



## **Module Specification**

### **Environmental Psychology in the Community**

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## Part 1: Information

**Module title:** Environmental Psychology in the Community

**Module code:** UBGMYJ-30-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Environment & Technology

**Department:** FET Dept of Geography & Environmental Mgmt

**Partner institutions:** None

**Field:** Geography and Environmental Management

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**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.

**Features:** Not applicable

**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.

**Outline syllabus:** The first 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.

The second 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 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.

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.

### **Part 3: Teaching and learning methods**

**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.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Demonstrate a working knowledge of stakeholder mapping and other techniques to identify and engage with relevant stakeholders, social networks and communities of interest.

**MO2** Apply a variety of participatory methods, and be able to design an effective strategy for stakeholder/community/public engagement.

**MO3** Critically review approaches to engagement and recognise the advantages and disadvantages of different methods of communication and approaches to conflict management.

**MO4** Critically evaluate the role of community and voluntary groups in environmental management, their different organisational models and modes of operation.

**MO5** Apply knowledge of group processes in considering how they operate and their effect on people, societies and institutions.

**MO6** Recognise and apply relevant principles, theories and research approaches and articulate current developments in the area of environmental psychology.

**MO7** 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.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/readinglists.uwe.ac.uk) via the following link <https://uwe.rl.talis.com/>

## **Part 4: Assessment**

**Assessment strategy:** Report - The first part of the this assessment will be a written report focused on research in environmental psychology.

Portfolio - will involve students designing and implement a consultation technique during a group seminar that they are responsible for organising and facilitating. The task will also include a reflective piece of writing to document learning. Although

working in groups students will receive an individual mark.

Students will design and test out a consultation techniques (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. Students will reflect on their practise and appreciate the differences between informing, consulting and meaningful engagement.

Resit Report - a similar brief to that described above, which may include some topic changes.

Resit Portfolio - students are required to provide a written description summarising their portfolio and reflecting on how the learning outcomes were achieved, as detailed in the resit brief.

### **Assessment tasks:**

#### **Portfolio (First Sit)**

Description: Portfolio (approx 2500 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5, MO7

#### **Report (First Sit)**

Description: Research Report (2000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3, MO4, MO5, MO6

#### **Portfolio (Resit)**

Description: Portfolio (approx 2500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5, MO7

**Report (Resit)**

Description: Research Report (2000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3, MO4, MO5, MO6

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Environmental Management {Foundation} [Sep][SW][Frenchay][5yrs] - Not Running  
BSc (Hons) 2021-22

Environmental Management {Foundation} [Sep][FT][Frenchay][4yrs] - Not Running  
BSc (Hons) 2021-22

Environmental Management [Frenchay] BSc (Hons) 2022-23