



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|--|--------------------|--|
| Module Title | Changing Travel Behaviour | | |
| Module Code | UBGM8P-15-M | Level | Level 7 |
| For implementation from | 2020-21 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | Faculty of Environment & Technology | Field | Geography and Environmental Management |
| Department | FET Dept of Geography & Environmental Mgmt | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
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| <p>Educational Aims: See Learning Outcomes.</p> <p>Outline Syllabus: Introduction to the principal theories of travel behaviour, and behaviour change including: rationality and bounded rationality, cognitive and social models.</p> <p>The social and political context of travel behaviour change.</p> <p>The techniques of behaviour change in different contexts e.g. workplace, neighbourhood/settlement, new developments, as applied to route choice, mode choice and the decision to travel.</p> <p>The application of research techniques to monitor and evaluate transport plans and strategies.</p> <p>Evidence of the effectiveness of travel behaviour change programmes in practice, and the academic debate around the validity of travel behaviour evaluation methods.</p> <p>International examples of where and how modal shift has been achieved (or attempted with limited success) over the longer-term.</p> |

STUDENT AND ACADEMIC SERVICES

Teaching and Learning Methods: The module is mainly project based and the project is based on the paradigms discussed in class and in the reading list. As part of the formative stage of the project there are group discussions and presentations, which are not assessed.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops and external visits.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

This module will be delivered in short/fat form over one semester. As such contact with students will take the form of weekly sessions.

Directed contact learning: 36 hours

Independent Study: 36 hours

Assessment, including preparation: 78 hours

Total: 150 hours

Part 3: Assessment

As this is mainly a project-based module, the greatest part of the assessment will be related to the project. The exam will assess elements not covered in the project report.

| First Sit Components | Final Assessment | Element weighting | Description |
|------------------------------------|------------------|-------------------|-----------------------------|
| Examination (Online) - Component A | | 30 % | Online exam |
| Report - Component B | ✓ | 70 % | Project report (2000 words) |
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STUDENT AND ACADEMIC SERVICES

| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | |
|---|---|---------------------------------|------------------|---|-----|--|-----|---|-----|--|-----|---|----|------------------------------|-----|------------------------|-----|
| Learning Outcomes | <p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Critically compare different theoretical models of travel behaviour and identify their relevance to transport planning practice</td> <td>MO1</td> </tr> <tr> <td>Identify and analyse evidence on different international contexts where travel behaviour change has occurred</td> <td>MO2</td> </tr> <tr> <td>Evaluate different approaches to travel behaviour change and the evidence about their effectiveness</td> <td>MO3</td> </tr> <tr> <td>Apply travel behaviour modelling techniques in different aspects of transport planning</td> <td>MO4</td> </tr> </tbody> </table> | Module Learning Outcomes | Reference | Critically compare different theoretical models of travel behaviour and identify their relevance to transport planning practice | MO1 | Identify and analyse evidence on different international contexts where travel behaviour change has occurred | MO2 | Evaluate different approaches to travel behaviour change and the evidence about their effectiveness | MO3 | Apply travel behaviour modelling techniques in different aspects of transport planning | MO4 | | | | | | |
| Module Learning Outcomes | Reference | | | | | | | | | | | | | | | | |
| Critically compare different theoretical models of travel behaviour and identify their relevance to transport planning practice | MO1 | | | | | | | | | | | | | | | | |
| Identify and analyse evidence on different international contexts where travel behaviour change has occurred | MO2 | | | | | | | | | | | | | | | | |
| Evaluate different approaches to travel behaviour change and the evidence about their effectiveness | MO3 | | | | | | | | | | | | | | | | |
| Apply travel behaviour modelling techniques in different aspects of transport planning | MO4 | | | | | | | | | | | | | | | | |
| Contact Hours | <table border="1"> <thead> <tr> <th colspan="2">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">114</td> </tr> <tr> <td style="text-align: center;">Total Independent Study Hours:</td> <td style="text-align: center;">114</td> </tr> <tr> <th colspan="2">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">36</td> </tr> <tr> <td style="text-align: center;">Total Scheduled Learning and Teaching Hours:</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Hours to be allocated</td> <td style="text-align: center;">150</td> </tr> <tr> <td>Allocated Hours</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> | Independent Study Hours: | | Independent study/self-guided study | 114 | Total Independent Study Hours: | 114 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 36 | Total Scheduled Learning and Teaching Hours: | 36 | Hours to be allocated | 150 | Allocated Hours | 150 |
| Independent Study Hours: | | | | | | | | | | | | | | | | | |
| Independent study/self-guided study | 114 | | | | | | | | | | | | | | | | |
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| Reading List | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/ubgm8p-15-m.html</p> | | | | | | | | | | | | | | | | |

| Part 5: Contributes Towards |
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| This module contributes towards the following programmes of study: |