

THE PATH OF DECOLONISING THE KAPLAN INTERNATIONAL PATHWAYS CURRICULUM - REFLECTIONS AND LESSONS LEARNED

Sadia Ashraf FHEA,
University of Nottingham
International College
Contact:
sadia.ashraf@kaplan.com



INTRODUCTION

SDGs covered: SDG 4 (quality education) and **10** (reduced inequalities).

Miller (2021) - **decolonisation** of curricula is chopping some branches off the tree and **rearranging** it - **restructuring**.

CONTEXT

Kaplan International Pathways (KIP) - pathways for international students to UK universities through academic programmes focusing on English language, academic skills and subject knowledge.



PRACTICE (ONGOING)

2020: KIP initiated Higher Ground (HG) project – focus on racial justice across the network. Then moved to broader EDI in curriculum project - three focus areas: Decolonising and Racial Justice; SEND; Gender and Sexual Orientation.

ChangeLab approach taken to the EDI process (Virkkunen and Newnham, 2013).

PROGRESS

HG group for **ethnic minority staff** established at college level.

Colonised elements of the curriculum evident:

- focus on **accents** (rather than pronunciation) in speaking marking criteria;
- **Eurocentrism** in module content;
- lack of student training on **multicultural settings**;
- lack of staff training on dealing with **racism** at college-level.

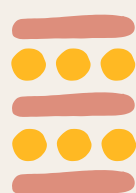


LESSONS LEARNED

To be sustainable, decolonisation processes should work alongside but **outside of EDI initiatives** (Bell, 2021).

Diversity ≠ decolonisation (Ventour, 2021).

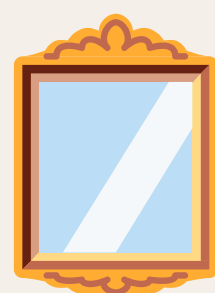
Discussions of race may become hidden under the EDI umbrella and could lead to failure to decolonise the curriculum overall (Bell, 2021).



CONCLUDING REFLECTION

EDI ≠ decolonisation.

When analysing the inclusivity of the curriculum, reflect: are you asking students to 'bend to your [potentially colonised] viewpoint' or are you 'bending to their viewpoint'? (Miller, 2021).



References:

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- Ventour, T. (2021) **Telling it like it is: Decolonisation is not Diversity**. Available at: <https://www.diverseeducators.co.uk/telling-it-like-it-is-decolonisation-is-not-diversity/> [Accessed 18 February 2022].
- Virkkunen, J. and Newnham, D. S. (2013) **The Change Laboratory – An Instrument for Agency Building and Expansive Learning**. In **The Change Laboratory – A Tool for Collaborative Development of Work and Education**. Rotterdam: SensePublishers. https://doi.org/10.1007/978-94-6209-326-3_2