MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	1125
Module Title	Environment, Health and Sustainable Development
Module Organiser(s)	Dr Sari Kovats and Dr Peninah Murage
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 10 **ECTS:** 5
HECoS Code	101317
Term of Delivery	Term 1
Mode of Delivery	For 2021-22 this module will be delivered online until reading week. It is intended that a combination of face-to-face and online learning will be used thereafter. The module will be delivered through a combination of live seminars, and pre-recorded lectures and 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 (indicative number of students)	30
Target Audience	This module is optional for students on the MSc Public Health, and it is compulsory for students who wish to take the MSc Public Health Environment and Health stream. It forms a suitable introduction to the modules Environmental Health Policy (1300) and Environmental Epidemiology (1301).
Module Description	This module is one of three environment modules in the MSc Public Health Environment and Health Stream. The module includes sessions addressing the following topics: • How environmental hazards affect human health • Measures taken to reduce the risk of environmental hazards

	• How global environmental changes (climate change, urbanisation) affect human health • Links between health, environment and development, international and local policy contexts • 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)	September 2021

Programme(s) This module is linked to the following programme(s)	**Status**
MSc Public Health (Environment & Health)	Compulsory
MSc Public Health	Recommended
MSc Public Health (Health Economics)	Recommended
MSc Public Health (Health Promotion)	Recommended
MSc Public Health (Health Services and Management)	Recommended
MSc Public Health (Health Services Research)	Recommended
MSc Health Policy, Planning & Finance	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • 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 will be able to: 1. Describe the range of environmental hazards that affect human health, including: air pollution, water and sanitation, housing, and chemical hazards 2. Explain equity and sustainability as central principles in environmental health risk management 3. Assess global environmental changes in terms of causes and their implications for human health 4. 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 and sanitation • Urban health and the built environment • Air pollution, energy and health • Chemicals in the environment • Environmental health equity and inequality • Climate change 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 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
The teaching and learning strategy is based on a combination of online lectures followed by live group work sessions. In the group work sessions students have the opportunity to apply the concepts and methods covered in the preceding lecture. For each practical, students are provided with solutions enabling to them to check their understanding of the material. The second half of the module covers integrating topics, which provide opportunities to review the material from the first half. At the end of the taught component of the module students are asked to undertake a group presentation to consolidate their learning. The assessment task, which comes at the end of the module, is an essay.

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 practicals are posted on Moodle after the seminars. The module is summatively assessed by exam in June.

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. The assessment for this module will be part of the summer exams. **Formative assessment (optional).** Students are encouraged to submit an essay as the end of term progress test, which assesses key learning from the module. Individual feedback is provided. **Formative assessment**. Students are required to undertake a group presentation on their project undertake in the second half of the module. This is not marked but group feedback is given afterwards. **Summative assessment (compulsory)**. Students will undertake a written exam in the summer term. One question (choice of two). MSc Paper II.

Summative Assessment

Assessment Type	**Assessment Length** (i.e. Word Count, Length of presentation in minutes)	**Weighting (%)**	**Intended Module Learning Outcomes Tested**
Exam (Papers 1 & 2)	1 question in Paper 2	100%	1 to 4

Resitting assessment
Resits will accord with the LSHTM's Resits Policy The Resit assessment will be the same assessment type as the first attempt (see previous table).

Resources

Indicative reading list

-        Environment, Health and Sustainable Development (2016). 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.