



University of East Anglia

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07 October 2019

Dear [REDACTED]

**Freedom of Information Act 2000 – Information request (ref: FOI\_19-299)**

We have now considered your request of 13 September 2019 for information relating to decolonising the curriculum at UEA.

Our response is on pages 2-4 of this letter, together with a copy of your request.

We hope this information will meet your requirements, however if you are not satisfied you have the right of appeal. If you wish to appeal, please set out in writing your reasons for appealing and send to the above address. You must appeal within 40 working days of the date of this letter. In line with section 5.3 of the UK Government's Freedom of Information Act Code of Practice, we are not obliged to accept internal reviews after this date.

You also have a subsequent right of appeal to the Information Commissioner's Office. Further information is available on their website:

[https://ico.org.uk/Global/contact\\_us](https://ico.org.uk/Global/contact_us), or by telephone on 0303 123 1113.

Please note that any material over which UEA has copyright is released on the understanding that you will comply with all relevant copyright rules regarding reproduction and/or transmission of the information provided.

Please quote our reference given at the head of this letter in all correspondence.

Yours sincerely

Dave Palmer  
Information Compliance Manager  
University of East Anglia

## Response to Freedom of Information Act 2000 request (FOI \_19-299)

*Under the Freedom of Information Act 2000, or the Freedom of Information (Scotland) Act 2002, please provide me with the following information about how the university is addressing racial inequality.*

*1. Please read the following:*

*Decolonising the curriculum describes an academic movement across universities to highlight racial and ethnic inequalities resulting from historical colonialism, and to transform and modernise academic materials to address those inequalities. The aim is to make teachers and students aware of any unconscious biases and remove colonial references, thereby creating fairer curricula.*

*The terms decolonising the curriculum and internationalising the curriculum are at times used interchangeably. Whilst the former often refers to the legacy of empire and how it continues to shape how knowledge is produced and provided/circulated, the latter commonly refers to the inclusion of academic publications from the Global South (Africa, Asia, Oceania, Latin America and the Caribbean) on course reading lists.*

*Diversifying the curriculum is defined as being a means of asking educators to look at their teaching practices and syllabi again, and identify where there is little to no focus on BME/BAME figures and influences in academic knowledge despite their existence. Diversifying the curriculum also calls for BME/BAME diversity in taught content to become integral to the norms of course design, delivery and assessment rather than mainly being experienced by students as standalone content or as an extracurricular activity.*

*The terms decolonising the curriculum and diversifying the curriculum are also at times used interchangeably. However, the latter often does not refer to the legacy of empire and how it continues to shape how knowledge is produced and provided/circulated.*

*Inclusive education seeks to reduce exclusion from and within academia, and to secure participation and learning success for all.*

### **QUESTIONS**

*1.1 With reference to the above descriptions, which one of these terms most accurately describes the university's efforts (if such efforts exist) to reform its curricula to improve the academic experience and attainment of BME/BAME students: i. decolonising the curriculum; ii. internationalising the curriculum; iii. diversifying the curriculum? (N.B. You should accurately reflect the university's own explicit descriptions of its curricula reforms.)*

(iii) Diversifying the curriculum

*1.2 If the university instead primarily describes its curricula or its curricula reforms as 'inclusive', does this explicitly include a commitment to i. decolonise the curriculum; ii. internationalise the curriculum; iii. diversify the curriculum? Please specify which.*

(iii) Diversifying the curriculum



*2. If your answer to 1.1 is decolonising the curriculum, has the university put in writing how it defines decolonising the curriculum?*

Not applicable – see response to question 1.1.

*2.1 If it has, please provide a copy of this definition. If this definition is in a document or on a webpage, please provide a copy or link and pinpoint where exactly this definition is set out.*

Not applicable – see response to question 1.1.

*3.1 If the university has an explicit commitment to decolonise the curriculum has it put this commitment in writing?*

No.

*3.2 If it has put this commitment in writing, please provide a copy of this definition, e.g. the document or webpage where it is set out. Please pinpoint where exactly this commitment is set out.*

Not applicable – see response to question 3.1.

*4. Is the term decolonising the curriculum explicitly referenced in the following:*

- The current strategic plan? (Please specify which years it covers.)*
- The current curriculum framework? (Please specify which years it covers.)*
- The current race equality charter or current application for this award?*

No.

*4.1 Please provide a copy of the relevant document or webpage where this reference is made and pinpoint where it can be found.*

Not applicable – see response to question 4.

*5. Are any BME/BAME students formally involved in the university's efforts to decolonise or diversify or internationalise the curriculum?*

Yes. BME/BAME students are involved as part of the Union of UEA Student's (UUEAS) formal participation in this process.

*5.1 If so, in what capacity are they involved?*

They are represented within the UUEAS structure and governance.

*6. Does the university provide training to academic staff on i. decolonising the curriculum; ii. internationalising the curriculum; iii. diversifying the curriculum?*

*(Please specify which, reflecting how the university explicitly describes this training and its content.)*

Yes, (iii).

*6.1 Is this dedicated training or part of more general training on racism, equality and diversity, or curriculum design? (If it is general training, please specify what wider training it is included in.)*

This is dedicated training.

*6.2 Is this training mandatory to all academic staff?*

No.

*6.3 If it is not mandatory for all academic staff, is it mandatory for any academic staff? If so, please provide details, e.g. course leaders or directors, all academic teaching staff, etc.*

Yes, it is mandatory for School Teaching Directors.

*7.1 Which member of staff or team is responsible for overseeing and/or co-ordinating the university's efforts to decolonise or internationalise or diversify the curriculum?*

The Academic Director of Widening Participation.

*7.2 Whom do they report to?*

The Pro Vice Chancellor of Academic Affairs.