



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	People and Science				
Module Code	USSKCM-30-0	Level	0	Version	1.1
Owning Faculty	Health & Applied Sciences	Field	Biological, Biomedical & Analytical Sciences		
Contributes towards	Science Foundation Year				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • recognise the main theoretical perspectives within Psychology (A1 B2); • describe a range of methodological approaches to Psychological research (A1 B2); • discuss the similarities and differences between Psychology and the Natural Sciences (A1 B2); • appreciate the potential vocational applications of Psychological knowledge (A1 B1 B2); • demonstrate their engagement in effective group-working skills; both face-to-face, and facilitated by distance-learning or online technologies, such as wikis (B1 B2); • define and distribute tasks within a team, such as literature searches, meet tutor led milestones, and deliver a group presentation on a "People and Science" case-study (B2); • appreciate the challenges faced by both scientists and science communicators in relation to communicating science to the public (B1 B2); • be aware of opportunities and constraints of different approaches to science communication, both media based (e.g. print, broadcast) and direct audience interventions (e.g. public consultation, demonstrations) as vehicles for science communication (B1 B2); • develop practical skills relating to communicating science (B1 B2);

Syllabus Outline	<p>The module will introduce students to appropriate topics and approaches to Psychological research and theorising. They will also be made aware of the key transferable skills that studying Psychology at degree level will help them develop. An appreciation of a learner's relationship with others in the context of scientific endeavours will enhance the effectiveness students as they embark upon their graduate careers. The syllabus will be structured with the aim of providing sufficient experience of learning and teaching in to enable students to judge whether they would wish to opt to enrol on an honours degree programme in the social science/psychological disciplines. Specifically, the module will introduce the following:</p> <ul style="list-style-type: none"> • Introduction to perspectives in Psychology. • Selected topics in Developmental, Cognitive, Social, Humanistic and Differential Psychology. • Practical introduction to selected research designs, methods and data analysis - including experiments and surveys; psychophysiological measurement techniques and psychometrics; descriptive and inferential statistics using both paper and pencil and statistical software. • Learning Skills. Within the context of the "Group Presentation on a Scientific Topic", students will engage in activities relating to this task: academic reading, literature and information searching, use of appropriate software for presentations, time management, planning. • An understanding of the interface between science and society with clear examples to explore the impact of the media on society. • The meaning of informal learning and its role in science communication. • Development of a basic toolkit to present science in public.
Contact Hours	<p>The contact hours (72) are distributed as follows:</p> <p style="padding-left: 40px;">12x 1-hour psychology lectures: 12 hours total 12x 2-hour psychology workshops: 24 hours total 12x 1-hour science communication lectures: 12 hours total 12x 2-hour science communication workshops: 24 hours total</p>
Teaching and Learning Methods	<p>A variety of learning approaches will be used. Taught sessions will utilise TEL where possible, to support pedagogy of Inductive Learning where the students will engage in facilitated activities such as debates, case studies, problem-based learning etc.</p> <p>Workshop sessions will provide opportunities for data handling and interpretation, problem solving and discussions with academic staff.</p> <p>Student independent learning (>70% of module allocated time) will be supported with interactive revision material, workbooks and the University's E-Learning Environment (Blackboard).</p> <p>Scheduled learning includes lectures and workshops.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion. Students will be given support with this through the workshops.</p>
Key Information Sets	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is set by HESA/HEFCE. KIS are</p>

Information

comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228		300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam and in-class test
Coursework: Group presentation and SWOT portfolio

Written exam assessment percentage	40%
Coursework assessment percentage	60%
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.

Indicative Reading List

Poulson, L., and Wallace, M. (eds. 2006), *Learning to Read Critically in Teaching & Learning* London: Sage.

	<p>Robbins, S. (2009), <i>Science Study Skills</i> Palgrave Macmillan.</p> <p>Cottrell, S. (2008), <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.</p> <p>Bowater, L and Yeoman, K. (2013), <i>Science Communication. A Practical Guide for Scientists</i>. Chichester: Wiley-Blackwell.</p> <p>Davey, G. (ed.) (2008), <i>Complete Psychology 2nd ed.</i> London: Hodder Education.</p> <p>Schacter, D. Gilbert, D., Wegner, D., Hood B., (2011), <i>Psychology</i> Basingstoke: Palgrave Macmillan.</p>

Part 3: Assessment	
Assessment Strategy	<p>The Assessment Strategy has been designed to support and enhance the development of both subject-based and skills which will support progression onto the destination Programme, whilst ensuring that the module's Learning Outcomes are attained, as described below.</p> <p><i>The Controlled Component [40%].</i></p> <p>Written Exam The exam will be 1 hour duration which is consistent with the Department's assessment strategy for Level 0 modules. This assessment will provide students with an opportunity to demonstrate both their knowledge on a broad range of topics through a series of short answer questions, and more in-depth knowledge through a selection of medium length questions. This assessment will test a range of the learning outcomes and will provide a valuable learning experience through recalling and demonstrating knowledge which will be of benefit when progressing to UG Programmes in the Faculty.</p> <p>In-session Assessment of a Psychology Practical Students carry out practicals every other week in the first semester. In the other weeks, selected students do group presentations of experiments they carried out the previous week. All students will report on one practical.</p> <p><i>The Coursework Component [60%] contains two elements.</i></p> <p>Group Presentation on a Scientific Topic Students will work in groups and select a scientific topic on which they will research and deliver a brief presentation. Students will be given advice on appropriate techniques for collecting, identifying and assimilating reliable information as well as formulating a professional presentation. The ability to assess and digest research data and communicate it in a presentation are highly sought after graduate skills.</p> <p>Science Communication SWOT Portfolio Students will be asked to compile a portfolio of SWOT (Strengths, Weaknesses, Opportunities, Threats) analyses of science communication activities/mechanisms covered during the sessions. Students will be taught and given the opportunity to practise SWOT analyses in class. Realising that there are no better or worse science communication mechanisms, but rather different ones with their respective strengths and weaknesses depending on context is a skill transferable to all realms of life.</p>

	<p>Formative feedback is available to students throughout the module via group discussions, and in workshops. Students are provided with formative feed-forward for their exam through a revision and exam preparation session prior to the exam and through the extensive support materials supplied through Blackboard.</p> <p>All work is marked in line with the Department's Generic Assessment Criteria and conforms with university policies for the setting, collection, marking and return of student work. Where an individual piece of work has specific assessment criteria, this is supplied to the students when the work is set.</p>
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Identify final assessment component and element	Component B Element 1	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Written exam (1h)	50%	
2. In-session assessment	50%	
Component B Description of each element	Element weighting (as % of component)	
1. Science Communication SWOT Portfolio	50%	
2. Group Presentation on a Scientific Topic	50%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Written examination (1hr)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Written Portfolio (1000 words)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		