



## PROGRAMME SPECIFICATION

### 1. Overview

<b>Academic Year (student cohorts covered by specification)</b>	2025-26
<b>Programme Title</b>	MSc Climate Change and Planetary Health
<b>Programme Director</b>	Pauline Scheelbeek and Pauline Paterson
<b>Awarding Body</b>	University of London
<b>Teaching Institution</b>	The London School of Hygiene & Tropical Medicine
<b>Faculty</b>	Epidemiology and Population Health (EPH)
<b>Length of Programme (months)</b>	MSc – Full time = 12 months, Part time / Split study = 24 months
<b>Entry Routes</b>	MSc
<b>Exit Routes</b>	MSc/PGDip/PGCert
<b>Award Titles</b>	MSc in Climate Change and Planetary Health (180 credits)  Exit awards: PGDip in Climate Change and Planetary Health (120 credits) PGCert in Climate Change and Planetary Health (60 credits)
<b>Accreditation by Professional Statutory and Regulatory Body</b>	N/A
<b>Relevant PGT <a href="#">QAA Benchmark Statement</a> and/or other external/internal reference points</b>	Consistent with the Framework for Higher Education Qualifications at Masters level (level 7), this 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.

	See pages 31-32 at: <a href="https://www.qaa.ac.uk">The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (qaa.ac.uk)</a>
<b>Level of programme within the Framework for Higher Education Qualifications (FHEQ)</b>	Masters (MSc) Level 7
<b>Total Credits</b>	<b>CATS:</b> 180 <b>ECTS:</b> 90
<b>HECoS Code</b>	101070; 101317; 101510; 100469
<b>Mode of Delivery</b>	This programme is based at LSHTM in London and delivered by predominantly face-to-face teaching modes.
<b>Mode and Period of Study</b>	Full time (12 months) or part time/split study (max 24 months)
<b>Cohort Entry Points</b>	Annually in September
<b>Language of Study</b>	English
<b>Re-sit Policy</b>	<a href="https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf">https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-08a.pdf</a>
<b>Extenuating Circumstances Policy</b>	<a href="https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf">https://www.lshtm.ac.uk/sites/default/files/academic-manual-chapter-07.pdf</a>
<b>Programme Description</b>	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.
<b>Date of Introduction of Programme (month/year)</b>	September 2023
<b>Date of production / revision of this programme specification (month/year)</b>	August 2024

## 2. Programme Aims & Learning Outcomes

### **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.

### **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 group-work 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, via the most appropriate method, whether learning objectives have been met.

### **3. Programme Structure and features, modules, credit assignment and award requirements:**

<b>Full-time Masters</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Total Credits</b>
Compulsory Modules	5	2		80
Recommended Modules	1	2		40
Projects			1	60

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>

<b>Term</b>	<b>Slot</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Module Type (compulsory or recommended)</b>	<b>Credits (CATS)</b>	<b>PLO covered</b>	<b>Expected Transferable skills</b>
1	AB1	2001	<i>Basic Epidemiology</i>	<i>Compulsory</i>	10	3,4	<i>Analysing and evaluating information; Investigating and Interpreting; Expressive writing</i>
1	AB1	1121	<i>Basic Statistics for Public Health &amp; Policy</i>	<i>Compulsory</i>	10	3,6	<i>Data management and analysis; Creating and Innovating; Analysing and evaluating information; Testing assumptions and investigating</i>
1	AB1	1125	<i>Environment, Health and Sustainable Development</i>	<i>Compulsory</i>	10	1,2,5	<i>Analysing and evaluating information; Investigating and Interpreting; Expressive writing</i>
1	AB1	2609	<i>Fundamentals of Climate Change &amp; Planetary Health</i>	<i>Compulsory</i>	10	1-4,6	<i>Learning and researching; Analysing and evaluating information; Formulating strategies and concepts; Team working; Networking;</i>
1	AB1	2607	<i>Methods in Climate Change &amp; Planetary Health</i>	<i>Compulsory</i>	10	2-6	<i>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;</i>

<b>Term</b>	<b>Slot</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Module Type (compulsory or recommended)</b>	<b>Credits (CATS)</b>	<b>PLO covered</b>	<b>Expected Transferable skills</b>
1	AB1	1121	<i>Principles of Social Research</i>	<i>Recommended</i>	10	3,4	<i>Analysing, Innovating, Planning</i>
1	AB1	1117	<i>Health Policy, Process &amp; Power</i>	<i>Recommended</i>	10	5,6	<i>Analysing and evaluating information; Communicating</i>
1	AB1	1123	<i>Issues in Public Health</i>	<i>Recommended</i>	10	2,3,6	<i>Analysing and evaluating information; Interpreting and making judgements; Communicating</i>
2	C1	2423	<i>Research Design &amp; Analysis</i>	<i>Recommended</i>	15	3,4,	<i>Formulating research questions; Writing and reporting; Investigating; Systems thinking</i>
2	C1	2400	<i>Study Design: Writing a Study Proposal</i>	<i>Recommended</i>	15	3,4	<i>Formulating research questions; Writing and reporting; Investigating; Systems thinking; Planning and setting objectives</i>
2	C2	1808	<i>Health Systems</i>	<i>Recommended</i>	15	1,3,5	<i>Writing and reporting; Targeting communication; Team working; Presenting and Communicating</i>
2	C2	2402	<i>Statistical Methods in Epidemiology</i>	<i>Recommended</i>	15	3,4	<i>Analysing and evaluating information; Investigating and interpreting; Data management and analysis; Writing and reporting; Presenting information</i>
2	C2	2436	<i>Population, Poverty &amp; Environment</i>	<i>Recommended</i>	15	1,2,5	<i>Analysing and evaluating information; Presenting information; Investigating and interpreting</i>

<b>Term</b>	<b>Slot</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Module Type (compulsory or recommended)</b>	<b>Credits (CATS)</b>	<b>PLO covered</b>	<b>Expected Transferable skills</b>
2	D1	2608	<i>Planetary Health in Practice</i>	<i>Compulsory</i>	15	1-6	<i>Analysing and evaluating information; Innovating; Team working; Adapting and responding to change; Relating and Networking; Formulating strategies and concepts; Presenting and Communicating; Persuading and influencing</i>
2	D2	1301	<i>Environmental Epidemiology</i>	<i>Compulsory</i>	15	1,3,5	<i>Analysing and evaluating information; Interpreting and making judgements; Communicating information</i>
3	T3	PROJCCP	<i>Research Project</i>	<i>Compulsory</i>	60	1-6	<i>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</i>

## 4. Contact Hours

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. 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). 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 \(2011\) guidance document, page 4 available here](#). 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.

## 5. Entry Requirements

Please refer to the programme's requirements [here](#).