessment 1 requires students to curate a visual narrative of historical milestones, demonstrating their ability to interpret key events rather than simply list them. Assessment 2 is a contextual analysis that requires students to evaluate the impact of these historical developments on specific contemporary practices, explicitly connecting them to the Curriculum for Wales and the lived experiences of children in a specified context.

**Assessment 1:** Visual Narrative and Timeline – ‘The Story of Welsh Education’ Students will produce an individual poster or digital timeline that curates the historical development of education in Wales. Rather than a generic chronological list, the submission must present a specific narrative arc (e.g., the evolution of bilingualism, or the history of inclusion), identifying significant events and policies. This assessment evaluates the student's ability to select and interpret historical data to communicate a coherent story through visual presentation and accurate academic referencing.

**Assessment 2: Historical Impact Analysis – ‘From Past to Present’** Students will submit a written analysis linked to their visual narrative. This task requires students to make clear connections between the historical legacies identified in Assessment 1 and a specific contemporary educational issue. Students must discuss how these historical foundations have shaped the aims and structure of the Curriculum for Wales regarding this specific issue, drawing on academic literature to analyse the implications for the lived experiences of children and young people today.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/ Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Visual Narrative & Timeline	1000	40%	
2	2, 3	Historical Impact Analysis	2000	60%	

### Derogations

N/A

### Learning and Teaching Strategies

The module is taught through a combination of lectures, interactive workshops, and structured reading seminars. An active learning approach will be used to engage learners in policy debate and professional standards analysis, involving case-based learning, scenario work, and flipped learning activities. The VLE will host policy documents, regulatory body guidance, and models of reflection to support the case study and portfolio preparation.

### Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

### Indicative Syllabus Outline

- Introduction to Educational Studies and key terminology



- The development of education in Wales: early schooling and historical foundations  
Education during industrialisation and the growth of mass schooling
- The 1847 Blue Books and their impact on Welsh culture and language
- The Welsh language in education: historical suppression and contemporary revitalisation
- Development of Welsh-medium education
- Education and national identity in Wales
- Devolution and governance of education in Wales
- Introduction to the Curriculum for Wales
- Implications of curriculum reform for children and young people

### Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure correct referencing format is being followed as per university [Harvard Referencing Guidance](#)*.

### Essential Reads

- Davies, A.J. and Beauchamp, G. (eds.) (2025) *Twenty-five years of devolved education in Wales*. Cardiff: University of Wales Press.
- Morgan, H. and Jones, S. (eds.) (2022) *Watchdogs or visionaries?: Perspectives on the history of the education inspectorate in Wales*. Cardiff: University of Wales Press.

### Other indicative reading

- Bartlett, S. and Burton, D. (2020) *Introduction to education studies*. 5th edn. London: SAGE Publications.
- Jones, G.E. and Broderick, G.R. (2003) *A history of education in Wales*. Cardiff: University of Wales Press.
- Peim, N. (2024) *A critique of pure education: Radically rethinking the education archipelago*. Cham: Springer.
- Ward, S. and Eden, S. (2023) *Education studies: An introduction*. 4th edn. London: Routledge.

### Administrative Information

<b>For office use only</b>	
Initial approval date	6 May 2026
With effect from date	September 2026
Date and details of revision	
Version number	1

