About the project

This project assessed and evaluated the biology undergraduate curriculum and focused on transferable skills. We asked:

1. Which skills are important?
2. How are they delivered through the curriculum?
3. How do we define transferable skills program-level learning outcomes (PLOs)?

We found …

- Faculty, alumni, and students value interpreting data, and communication as very important.
- Other skills were valued differently in their importance.
- Transferable skills are not evenly distributed across the curriculum.

Which skills should we examine?

We developed 48 skills for the Biology context, using source documents, faculty, alumni, and students' perceptions.

Top 3 Important Skills for Biology Graduate As Identified By:

We developed a draft of Transferable Skills PLOs (link here) with four skill categories, each with five to seven sub-categories:

1. Interpreting Biological Information
2. Performing Biological Research
3. Communicating Biological Information
4. Quantitative Reasoning and Computational Analysis
5. Professional skills, personal development, and the role of science in society

The PLO draft was distributed for review to the Botany and Zoology faculties.

Next Steps

The project team will develop content PLOs together with the Botany and Zoology faculty during the Zoology Faculty Retreat (May 2022) and the Biology Teaching Retreat (June 2022).

Reference


Acknowledgement

This work was supported by a TLEF UPER grant. Thanks to CTLT for assistance in study design and project management. Thanks to all faculty, alumni, and students for participating in the surveys.

Developing Program-Level Learning Outcomes (PLOs)