

Flip chart notes – Bioscience Student Network, Glasgow, 25 Nov 2009

Practicals

- Some only have 1 or 2 practicals a term
- Limited dissections of different animals/animal parts
- Large groups – do institutions provide enough opportunities for all?
- Opportunities to specialise
- Are there enough lab hours to learn all that is needed and are the lab hours relevant to what we're studying? Or is there a compromise between the 2?
- Need enough lab time in earlier years to be able to make informed decisions for future years
- Is there enough opportunity for specialisation in 3/4 years?
- Less 'recipe' following, more allowing people to get on with a challenge or task and allow people personal development time
- Differences between equipment in the university labs, and equipment found in industry.
- Demonstrators – PhD students – are they well informed enough about all the practicals they are taking
- Some allocated to experiments depending on their research, others timetabled to same session every week

Ethics

- Tutorials/discussion on ethical issues
- Worksheets and proformas also used
- Series of lectures on ethics sometimes core part of course
- Need to cover the legislation with regards dissecting/health and safety
- Subject benchmarks provide minimum idea of what should be covered in ethics courses
- Should ethics be integrated within topics – i.e. do a case study involving an ethical issue

Group work

- Problems with group members doing equal amounts of work
- Systems for recognising those who do more work/less work than others
- Anonymous evaluations by group to account for those who do less/more using a scale
- Issues for people on joint degrees – people being able to access labs/practical work if they have to be in two places at once

Assessment and Feedback

- Timings of assessments across modules
- End loading assignments and assessments
- Different types of assessment – practical/theory/essay questions/multiple choice
- Fun/engaging