



## Module Definition Form (MDF)

<b>Module code: MOD003482</b>	<b>Version: 2 Date Amended: 06/Feb/2020</b>
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<b>1. Module Title</b>
Sociology of Education

<b>2a. Module Leader</b>
Claudia Schneider

<b>2b. School</b>
School of Humanities and Social Sciences

<b>2c. Faculty</b>
Faculty of Arts, Humanities, Education and Social Sciences

<b>3a. Level</b>
5

<b>3b. Module Type</b>
Standard (fine graded)

<b>4a. Credits</b>
15

<b>4b. Study Hours</b>
150

<b>5. Restrictions</b>			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
<b>Courses to which this module is restricted:</b>			

## LEARNING, TEACHING AND ASSESSMENT INFORMATION

### 6a. Module Description

This module introduces key sociological perspectives on schooling and education. Schooling systems and strategies are instrumental in shaping individual and collective identities and in reflecting and reinforcing dominant societal values. This module engages with the central scholarly and political debates which surround these issues. More specifically, the module explores how experiences of schooling are shaped by social dimensions such as class, gender, ethnicity and sexuality. At the outset of the module, students are asked to consider the basic functions of education. Subsequent topics include: the micro-politics of everyday school life, higher education, employability and the knowledge economy; schooling and the negotiation of masculinities and femininities; schooling and sexuality; and schooling, ethnicity and whiteness. The module will be delivered via lectures and seminars. Students are required to complete preparatory reading prior to each seminar. Seminar content and activities will relate to the content of the corresponding lecture.

### 6b. Outline Content

- Theoretical perspectives on the role of education in society
- UK education policy
- Equality and diversity in education
- Higher education and employability
- Education and social identity
- Education and the ordering of space and time

### 6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

### 6d. Specialist Learning Resources

N/A

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Demonstrate an understanding of theoretical debates that have informed the discipline historically and contemporarily.
2	Knowledge and Understanding	Apply practical knowledge of the research process and use this understanding to evaluate research findings in an academic and professional context.
3	Intellectual, practical, affective and transferrable skills	Critically evaluate the methodological and theoretical validity of social data for real world settings.
4	Intellectual, practical, affective and transferrable skills	Implement skills gained through intellectual progression to design plans for improving personal performance.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2025/6	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	12	1-4	Weekly 1-hour lecture
Other teacher managed learning	12	1-4	Weekly 1-hour seminar
Student managed learning	126	1-4	Reading of key literature, critical reflection on central debates/bodies of research, preparation of coursework essay
TOTAL:	150		

**9. Assessment for the above Module Occurrence**

<b>Assessment No.</b>	<b>Assessment Method</b>	<b>Learning Outcomes</b>	<b>Weighting (%)</b>	<b>Fine Grade or Pass/Fail</b>	<b>Qualifying Mark (%)</b>
010	Coursework	1-4	100 (%)	Fine Grade	30 (%)

**3000-word research report (including recommendations) on the role of one dimension of social division within education**

**In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7\*).**

**In addition, students are required to:**

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above**
- (b) pass any pass/fail elements**

**[\* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]**