Module Specification

Module Title	Project: Engaging the Public with Science (transition year)	Module Code	BMD606

Credit Value	30	Level	6	Mode of Delivery	On Campus	Semester A&B

Pre-requisite modules	Co-requisite modules	Overlapping modules
SMD5251/2		

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 and practice the communication of science and the analysis of scientific data and publications, as well as the engagement of public and patients. You will build on what you learnt last year in SMD5251/2 to develop a public engagement object/activity yourself which you will plan, run and evaluate. This will be based on research currently being undertaken at Queen Mary. Within the module you will have both science and public engagement supervisors. 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 build on their existing knowledge of engaging the wider public in science, obtained from SMS5251/2. Students will initially engage with science communication and data skills through co-delivery with the BIO603 module in Semester A before developing their own public engagement object in Semester B.

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. They will also get an insight into how to evaluate the impact of these public engagement activities.

Their appreciation of these aspects will be assessed through their reflections and assessment on each example.

Communication and evaluation are fundamental to the module. The major assessment for the module will include an assessment of communication and evaluation. This will also be thought about critically within the wider published literature on public engagement.

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
A2	Consider the types of activity and media that can be used for public and patient engagement
A3	Understand the role of evaluation within public engagement

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	Able to adjust communication or activity to different target audiences
C3	Able to design appropriate evaluations to measure impact

QMUL Model Learning Outcomes – Level 6	
F1	Multi/Inter-Disciplinarity) Apply a critically analytical approach to an appropriate range of multi-disciplinary and/or inter-disciplinary approaches
F2	Networking) Apply a critically analytical approach to how they can help to shape and influence their future career and life-long learning
F3	Networking) Apply a critically reflective approach to how they have developed their subject, work-based and generic skills to support networking

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.

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)
Practical Classes and workshops	Scheduled	11
Lecture	Scheduled	2
Project Supervision	Scheduled	15
Guided independent study	Independent	272
Total		300

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	28	9
Placement		
Independent Study	272	91
Total	300	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
Communication and data exercises	Coursework	Coursework		35		
Object portfolio	Coursework	Coursework		65	Yes	

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.

○ Synoptic Reassessment ◉ Standard 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