

School of
**Allied and
Community
Health**

Decolonising approach to curriculum transformation in Diagnostic Radiography

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Description of decolonisation

“[Decolonising] is the intelligent, calculated and active resistance to the forces of colonialism that perpetuate the subjugation and/or exploitation of our minds, bodies, and lands, and it is engaged for the ultimate purpose of overturning the colonization structure and realizing Indigenous liberation.” (Wilson & Bird 2005, p.5)

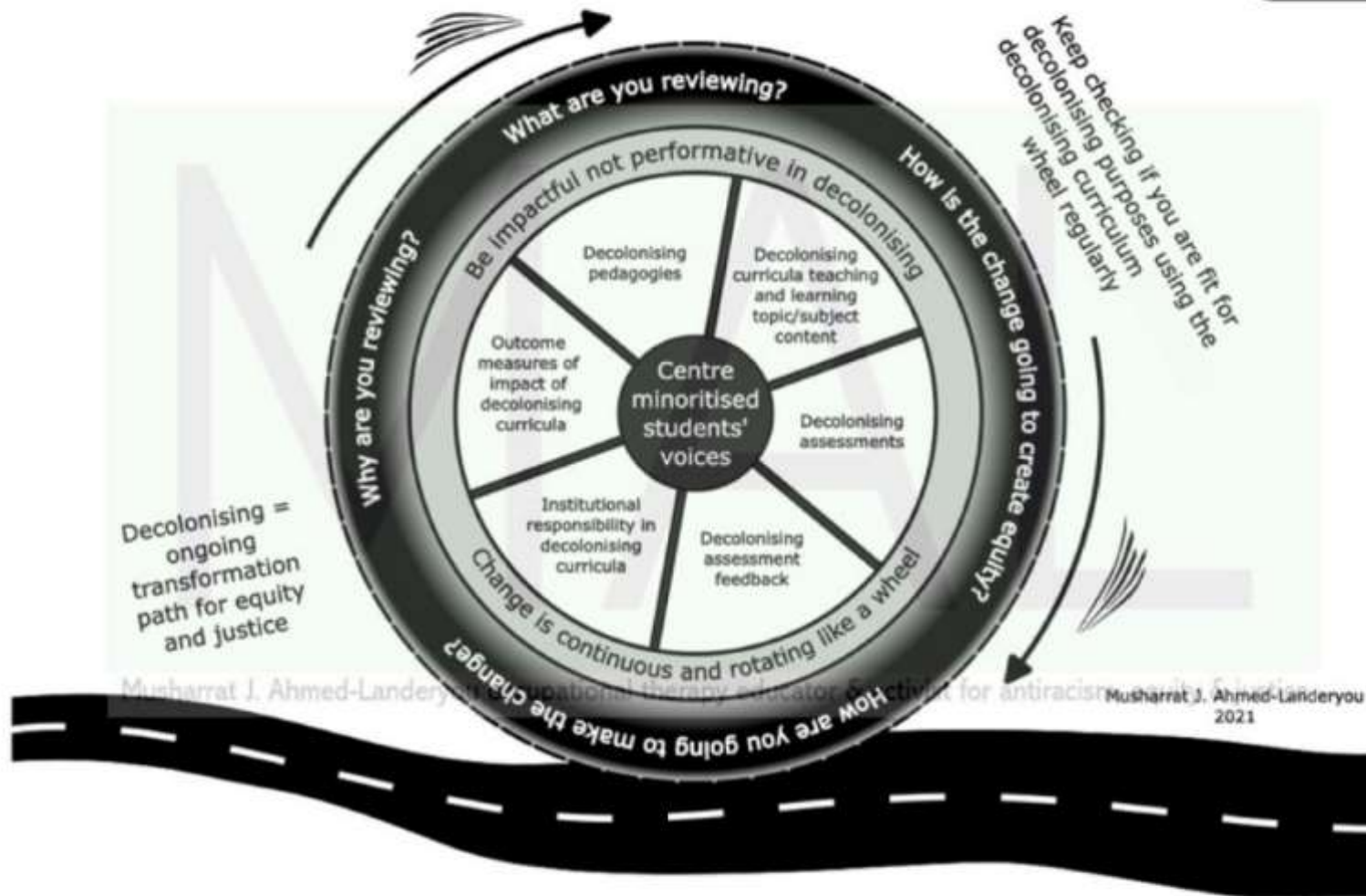
– For example, think how institutional racism is permeating and presenting in your curriculum



Description of decolonisation

Decolonising the Curriculum Wheel – A reflection Tool

 OPEN IN VIEWER



Reference: Ahmed-Landeryou, M. (2023). Developing an evidence-Informed decolonising curriculum wheel –A reflective piece. *Equity in Education & Society*, 0 (0). <https://doi.org/10.1177/275264612311154014> [open access]



Figure 2. Evidence-informed framework to guide decolonising curricula.

Placement

- "Celebration" days
(recognising non-Christian calendar)
- Cost of living
- Adjusted hours / flexible working
- Complaints
- Uniform
 - Guidance development
 - Head coverings (theatre)
 - Tunics



Academic modules

- Broadening literature used by tutors
- Increased writing skills
- Increased access to skills lab inc simulation workshops
- Cohort meetings
- "Patient & Staff Perspective Days" - protected identities

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Assessment methods

- Broadening literature that can be used in assignments
- Grammar/spelling: English UK, English US, English Irish
- Assessment options (essay or podcast)
- Online MCQs
- Already quality assured as rubrics already exist, for oral presentations, exams etc.....



Personal and professional development

- Anti-racism training/workshops (Oct/Nov 2021)
- Challenging whiteness (Apr 2023)
- AHP decolonising curriculum meetings
- Race and cultural equity group (RACEg) & Allyship and cultural equity group (AACEg)
- Running meeting agenda (staff only)



Admissions

22/23

- Complete review to ensure questions were easily understandable and fair
- Communication prior to interview

23/24

- No admissions interviews
- Reduce bias
- Candidates will be evaluated on their personal statement



Results so far

Within a year and a half of working with the decolonising the curriculum approach we have had a reduction from 43.2% BME/White awarding gap in 20/21 to 1.2% in 21/22.

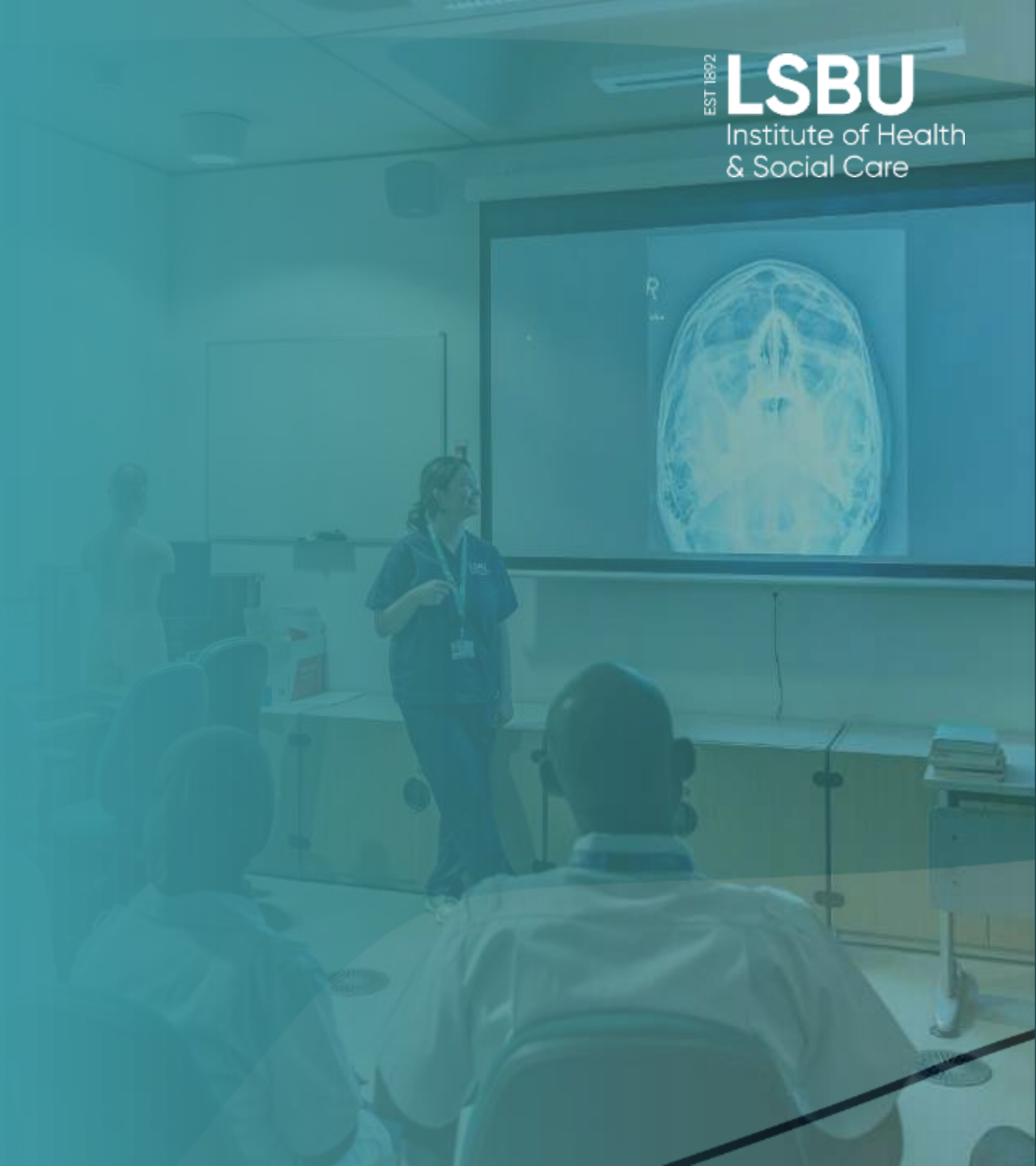
Racial Awarding Gap	% gap of good honours 20/21	% gap of good honours 21/22
White/BME	43.2%	1.2%

The racial degree awarding gap has been persistent for decades and the different approaches that have been available have not sustainably changed it.

Taking a radical approach to curriculum transform, such as the decolonising approach, which is interrupting the status quo by abating, racism, whiteness and coloniality in the curriculum system, may be a way forward.

Future plans

- Feedback
- Student representation in positioning/scenario videos
- Widening diversity within the teaching team including GTA/ACF roles
- Practice Educator course to include decolonising agenda & new complaints process





Mignolo (2011) argues, dismantling Western hegemonic educational policies does not mean rejecting western education in its entirety; critical appropriation empowers the cosmopolitanism of the subaltern educational systems

References:

- Ahmed-Landeryou, M. (2023). Developing an evidence-Informed decolonising curriculum wheel – A reflective piece. *Equity in Education & Society*, 2(2), 157-180. <https://doi.org/10.1177/27526461231154014>
- Mignolo, W. (2011). *The darker side of Western modernity: Global futures, decolonial options*. Duke University Press.
- Wilson, W.A. and Bird, M.Y. (2005). *For indigenous eyes only*. Santa Fe: School of Advanced Research (SAR)