1. **PURPOSE OF THE PAPER**

The purpose of this paper is to highlight the launch of resources for Decolonising the Curriculum. The paper considers:

- The website and toolkit resources
- The Senate approved paper on Decolonising the Curriculum Principles and Timelines
- A brief summary of the governance role of the UEC in relation to the implementation plan, and next steps for School Leads.

The Steering Group is asked to discuss the paper and to note the next steps for School leads.

2. **PREVIOUS CONSIDERATION BY / FURTHER APPROVAL REQUIRED**

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<tr>
<th>Board/Committee</th>
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<td>Further consideration/approval required by</td>
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3. **RECOMMENDED ACTION**

The Decolonising the Curriculum Steering Group is invited **discuss** the paper.

4. **WEB RESOURCES**

4.1 The Decolonising the Curriculum Steering Group has developed a series of resources available on the University website and is in the final stages of developing a Toolkit to support the web-based resources. These resources have now launched, and the links are provided as follows:

- [Decolonising the Curriculum Website](#)
- [Toolkit](#)

4.2 In preparing the web and toolkit resources, an email address specific to the decolonising the curriculum activities has been created as [decolonising@abdn.ac.uk](mailto:decolonising@abdn.ac.uk). This is available on the ‘Contact Us’ section of the webpages and allows colleagues to share feedback and / or to provide case studies or additional resources to further enhance the webpage.
4.3 The Decolonising the Curriculum Steering Group received a communication with the link to the web resources and the Toolkit on 18 August. A short article for the ezine is planned as part of an overall process of dissemination. Staff and students will be encouraged to engage with the decolonising the curriculum resources, particularly as they are reviewing their own courses.

5. Timelines and Principles

5.1 The University Senate approved the paper, Decolonising the Curriculum – Principles and Timelines on 8 February 2023. For reference, the paper is available on the Senate webpages (SEN22:37).

5.2 As per Section 4.5 of the paper, Schools were asked to ensure that courses and programmes will commence work to decolonise their curriculum (including assessment) in academic year 2022/23, aiming to have completed a School review by the end of academic year 2023/24, and full implementation of all changes in academic year 2025/26.

5.3 Within the paper as approved in February 2023, the following timelines were approved:

<table>
<thead>
<tr>
<th>During academic year 2022/23</th>
<th>Clarity on quality assurance processes for course/programme/assessment changes</th>
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<tr>
<td></td>
<td>Clarity on course/programme approval requirements</td>
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<td>Training in place</td>
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<td>All Schools commence work</td>
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<td>By the end of academic year 2023/24</td>
<td>All Schools complete School review</td>
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<tr>
<td>By the end of academic year 2024/25</td>
<td>Course/programme/assessment changes agreed and managed</td>
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<tr>
<td>During academic year 2025/26</td>
<td>Implementation of curriculum changes</td>
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5.4 School Leads on the Decolonising the Curriculum Steering Group should ensure that:

i) The availability of the resources is shared with relevant School colleagues.

ii) Take the paper to their School Education Committees as part of the process of leading and monitoring progress.

iii) Liaise with their Director of Education when the University Education Committee seeks updates on progress.

6. Governance

6.1 As stated above, School Education Committees are responsible for monitoring School progress towards the Senate-approved programme of activity and will report to the University Education Committee.

7. Further Information

7.1 Further information can be obtained from Professor Ruth Taylor (Vice-Principal, Education), ruth.taylor@abdn.ac.uk, Professor Kirsty Kiezebrink (Dean for Educational Innovation), k.kiezebrink@abdn.ac.uk, or Chris Weir (Clerk to the Decolonising the Curriculum Steering Group), christopher.weir@abdn.ac.uk.

17 August 2023

Freedom of Information/Confidentiality Status: Open