



The University of Sydney



Faculty of Pharmacy

BPharm Curriculum Change Process

Associate Professor Greg Ryan

Dr Jane Hanrahan



Key Questions

- What needs to change?
 - Why is it necessary?
 - How will it happen?
 - When?
 - Who will develop, implement and sustain it
 - Who are the key stakeholders
 - What is their motivation
 - What knowledge, skills and attitudes will individuals need to carry out the innovation
 - What will it cost relative to benefit
 - How does the change relate to existing organisational arrangements
-



Conditions for successful implementation of an innovation :

- Clarity about the innovation on the part of those who will implement it, including what is expected of them
- Possession by implementers of the skills and knowledge needed to conduct the innovation – staff development
- Availability of required resources – human, financial
- Compatibility of organisational arrangements with the innovation
- Willingness on the part of implementers to expend the time and effort required

Quehl G, Bergquist W & Subbiondo J – Centre for the Study of Innovations in Higher Education (1999) *Fifty Years of Innovations in Undergraduate Education: Change and Stasis in the Pursuit of Quality*. USA Group Foundation, New Agenda Series, Vol.1, No.4. Indianapolis, Indiana.



Challenges

- Vertical & horizontal integration
 - Constructive alignment
 - Collaboration/inclusiveness in planning/decision making “Top-down/Bottom-up” change management
 - Equity in task allocation – workload issues
 - Dedicated resources – beyond individual academic – ongoing to sustain the change
-



Managing change

“While there is a difference between voluntary and imposed change.....all.....change involves loss, anxiety and struggle” (Fullan, 1991:30)

(Fullan, M [1991] *The Meaning of Educational Change*. London. Cassell)

Key factor: *managing people*



The University of Sydney



Curriculum Change for the BPharm

The University of Sydney
Experience



Why?

- External Pressures on Pharmacy Profession
 - Changing needs of Pharmacy Profession
 - Feedback from Students
 - Feedback from Staff
 - USE data
 - Previous “tweaks” to curriculum
-



How?

- Curriculum Review Planning Group
 - Themes
 - Learning Outcomes for “ideal Pharmacy graduate”, year by year
- Consultative Process
 - Feedback from disciplines
 - Faculty Forums
 - Feedback from stake holders
 - Profession, Industry, Other Pharmacy Schools
 - Faculty Retreat, including students



What?

- Themes & Learning Outcomes
 - 30+ page document
 - Inclusion of
 - Inter-professional learning
 - Internationalisation
 - Integration
 - Flexibility
 - Curriculum Model
-



Where to Next?

- Refinement of Curriculum Model
 - Aligning teaching & assessment with learning outcomes
 - Consultation with external faculties
 - Development of Year 1 curriculum for implementation in 2008
 - Role out of curriculum for subsequent years
-



Acknowledgements

- Curriculum Review Panel
 - Prof Basil Roufagalis, A/Prof Ines Krass, Dr Kylie Williams, Prof Andrew McLachlan, Dr Colin Duke, Ms Erica Sainsbury,
 - Staff of The Faculty of Pharmacy
 - Students
 - Stakeholders
-