# Decolonising Case Study: Curriculum Development

Introduction

In recognising the need to share and nurture decolonial teaching and research methods both across the University and within discipline areas, it is no surprise that curriculum development was a constant theme in all the activities that involve decolonisation. There were elements of curriculum development across several HEIs many of which use the same external resources. However, this case study examines in detail the work of Nottingham Trent University and a brief examination of activities that take place at Aston University and the University of St. Andrews.

Illustrative Example

Although there are several examples to draw upon, one HEI that stood out is Nottingham Trent University. As with many institutions, the move towards decolonising the curriculum begins with, and is hosted by, the university's library service. A number of resources are hosted on the library's 'Supporting Curricula Development' home page. These are a blend of resources from within the university and also links to external webpages.
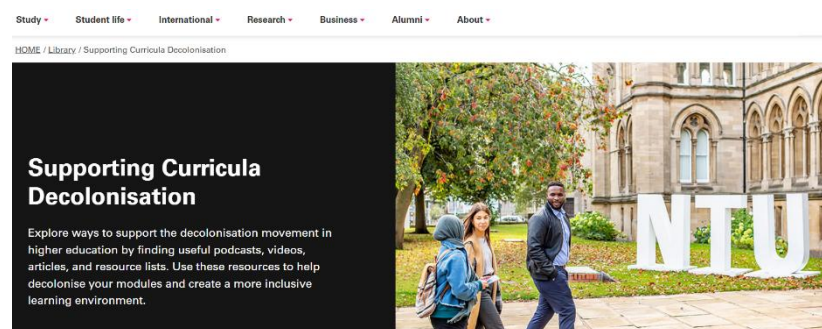
The page assumes no prior knowledge of how to decolonise the curriculum and begins with an explainer of 'what is meant by a decolonized education' from the perspective of an academic from University of Cape Town in South Africa; a refreshing change to hear a voice outside of the normal canon.

There are also links to a range of external resources, designed to help develop the educator's knowledge of decolonisation practices and what terms like inclusivity means in the wider context.
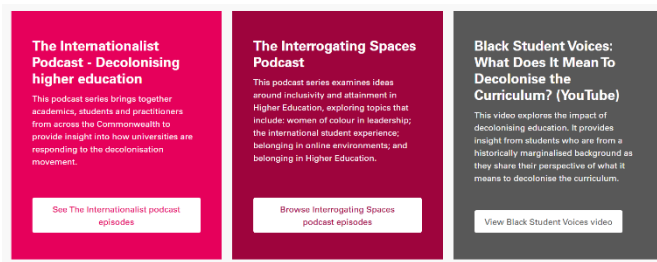
Internal to the University there are also discipline specific resource lists although you need an account to access. Links are available for all areas of the University including the School of Science and Technology where STEM subjects will be located.

There are also a set of critical questions for discipline areas to consider before and while engaging the resource lists.

Other noteworthy mentions

Approach	Institution	Description
Institutional	Aston University	The University has approached curriculum development across all levels of the University. Some features of their progress in this area are: • Working Group made up of staff and students which has several aims including establishing resources and raising awareness across the university • Library Service involvement to support the development of inclusive reading lists • Students' Union to raise awareness • Teaching & Learning committee • EDI committee
STEM	University of St. Andrews	One of the professors in the Biology department delivers an annual lecture primarily for Biology students.
School of Medicine	University of St. Andrews	Has published activities they are undertaking to widen representation: • Patient partner recruitment • Diversifying manikins

		• Mind the gap – use of a book within the school to reduce risk of misdiagnosis of darker skin tones
Institutional	University of St. Andrews	The university has a VIP (Vertically Integrated Projects) course entitled 'The Science of Race and Racism' which touches on decolonial themes which any student of the university can apply to study.

Conclusion

In conclusion, there are many projects within the HEI sector in the United Kingdom which examine the themes involved in widening participation and consider how to decolonise the curriculum. All of them consider the broader themes involved at an institutional level but considerations for specific areas such as STEM are harder to determine. However, the general guidelines for considering what aspects of the curriculum can be decolonised are applicable across all areas of study.