Module Specification

Engaging people, communities, and institutions

Version: 2022-23, v1.0, 26 Jul 2021

Contents

Part 1: Information

Module title: Engaging people, communities, and institutions

Module code: UBGM91-15-1

Level: Level 4

For implementation from: 2022-23

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Environment & Technology

Department: FET Dept of Geography & Envrnmental Mgmt

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Geography and Environmental Management

Module type: Standard

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 provides students with an introduction to working with individuals, communities and institutions. At an individual level we will explore how individual factors such as personalities, values and actions can influence how people engage with each other and with institutions.

At a community level we will begin to explore the complexities of community development work and in particular the tensions that inclusive participation may

create, and ways to approach these. At an institutional level we will explore how different organisational structures and strategies can influence the success of initiatives aimed at improving environments.

Features: Not applicable

Educational aims: This module introduces students to the notion that people play a very important role in environmental management. Students will appreciate that different people play a variety of roles (sometimes multiple), and at different levels of engagements - and with that they bring different skills. At an individual level students will consider individual differences and factors that affect engagement - for example values, attitudes, personalities and motivations. At a community level, building trust is important, team work, constructive dialogue, and group dynamics are at play. At an organisational level, there is a job to be done - but in many cases this involves working together with communities and individuals and so learning about ways to approach and manage multi-agency working is an essential skill for every environmental management student.

Outline syllabus: Recognising that there are a multitude of stakeholders included in environmental management is an important first step in ensuring that initiatives gain support. Often an environmental project / issue will need the input from a range of perspectives to be effective. A careful, systematic approach to inclusion is fundamental to success, but how do environmental professionals go about making these decisions and ensuring that as many people as possible have their say and support action taken? Who are the stakeholders? Who/ what is the community? These are important questions when dealing with the pressures of consultation and/or co-production and to address them involves patience, understanding, and effective communication as well as decisive project management skills.

Part 3: Teaching and learning methods

Teaching and learning methods: Students will use research skills to profile people, communities, and organisations. Through a series of workshops and practical sessions students will discuss and practice a range of inclusion strategies.

External speakers with experience of working in multi-agency teams will contribute to this module.

Module Learning outcomes:

MO1 Articulate the basis for public participation in environmental governance and demonstrate familiarity with critical concepts underpinning participation and engagement, multi-stakeholder, interdisciplinary and institutional working.

MO2 Describe a range of approaches to inclusion when working with people, communities and organisations recognising the importance of individual differences and group dynamics.

MO3 Demonstrate an understanding through a review of a variety of participatory methods and engagement strategies / relationship building.

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

MO5 Discuss the role of social learning, citizen science, and community action and co-production in environmental monitoring and management.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 132 hours

Face-to-face learning = 18 hours

Total = 150

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/ubgm91-15-1.html

Part 4: Assessment

Assessment strategy: The assessment strategy for this module encourages students to think and reflect about people, their similarities and differences and the factors that may help and hinder their involvement in environmental initiatives /

projects. Students will need to demonstrate that they have read about individual differences and relevant community development techniques including stakeholder identification.

Students will be required to use their research skills to identify stakeholders and apply thinking to develop a consultation / inclusion strategy. Students will also practice both their written, visual and verbal presentation skills, providing a report and short presentation.

Formative feedback opportunities and practice will be provided throughout the module and peer-peer support will be encouraged.

Resit students will have the opportunity to resubmit their report, poster and presentation supported by feedback on their first submission(s).

Assessment components:

Report - Component A (First Sit)
Description: Students will focus on one environmental project / initiative and profile it and the stakeholders. They will need to take into account people, communities and organisations that may be included /affected.
(2,000 words)
Weighting: 50 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO4

Poster - Component B (First Sit)
Description: Students will develop a consultation / inclusion strategy based on their stakeholder profile and with attention paid to different strategies and techniques for the different stakeholders identified.
They will present their poster with a 5 minute pitch
Weighting: 50 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO3, MO4, MO5

Report - Component A (Resit)

Description: Students will focus on one environmental project / initiative and profile it and the stakeholders. They will need to take into account people, communities and organisations that may be included /affected.

(2,000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Poster - Component B (Resit)

Description: Students will develop a consultation / inclusion strategy based on their stakeholder profile and with attention paid to different strategies and techniques for the different stakeholders identified.

They will present their poster with a 5 minute pitch

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Environmental Management [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Environmental Management {Apprenticeship-UWE} [Sep][FT][Frenchay][5yrs] BSc (Hons) 2022-23

Environmental Management [Sep][SW][Frenchay][4yrs] BSc (Hons) 2022-23

Environmental Management {Apprenticeship-UWE} [Sep][FT][Frenchay][5yrs] BSc (Hons) 2021-22