Module Specification

Module Title	Engaging the Public in Science (10 credits)	Module Code	SMD5252

Credit Value:	10	Level:	5	Mode of Delivery:	On Campus	Semester:	1 & 2

Pre-requisite modules	Co-requisite modules	Overlapping modules

1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

How can we convey the importance of science and research to people who haven't studied scientific subjects? Why is it vital to do so? What is the difference between communicating science and involving the public in science? In this module you will explore different approaches to engaging the public in science, with an emphasis on biological and medical sciences. You will look in detail at a range of examples of public engagement such as museums, broadcasts, social media and schemes that involve patient groups in medical research. You will critically assess who they are designed for and how well they work for different audiences. Examples will include some of the unique public engagement activities offered by QMUL. Based on what you have learned you will then develop a public engagement object/activity yourself. Teaching for the module will include face-to-face sessions, online resources and site visits. Assessment will be through coursework.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

In this module students will consider the importance of engaging the wider public in science, with a particular emphasis on the biological and medical sciences. Students will explore a selection of examples of public engagement, ranging from large museums to patient groups participating in clinical studies. Students completing the module should have gained an insight into how to communicate with different audiences, the process of engagement, and the means by which scientists and doctors can engage and involve the public and patients in research.

Examples of public engagement will include patient interactions, giving a perspective on clinical disciplines, and activities with international reach, giving a perspective on global contexts. Their appreciation of these aspects will be assessed through their reflections and assessment on each example.

Communication is fundamental to the module and is a key networking skill. The major assessment for the module will include a requirement to reflect on the importance of communication, engagement and networking to the students home discipline and future personal aspirations.

3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the

Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:	
A1	Explore examples of public and patient engagement designed for different audiences and purposes
A 2	Consider the types of activity and media that can be used for public and patient engagement
A 3	Understand the role of public and patient involvement in medical research and clinical care

Disciplinary skills - able to:	
B1	Evaluate the suitability of different sorts of language to enhance engagement with a range of audiences
B2	Reflect on the impact of public engagement activities by observation of interactions in public spaces or online
B3	Design and critically review an activity or item to engage a public or patient group with a scientific or medical concept

Attributes:	
C1	Able to communicate complex concepts in medical science clearly and with enthusiasm
C2	Appreciate that we can all continue to learn in response to new situations
C3	Able to adjust communication or activity to different target audiences

QM Model Outcomes (available in QMPlus here):	
D1	(Networking) Evaluate and demonstrate evidence of their skills to support networking and how these have influenced their practice, their subject discipline and their career aspirations
D2	(Multi/Inter-Disciplinarity) Evaluate perspectives from different disciplines
D3	(International Perspectives) Reflect on socio-cultural values and skills within diverse cultural and global contexts

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

This will be uploaded in to the relevant section on the module homepage in QMPlus.

5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lecture	Scheduled	8
Workshops/Tutorials	Scheduled	8
External Visits	Scheduled	4
	Total	20

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	20	20
Placement	0	0
Independent Study	80	80
Total	100	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
Public Engagement example	Report	Coursework		40	No	
Public engagement portfolio	Portfolio	Coursework		50	Yes	
In-course test	In-course test	Coursework		10	No	

Final element of assessment: The assessment that takes place last. There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

○ Standard Reassessment ◉ Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework