Course Specification

PG Certificate Race, Education and Decolonial Thought

Course Code: REDDT

2026/27

leedsbeckett.ac.uk

PG Certificate Race, Education and Decolonial Thought (REDDT)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at <u>October 2025</u>

General Information

Award	PG Certificate Race, Education and Decolonial Thought
Contained awards	N/A
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 60 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: The format is: 1 year (full time, online) 2 years (part-time, online)
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 from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.
Location(s) of delivery	Online delivery
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 are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Policies, Standards and Regulations

https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/

Standard regulations apply to this course.

Timetable

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.

Key Contacts

Your course director   Victoria Worthington

Your course administrator   education@leedsbeckett.ac.uk

Course Overview

Aims

The recent Race Disparity Audit commissioned by the UK Government and launched on 10th October 2017 has shown that there is continuing racialised inequality and racism which impacts Black communities and communities of colour in every sphere of life including schools and employment. The ECU has repeatedly reported on the racialised disparities in universities in terms of student access, retention and outcomes.

The course aims to provide:

1. A learning environment which places intersectional analysis 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. Provide a global outlook by analysing examples of racialised inequalities from contexts in the global South.

Course learning outcomes

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

1	Demonstrate in-depth, specialist knowledge and mastery of techniques relevant to Decolonial, Racism, Race and Education Studies
2	Exhibit mastery in the exercise of generic and subject-specific intellectual abilities

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. 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.

The programme will develop communities of practice through distance teaching and learning. The 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.

Each student will be allocated a module leader who will be able to support them in their academic work throughout the modules through structured and responsive coaching tutorials. The Virtual Learning

Environment (VLE) is the delivery method used for all modules offered on the course. For all students, the VLE (MyBeckett) will be used in the following ways:

● As a repository for learning materials and resources;
● As a forum for discussions;
● As a means of feedback and formal assessment;

The development of distance learning modules is a collaboration between the Module Leader, and an Academic Instructional Designer based in the Distance Learning Unit. In building the modules, DLU ensure that all modules follow the same look and feel to ensure a clear and consistent structure across the course, in order to provide the best possible student experience.

As the entire course is delivered via the VLE it is used to present all module content. A typical module consists of a module home page, module introduction, teaching units and assessment section. Within each teaching unit there is 'core' content provided for the students:

• Unit introduction - overview, learning outcomes, for the unit and a study timetable
• Online lecture presentation - interactive presentation with audio
• Core reading - Specific chapters or articles (available as e-texts eg via the Library)
• Formative activities – examples include: video, short answer questions, discussion activities, multiple Choice Quizzes, completing a reflective journal, further reading

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

Compulsory modules

Module title	Credits	Semester/ teaching period
Decolonial Thought and Critical Race Theory	20	1
Race, Identity and Culture in the Black Atlantic	20	1
Critical Whiteness Studies	20	2
Number of credits of compulsory modules	60	

Part time - Level 7

Compulsory modules

Module title	Credits	Semester/ teaching period
Decolonial Thought and Critical Race Theory (Year 1)	20	1
Race, Identity and Culture in the Black Atlantic (Year 2)	20	1
Critical Whiteness Studies (Year 1)	20	2
Number of credits of compulsory modules	60	

Assessment 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

Level 7

This course is assessed predominantly by coursework.

Workload

The number of hours of workload generally equates to 1200 per level for an honours degree or 1800 for a Masters programme, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

Overall Workload	Level 7
Teaching, learning and assessment	72 hours
Independent study	528 hours
Placement	0 hours