

Module specification

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| Module Code | EDY613 |
| Module Title | Philosophy, Values and Beliefs in Education |
| Level | 6 |
| 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

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|---|----------------|
| Learning and teaching hours | 24 hrs |
| Placement tutor support hours | 0 hrs |
| Supervised learning hours e.g. practical classes, workshops | 0 hrs |
| Project supervision hours | 0 hrs |
| Active learning and teaching hours total | 24 hrs |
| Placement hours | 0 hrs |
| Guided independent study hours | 176 hrs |
| Module duration (Total hours) | 200 hrs |

Module aims

This module aims to:

- **Enable** students to critically engage with philosophical perspectives on education and articulate an informed and coherent personal philosophy of education.
- **Synthesise** theory, research, and ethical considerations to evaluate the purposes of education and its implications for children and young people.

- **Provide** a capstone experience that supports independent thinking, reflexivity, and the professional articulation of educational values.

Module Learning Outcomes

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

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| 1 | <p>Critically evaluate philosophical traditions and their application to the design of contemporary educational curricula.</p> <p><i>Maps to Assessment 1: Curriculum Design Project.</i></p> |
| 2 | <p>Justify educational design decisions using a range of socio-political, ethical, and theoretical frameworks.</p> <p><i>Maps to Assessment 1: Curriculum Design Project.</i></p> |
| 3 | <p>Synthesise educational theory and personal reflection to develop a coherent personal philosophy of education.</p> <p><i>Maps to Assessment 2: Viva Voce.</i></p> |
| 4 | <p>Critically defend educational values and professional beliefs through structured oral articulation and reflective argument.</p> <p><i>Maps to Assessment 2: Viva Voce.</i></p> |

Assessment

Indicative Assessment Tasks: The assessment strategy at Level 6 is designed to support independent synthesis, originality, and critical professional positioning. Assessment 1 is an applied curriculum design project that requires students to translate abstract philosophical perspectives into a concrete, defended plan for a specific context. Assessment 2 is a Viva Voce, which serves as a robust test of authenticity, requiring students to verbally articulate, defend, and critically reflect upon their educational beliefs under questioning.

Assessment 1: Students will design a hypothetical educational curriculum or learning programme for a specified context (e.g., a forest school, a youth justice unit, or a mainstream classroom). This must be accompanied by detailed annotations that constitute a philosophical defence of the design. Students must explicitly justify their pedagogical and curricular choices by evaluating and applying key philosophical traditions to argue why their specific design supports human flourishing or social justice in that specific context.

Assessment 2: Viva Voce – ‘The Educator’s Stance’ Students will participate in an individual professional discussion (Viva). This assessment requires students to verbally defend the decisions made in their curriculum design and articulate their personal philosophy of education. Students will be expected to respond to critical questioning regarding the ethical, social, and political implications of their educational beliefs, demonstrating the ability to think on their feet and justify their professional identity without reliance on prepared scripts.

| Assessment number | Learning Outcomes to be met | Type of assessment | Duration/Word Count | Weighting (%) | Alternative assessment, if applicable |
|-------------------|-----------------------------|---|---------------------------------------|---------------|---------------------------------------|
| 1 | 1, 2 | Curriculum Design Project (Annotated) | 3000 words (including annotations) | 70% | |
| 2 | 3, 4 | Viva / Oral Defence of Educational Philosophy | 10-15 minutes (1000 words equivalent) | 30% | |

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 philosophy of education/Classical philosophical perspectives (e.g. idealism, realism, pragmatism)
- Humanism, constructivism, and experiential learning
- Critical pedagogy and emancipatory education
- Feminist, postcolonial, and decolonial perspectives in education
- Ethics, power, and ideology in education
- The purpose of education in contemporary society
- Curriculum theory and design
- Developing and articulating a personal philosophy of education
- Reflecting on professional values and identity

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

- Nicholson, D.W. (2022) *Philosophy of education in action: An inquiry-based approach*. 2nd edn. New York: Routledge.
- Thompson, W.C. (ed.) (2024) *Philosophical foundations of education*. London: Bloomsbury Academic.

Other indicative reading

- Bailey, R. (2010) *Philosophy of education: An introduction*. London: Continuum.
- Noddings, N. (2016) *Philosophy of education*. 4th edn. Boulder: Westview Press.
- Suissa, J. (2006) *Anarchism and education: A philosophical perspective*. Aldershot: Ashgate.
- Waghid, Y. (2024) *Education, crisis and philosophy: Ubuntu within higher education*. London: Routledge.

Administrative Information

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| For office use only | |
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| Version number | 1 |

