



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2026-27
Module Code	PROJCCP
Module Title	Climate Change and Planetary Health Research Projects
Module Organiser(s)	Pauline Paterson, Pauline Scheelbeek
Faculty	EPH
FHEQ Level	Level 7
Credit Value	CATS: 60 ECTS: 30
Term of Delivery	Term 3
Mode of Delivery	Face to face
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	Students registered for the MSc Climate Change and Planetary Health programme should have completed all the core and compulsory modules
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	None
Target Audience	This module is compulsory for students on the MSc Climate Change and Planetary Health programme.
Module Description	The Research Project is the culmination of MSc Climate Change and Planetary Health studies at the school. As an independent piece of research on a topic of choice relevant to the programme, a student work on and complete it over the final summer of the MSc. It should demonstrate the learning, understanding and skills developed in the subject. Projects are a vital element of MSc work; they are assessed and will contribute towards a substantial proportion of final degree result as outlined in the final MSc Awards Scheme.

Duration	4 months (May-Aug). Students are expected to engage in preparatory work from January, and ensure all required approvals are completed by April.
Timetabling slot	Term 3
Last Revised (e.g. year changes approved)	N/A

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Climate Change and Planetary Health	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
Overall the project module aims to: 1. provide an opportunity to carry out an extended piece of work which is of special interest to the student and is relevant to future career in Climate Change and Planetary Health 2. give a chance to demonstrate the learning, understanding and skills a student has developed during the Climate Change and Planetary Health MSc.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. develop skills towards identifying and shaping a relevant and answerable research question/topic 2. demonstrate the ability to independently carry out an investigation including the ability to think critically; conduct a high-quality literature review; hypotheses and research plan; navigate fundamental aspects of research (e.g., intellectual property, data protection and ethical issues) 3. develop, deepen and apply specific scientific skills including methodological, theoretical and analytical approaches to a real-world problem related to Planetary Health, based on knowledge gained throughout the MSc 4. reflect on social or ethical issues related to the research, where appropriate 5. demonstrate the ability to present, interpret and discuss research findings in relation to other studies and make recommendations in a clear and systematic format while critically appraising the research limitations.

Indicative Syllabus

Session Content

The project aims equip the students with several transferrable skills that are relevant to a wide range of post-MSc careers. Given career interests vary substantially, a range of project types will be allowed by the programme team. These include (but are not limited to):

- Systematic review of the literature: whilst all projects will involve a literature overview in their background sections, this project would follow formal systematic review methodologies and will involve an original critique of the literature on a selected topic of interest.
- Field-based primary data collection. Data may be quantitative or qualitative in nature and will focus on a specific research question. Programme evaluations are also possible. A suitable field location (UK or overseas), supervisor and research topic needs to be identified early in the academic year since advance planning is essential.
- Secondary data analysis (existing data): data may come from an existing data set or project in which School staff are involved. It may also have been collected (with appropriate ethical permissions) by students prior to arrival on the course.
- Policy report: this would involve review of all the relevant literature (published, 'grey' and original) leading to recommendations for future policy.

Guidance on each type of project listed above will be provided in the project handbook.

This list is not exhaustive and the programme and project module team are prepared to consider other ideas.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	70	11.1
Self-directed learning	400	66.7
Assessment, review and revision	130	22.2
Total	600	100



Teaching and Learning Strategy

Learning will be self-directed against the set of learning objectives. Student support will be available from the project supervisor and the Project Module Organisers. Supervisors will provide feedback on the Proposal, the CARE form, the draft Methods Section, and one Draft Report, and also respond to specific academic queries. Meetings with supervisors are expected at Proposal, Methods Section, data collection/analysis and Draft Report stages.

Students are expected to participate in the Moodle discussion forums, seminars in the school, online webinar discussion sessions and make use of any relevant meetings and conferences organised by the Centre on Climate Change and Planetary Health and the Planetary Health Network, since engagement in these activities is likely to enhance their project experience.

Training from the Library and the training sessions on Academic Integrity and Referencing and Avoiding Plagiarism (e-book) are essential learning for undertaking the research project.

Given the time requirements for several stages of project approval, student will need to start initial planning (thinking about your project topic and developing an initial proposal) after the Christmas break, if not before. While taking taught modules in the Term 2, development of the proposal should take place, and formal approval from supervisor and Programme Director(s), and possibly from the Ethics Committee (in needed) should be secured before the end of Term 2. The main work of the project is expected to be undertaken during Term 3 and cannot commence before the above mentioned approvals are in place. The final report must be submitted by the deadline stated in the Project Handbook. The Handbook also states all other key project dates and deadlines.

Project Supervision

Programme directors will support every student in finding a supervisor, to guide the student in planning, undertaking and writing up of project work.

It is the responsibility of each student to identify a topic / research question for their project and develop an initial draft of data needs and proposed methods. This should be discussed with personal tutors, the programme team (including MSc Programme Directors), and other LSHTM staff with specific expertise in the topic. Students should do a preliminary scoping review to see what is currently covered in the wider literature and if there is a rationale for their project idea.



A list of possible projects topics and potential supervisors will be circulated by the Programme director before the Christmas break to provide some initial ideas regarding topics, available datasets and possible opportunities nested within or related to existing research projects of LSHTM Staff. Note that this list will not be exhaustive, hence project ideas outside this list are highly encouraged. Furthermore, the list will mostly contain research areas (rather than defined projects) and students are expected to take the lead in developing research questions and methods for their summer project, with support from their tutor or (once identified) their project supervisor. Developing relevant research questions and methods that could answer such question, are important skills to develop and are explicit learning objectives for the project phase of the MSc.

The Project Handbook will give further guidance on what support a student can or cannot expect from the project supervisor. For example, supervisors act as advisors, not collaborators on the project, and hence key decisions on project methods, presentation of results, etc. should be made by the student.

Assessment

Assessment Strategy

The project will be assessed based on the submitted report (of up to 10,000 words) and the specific criteria which will apply for marking project reports will be provided in the Project Handbook (available on Moodle).

Examiners will be looking to see:

- Evidence of learning: The project report should be own work, and include original thinking.
- Evidence of scientific and academic standards:
 - Whether the main project report is structured in an appropriate way
 - How well the case for the study design has been made in the light of the research question
 - Whether the project meets the stated aims and objectives set out in the project report
 - Appropriate and competent use of methods for data collection or generation and analysis
 - Convincing well-argued conclusions
 - A full reference list of all sources of knowledge, data and ideas in the project report
 - Whether these were published in paper form or obtained via the internet

Evidence of critical skills: Project report should demonstrate ability to integrate skills in conducting an independent piece of research, including:

- Critical thinking



Assessment Strategy

- Analysing data and drawing conclusions
- Clear and coherent writing
- Presenting your findings in an appropriate way

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Project	max. 10,000 words	100%	All

Resitting assessment

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

Students who get a failing grade for their project may be asked by the exam board to revise and resubmit the original project or to submit a new project, depending on the extent of new work judged to be needed. An appropriate new deadline will be set depending on which of these are required.



Resources

Academic resources will include

- Resources on literature searching and critical appraisal;
- For those doing quantitative analysis: resources on the management of data, and using statistical software;
- For those doing qualitative research: resources on conducting focus groups and interviews;
- Resources on referencing and how to avoid plagiarism;
- Resources on completing key stages in project process: Proposal, Combined Academic, Risk assessment and Ethics approval (CARE) form, Methods Section, and Draft Report;

The Academic Writing handbook gives helpful guidance for writing up extended pieces of academic work like the project (especially how to cite and reference correctly). This is available at <https://www.lshtm.ac.uk/sites/default/files/academicwritinghandbook.pdf>

Project Handbook

A separate Project Handbook will be published on the MSc Moodle page. The Project Handbook will provide details about the requirements for the Project Report and further guidance will be provided by MSc Programme Directors during Term 1. The Project Handbook has two sections: a generic section which applies to all students and a programme-specific section which is tailored to The MSc in Climate Change & Planetary Health.

The Project Handbook will give details of the project marking scheme used, as well as further guidance on the learning objectives that the Project Report will need to demonstrate. The Project Handbook will contain great deal of further useful information or will direct the student as to where to find out more on important topics such as laboratory and fieldwork safety, ethical approval, potential sources of funding, writing up the Project Report, recognising the contribution of others, and submission procedures and requirements for the final Project Report.

Further Information

Copies of past students' projects are available via the Library.



Teaching for Disabilities and Learning Differences

The module-specific site on Moodle will provide students with access to all information and copies of any presentation used during the module (Word/PDF and PPT/PDF).

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.

The module will provide additional support for students with disabilities and learning differences in accordance with the Student Support Services section of the Student Handbook.