

Amira Hassan

Environmental Social Science Researcher

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Research profile

Early-career environmental social scientist studying how households respond to local flood-risk communication. Mixed-methods researcher with experience designing surveys, conducting interviews, analysing quantitative and qualitative data, and working with councils and community groups. Committed to transparent research, inclusive teaching and outputs that are useful beyond academia.

Research interests

Risk communication; household adaptation; environmental justice; public participation; mixed-methods evaluation; open and reproducible research.

Education

PhD Environmental Social Science | North Wessex University | 2022–2026

Thesis: Trust, place and household responses to flood-risk messages. Designed a sequential mixed-methods study involving a 612-response survey and 38 semi-structured interviews across three English towns. Passed viva with minor corrections, July 2026.

MSc Environmental Policy, Distinction | Calder University | 2020–2021

Dissertation examined participation in urban greening decisions using policy analysis and resident interviews.

BA (Hons) Geography, First Class | St Cuthbert's College | 2017–2020

Research employment

Research Assistant | North Wessex University | October 2025–August 2026

- Evaluated a council-led home resilience pilot, cleaning survey data in R and coding 24 interviews in NVivo.
- Co-produced a practitioner briefing with council officers and resident representatives.
- Prepared anonymised data, documentation and analysis scripts for repository deposit.

Graduate Research Assistant | Calder University | June–September 2021

- Reviewed 146 local climate-adaptation plans against a structured coding framework.
- Checked a 2,800-record dataset and documented decisions for the wider research team.

Selected publications

Hassan, A. and Reed, J. (2026) 'Trust and the timing of household flood action', *Journal of Applied Place Research*, 14(2), 101–119. [Fictional example]

Hassan, A., Cole, M. and Byrne, S. (2025) 'Who receives the warning?', *Environmental Communication Practice*, 7(4), 44–61. [Fictional example]

Hassan, A. (2024) 'Listening before informing: a rapid evidence review'. North Wessex University Working Paper 24-06. [Fictional example]

Teaching and supervision

Graduate Teaching Assistant | North Wessex University | 2023–2026

- Led eight seminars annually for second-year Researching Society, using worked examples and low-stakes exercises to build confidence with methods.
- Marked coursework against agreed rubrics and provided specific, developmental feedback.
- Co-supervised two undergraduate dissertations on community climate action; both students completed on schedule.
- Completed the university's 20-hour Inclusive Teaching in Practice programme.

Conferences and engagement

- 'When warnings compete with lived experience', British Environmental Society Annual Conference, Glasgow, June 2026. Oral paper. [Fictional event]
- 'Co-designing useful flood research', Communities and Climate Workshop, York, November 2025. Invited practitioner session. [Fictional event]
- Designed and delivered two public mapping workshops with 46 residents; returned an accessible findings summary to participants.

Methods and technical skills

- Survey design and analysis in R; regression, data visualisation and reproducible scripts
- Semi-structured interviews, framework analysis and NVivo
- Research ethics applications, consent processes and data-management plans
- QGIS, Qualtrics, Zotero and Git
- French: working reading proficiency

Awards and service

North Wessex Doctoral Fieldwork Award, £1,800 | 2024 [Fictional award]

Postgraduate representative, School Research Ethics Forum | 2023–2025

- Consulted doctoral researchers on revised participant-information guidance and presented recurring questions to the forum.

Peer reviewer for Place, Risk & Society | 2025–present [Fictional journal]

- Review manuscripts on public participation and risk communication, giving structured comments on methods, claims and practical relevance.

Co-organiser, Early Career Methods Exchange | 2024–2025

- Scheduled four peer-led sessions and coordinated accessible materials for in-person and remote participants.