



# Practical Work and Personal Transferable Skills : The context

Allan Jones  
Senior Lecturer in Life Sciences  
University of Dundee

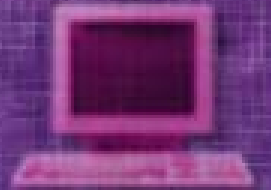
LTSN Biosciences Practical Work SIG  
Co-ordinator

# *Two key themes for Practical Work curriculum*

- **Subject-specific practical content**
  - Support/extension of lecture content
  - Technical skills training and practice
  - Research-related activity (experimental design, data collection and analysis, etc)
- **Generic (PTS) content**

# Generic (PTS) skills

- Diverse array of skills including
  - Interpersonal and communication,
  - office-related skills and computing,
  - Numeracy, statistics and data handling
  - Organisation and management
  - study skills



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# The key issues to consider

- Which skills are appropriate for development by practical work?
- Do we have time in the curriculum?
- Overt or Covert skills development?
- Integrated or independent of course subject content?
- Working
  - in groups (encourages development of teamwork) or
  - as individuals (development of individual skills)

# Feedback and Development

- Major workload problem in early years of the curriculum
- Training of support staff
- Peer Learning and Peer Assessment needs development in early years
- Practical work outcomes need clear specification and integration
- Marking criteria for practical work need development
- Good practice needs identifying and disseminating

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# A Case study

- Ten 3h practicals > 5
- Previous content no longer possible
- Forced change in Focus to limited but 'exciting' materials
- Emphasis changed from individuals to pairs/teams
- Incorporation of skills content in context of 'interesting' subjects and teamworking



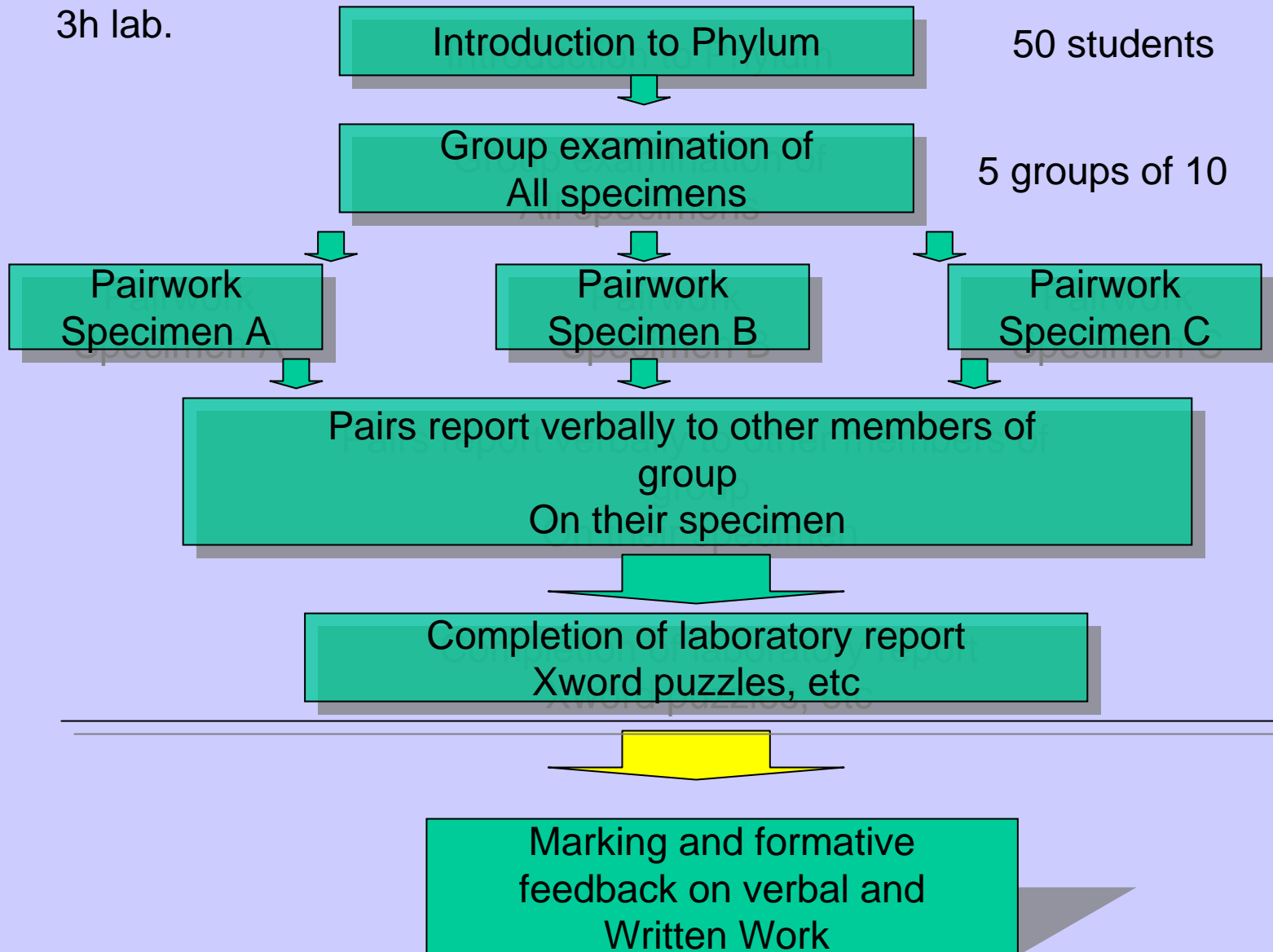
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# Preparation

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3h lab.



# Today

- Discussion opportunities interspersed by stimulating presentations
  - The value of skills for employability = Ian Hughes
  - Problem solving and numeracy =
  - Assessment of PTS = Jonathan Weyers
  - Sharing actual experience: the Practical Compendium project = Jackie Wilson