



MODULE SPECIFICATION

Part 1: Information			
Module Title	Environmental Psychology in the Community		
Module Code	UBGMJ-30-2	Level	Level 5
For implementation from	2021-22		
UWE Credit Rating	30	ECTS Credit Rating	15
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		
PSRB Requirements	None		

Part 2: Description
<p>Overview: This module focuses on the inter-relationship between people's behaviour and the environment and the role of the group in affecting societies and institutions. It considers the role that different attitudes and behaviours can have in the framing, and tackling, of a range of environmental challenges.</p> <p>Educational Aims: At its heart, the module focuses on environmental psychology, a defined area of research activity that links psychological theories and methodologies to concerns over environment and design. Environmental Psychology in practice considers how an understanding of people and their relationship with the environment can lead to better understandings of, and working with, inclusive communities both locally and globally. The module will develop students' thinking by using multiple examples, drawn from a variety of contexts at a range of spatial scales from local to global. The module will bring together theory, research and application to ensure that students have a comprehensive understanding of the topic.</p> <p>Outline Syllabus: The first part of the module will focus on exploring the role that groups/stakeholders play in environmental management. It will focus on understanding how effective communication plays a crucial role in achieving sustainable outcomes, with the module</p>

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providing the opportunity for students to identify a range of internal and external stakeholders. Students will also practise different communication methods that provide information and capture feedback through student led seminar sessions. The module will also allow students to reflect on the difference between informing, consulting and engaging with a range of stakeholders. The concept of 'engaging the community' is deconstructed within the module. Students will consider questions such as; What is community? What can communities offer? What is effective engagement? The term community is inclusive of all levels from local to national and global organisations and the students will gain an appreciation of the importance of inclusivity. Students will develop skills in researching and identifying groups within areas that are working in the environmental field which may have a vested interest in being involved in multi-agency partnership work. An understanding of communities' and effective multi-partnership working will be essential. The module will include examples of effective partnership models and visits to communities and groups that are having real impact in managing their environments, learning how to talk to, respect, work with, develop and integrate community concerns and localised efforts. The module will develop students understanding of people and how their 'psychology' can affect the decisions they make and how this in turn can influence how successful an environmental strategy might be. Students will appreciate that community support and adoption of environmental initiatives is essential for ensuring real engagement and that this takes time. The module will require them to reflect on their own positioning as experts versus facilitators and mobilizers.

The second part will consider concepts and theories relating to behaviour (both individual and group), with the module using a range of theme-based case studies to show practical application. Sessions will help to identify key environmental drivers, as well as the kind of factors that can help to shape and challenge knowledge, values, attitudes and beliefs over time. The module will encourage students to explore this dynamism at a range of spatial scales, from the national to the local. It will explore some of the motivations that can encourage individuals to act, as well as some of the behaviour-focused challenges that can often lead to the stalling of environmental action.

As part of this, the module will encourage students to consider whether some motivations or barriers are more prevalent to some in society than others. Particular attention will be given to the role of young people and environmental education.

Teaching and Learning Methods: The module will adopt a 'flipped classroom', with module sessions being used to test, develop and challenge the knowledge gained outside of the classroom. As part of this, students will be directed to reading via the online reading list. Specific module sessions will provide advice on developing connections with communities and building relationships.

Part 3: Assessment

The module will be assessed by two components, Components A (50%) and B (50%).

Component A will be a seen exam involving students researching and answering 1 question from a choice of 2.

Component B: The first part of this assessment is formulated around a series of reflective blogs. Formative sessions with support from the library will enable students to develop skills needed to produce reflective work (and will be supported through the use of an online workbook <https://academicskills.uwe.ac.uk/general/workbooks/reflective-writing>). Students can choose and vary the format of their blog entries facilitated by Pebblepad for example, and could produce a written blog, video blog or podcast.

There is a structured requirement for students to blog throughout the module and utilise the blog as a space for reflection and personal learning. Students will also be encouraged to share and peer assess blogs. Two of the blogs will be assessed at key points during the module.

The first blog will require students to reflect on an example of an environmental initiative /project which involves community /partnership working. This will involve identifying active groups and organisations within a chosen area, visiting (virtually or in person) and researching the model and evaluating its' strengths and weaknesses.

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<p>The second assessed blog will involve the students designing and testing out a consultation technique (for example using discussion groups; focus groups; sandpits; World café). Students will need to justify their chosen technique and then design an appropriate strategy. The consultation process must be tested, appraised and evaluated. The blog will allow students to reflect on their practise and appreciate the differences between informing, consulting and meaningful engagement. The re-sit opportunity will require an extended essay (2,500 words) as the Blog assessment is dependent on regular and staggered submission.</p>			
First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		4 %	Peer Assessment (500 word equivalent)
Online Assignment - Component B		18 %	Blog 2 (1,000 word equivalent)
Online Assignment - Component B		10 %	Requirement to regularly blog (at least 5 blogs including the 2 assessed blogs)
Online Assignment - Component B		18 %	Blog
Examination - Component A	✓	50 %	Seen Examination (2 hours)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	Extended Essay (2500 words)
Examination - Component A	✓	50 %	Seen Examination (2 hours)

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>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Demonstrate a working knowledge of stakeholder mapping and other techniques to identify and engage with relevant stakeholders, social networks and communities of interest.</td> <td>MO1</td> </tr> <tr> <td>Apply a variety of participatory methods, and be able to design an effective strategy for stakeholder/community/public engagement.</td> <td>MO2</td> </tr> <tr> <td>Critically review approaches to engagement and recognise the advantages and disadvantages of different methods of communication and approaches to conflict management.</td> <td>MO3</td> </tr> <tr> <td>Critically evaluate the role of community and voluntary groups in environmental management, their different organisational models and modes of operation.</td> <td>MO4</td> </tr> <tr> <td>Apply knowledge of group processes in considering how they operate and their effect on people, societies and institutions.</td> <td>MO5</td> </tr> <tr> <td>Recognise and apply relevant principles, theories and research approaches and articulate current developments in the area of environmental psychology.</td> <td>MO6</td> </tr> <tr> <td>Distinguish and develop the characteristics of a professional including the ability to design and employ different facilitation techniques and become a self-reflective lifelong learner.</td> <td>MO7</td> </tr> </tbody> </table>		Module Learning Outcomes	Reference	Demonstrate a working knowledge of stakeholder mapping and other techniques to identify and engage with relevant stakeholders, social networks and communities of interest.	MO1	Apply a variety of participatory methods, and be able to design an effective strategy for stakeholder/community/public engagement.	MO2	Critically review approaches to engagement and recognise the advantages and disadvantages of different methods of communication and approaches to conflict management.	MO3	Critically evaluate the role of community and voluntary groups in environmental management, their different organisational models and modes of operation.	MO4	Apply knowledge of group processes in considering how they operate and their effect on people, societies and institutions.	MO5	Recognise and apply relevant principles, theories and research approaches and articulate current developments in the area of environmental psychology.	MO6	Distinguish and develop the characteristics of a professional including the ability to design and employ different facilitation techniques and become a self-reflective lifelong learner.	MO7
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Contact Hours	<p>Independent Study Hours:</p>																	

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	Independent study/self-guided study	228
	Total Independent Study Hours:	228
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	72
	Total Scheduled Learning and Teaching Hours:	72
	Hours to be allocated	300
	Allocated Hours	300
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/</p>	

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Environmental Management [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Environmental Management [Sep][FT][Frenchay][3yrs] BSc (Hons) 2020-21