1. **Title of the module**

BIOS8300 (BI830) – Science at Work

1. **School or partner institution which will be responsible for management of the module**

Biosciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc Biomedicine

MSc Cancer Biology

MSc Biotechnology and Bioengineering

MSc Reproductive Medicine: Science and Ethics

MSc Infectious Diseases

MA Science Communication

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Understand the principles and importance of public engagement with science.
3. Demonstrate critical and practical knowledge on how to communicate science to different public, private and professional stakeholders.
4. Recognise the range of scientific career structures available outside the laboratory.
5. Demonstrate knowledge and understanding of the social and political impact of science.
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
7. Marshal and critically evaluate information effectively through the use of primary and secondary sources.
8. Demonstrate independence of thought.
9. Work effectively as part of a team.
10. Communicate science to non-scientific public and professional audiences.
11. **A synopsis of the curriculum**

Science has a profound influence on public life. This module considers the ways in which different professional and public groups interact with science and scientists, and how this influences the work that scientists do. It considers the social roles and responsibilities of scientists beyond their own scientific research, the context in which science operates, and the careers that exist for scientists outside of the traditional laboratory environment. In considering specific scientific developments in light of ethics, policy, media and public perception, the module will develop a range of academic skills that support learning in more specialised modules. It also provides transferable skills valued in the science sector, particularly science communication.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* J. Gregory, S. Miller, Science in Public: Communication, Culture and Credibility (Perseus, US, 2000)

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

New Scientist article (1,000 words) (25%)

Essay (2,000 words) (25%)

Scientific blog, covering topical science for a public audience (4,000 words) (50%)

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Seminars* | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *New Scientist article* |  | **X** | **X** | **X** | **X** | **X** |  | **X** |
| *Essay* | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| *Scientific blog* | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Science is an international discipline. This module presents subject-specific knowledge, research approaches and techniques, generated, developed and refined by scientists around the world. Mastery of the learning outcomes will equip students to apply the theories and techniques of the module in a wide range of international contexts. In compiling the reading list, consideration has been given to the range of texts that are available internationally and a selection has been identified to complement the delivery of the material. The School of Biosciences is an international community of students and staff. Group activities and assessments e.g. in seminars, self-study and the scientific blog, will naturally draw on the international make-up of the student body; the module teaching team includes members with international experience of teaching and research collaboration.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018