

MODULE SPECIFICATION

Code: UZVSK9-15-M Title: Creating Sustainable Behaviour Change Version:2

Level: M UWE credit rating: 15 ECTS credit rating: 7.5

Module type: Project

Owning Faculty: HLS **Field:** Health and Applied Social Sciences

Faculty Committee approval: HLS Quality and Standards Committee

Date: 28th October 2011

***Approved for Delivery by:** indicate name of affiliated institution if module will only be delivered by them*

Valid from: September 2012 **Discontinued from:**

Contributes towards: MSc Sustainable Development in Practice
MRes Social Research (Health and Wellbeing)

Pre-requisites: None

Co-requisites: None

***Entry requirements:** If the module is offered as CPD or stand alone, indicate the entry requirements*

Experience in a relevant field.

Excluded combinations:

Learning outcomes:

By the end of the module the student should be able to:

Please tick if appropriate

	Component A	Component B
<i>Knowledge and Understanding</i>		
<ul style="list-style-type: none"> • <i>Critically discuss the philosophical, ethical and ideological underpinnings of current discourse on behaviour change.</i> 	√	

	Component A	Component B
<i>Intellectual Skills</i>		
<ul style="list-style-type: none"> • <i>Critically discuss a range of theoretical approaches to understanding the drivers for</i> 	√	

<p><i>human behaviour, including economic, psychological and sociological approaches.</i></p> <ul style="list-style-type: none"> <i>Critically discuss and evaluate a range of behaviour change models, interventions and policy-based initiatives applied to issues of sustainability, and develop implications for policy, practice and research.</i> 	√	
--	---	--

	<i>Component A</i>	<i>Component B</i>
<i>Subject, Professional and Practice Skills</i>		
<ul style="list-style-type: none"> <i>Make critical use of relevant theoretical frameworks and concepts in the planning and implementation of behaviour change interventions.</i> 	√	

	<i>Component A</i>	<i>Component B</i>
<i>Transferable Skills</i>		
<ul style="list-style-type: none"> <i>Demonstrate an understanding of how behaviour change interventions can be evaluated and measured.</i> 	√	

Syllabus outline:

This module explores the nature of human behaviour within the context of the promotion of environmentally sustainable, low carbon and healthy behaviour. The historical context of the term ‘behaviour change’ will be examined in terms of changing political relationships between the individual, the state and civil society. A range of different theoretical approaches to understanding behaviour will be studied and evaluated within the context of the promotion of a range of sustainable, pro-social and pro-environmental behaviours. A range of case studies and examples of government tools and strategies for promoting behaviour change will be critically examined.

Indicative topics covered include:

- The philosophical, ethical and ideological underpinnings of current discourses on behaviour change including central concepts such as autonomy, free will, self determination, choice, responsibility, structure and agency.
- The ‘Values and Frames’ approach to pro-social and pro-environmental behaviours.
- Behavioural economics and social psychology
- Practice theory and other sociological approaches
- Community based interventions
- Implementation issues in behaviour change interventions
- Measuring and evaluating change
- The evolution of government policies on behaviour change relevant to sustainability.

Teaching and learning methods:

The module will be delivered in a variety of ways requiring the student to utilise the skills of independent learning. The nature of this module requires the development of sophisticated, critical discursive and writing skills, and analysis of case studies. Students will be introduced to a range of theoretical frameworks, and given the opportunity to discuss and explore them in seminars. They will then be expected to review case study examples of the application of theories, and for assessment demonstrate their understanding of the material through the practical application of this knowledge to a particular task.

Reading Strategy

Level M

Access and skills

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. Additional support is available through the iSkillZone available via the Library web pages. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.

Programme specific information: Students are not expected to purchase a core text for this module, inasmuch as there is no one textbook available on the market that serves as such. Instead, they will be provided with references for a set of recommended readings specific to each issue addressed in the learning and teaching programme (via the Virtual Learning Environment - VLE), which they are expected to consult throughout the duration of the module. Due to the focus of the course being on the practical application of behavioural theories in policy-making, a substantial amount of reading material will be from the grey literature in this area, including government commissioned studies and reports.

Essential Reading

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 a print study pack or be referred to texts that are available electronically.

Further Reading

Further reading will be required to supplement the recommended reading, with the purpose of ensuring that students are familiar with seminal and most recent works of relevance. A list of readings to accompany each contact session will be posted on the VLE, but students are also expected to use their initiative in selecting literature

that is appropriate to their studies. (Much of this will take the form of research articles in journals such as Energy Policy; Environment and Planning; Theory, Culture and Society, Journal of Public Health, etc.). To this end, they will receive training in the use of the library catalogue, bibliographic databases and other electronic resources.

Indicative Reading List:

Cabinet Office (2011), Applying Behavioural Insight to Health

<http://www.cabinetoffice.gov.uk/resource-library/applying-behavioural-insight-health>

Cabinet Office (2011), Behaviour Change and Energy Use

<http://www.cabinetoffice.gov.uk/resource-library/behaviour-change-and-energy-use>

Chatterton, T. (2011), A Multi-Model Approach to Energy Behaviour – Report for the Department of Energy and Climate Change, University of the West of England, Bristol.

COI (2009), Communications and Behaviour Change,

<http://coi.gov.uk/aboutcoi.php?page=328>

Crompton, T. and Kasser, T. (2010) Meeting Environmental Challenges: The Role of Human Identity, WWF

http://assets.wwf.org.uk/downloads/meeting_environmental_challenges_the_role_of_human_identity.pdf

Crompton T. (2010) Common Cause: The Case for Working with our Cultural Values, http://assets.wwf.org.uk/downloads/common_cause_report.pdf

Darnton, A, Verplanken, B, White, P and Whitmarsh, L (2011). Habits, Routines and Sustainable Lifestyles: *A summary report to the Department for Environment, Food and Rural Affairs*. AD Research & Analysis for Defra, London., Defra Briefing Paper EVO502

Eagle, L., Morey, Y., Case, P., Verne, J. and Bowtell, N. (2011) *Response to the government's healthy lives, healthy people: Our strategy for public health in England white paper*. Project Report. South West Public Health Observatory, Bristol.

<https://eprints.uwe.ac.uk/14608/>

House of Lords, (2011) Report on Behaviour Change, Science and Technology Select Committee 2nd Report of Session 2010-12

<http://www.publications.parliament.uk/pa/ld201012/ldselect/ldsctech/179/179.pdf>

Jackson, T (2005) Motivating Sustainable Consumption: a review of the evidence on consumer behaviour and behavioural change. A report to the Sustainable Development Research Network. London: Policy Studies Institute. http://www.sd-research.org.uk/wp-content/uploads/motivatingscfinal_000.pdf

Shove, E. 2003: *Comfort, cleanliness and convenience: the social organization of normality*. Oxford & New York: Berg publishers.

Thaler and Sunstein (2008) Nudge: Improving decisions about health, wealth and happiness.

On-going Commentary Discussion in Environment and Planning A:

Shove, E. 2010: Beyond the ABC: climate change policy and theories of social change. *Environment and Planning A* 42, 1273-1285.
<http://www.envplan.com/abstract.cgi?id=a42282>

Whitmarsh, L., O'Neill, S., Lorenzoni, I., 2011, Climate change or social change? Debate within, amongst and beyond disciplines, *Environment and Planning A*, 43, 258-261 <http://www.envplan.com/epa/editorials/a43359.pdf>

Shove E, 2011, "On the difference between chalk and cheese—a response to Whitmarsh et al's comments on "Beyond the ABC: climate change policy and theories of social change"" *Environment and Planning A* 43(2) 262 – 264 <http://www.envplan.com/epa/editorials/a43484.pdf>

Wilson, C. and Chatterton, T., (In press), Multiple models to inform climate change policy: a pragmatic response to the 'beyond the ABC' debate *Environment and Planning A*

Blackboard

This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard.

Assessment

Given the applied nature of this module and the outcomes students are expected to achieve, the most suitable form of assessment is a supervised applied project. This will enable students to bring their behaviour change knowledge, critical faculties, and planning and implementation abilities to bear upon real behavioural change problems related to sustainability. The supervised nature of the project means that topics will be negotiated and agreed with tutors and students will have opportunities for formative feedback on the appropriateness of the topic and the direction in which they intend to take their project.

Please state which element of assessment should be recorded as the final assessment for the purposes of submitting data on non-submissions to HEFCE.

Component A	Element 1		Element 2	
Component B	Element 1		Element 2	

Weighting between components A and B (standard modules only) A: B:

ATTEMPT 1

First Assessment Opportunity (Sit)

Component A	
Description of each element weighting	Element
1 Project report 3000 words	100%

Second Assessment Opportunity (Resit) (further attendance at taught classes is not required)

Component A	
Description of each element weighting	Element
1 Project report 3000 words	100%

EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is/is not required.

Specification confirmed byDate
..... (Associate Dean/Programme Director)

FOR OFFICE USE ONLY

First CAP Approval Date	28 th October 2011		
Revision CAP Approval Date	31 May 2017	Version	2
			RIA 12279