



# Module Descriptor for CNWY50060 in 2025/2026

Short Title	Long Title	Subject Area	College	School/Unit	Last Modified
Patient Involvement in Research	Intro to Public and Patient Involvement and Engagement (PPIE) for Postgraduate Biomedical Research	Conway Institute	VP - Research, Innov & Impact	UCD Conway Institute	24 Nov 2025

UCD Level	Credits (ECTS)	Semester/Trimester	Grade Scale	VLE Setup	Module Coordinator	Status
5 - Doctoral	5.0	2 Trimester duration (Spr-Sum)	Distinction/Pass/Fail (GPA Neutral)	Start of Trimester	Amanda McCann	Active

Credits (ECTS)	Spring Credit Allocation	Summer Credit Allocation
5.00	2.50	2.50

Mode of Delivery	Internship Module	Module Type	Micro-credential Module	Active & Collab Learning Space
Face-to-Face	No	Other	No	No

Overall Places	Core/Option	General Elective	First Year Elective	International	Open Learning
20	20	0	0	0	0

Purpose & Overarching Content
<p>This module is designed to train PhD/Postgraduate students to effectively and confidently involve people with lived experience from the public in their research. It places particular emphasis on understanding why this is relevant and impactful for laboratory based and biomedical/health research, and how it enhances research outcomes.</p> <p>Targeted at early-stage health-related laboratory and dry lab postgraduate students across UCD, the module provides in-depth skills training in meaningful Public and Patient Involvement and Engagement (PPIE). The module consists of a series of lectures, seminars and interactive workshops. These learning activities, will outline the importance of PPIE in research, and provide students with core skills and strategies to effectively, and confidently, involve the public and patients in their research, not as participants (or subjects) of research, but rather as collaborators in: (i) Decision-making (ii) Prioritising (iii) Planning (iv) Interpreting and communicating research.</p> <p>The content has been co-designed by: (i) Biomedical research academics (ii) PPIE contributors (iii) PPIE specialists. The module includes seminars on the underlying concepts of PPIE, with skill-focused sessions specifically tailored for lab- and health-based researchers, which are not typically taught to research students. These sessions are delivered by experienced PPIE researchers and contributors.</p> <p>Assessments will include working independently and with people with lived experience to: (i) Become accomplished in clearly communicating your research in plain English (written, oral) (ii) Create a written research impact plan, detailing PPIE elements in the continuation of your research and its potential impact.</p>

Learning Outcomes
<p>On successful completion of the module, students will be able to:-</p> <ol style="list-style-type: none"><li>1. Understand the importance of involving people with a lived experience in research</li><li>2. Describe different approaches for involving people with lived experience through the research cycle</li><li>3. Outline how public and patient involvement and engagement can drive research impact</li><li>4. Co-create and communicate scientific concepts and findings to non-academic audiences</li></ol>



# Module Descriptor for CNWY50060 in 2025/2026

## Indicative Module Content

### LECTURES (n=7):-

- (i) Understanding responsible research & innovation (RRI) and engaged research.
- (ii) Good PPIE principles and avoiding tokenism.
- (iii) Embedding PPIE throughout the research cycle
- (iv) Accessibility and Equity, Diversity & Inclusion in PPIE
- (v) PPIE & research ethics; PPIE & publications - guest lecturer
- (vi) Reflection, feedback & evaluation
- (vii) Writing PPIE sections of grant proposals

### WORKSHOP/INTERACTIVE SESSIONS (n=5)

WS1:- Introduction to PPIE Terminology (2.5 HOURS)

WS2:- The art of speaking in plain English [with PPIE mentors] (2 hours)

- PhD preparation of a plain English abstract ahead of the workshop
- Lived experience partners working with PhD candidates re feedback

WS3:- Facilitating PPIE (2 hours)

- Learning how to facilitate difficult conversations, navigate conflict

WS4:- PPIE & Research Impact [with PPIE mentors] (2 hours)

- Post workshop assessment and reflection on personalised PPIE

WS5:- Emotional care & building resilience when working with lived experience partners

- Building resilience
- Triggers for those with lived experience
- Triggers for researchers
- Psychological support
- Creating safe spaces

## Approaches to Teaching and Learning

- Seminars/External Speakers
- Lectures
- Workshops

## Student Effort Hours

Student Effort Type	Hours
<b>Contact Time</b>	
Seminar (or Webinar)	2
Lectures	7
Small Group	10
<b>Total Contact Time</b>	<b>19</b>
<b>Specified Learning Activities</b>	
Specified Learning Activities	30
<b>Total Specified Learning Activities</b>	<b>30</b>
<b>Autonomous Student Learning</b>	
Autonomous Student Learning	57
<b>Total Autonomous Student Learning</b>	<b>57</b>
<b>Total</b>	<b>106</b>

## Assessment Details

Assessment Type	Description	Timing	Open Book?	% of Final Grade	Component Scale	Must-Pass?	In-module Component Repeat Offered?
Assignment(Including Essay)	Plain language summary of research	Week 14 Spring		20	Pass/Fail	No	No
Assignment(Including Essay)	Submission of flow chart timeline for public & patient involvement and engagement (PPIE) as part of research lifecycle	Week 8 Summer		50	Pass/Fail	No	No
Participation in Learning Activities	Contributions to workshop and seminar discussions	Week 15 Summer		10	Pass/Fail	No	No



# Module Descriptor for CNWY50060 in 2025/2026

## Assessment Details (continued)

Assessment Type	Description	Timing	Open Book?	% of Final Grade	Component Scale	Must-Pass?	In-module Component Repeat Offered?
Participation in Learning Activities	Participation in public & patient involvement and engagement activity to implement learnings and get experience of working with those who have a lived experience.	Week 15 Summer		20	Pass/Fail	No	No
<b>Total</b>				<b>100</b>			

**Carry Forward of Passed Components**

No

## Feedback Strategy

Feedback Strategies	Sequence of Feedback
- Feedback individually to students, post-assessment - Group/class feedback, post-assessment	Students will receive written feedback and have the opportunity for face-to-face feedback on all completed assessments.

## Remediation Strategy

Remediation Type	Remediation Timing
In-Module Resit	Prior to relevant PEB

For help with the information on this report, please email [curriculum@ucd.ie](mailto:curriculum@ucd.ie)