

Doing Dialogue

To design a participative process for a consortium of UK science centres aimed at young people aged between 14-19 years old to feed into a national public consultation.

Section D: Implementation of the Procedure No. 12: Stakeholder Background

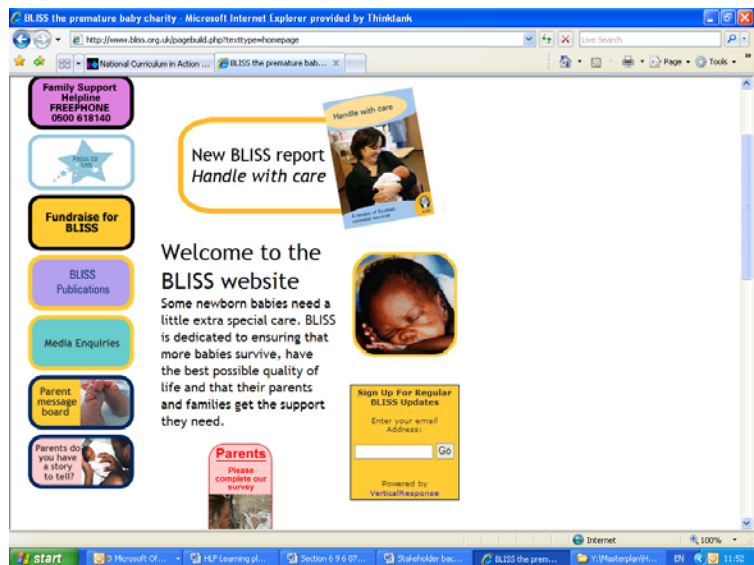
BLISS the premature baby charity

about BLISS

Our work

One in eight babies is born premature or sick - that's 80,000 babies every year. Around 17,000 of these babies need intensive care and the figure is rising - more and more babies are born prematurely or have a low birthweight.

BLISS was established 27 years ago by a group of concerned parents and we have since developed into the leading national charity working in this field. But our work is as relevant now as it was then.



Whilst advances in technology have resulted in more babies surviving there are chronic shortages of specialist nurses to provide the care. Some mothers and babies are transported hundreds of miles just to find a cot in a neonatal unit with the right facilities.

BLISS is committed to addressing this crisis by:

- **campaigning for improvements in neonatal care** - working closely with Government and other key policymaking bodies
- **supporting parents and families** through a wide range of support and information services
- **promoting new developments and innovations in care** by supporting health professional development, medical innovation as well as helping the spread of good practice throughout the neonatal sector.

BLISS is dedicated to ensuring more babies survive and have the best quality of life and it is only with the incredible support of our supporters, donors and strategic partners, that we are able to achieve so much.

Last updated: 8 January 2007

Doing Dialogue

To design a participative process for a consortium of UK science centres aimed at young people aged between 14-19 years old to feed into a national public consultation.

Section D: Implementation of the Procedure

No. 12: Stakeholder Background



About the Council

Introduction

The Nuffield Council on Bioethics was established by the Trustees of the Nuffield Foundation in 1991 to identify, examine and report on the ethical questions raised by recent advances in biological and medical research. Since 1994, it has been funded jointly by [The Nuffield Foundation](#), the [Medical Research Council](#) and [The Wellcome Trust](#).



New developments in medicine and biology raise important ethical issues. The Nuffield Council on Bioethics is required, in its terms of reference, to consider these issues. The Council has achieved an international reputation, providing advice that assists policy-making, addresses public concerns and stimulates debate in bioethics.

Annual Reports, and a review of the Council's activities, are available to [download](#).

[Membership of the Council](#) includes clinicians, lawyers, philosophers, scientists and theologians.

Last Updated Wed, 7 September 2005

Terms of Reference

The Council's terms of reference require it:

1. To identify and define ethical questions raised by recent advances in biological and medical research in order to respond to, and to anticipate, public concern;
2. To make arrangements for examining and reporting on such questions with a view to promoting public understanding and discussion; this may lead, where needed, to the formulation of new guidelines by the appropriate regulatory or other body;
3. In the light of the outcome of its work, to publish reports; and to make representations, as the Council may judge appropriate.

© NCOB 2004

Doing Dialogue

To design a participative process for a consortium of UK science centres aimed at young people aged between 14-19 years old to feed into a national public consultation.

Section D: Implementation of the Procedure No. 12: Stakeholder Background

Schools

GCSE Science

Aims

- to develop students' understanding of the science around them that affects them in their everyday life
- to develop students' questioning, analytical and evaluative approach to scientific problems and issues
- to develop students' practical skills in science and an understanding of how science works
- to encourage enthusiasm about science leading to continued study.

Some key features

- Schools can choose a content-orientated or context-orientated approach.
- A framework of co-teachable qualifications, designed to meet student needs.
- Encourages an understanding of scientific concepts rather than recall of detailed facts.
- Encourages science teaching through practical learning activities.
- Gives teachers an opportunity to discuss real science issues, including the science behind stories in the media, with their students.

These qualifications give students the opportunity to explore how science works in a range of interesting and relevant subject areas.

How Science Works

How Science Works is a new requirement in the Criteria for GCSE Science. The specification identifies opportunities to make How Science Works accessible to all students. How Science Works is primarily about helping students to engage with and challenge the science they meet in everyday life. Students need to adopt a critical, questioning frame of mind, going 'behind the scenes' to understand the workings of science and how it impacts on society and their lives. It will help students to:

- identify questions that science can, and cannot address, and how scientists look for the answers
- evaluate scientific claims by judging the reliability and validity of the evidence appropriately
- question the scientific reports they see in the media, and to communicate their own findings
- consider scientific findings in a wider context – recognising their tentative nature
- make informed judgements about science and technology, including any ethical issues that may arise.

The specification highlights a range of contemporary and historical science contexts through which to explore How Science Works. Students need, also, to build on their own experience – planning, carrying out and reflecting upon their own scientific investigations.



Doing Dialogue

To design a participative process for a consortium of UK science centres aimed at young people aged between 14-19 years old to feed into a national public consultation.

Section D: Implementation of the Procedure No. 12: Stakeholder Background



GLASGOW SCIENCE CENTRE

About Us

Glasgow Science Centre is one of Scotland's must-see visitor attractions - presenting concepts of science and technology in unique and inspiring ways.



Glasgow Science Centre is an independent Scottish Charity (SCO30809) the aims of which are:

- To develop and enhance awareness of educational opportunities surrounding current and future health, science and technology issues;
- To be a socially inclusive and accessible visitor Centre of Excellence;
- To extend all opportunities within the Glasgow Science Centre to as many people as possible, particularly addressing the needs of people of all ages who are socially, cognitively or physically challenged.



Thinktank is a place full of ideas, after all that's all anyone needs to be a scientist.

We hope coming to Thinktank makes you think, not necessarily earth-shattering thoughts, but perhaps helps you see science and technology in a new light. To make sure this happens (and also to make sure our visitors

enjoy themselves), we use a series of stories to get the messages across. As well as that, there's one particular thought that we use all the time to make sure we stay on track:

Thinktank is a place for learning and fun through exploration, engagement and historic artefacts. Innovation in science and technology underpins our life and changes the way we live. We can see this in Birmingham's past, in our life today and in what we know of the future.