PROGRAMME SPECIFICATION

1. Overview

Programme Title	MSc Climate Change and Planetary Health
Academic Year	2027-28
Cohort Entry Points	Annually in September
Programme Director	Pauline Scheelbeek and Pauline Paterson
Awarding Body	London School of Hygiene & Tropical Medicine
Teaching Institution	London School of Hygiene & Tropical Medicine
Faculty	Epidemiology and Population Health
Length of Programme	Full time Taught Masters programmes: 12 months Part time/split study Taught Masters programmes: 24 months
Mode of Delivery	Intensive
Maximum period of registration	Full-time 3 years/Part-time 5 years
Language of Study	English
Entry Requirements	Please refer to the entry requirements here
Award Titles	Master of Climate Change and Planetary Health Exit Awards: Postgraduate Diploma in Climate Change and Planetary Health (120 credits) Postgraduate Certificate in Climate Change and Planetary Health (60 credits)
Total Credits	**CATS:** 180 **ECTS:** 90
Accreditation by Professional Statutory and Regulatory Body	N/A
Relevant PGT QAA Benchmark	Consistent with the Framework for Higher Education Qualifications at Masters level (level 7), this

Statement and/or other external/internal reference points	programme will provide students with an understanding of the conceptual basis of planetary health and with training in essential methodological skills for the design, conduct, and analysis of studies in planetary health, and in the interpretation and communication of their results for various audiences.
Level of programme within the Framework for Higher Education Qualifications (FHEQ)	Level 7
Re-sit Policy	https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf
Extenuating Circumstances Policy	https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf
Date of Introduction of Programme (month/year)	September 2023

2. Programme Description, Aims & Learning Outcomes

Programme Description
The programme will train academics and professionals who wish to better understand planetary health processes and address the challenges posed in this emerging field. It will enable them to make valuable contributions to planetary health and sustainable development in low-, middle- and high income settings and promote solutions from a planetary health perspective. The MSc will also develop 'soft' skills such as climate change communication and formulating advocacy perspectives.
Educational aims of the programme
The programme aims are to: • Equip students with knowledge of the complex systems that link the environment and human health. • Provide the skills necessary for students to be agents of change in the emerging interdisciplinary field of planetary health. Promote understanding of how issues of climate change and planetary health will affect diverse populations around the world.

- Enable students to apply their learning by designing, undertaking and communicating an independent research project on a topic relevant to climate change and planetary health.

Programme Learning Outcomes

By the end of the programme, students will be able to:

1. Apply the concepts of planetary health, global environmental change and sustainable development to inform and advocate for a planetary health perspective in global public health.
2. Assess key pathways and indicators by which changes to global environmental systems affect human health, including (but not limited to) heat stress, food systems, air pollution, infectious disease and biodiversity loss.
3. Critically appraise tools and methods available from disciplines including epidemiology, biostatistics, social and behavioural sciences, and data science, and assess their strengths and limitations for different planetary health research problems.
4. Design and manage research projects in the fields of climate change and planetary health by using and combining tools from across disciplines.
5. Evaluate the implications of planetary health research for health policy and practice in different country and population contexts.
6. Assemble and communicate results of complex systems analyses in language appropriate for specialist and non-specialist audiences.

Teaching and Learning Strategy
The programme is taught, through a variety of teaching methods including: lectures, small group seminars, practical, and groupwork with peers. All elements of the programme have specific learning objectives, with content designed to help students achieve these outcomes. Students are expected to learn through both directed and self-directed study.
Assessment Strategy
The programme is assessed through individual module assessments (which may include essays, other written coursework, short written exams, practical exams, group-work, presentations or other methods), and a project report. Such tasks are designed to assess, using the most appropriate method, whether learning objectives have been met.

Programme Structure and features, modules, credit assignment and award requirements

Full-time Masters	**Term 1**	**Term 2**	**Term 3**	**Total Credits**
Compulsory Modules	3	2	2	105
Recommended Modules	1	1	0	30
Projects			1	45
Total Credits	60	45	75	180

MSc Climate Change and Planetary Health students must take three modules in the four teaching blocks in Term 2, leaving one block from C2 or D1 free for Project preparation. During all these four blocks some (non-assessed) support will be available to help with the planning of student Projects.

Module information is correct at the time of publication, but minor amendments may be made subject to approval as detailed in Chapter 3 of the LSHTM Academic Manual. Optional (i.e. recommended non-compulsory) modules listed are indicative and may change from year to year.
https://www.lshtm.ac.uk/study/courses/changes-courses

Term	Slot	Module Code	Module Title	Module Type	Credits (CATS)	PLO covered	Expected Transferable skills
1	*AB1*	*tbd*	*Concepts in Epidemiology*	*Compulsory*	*15*	*3,4*	*Analysing and evaluating information; Investigating and Interpreting; Expressive writing*
1	*AB1*	*tbd*	*Statistics for Epidemiology and Population Health 1*	*Compulsory*	*15*	*3,6*	*Data management and analysis; Creating and Innovating; Analysing and evaluating information; Testing assumptions and investigating*
1	*AB1*	*2609*	*Fundamentals of Climate Change & Planetary Health*	*Compulsory*	*15*	*1-4,6*	*Learning and researching; Analysing and evaluating information; Formulating strategies and concepts; Team working; Networking;*
1	*AB1*	*tbd*	*Promotion, Prevention, and Protection*	*Recommended*	*15*	*2, 3, 6*	*Analysing and evaluating information; Interpreting and making judgements; Communicating*
1	*AB1*	*tbd*	*Health Economics, Systems and Policy*	*Recommended*	*15*	*1, 3, 5*	*Writing and reporting; Targeting communication; Team working; Presenting and Communicating*
2	*C1*	*2607*	*Methods in Climate Change & Planetary Health*	*Compulsory*	*15*	*2-6*	*Data management and analysis; Creating and Innovating; Analysing and evaluating information; Testing assumptions and investigating; Producing solutions; Planning and organising; Presenting and communicating information; Formulating strategies and concepts;*

Term	Slot	Module Code	Module Title	Module Type	Credits (CATS)	PLO covered	Expected Transferable skills
2	*C2*	*1117*	*Health Policy, Process & Power*	*Recommended*	*15*	*5,6*	*Analysing and evaluating information; Communicating*
2	*C2*	*tbd*	*Qualitative Methodologies*	*Recommended*	*15*		*Qualitative data analysis and interpretation; Qualitative research design and problem-solving; interpersonal communication; Synthesis and evidence-based reasoning; writing and reporting*
2	*C2*	*2436*	*Population, Poverty & Environment*	*Recommended*	*15*	*1,2,5*	*Analysing and evaluating information; Presenting information; Investigating and interpreting*
2	*D1*	*2423*	*Research Design & Analysis*	*Recommended*	*15*	*3,4,*	*Formulating research questions; Writing and reporting; Investigating; Systems thinking*
2	*D1*	*tbd*	*Statistics for Epidemiology and Population Health 2*	*Recommended*	*15*	*3,4*	*Analysing and evaluating information; Investigating and interpreting; Data management and analysis; Writing and reporting; Presenting information*
2	*D2*	*Tbd/1301*	*Environmental Epidemiology*	*Compulsory*	*15*	*1,3,5*	*Analysing and evaluating information; Interpreting and making judgements; Communicating information*
3	*E1*	*2608*	*Planetary Health Research in Practice*	*Compulsory*	*15*	*1-6*	*Analysing and evaluating information; Innovating; Team working; Adapting and responding to change; Relating and Networking; Formulating strategies and*

Term	Slot	Module Code	Module Title	Module Type	Credits (CATS)	PLO covered	Expected Transferable skills
							concepts; Presenting and Communicating; Persuading and influencing
3	*E2*	*tbd*	*Urban Environmental Health Policy*	*Compulsory*	*15*	*1,2,5*	*Analysing and evaluating information; Investigating and Interpreting; Expressive writing*
3	*T3*	*PROJCCP*	*Research Project*	*Compulsory*	*60*	*1-6*	*Formulating strategies and concepts; Deciding and acting on own initiative; Planning, organising and time keeping; Analysing critically; Systems thinking; Relating and networking; Adapting and responding to change; Expressive writing and scientific reporting; Presenting and communicating information*

Contact time

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 such as on-campus lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision and external fieldwork or visits, as well as where tutors are available for one-to-one discussions and interaction by email. Module contact time will be defined in the individual module specifications and provided to students at the start of their programme.

This definition is based on the one provided by the Quality Assurance Agency for Higher Education (QAA) Explaining contact hours (2011). Student contact time, together with time allocated for independent study and assessment, determines the total student study hours for a module or programme. Although there are separate hours allocated for each of these activities, they should always be clearly linked together to support effective learning.
The London School of Hygiene and Tropical Medicine (LSHTM) defines high quality contact time as structured, focused, purposeful and interactive.