

School of
Allied and
Community
Health

EST 1892
LSBU

Case story - Decolonising approach to curriculum transformation in Diagnostic Radiography

Katie Fordyce &
Dr Musharrat J Ahmed-Landeryou Ph.D.

Primary Authors: Katie Fordyce, Musharrat Ahmed-Landeryou, John O'Neill, Caitlin McLarty, Djamila Hamdaoui, James Hoare, Gail Edwards, Claire Carter, Emma Howarth, Michael Williams, & Harry Bliss



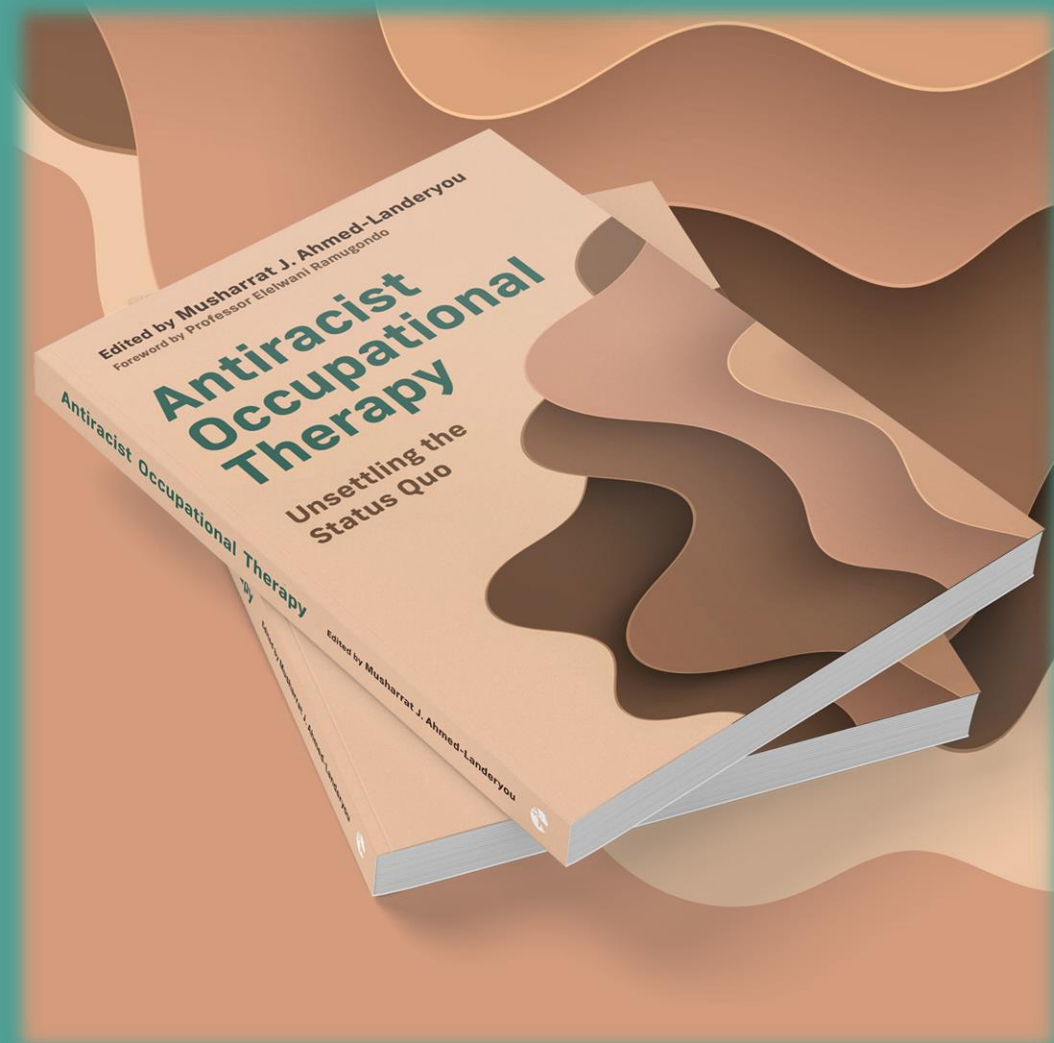
A Case Story A year on.....

- Background
- Support for staff
- Interview process
- Example modules
- Racial awarding gap
- End thoughts



Ahmed-Landeryou, M (2024) Antiracist Occupational Therapy: Unsettling the status quo. Jessica Kingsley Publishers

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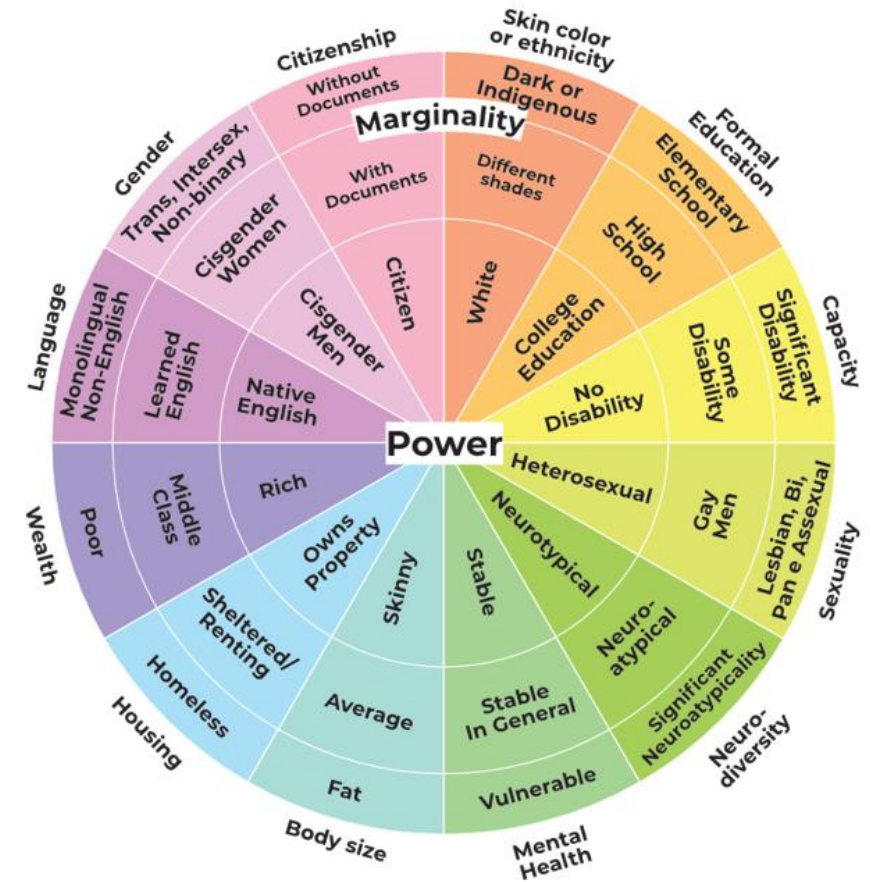
What is your understanding of decolonising education?

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Description of decolonising

Vision of decolonisation



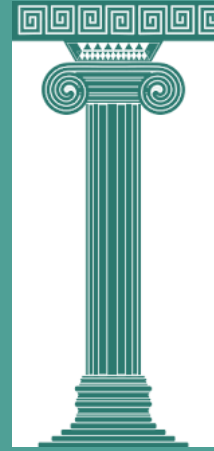
3 Pillars of Decolonising Diagnostic Radiography

Decolonising Curriculum -
Diagnostic Radiography

Democratising
Diagnostic Radiography

Decolonising Research -
Diagnostic Radiography

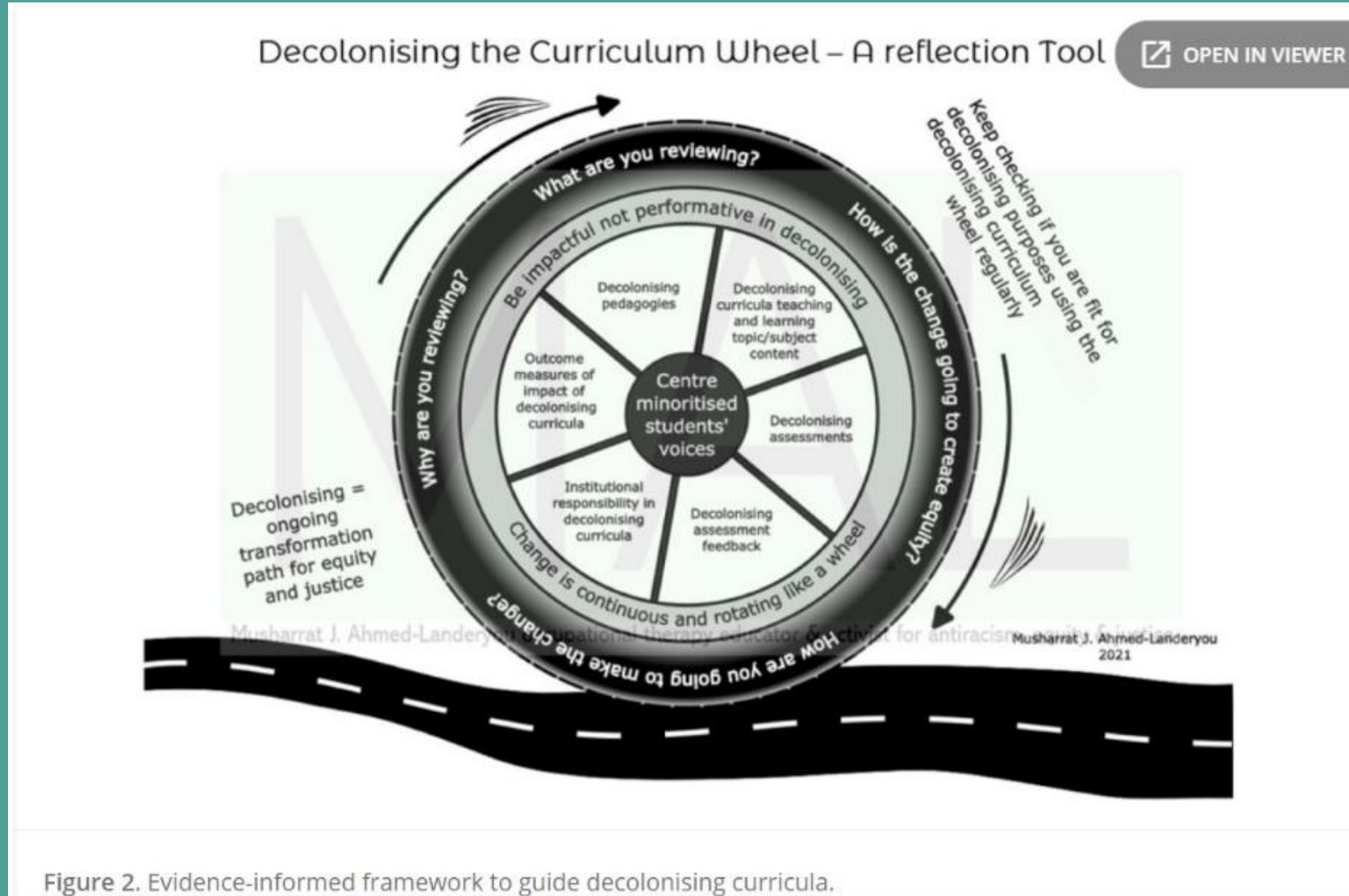
Pillar



**Decolonising Diagnostic
Radiography Curriculum
What does that mean?**



Description of decolonising



Reference: Ahmed-Landeryou, M. (2023). Developing an evidence-Informed decolonising curriculum wheel –A reflective piece. *Equity in Education & Society*, 0 (0). <https://doi.org/10.1177/27526461231154014> [open access]



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

LSBU's 8 Vision Statements

1. LSBU recognises the role that race, racism and racialisation have played within the Higher Education sector, and we will reject it, stand against it and be actively antiracist

2. LSBU will engage our students as partners, working closely, collaboratively and openly to change the hierarchy by flattening the lines of communication to experts and senior staff, making them more accessible for collaborative working.

3. LSBU will play a noteworthy role in the sector to develop both aspiration and tools for new decolonised approaches.

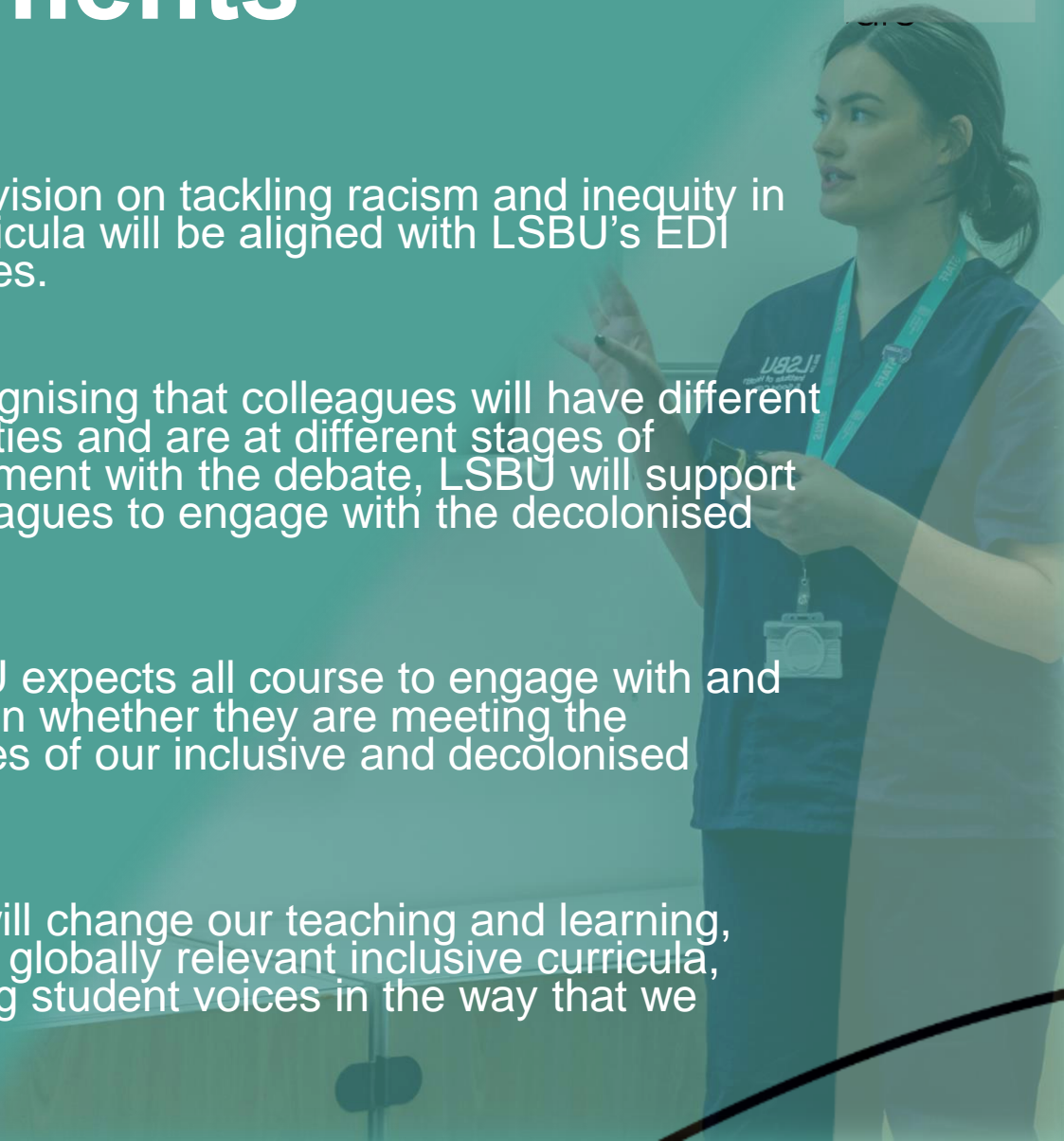
4. LSBU will support the challenging implementation of the vision to lead to sustainable structural change in policies and practices.

5. This vision on tackling racism and inequity in the curricula will be aligned with LSBU's EDI strategies.

6. Recognising that colleagues will have different capabilities and are at different stages of engagement with the debate, LSBU will support all colleagues to engage with the decolonised vision.

7. LSBU expects all course to engage with and reflect on whether they are meeting the principles of our inclusive and decolonised vision.

8. We will change our teaching and learning, building globally relevant inclusive curricula, including student voices in the way that we teach.



Staff - Personal & Professional Development

- Anti-racism training/workshops (Oct/Nov 2021)
- Challenging whiteness (Apr 2023)
- AHP+ decolonising curriculum meetings Black and minoritised students and staff round the table
- AHP+ Decolonising the Curriculum MSTeams, housing resources, students also attached who are part of the meetings
- Race and Allyship Cultural Equity Collective (RaACEC)
- Running team meeting agenda (staff only)
- Staff have EDI question in their annual appraisal and decolonising is discussed for objectives to be raised



Decolonising actions – Student Selection Interview process

- Improving fairness in the admissions selection
- Reduce the greater number of rejections of black and minoritised students

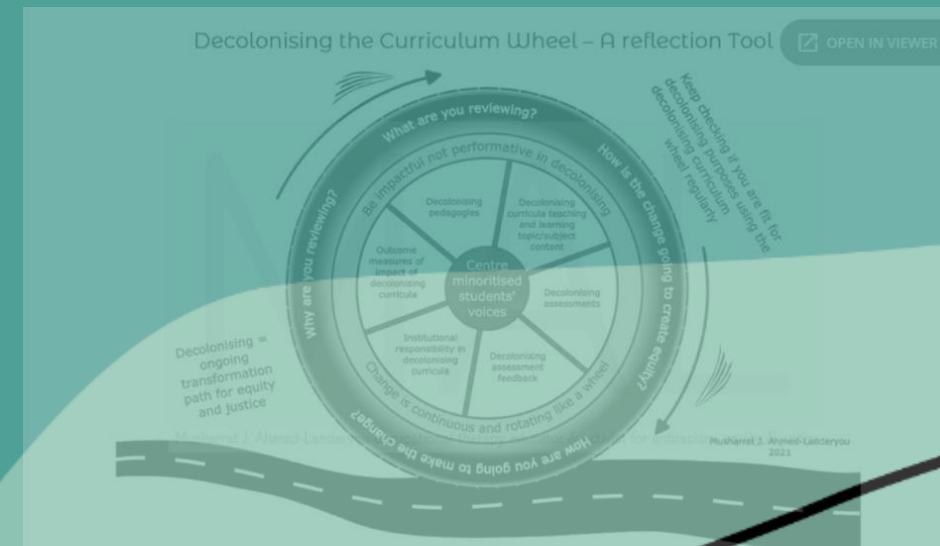


Figure 2. Evidence-informed framework to guide decolonising curricula.

Admissions 22/23

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



Admissions 23/24

- No admissions interviews
- Reduce unfairness creeping in
- Candidates will be evaluated on their personal statement



Clinical Placements

- Celebration days
- Cost of living crisis
- Adjusted hours/flexible working
- Complaints
- Uniforms
- Practice Educator course to include decolonising agenda & new complaints process



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

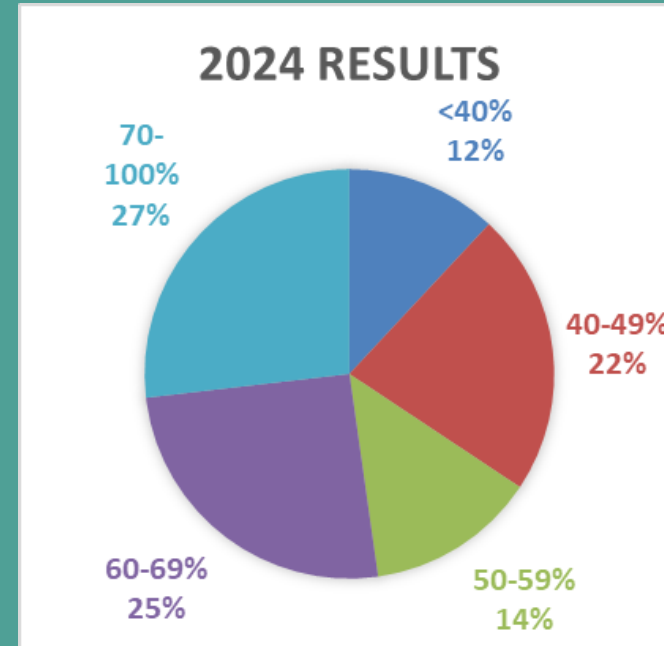
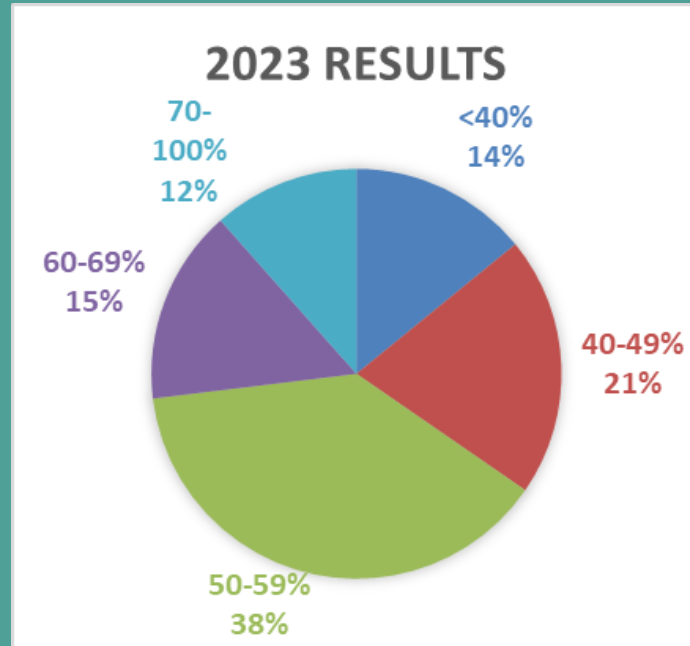


Assessments

- 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.....



Level 4 clinical exam

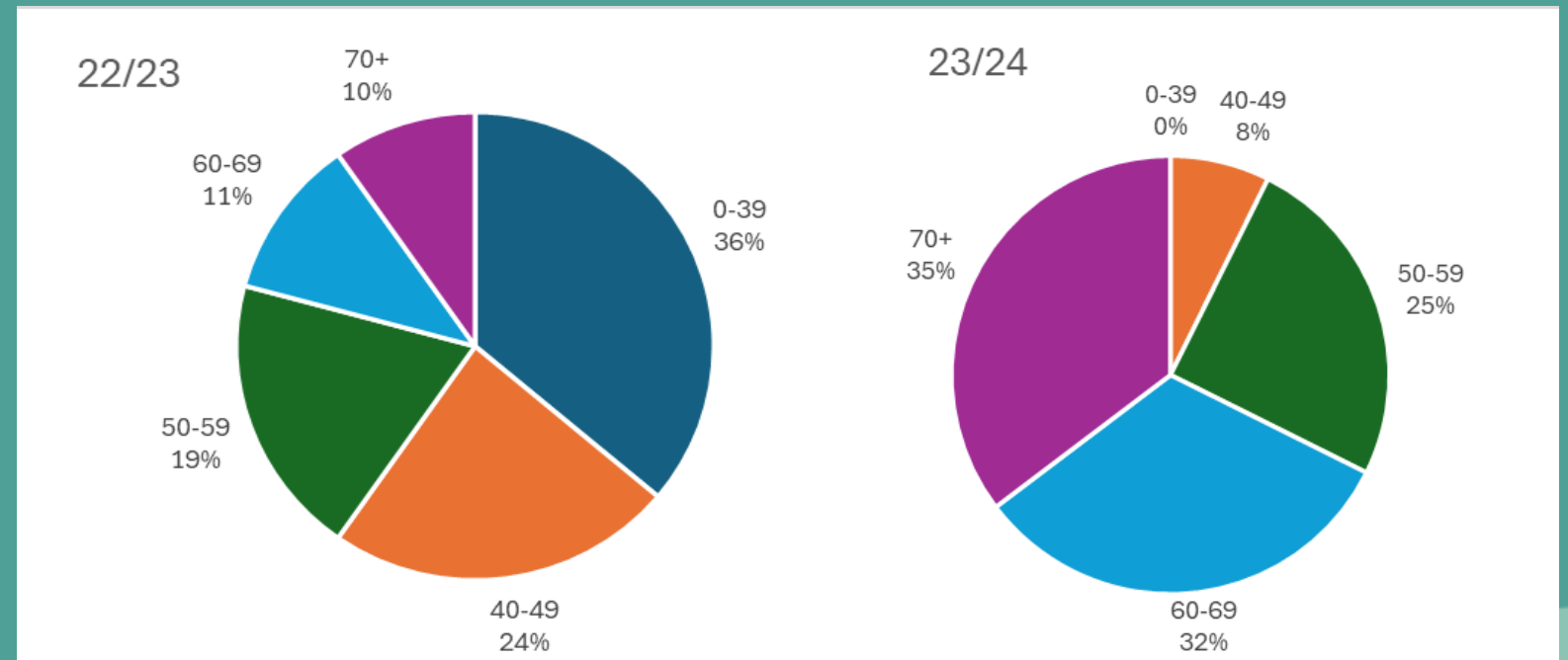


Level 4 radiation science exam

23/24 feedback from students:

"I appreciated that the exam was MCQ instead of written."

"As a visual learner, having multiple questions somehow reduced the confusion that would come with the technical concept of the module. Options triggered memory."



Racial Awarding Gap Data (DR)

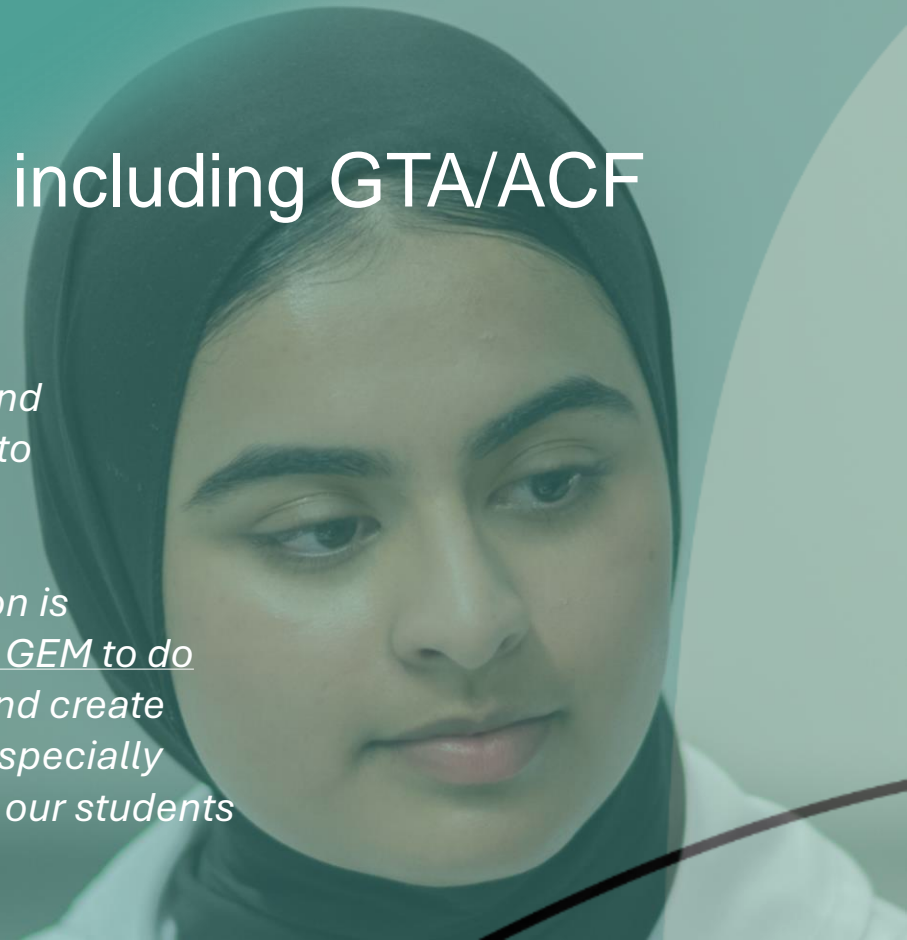
- The racial degree awarding gap has been persistent for decades and the different approaches that have been available have not sustainably changed it.
- Within a year and a half of working with the decolonising the curriculum approach we had a reduction in RAG, slight above 1%



Final thoughts

- Is using RAG data the correct measurement tool of decolonising success in DR?
- Widening diversity within the teaching team including GTA/ACF roles

Pg 98, Musharrat's (2024), Anti-racial OT: "expose students to positive role and real models from GEM communities! A further suggestion is for universities to develop mentorship programmes gathering a pool of clinicians from GEM heritage backgrounds for students from the same heritage backgrounds and pay mentors for their time! A word of caution is however added that we do not burden our students and staff who identify as GEM to do the work for change alone.....it is the responsibility of all to disrupt racism and create a just and equitable environment for learning, as this will benefit everyone, especially students and teachers and hence benefit members of the public with whom our students work."



Antiracism/Decolonising Curriculum/ Workplace Transformation Workshop

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- “It surpassed what was expected as much effort, thought and passion was put into the presentation”
- “Some really useful insights and memorable learning”
- “Excellent, challenging and inspiring in equal measure.”
- “Good variety of materials to ensure the key messages were received.”
- “Very knowledgeable and gentle challenges. Good mix of presentation, breakout rooms, videos and polls. I liked that mix.”
- “I have a lot to do but lots of ideas about what to take forward. Defo heightened my awareness.”
- “I liked the focus on action and what things could be done. I feel more prepared to challenge the status quo and have conversations that could be seen as difficult.”

<https://shortcourses.lsbu.ac.uk/consultancy/organisational-development>



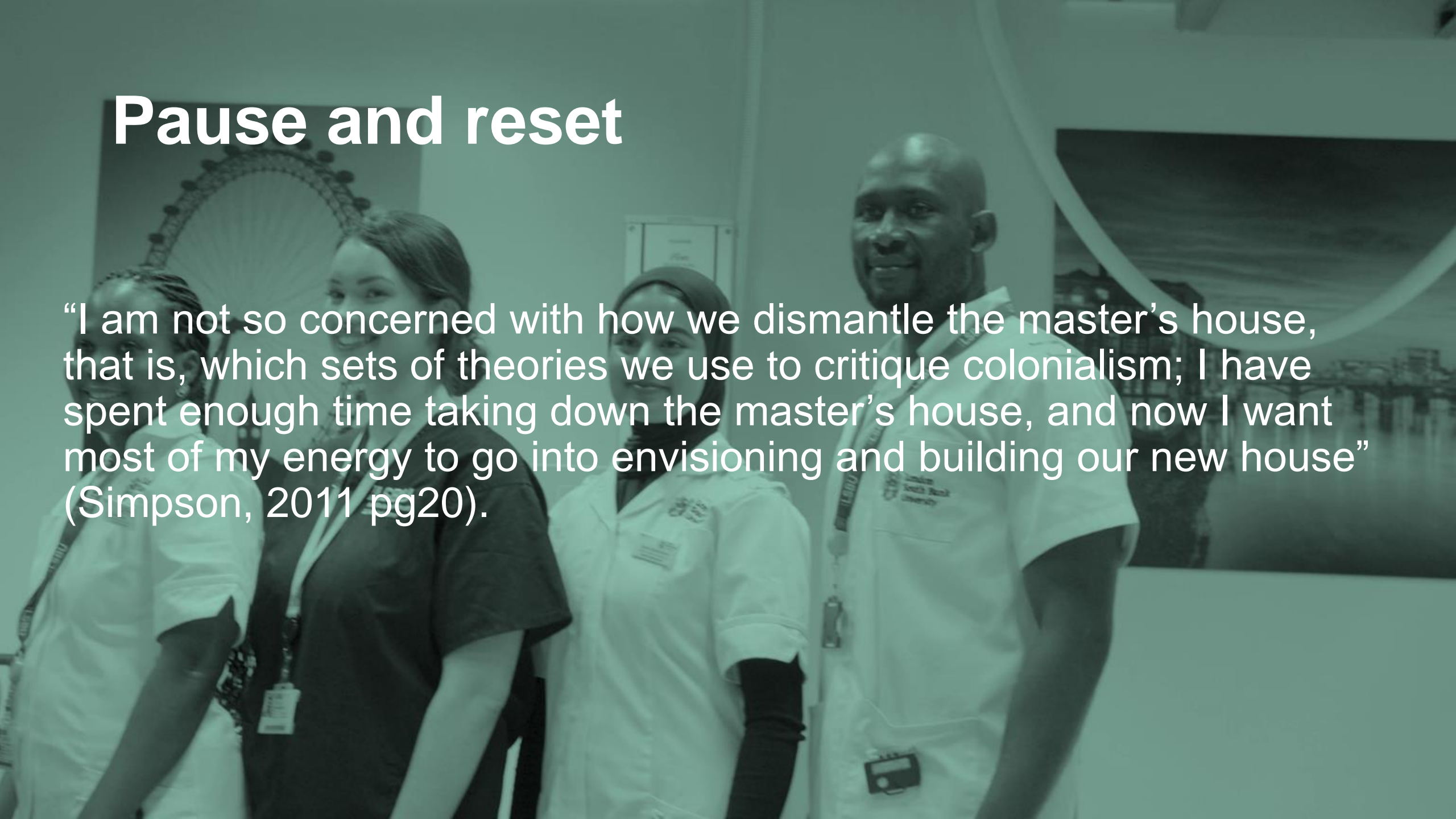
What is your understanding of decolonising education now?

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Pause and reset

“I am not so concerned with how we dismantle the master’s house, that is, which sets of theories we use to critique colonialism; I have spent enough time taking down the master’s house, and now I want most of my energy to go into envisioning and building our new house” (Simpson, 2011 pg20).



End quote

“You have to act as if it were possible to radically transform the world. And you have to do it all the time”

Professor and activist Angela Davis
University of Santa Cruz



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>
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- Wilson, W.A. and Bird, M.Y. (2005). *For indigenous eyes only*. Santa Fe: School of Advanced Research (SAR)

Thank you for listening

