



Module Specification

Science and Society

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	4
Part 5: Contributes towards	6

Part 1: Information

Module title: Science and Society

Module code: USSJM4-30-M

Level: Level 7

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Applied Sciences

Partner institutions: None

Field: Applied Sciences

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Science and Society offers students an introduction to key concepts, theories and approaches setting the foundation for science communication as a field.

Features: Not applicable

Educational aims: This module aims to develop students academic skills in relation to science communication and its associated disciplines. It also offers opportunities

for students to explore practical ways to analyse, reflect and critique key approaches used in science communication and related contexts.

Outline syllabus: This module explores the relationship between science and society. The boundaries between science and society will be explored using a series of examples, examining different areas of research, science and technology, as well as different types of theoretical approach, including debates around risk, citizenship, inclusivity and knowledge.

The concept of 'publics' will be investigated. This will be viewed from several angles including a discussion of the shift from 'public understanding' to 'public engagement' where the historical construction of science communication will be discussed.

Students will also explore the role of informal learning, characteristics of informal learning and its contribution to science communication. This will form a backdrop for later sessions on communication methods, including policy settings, and provide students with an opportunity to think reflexively from the outset of the course.

Part 3: Teaching and learning methods

Teaching and learning methods: The module will be taught in block teaching sessions. During the intensive teaching sessions, material will be delivered through a variety of lecture, seminar and workshop sessions. Case studies will be used to examine controversial science. Students will be expected to take an active role in developing and running workshop and seminar sessions. The intensive teaching periods will be supplemented by guided and independent reading to provide suitable background on the subject and examine theoretical concepts in detail.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically analyse the historical development and social contexts of public attitudes to science and technology.

MO2 Explore the boundaries between the disciplines that contribute to the communication of science.

MO3 Critically assess the potential of a variety of science communication activities to contribute to informal learning about science.

MO4 Develop a reflexive approach to the practice of science communication.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ussjm4-30-m.html) via the following link <https://uwe.rl.talis.com/modules/ussjm4-30-m.html>

Part 4: Assessment

Assessment strategy: Assessment 1: Written Assignment (2000 words)

The first assessment task for the module is a written assignment.

Students are asked to produce a written assignment based on a "controversy". The controversy should involve science, technology, medicine or the environment where there are two (or more) positions that have been argued by competing experts, groups or stakeholders.

This assessment will allow students to explore a selected controversy in depth, whilst introducing appropriate science communication concepts that are covered in teaching blocks and allowing students to develop skills in research and referencing.

Assessment 2: Reflective Piece (1000 words)

The second assessment task is a reflective learning journal.

Learning journals are used across disciplines to allow students to take an active role in their learning and reflect on materials. Students learning entries can include

reflection on specific lectures/workshops, reading/s, professional practice and/or the development of academic skills.

Assessment support sessions will be scheduled during the taught course. Students receive formative feedback on a sub-section of each assessment and will be provided with exemplars for both assessments.

Assessment tasks:

Written Assignment (First Sit)

Description: Written assignment (2000 words)

Weighting: 75 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Reflective Piece (First Sit)

Description: Reflective learning journal (1000 words).

Weighting: 25 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: Written assignment (2000 words).

Weighting: 75 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Reflective Piece (Resit)

Description: Reflective learning journal (1000 words).

Weighting: 25 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Science Communication [Frenchay] MSc 2024-25

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