Curriculum Renewal: Analysis and Action Plan Template

Program: BTF Co-ordinator: Ashvin Mohindra Date: November 2012

A. Analysis of Indicators
Note: data is **not** recorded in this section of the template.

Reflect on, and discuss, the following indicators in the context of the curriculum and program:

1. Industry / Sector Trends

1.1 Industry Issues – 1.3
- There is talk of the 3yr advanced diploma becoming degrees, BTF does fit into this category
- Centre of Forensic Sciences and RCMP are facing lab closures reducing work in those areas
- Biotech industry is only increasing its scope covering more and more fields.
- More emphasis on pre-clinical research – covered with BTF
- Civilization of policing is becoming a closer reality. If so then we could see more grads move into the pure forensics portion of this field.
- Laboratories are becoming more automated – high throughput the need is for students who have the ability to both work on a computer and do the wet lab practical work.

2. Curriculum Development

2.1 The BTF program went under program review in 2012.
- New courses were added – Laboratory Math (effective sept 2012) and Forensic Chemistry (effective Jan 2014) (replaceing a general elective)
- Course alignment was changed allowing for a flow of course from Laboratory Math → laboratory Physics → Automation 1 --> Automation 2
- Communications was moved into first semester – allowing our student to go through the proficiency test and also address the large number of International student interest by having the test for English.
- Forensic Techniques was moved from semester 3 to semester 2 (effective Jan 2013)

2.2 – there is a meeting planned with the Dean of Health Sciences from UOIT in December 2012 to work on articulation pathway from BTF to medical lab sciences BSc.
- worked with Crestwood SS. To have a new Forensics course come online effective January 2013.

2.3 – no new competitiors to our knowledge

2.4 – Provincial standards change to reflect BTF as an Advanced Biotechnology program.

An updated curriculum map should be submitted with this document.

3. Student and Graduate Satisfaction

3.1 Key performance indicators # 4, 8, 9, and 11 (see **Appendix C** for a description of these).

1. helping students understand their chosen career – FT faculty sit down with students to assist them in planning for the field placement in semester 5. Students also take a business for biotech course in semester 3 that helps them understand the industry
2. Students receive consistent constant feedback through the use of weekly assessments.
3. the quality of classroom learning is demonstrated by our highly skilled faculty
4. the quality of lab learning is excellent, students love the hands on aspect of the program. However, with only 1 lab for the entire school scheduling lab time is difficult, late labs reduces student enthusiasm and affects quality of work.
5. Excellent partnerships with industry has led to great placements. The factor that appeals most to industry is the length of our placement (15 weeks).
6. Course materials – we have most up to date material to reference and use in the lab.

4. Employment Trends

Employers are expecting students to come out with more and more oral skills. To be part of a Journal club where students present current research as a form of currency and PD.

DNA equipment is now entering into the next generation phase, the hope is that students have experienced Next gen techniques so they understand the basics happening in a DNA facility.

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B. Curriculum Strengths and Challenges

Summarize the curriculum strengths and challenges identified by the team.

Strengths:

- The students comfort in a laboratory setting
- Ability to do math, be familiar with automation
- Length of placement (15 weeks/600 hours)
- Breadth and scope of curriculum
- The knowledge and expertise of current faculty is impeccable.

Challenges

- Working with international students (coming with with subpar practical skills even though they have a BSc)
- Ability to work with MLT based placements and connecting with UOIT.
- Automation – replacing older equipment with newer or new strategy for delivery of these courses.

C. Action Plan

Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion.

- Work to develop and strengthen local partnerships – SGS and Kawartha Ethanol
- Find a reasonable access point to crime scene work
- Working on Automation renewal programs?

D. Deferred Actions

Record any issues that will need to be monitored, researched, or deferred for future action.

- Equipment replacement – we have lost a -80oC freezer (break down)
- Potential need for a new Autoclave as our keeps backing up?

File report in:
Y: DATA: CLT: <*School Name*> : <P*rogram Name*>: Curriculum Renewal Report

Attach an updated Program Curriculum Map