

Appendix II Example of suggested conditions for successful change

Responses to the question:

What are the conditions for ensuring that such enhanced education could be planned, implemented and sustained in the present curriculum or in an amended curriculum?

The wide range of responses has here been summarised under the following headings:

Considerations of Change
Regulations
Curriculum
Information Technology
Assessment
Staff Development
Organisation
Facilities and Resources

Considerations of Change

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| Challenges | <ul style="list-style-type: none">• Fundamental Challenges to change relate to<ul style="list-style-type: none">- the inherently conservative nature of the professions;- resistance from academics, especially where teaching is centred around individual disciplines;- resistance from administrators who wish to avoid over use of limited resources and staff/student “unrest”;- resistance from students, unless the change appears relevant in the context of the students’ own goals and interests. |
| Accrediting
Bodies
v
Education
Institutions | <ul style="list-style-type: none">• Tension between regulatory bodies, commissioning agents (employers) and educational institutions may inhibit or adversely affect educational change. |
| Reaction to change | <ul style="list-style-type: none">• Reaction to the prospect of change may be due to<ul style="list-style-type: none">- fear that a manageable <i>status quo</i> may be threatened;- lack of information, lack of understanding;- lack of involvement;- fear of loss of power, of more work/effort, of inability to adapt to the new. |

- Intellectual arguments may be necessary, but these may not be sufficient.

Consideration of emotional reactions may suggest

- providing answers to “What will be to my advantage, to my disadvantage – my gain, my loss?”