



## MODULE SPECIFICATION

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| <b>Academic Year (student cohort covered by specification)</b>     | 2021-22   |
| <b>Module Code</b>   | IDM215  |
| <b>Module Title</b>  | Water, Sanitation and Hygiene   |
| <b>Module Organiser(s)</b>   | Dr Belen Torondel and Dr Katie Greenland  |
| <b>Contact email</b>   | The LSHTM distance learning programmes and modules are run in collaboration with University of London Worldwide. Enquiries may be made via <a href="#">the Student Advice Centre</a> . (Enquiries from face-to-face i.e. London-based the LSHTM MSc or research students regarding study of DL modules should be emailed to <a href="mailto:distance@lshtm.ac.uk">distance@lshtm.ac.uk</a> .) |
| <b>Faculty</b>   | Infectious & Tropical Diseases: The London School of Hygiene & Tropical Medicine<br><a href="https://www.lshtm.ac.uk/research/faculties/itd">https://www.lshtm.ac.uk/research/faculties/itd</a>   |
| <b>FHEQ Level</b>  | Level 7   |
| <b>Credit Value</b>  | <b>CATS:</b> 15<br><b>ECTS:</b> 7.5   |
| <b>HECoS Code</b>  | 101317:100469 (1:1)   |
| <b>Mode of Delivery</b>  | Distance Learning   |
| <b>Mode of Study</b>   | Directed self-study, through online materials   |
| <b>Language of Study</b>   | English   |
| <b>Pre-Requisites</b>  | Those who wish to study this module as an individual module or as part of another programme should have a prior knowledge of basic biology in order to be able to work through and benefit fully from this module.  |
| <b>Accreditation by Professional Statutory and Regulatory Body</b> | None  |
| <b>Module Cap (Maximum number of students)</b>                     | None  |
| <b>Target Audience</b>   | This module is intended for those who wish to understand the principles of water, sanitation and hygiene promotion interventions for public health in low-income settings.  |
| <b>Module Description</b>  | This module aims to equip the next generation of WASH professionals with the blend of skills necessary to understand  |

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|  | the critical importance of WASH for low and middle income country development and will provide training to support a future career in WASH programming, research and evaluation.  |
| <b>Duration</b>                                  | Distance learning module studies begin in early October. Students may start their studies at any time from receipt of access to study materials and work through the material until the start of the June examinations (although assessment submission deadlines which are earlier than this must be observed). |
| <b>Last Revised (e.g. year changes approved)</b> | May 2020  |

| <b>Programme(s)</b>  | <b>Status</b>   |
|--|-----------------|
| This module is linked to the following programme(s)  |                 |
| PGDip/MSc Infectious Diseases (Distance Learning - University of London Worldwide)                 | Elective Option |
| PGDip/MSc Clinical Trials (Distance Learning - University of London Worldwide)                     | Elective Option |
| PGDip/MSc Epidemiology (Distance Learning - University of London Worldwide)                        | Elective Option |
| PGDip Public Health (Distance Learning - University of London Worldwide)                           | Elective Option |
| MSc Public Health (General Stream) (Distance Learning - University of London Worldwide)            | Elective Option |
| MSc Public Health: Environment and Health (Distance Learning - University of London Worldwide)     | Elective Option |
| MSc Public Health: Health and Promotion (Distance Learning - University of London Worldwide)       | Elective Option |
| MSc Public Health: Health Services Management (Distance Learning - University of London Worldwide) | Elective Option |

## Module Aim and Intended Learning Outcomes

| <b>Overall aim of the module</b>  |
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| <p>The overall module aim is to:</p> <ul style="list-style-type: none"> <li>enable students to understand the principles and practices that should underlie water, sanitation and hygiene (WASH) interventions, in order to maximise health and social benefits. The module also aims to empower students to contribute usefully to discussions with other professionals regarding health impacts, technology choice and policy aspects of water supply, excreta disposal and other environmental interventions affecting health in low and middle developing countries.</li> </ul> |

## **Module Intended Learning Outcomes**

Upon successful completion of the module a student will be able to:

1. have a critical understanding of sanitation, water and hygiene interventions and of the ways in which such projects can impact on health in low income settings;
2. point out the principal pitfalls in health impact measurement, and suggest appropriate alternatives;
3. discuss the wider social, economic, institutional and environmental contexts of water, hygiene and sanitation strategies;
4. appraise the existing evidence for the effectiveness of water, hygiene and sanitation interventions;
5. have a basic understanding of the principles of behaviour change in the water, sanitation and hygiene sector and the pros/cons of alternative ways to measure behaviour change outcomes;
6. have a basic understanding of the WASH products and services options available and the factors which guide choice of hardware;
7. have a critical appreciation of the importance of behaviour change communications and demand promotion/creation strategies tailored to the target population in the planning, implementation and evaluation of water, hygiene and sanitation interventions;
8. apply this understanding to the design, evaluation and critique of such projects;
9. contribute to the development of different approaches to the provision of sustainable and equitable WASH services in developing countries.

## **Indicative Syllabus**

### **Session Content**

The module is expected to cover the following topics:

- Sections 1 and 2, provide an introduction to the full module and include sessions addressing the following topics:
  - History of WASH in the global context;
  - Health impact and health importance of WASH programmes;
  - Non-health /benefits of WASH programmes;
  - Introduction of importance of behaviour change in the WASH sector;
  - Equity, Inclusion and gender.
- Sections 3, 4 and 5 provide an overview of WASH technology and intervention strategies. These sections explain how an understanding of preventive strategy can be put into operation. Students will learn about health and disease and also about the environment, economics, socio-cultural context, and the institutions involved as well as the technical aspects of the performance and supply of WASH products and services. The section sets out the principles and practices relevant to each of these areas so that a water supply and sanitation project can be devised and implemented successfully and sustainably.

## Session Content

- Section 6 describes the evidence for the effectiveness of water, hygiene and sanitation interventions and methods and challenges to monitor and evaluate the effectiveness of these interventions.
- Section 7 covers specific topics related to the WASH sector. This includes sessions related to:
  - HIV/AIDS and WASH;
  - Child faeces disposal;
  - WASH in Health care facilities.

## Teaching and Learning

### Notional Learning Hours

| Type of Learning Time           | Number of Hours | Expressed as Percentage (%) |
|---------------------------------|-----------------|-----------------------------|
| Directed self-study             | 85              | 56.7                        |
| Self-directed learning          | 25              | 16.7                        |
| Assessment, review and revision | 40              | 26.7                        |
| <b>Total</b>                    | <b>150</b>      | <b>100</b>                  |

### Teaching and Learning Strategy

Learning is self-directed against a detailed set of learning objectives using the materials provided. Students are strongly encouraged to participate in the module-specific discussion forums available on Moodle, to obtain tutor support, and to make use of the LSHTM online library resources. In addition, written feedback is provided on submitted assignments.

The teaching and learning strategy is self-directed against a detailed set of learning objectives identified at the start of each chapter of the module textbook. It is structured around a combination of a module textbook that students need to read and module-specific discussion forums, where students and tutors can interact. Students are directed to use the various online electronic resources and to read and work through activities in specific sections of the module book. These activities will provide students the opportunity to test their session knowledge and understanding and to apply the concepts and methods covered by session content. Students are provided with detailed solutions to the exercises, enabling them to check their understanding of the material. Additional learning materials include: a brief guide to the study module, recommended articles and readings from the peer-reviewed scientific literature and suggested relevant websites. They can also find access to Recordings from different lectures provided by WASH experts that are teaching in the LSHTM face to face module: Water, Sanitation and Hygiene, and Health. Student support is available from the module tutors through the web-based discussion forums, including exam revision forums. Module tutors provide asynchronous feedback for all students on the web-based discussion forum. Students are strongly encouraged to participate in the module-specific discussion forums available on Moodle, to clarify queries,

### Teaching and Learning Strategy

to interact with other students, to obtain tutor support and to make use of the LSHTM online library resources. The assessment task, which comes at the end of the module, is the point at which students demonstrate a consolidation of their learning across the whole module. In addition, written feedback is provided on submitted assignments.

### Assessment

#### Assessment Strategy

Formal assessment of this module includes a two-hour unseen written paper examination with 15 minutes additional reading/planning time (70%) and an assessed assignment comprising 2500 word essay (30%). For their assessment, students are given a case scenario of a WASH situation in an imaginary low income country with a research task and will be asked to prepare a report answering the points provided in the task. The assessment task requires students to demonstrate: the ability to understand the problem; the ability to present their task exercise in an appropriate way; and the ability to support their report in the light of the case scenario and research question. The assessment task thus gives students an opportunity to consolidate their learning and requires students to apply their learning across the whole of the module.

### Summative assessment

| Assessment Type     | Assessment Length  | Weighting (%) | Intended Module Learning Outcomes Tested |
|---------------------|--------------------|---------------|--|
| Assessed Assignment | 2500 words         | 30            | 1, 2, 3, 7, 8, 9                         |
| Exam                | 2 hours 15 minutes | 70            | All                                      |

Assignments for this module can be submitted only once annually, no later than 31 March and must be submitted via the online Assignment Management System.

Unseen written examinations for DL modules are held once a year, in June (including resits).

Exams will be held in accordance with annual UoL guidance. They will be conducted in the same format for all students either online or in international exam centres.

There are over 650 examination centres worldwide. They are arranged mainly through Ministries of Education or the British Council. A list of examination centres can be found at <https://london.ac.uk/current-students/examinations/examination-centres>.

A local fee will be payable direct to the examination centre. This fee is in addition to the programme/module fee and is set by, and paid directly to, the individual examination centres. The level of local examination centre fees varies across the world and neither the University of London nor the LSHTM have any control over the fee amount.

### **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**

No textbooks are provided

**Reader:** Online reading list via Leganto

### **Other resources**

**Study Guide:** Online via Moodle

In addition to the materials above, students are given access to **the LSHTM** Virtual Learning Environment, Moodle (for web-based discussions forums etc.), assignments and the **LSHTM** online library resources.

## **Teaching for Disabilities and Learning Differences**

The module-specific site on Moodle provides students with access to the module learning materials, including a study guide (with accessible printable versions of sessions) and online reading list (containing essential readings), and additional resources including supplementary exercises. 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.

If you have specific, access requirements please contact the Inclusive Practice Manager via [special.arrangements@london.ac.uk](mailto:special.arrangements@london.ac.uk) to request an alternative format of the study guide and for special exam arrangements.