



LEEDS
BECKETT
UNIVERSITY

Course Specification

MA Race, Education and Decolonial Thought

Course Code: MREDT

2022/23

MA Race, Education and Decolonial Thought (MREDT)

Applicant Facing Course Specification for 2022/23 Postgraduate Entrants

Confirmed at March 2022

General Information

Award	Master of Arts Race, Education and Decolonial Thought
Contained Awards	Postgraduate Certificate Race, Education and Decolonial Thought Postgraduate Diploma Race, Education and Decolonial Thought
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England
Course Lengths and Standard Timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <ul style="list-style-type: none">• 1 year (full time, campus based)• 1 year (full time, distance learning)• 2 year (part time, campus based)• 2 year (part time, distance learning)
Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
Location(s) of Delivery	Headingley Campus, Leeds and Distance Learning
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here:

<https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/>

Admissions enquiries may be directed to:
AdmissionsEnquiries@leedsbeckett.ac.uk.

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

There are no additional or non-standard regulations which relate to your course.

Key Contacts

Your Course Director	Dr Kate Bancroft
Your Academic Advisor	Dr Kavyta Raghunandan
Your Course Administrator	Rose Wyatt education@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to:

1. A learning environment which places intersectional analyses of race, racism and decoloniality at its centre;
2. Research training in qualitative and quantitative methods to enable students to be confident researchers in the areas of race, racism and decoloniality in a variety of societal and professional contexts including education.
3. The possibility to complete at PG Certificate and PG Diploma levels as well as MA.

4. Provide a global outlook by analysing examples of racialized inequalities from contexts in the global South.
5. For practitioners it will be possible to complete a dissertation based on your work context.

Course Learning Outcomes

At the end of the course, students will be able to:

- 1 Demonstrate in-depth, specialist knowledge and mastery of theoretical and conceptual frameworks relevant to Decolonial, Racism, Race and Education Studies
- 2 Exhibit mastery in the exercise of generic and subject-specific intellectual abilities
- 3 Exhibit an ability to critically analyse methodologies and methods applicable to their own research, including practice based research, and advanced scholarship
- 4 Demonstrate independent learning in critically and creatively evaluating current issues, research, policy, practice and advanced scholarship in Decolonial, Racism, Race and Education Studies globally
- 5 Independently and proactively formulate ideas and hypotheses which are developed, implemented and critically evaluated
- 6 Use a range of ethically informed qualitative and quantitative approaches to data gathering and analysis including in educational contexts.

Teaching and Learning Activities

Summary

Our learning and teaching approaches are designed to engage, challenge and motivate our students to achieve their potential through a combination of directed and independent study. Using an enabling and collaborative approach we foster collaborative learning to build on students' existing knowledge and skills. Students on this programme will be engaged in a variety of different modes of study: full time, part-time, face to face and distance learning. Our approach to teaching and learning reflects the challenges faced by this diverse body of students and aims for flexibility and responsiveness to student needs. Our programme considers the load, timing and conduct of assessment and the impact of assessment on students. Both individually and collectively staff involved in teaching and learning on the course help to construct an environment for students that is supportive and engaging via access to online discussion boards and distance learning support.

Our learning outcomes extend student learning throughout the course and our curriculum is designed to enable students to identify clear pathways based on their own interests and career aspirations.

The programme seeks to provide:

- An academic community of practice, both online and face-to-face, which nurtures enquiry and critical thinking based on the values of an academic collaborative community;

- An active learning environment, involving academics and professionals from a range of disciplines, academic institutions and professional settings;
- A learning climate that supports and credits different learning styles supporting students who may be entering postgraduate study through non-traditional routes.

The programme approach to learning and teaching is informed by the following:

- A commitment to helping students achieve sophistication by developing their own area of specialism. This takes place through the core modules, the range of elective modules on offer and the research methods training. The modules will provide students with a firm grounding in order to ensure that students develop the skills for being independent researchers.
- Students will typically be able to choose from a range of student generated topics for their 60 credit dissertation. All students will be supported by an allocated supervisor who will oversee the development and completion of the dissertation.
- A commitment to the promotion of personal and professional development within which individual critical and contextual understanding as well as reflections upon professional skills are encouraged.
- A commitment to making conscious and explicit the research informed teaching undertaken by all staff contributing to the programme.
- A commitment to employability issues through reinforcing and exploring the links between research and professional practice.
- A commitment to exposing students to up-to-date national and international research and practice in a range of educational settings.

Learning and Teaching Activities

The programme will develop communities of practice through both face-to-face and distance teaching and learning. For face-to-face delivery, most modules will utilise seminars for group discussion, presentations, feedback and collaborative learning and will be led by academic staff with relevant research expertise. For distance learners, our work with the Distance Learning Unit (DLU) will ensure that course materials are presented appropriately and that students are actively engaged in online learning through the creation of online communities, which are actively supported by academic staff.

Regardless of learning mode, each student will be allocated a personal tutor who will be able to support them in their academic work throughout the modules through structured and responsive coaching tutorials.

All modules will be delivered and facilitated by research active staff who will be able to scaffold links between research and practice and thereby help students to construct their own lines of enquiry and knowledge through the undertaking of a dissertation.

The dissertation will act as a Learning Pathway for those students interested in doctoral studies.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Full-time: Level 7 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Decolonial Thought and Critical Race Theory (20 credits)	Y	Critical Whiteness Studies (20 credits)	Y
Race, Identity and Culture in the Black Atlantic (20 credits)	Y	Drama for Social Change (20 credits)	N
Research Methods (20 credits)	Y	Embodied Childhood (20 credits)	N
Critical Discourses of Childhood and Early Years (20 credits)	N	Independent Study (20 credits)	N
Children's Cultural Worlds (20 credits)	N	Diverse Childhoods: Identify and Inequality (20 credits)	N
		Critical Ethnic Studies (20 credits)	N
		Reconstructing Childhoods Literature (20 credits)	N
Dissertation (60 credits)	Y	Dissertation (60 credits) <i>*continued from Semester 1</i>	Y

Part Time: Year 1 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Decolonial Thought and Critical Race Theory (20 credits)	Y	Critical Whiteness Studies (20 credits)	Y
Race, Identity and Culture in the Black Atlantic (20 credits)	Y		

There is the option of choosing 1 elective (from the list below) in year 1 and 1 elective in year 2 or alternatively choosing 2 electives in year 2.

Part Time: Year 1 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Critical Discourses of Childhood and Early Years (20 credits)	N	Embodied Childhood (20 credits)	N

Children's Cultural Worlds (20 credits)	N	Independent Study (20 credits)	N
Children's Cultural Worlds (20 credits)	N	Diverse Childhoods: Identify and Inequality (20 credits)	N
		Critical Ethnic Studies (20 credits)	N
		Reconstructing Childhoods Literature (20 credits)	N
		Drama for Social Change (20 credits)	N

Part Time: Year 2 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Research Methods (20 credits)	Y		
Dissertation (60 credits)	Y	Dissertation (60 credits) <i>*continued from Semester 1</i>	Y

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

On this course students will be assessed predominantly by coursework with some presentations. There is a dissertation module which will require the production of a dissertation of 12 -15 thousand words.

Workload

Overall Workload	
Teaching, Learning and Assessment	176 hours
Independent Study	1624 hours

Overall Workload	
Placement	0 hours

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

Support and opportunities

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.