



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	1125
Module Title	Environment, Health and Sustainable Development
Module Organiser(s)	Tafadzwa Mabhaudi, Pauline Paterson & Caitlin Jarrett
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	CATS: 10 ECTS: 5
Term of Delivery	Term 1
Mode of Delivery	For 2026-27 this module is planned to be delivered in person, or for students taking the module from the online only intensive MSc Climate Change and Planetary Health, by synchronous online delivery. For all students, teaching will comprise a combination of live and interactive activities (synchronous learning), as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	60
Target Audience	This module is optional for students on the MSc Public Health. It forms a suitable introduction to the module Environmental Epidemiology (1301). This module is compulsory for students on the MSc Climate Change and Planetary Health.
Module Description	This module is an introduction to environmental public health research and practice. The module covers the following topics: • How environmental hazards affect human health;

	- Measures taken to reduce the risk of environmental hazards in local policy contexts; - How global environmental changes (climate change, environmental degradation) affect human health; - Links between health, environment and development; - How global and local environmental issues are addressed in public health practice.
Duration	10 weeks at 0.5 days per week
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	August 2026

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Climate Change and Planetary Health	Compulsory
MSc Public Health	Recommended
MSc Health Policy, Planning & Finance	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: Introduce students to the concepts needed to understand the interactions between human activities, the environment and human health.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: - Describe the range of environmental hazards that affect human health, including: air pollution, lack of access to water and sanitation, housing, chemical hazards, and climate hazards. - Explain equity and sustainability as central principles in environmental health risk management. - Evaluate how environmental issues are addressed in current public health practice.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Environmental hazards
- Water, sanitation and hygiene (WASH)
- Urban health, green infrastructure, and the built environment
- Air pollution, household energy and health
- Chemicals in the environment
- Environmental health equity and inequality
- Climate change, ecosystem services, and sustainable development

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	20	20%
Directed self-study	20	20%
Self-directed learning	30	30%
Assessment, review and revision	30	30%
Total	100	100%

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face to face contexts (for students on the in person or online provision), such as lectures, seminars, demonstrations, tutorials, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Teams) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

Teaching and Learning Strategy

The teaching and learning strategy is based on a combination of live lectures and live seminars. In the seminar, students have the opportunity to work in small groups and apply the concepts and methods covered in the lecture. After each seminar, students are provided with solutions and self-assessment exercises enabling them to check their understanding of the material. The second half of the module covers integrating topics and so also provides opportunities to review the material from the first half of term. At the end of the taught component of the module students are asked to undertake a group presentation to consolidate their learning.

Teaching and Learning Strategy

We use Panopto to record all lectures (except where permission not provided). Lecture slides and reading material are posted on Moodle in advance of the lecture, and solutions to the group work are posted on Moodle after the seminars.

Assessment

Assessment Strategy

The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA.

Formative assessments (optional): a mid-term quiz will be provided as a formative assessment. The students are also asked to undertake a group presentation and will be provided feedback.

Summative assessment (compulsory). Students will undertake a written assessment to be submitted in week 10 of term 1.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Written assessment	1500 words	100%	1 to 3

Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual

The resit assessment will be the same as the first attempt, but on a different topic.

Resources

Indicative reading list

Environment, Health and Sustainable Development (2017). 2nd edition. Eds. E Hutchinson, S Kovats. Open University Press

Other resources and link to online material are listed on Moodle.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to lecture notes and copies of the slides used during the lecture prior to the lecture (in pdf format). All lectures are recorded and made available on Moodle as quickly as possible. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible.

The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader. All students have access to "[SensusAccess](#)" software which allows conversion of files into alternative formats.

For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the [LSHTM Disability Support pages](#).