

Transforming Education with Curriculum Liberation: A case study on diversity, inclusivity and engagement within the MSc Business and Sustainability (BaS) curriculum and proposals for change.

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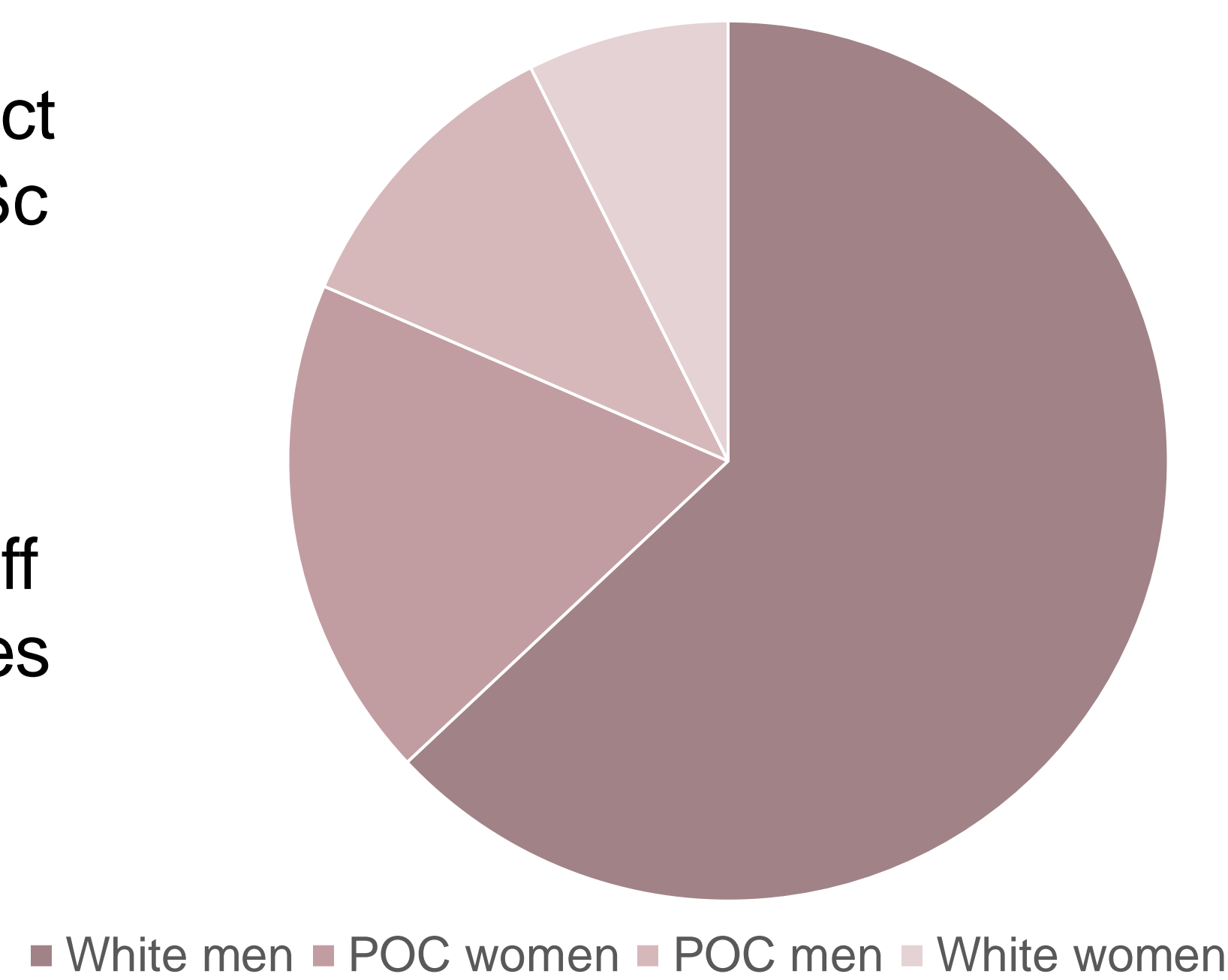
Introduction:

Pathways to Decolonisation is a Bartlett School of Energy, Environment and Resources research project that aims to collect data that exposes dominant narratives and demographics in MSc programmes.

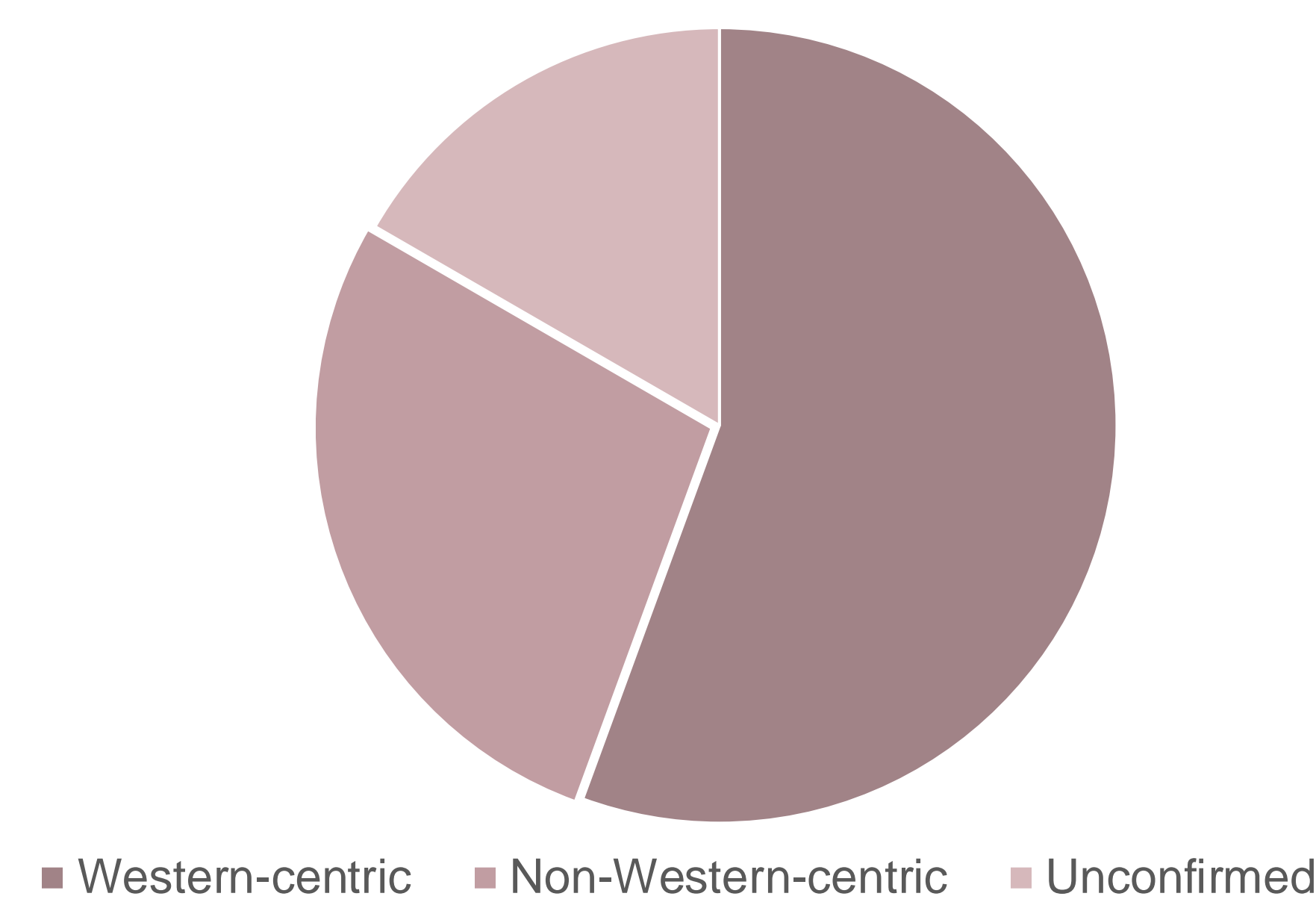
The project holds awareness workshops to facilitate decolonization discussions through non-hierarchical student-staff partnership, working towards holistic audits of entire programmes to unearth any **gaps, silences and missing voices**.

Transforming Education with Curriculum Liberation enlists MSc Business and Sustainability as a case study to evaluate **448 reading sources** and **27 guest lecturers** to evaluate the extent to which the curriculum is decolonized and inclusive.

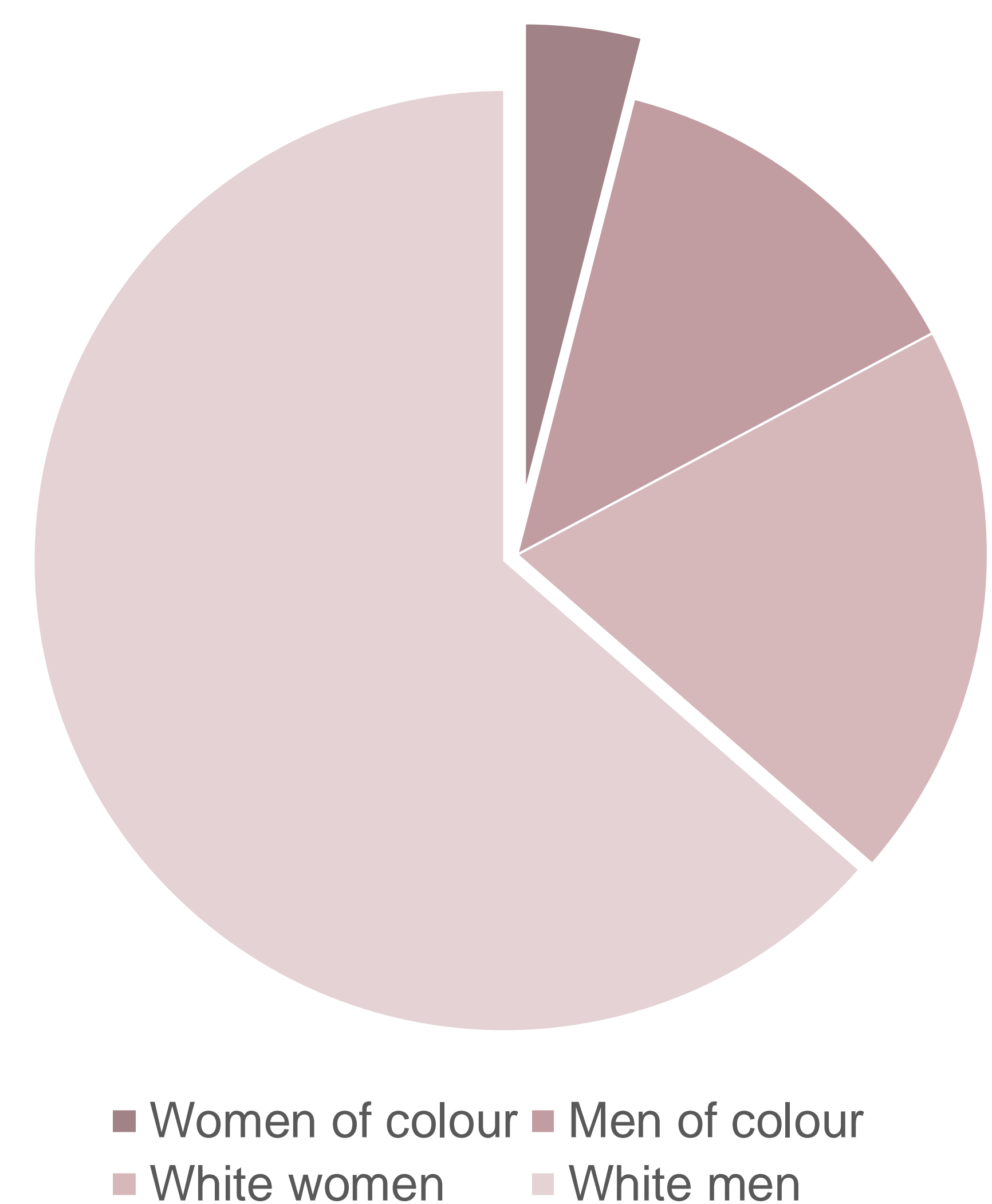
Guest lecturers demographic



Students Western-centric rating of all guest lectures



Lead Author Demographic



Methodology:

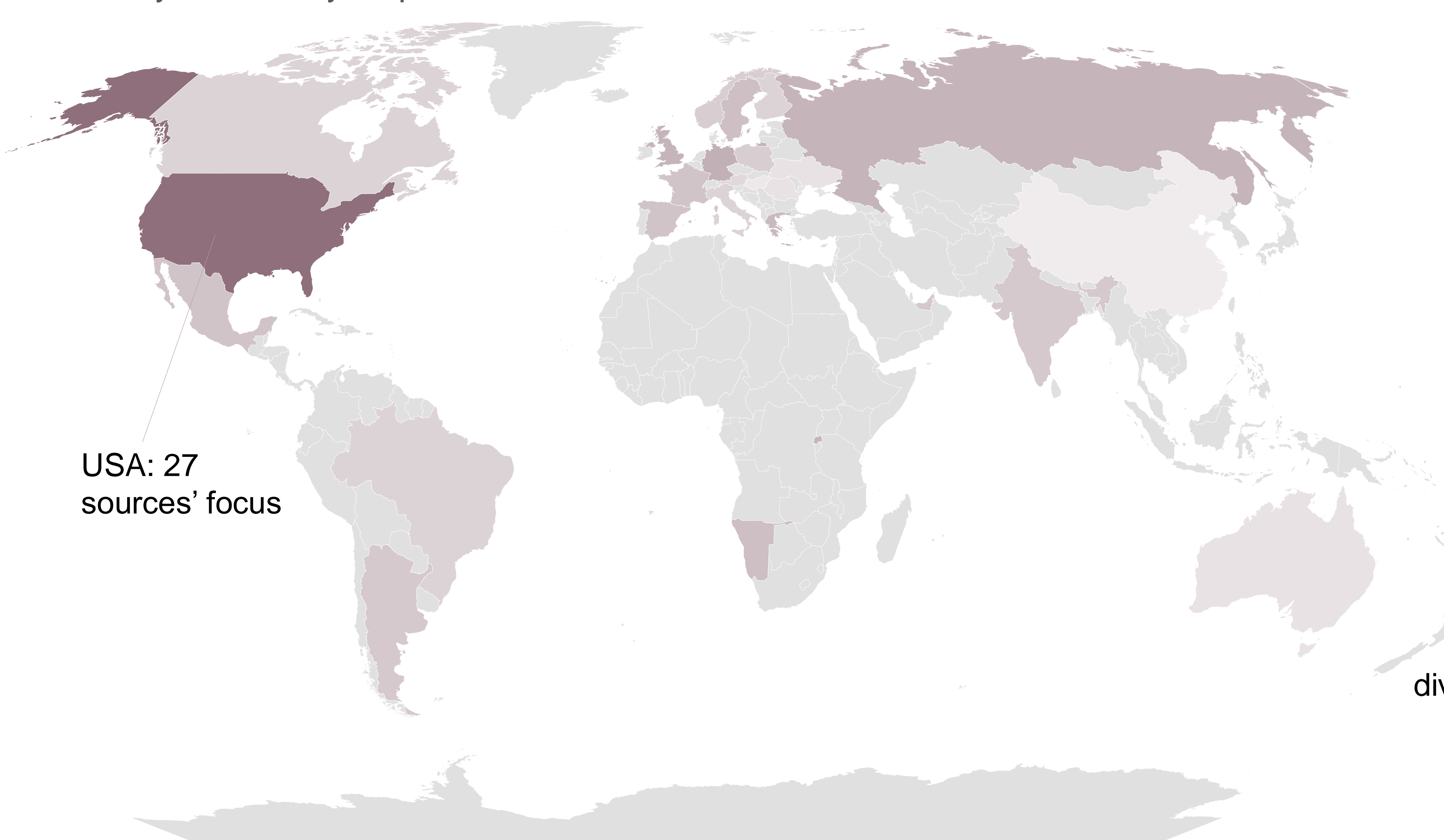
For the source list:

- Qualitative research on lead authors' gender, demographic identity, academic/professional affiliation, conflicts of interest, funding.
- Assessment of to what extent are uncommon geographic regions represented and focal points of case studies– global, Global North, Global South or country-specific
- Author's approach towards portraying the Global South; physical and cultural landscapes of problems or solutions.
- Centralizing profiles for each lead author alongside prominent works and points/ works of concern regarding diversity and engagement.

For guest lecturers:

- Identify gender, demographic identity, academic affiliation, funding
- Verify data from student-staff workshops concerning the extent of inclusivity or Western-centricity of lectures through cross-referencing guest lecturers' published work and find a wider stance or theoretical framework

Density of Country Representation in Sources



Outcomes:

- For the 2023-24 source list: Women of colour are the most underrepresented lead author group, constituting 3.6% of essential authors and 4.0% of all lead authors.
- Across the programme, there are no essential sources focused in the Global South – the 6 there are comprise 1.5% of reading materials.
- Over 2023-24 there have not been any guest lecturers from a non-Western-affiliated university, with 88.9% hailing from UK institutions and 29.6% UCL affiliated.

Proposals:

- Regular informal discussions between diverse student and student-staff groups after guest lectures to improve engagement.
- Centralize a hub for student/staff further sources, case studies and theoretical frameworks to integrate into the course.