



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2020-21
<b>Module Code</b>	1300
<b>Module Title</b>	Environmental Health Policy
<b>Module Organiser(s)</b>	tbd
<b>Faculty</b>	Public Health & Policy
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	101049 : 100648 : 101317
<b>Term of Delivery</b>	Term 3
<b>Mode of Delivery</b>	For 2020-21 this module is delivered online.  Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning). We do not yet know whether or not there will be any on-campus activities during Term 3. This decision will be made in February.
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Maximum number of students)</b>	10-15
<b>Target Audience</b>	This module is of relevance to students interested in the assessment and control of environmental health problems
<b>Module Description</b>	This module will focus on methods for risk assessment as a and risk management for environmental hazards, including air quality, water quality and chemicals in the environment. The module will also address policies where health is implicit such as housing, planning, transport and climate mitigation/decarbonisation.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Term 3 - slot E

<b>Last Revised (e.g. year changes approved)</b>	10/2020
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<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Public Health (Environment & Health)	Compulsory
MSc Health Policy, Planning & Finance	Recommended

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> <li>Develop students' ability and skills to assess and control environmental risks to human health.</li> </ul>

<b>Module Intended Learning Outcomes</b>
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> <li>Demonstrate an understanding of quantitative risk assessment methods and be able to apply these methods to a range of environmental risks;</li> <li>Describe the principles for setting acceptable limits for environmental exposure.</li> <li>Apply health impact assessment methods to appraise policy interventions that may have an impact on public health;</li> <li>Identify the key actors and understand their role in managing environmental health risks;</li> <li>Critically evaluate the application of the precautionary principle in the context of environmental health.</li> </ol>

## Indicative Syllabus

<b>Session Content</b>
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> <li>Risk assessment as a structured method to estimate quantitative health impacts</li> <li>Risk management as a framework for assessing and controlling environmental hazards</li> <li>Methods for setting acceptable limits for environmental exposure.</li> <li>The scientific, socio-cultural, historical, economic and political factors that influence management of environmental risk.</li> <li>Environmental health policy scenarios, such as climate policies (Net Zero), transport interventions, healthy housing, and water-related health risks.</li> </ul>



## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	35	23%
Directed self-study	36	24%
Self-directed learning	29	19%
Assessment, review and revision	50	33%
<b>Total</b>	<b>150</b>	<b>100%</b>

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 lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, 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 Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) and self-directed study.

### Teaching and Learning Strategy

A variety of methods will be used, including lectures, seminars, directed reading and asynchronous exercises.

## Assessment

### Assessment Strategy

**The Summative Assessment** will be based on a group presentation (30%) and an individual report (70%).

1. Students will select a specific policy scenario from a pre-approved list. First, they will work in groups to assess the health impacts of the policy scenario, followed by group presentation to share their findings with the class.
2. Then students will develop a policy report on the same topic individually (2000-2500 words excluding references) to submit at the end of this module.

## Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2500 words	70	1,2,3,4,5
Group Presentation	12 minutes	30	1,2,3,4,5

### Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

The resit assessment will be an individual report (no group work) on an alternative topic (a different policy scenario). (2500 words).

## Resources

### Indicative reading list

WHO Air Quality Guidelines 2000 and 2005 Global Update.

EEA. Late Lessons from Early Warnings. Vol 2. <http://www.eea.europa.eu/publications/late-lessons-2/part-c-emerging-issues>

UNICEF/WHO (2010) Diarrhoea: Why children are still dying and what can be done?

Ogilvie D, Cummins S, Petticrew M et al. (2011): Assessing the evaluability of complex public health interventions: Five questions for researchers, funders, and policymakers. *Milbank Quarterly* 2011; 89: 206-25.



## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).