

University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Environmental Psychology			
Code: PSYC10016	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Science		
Module Co-ordinator:	E Edgerton		
Summary of Module			
<p>This is an elective module that draws on students' knowledge of research methodology to address applied problems in human-environment transactions. The module is concerned with the ways in which psychology can be applied to the environment; In particular the emphasis is on a transactional perspective between individuals and their physical settings.</p> <p>After outlining the origins of environmental psychology and its distinguishing characteristics, the module then examines how different tools (both generic and domain-specific) can be applied to investigate practical problems in human-environment transactions. Key theoretical models are also introduced and again these are examined by focusing on how well they explain specific human-environment transactions. Important aspects of the social environment such as personal space, territoriality, privacy and crowding are investigated along with design implications. The transdisciplinary nature of environmental psychology along with the contribution that it can make to the built environment is highlighted with an emphasis on urban design and the design of institutional buildings. The module also examines the importance of natural environments and ways to encourage pro-environmental and sustainable behaviour.</p> <p>Throughout the module, there will be a focus on practical applications of psychology to the environment using a scientific methodology. At the end of the module, students will be autonomous, socially aware, research-minded critical thinkers.</p> <ul style="list-style-type: none"> • Definitions, history and methodology of Environmental Psychology • Environmental perception and cognition (assessments and appraisals) • The environment and personality • The Social Environment - personal space, territoriality, crowding and privacy 			

- Architectural Psychology: urban environments, 'institutional' environments and specific user groups
- The Natural Environment & 'Pro-environmental' behaviour

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate an awareness of the defining characteristics of environmental psychology
L2	Critically evaluate the different psychological theories and methodologies used to understand human-environment transactions
L3	Demonstrate a critical understanding of how psychological research can be used to improve environment-behaviour relationships
L4	Click or tap here to enter text.

L5	Click or tap here to enter text.
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 10</p> <p>Understanding the development of environmental psychology as a discipline.</p> <p>Understanding different models and approaches used to explore human-environment transactions.</p> <p>Understanding the contribution of psychology to both the built and natural environments, and to sustainable human behaviour</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>Applying and interpreting techniques for investigating human-environment transactions.</p> <p>Retrieving and interpreting psychological research evidence in environment-behaviour studies</p>
Generic Cognitive skills	<p>SCQF Level 10</p> <p>Undertaking a critical appraisal of available tools used to investigate human-environment transactions.</p> <p>Collating research-based evidence from a variety of sources and use this to analyse everyday human-environment problems</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Communicating information effectively through written and oral presentations.</p> <p>Making effective use of information retrieval systems.</p> <p>Interpreting numerical and graphical data</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Working effectively in class-based group activities.</p> <p>Systematically identifying and addressing their own learning needs in both current and new areas</p>
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code: PSYC09015	Module Title: Applying Psychology Methods
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Gifford, R. (2014). *Environmental Psychology: Principles and Practice* (5th Ed.). Colville, WA: Optimal

Gifford, R. (2016). *Research Methods for Environmental Psychology*. Wiley, UK: West Sussex

Steg, L., Van Den Berg, A.E. & De Groot, J.I.M. (Eds.) (2013). *Environmental Psychology: An Introduction*. Chichester: BPS Blackwell

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Psychology & Social Work
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

School Assessment Board	UG/PG Psychology
Moderator	N Douglas-Smith
External Examiner	S Langton
Accreditation Details	British Psychological Society
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.</p> <p>Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
Assessment 1 – A research-based, case study weighted at 100%
Assessment 2
Assessment 3
<p>(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓			100	6

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	6 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)