

## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2025-26
<b>Module Code</b>	IDM215
<b>Module Title</b>	Water, Sanitation and Hygiene
<b>Module Organiser(s)</b>	Dr Ian Ross & 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 <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 <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 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 assessments (although assessment submission deadlines which are earlier than this must be observed).
<b>Last Revised (e.g. year changes approved)</b>	January 2025

<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/MSc Health in Humanitarian Crises (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

### Overall aim of the module

The overall module aim is to:

- 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.

### Module Intended Learning Outcomes

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

1. Integrate the principles of Water, Sanitation & Hygiene (WASH) interventions and recent insights to develop products, services and behaviour change programmes in complex and unpredictable settings;
2. Appraise methods of Health Impact Evaluation and justify their deployment in WASH strategy;
3. Critically evaluate the wider social, economic, institutional and environmental contexts of WASH strategies in resource poor settings;
4. Develop a range of approaches for the provision of sustainable and equitable WASH services in resource poor settings, and communicate your output to professional audiences.

## 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;
  - Equity, Inclusion and gender.
- Sections 3 (Water), 4 (Sanitation) and 5 (Hygiene Promotion) provide an overview of WASH technology and intervention strategies. These sections explain how an understanding of preventive strategies 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. These sections set 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 is about WASH in Institutions, and covers WASH in health care facilities and schools.

## 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. Students will also have access to interactive case study sessions, allowing them to participate in live learning and discussion seminars with a teacher. 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, 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

### Teaching and Learning Strategy

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 Time-Limited Assessment (70%) and an assessed assignment comprising a 2500-word essay (30%).

For their assessment, students are given a case scenario of a WASH situation 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.

### Assessment submission deadlines

Assessed Assignment submission deadline **31<sup>st</sup> March**

Time-Limited Assessment takes place in **June**

### Summative assessment

Assessment Type	Assessment Length	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	2500 words	30	1 - 4
Time -Limited Assessment	3000 words	70	1-4

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.

Time-limited assessments for DL modules are held once a year, mostly in June (including resits).

Time-limited Assessments are held in accordance with University of London's annual guidance.

Please note that a separate examination fee may be payable in addition to the module fee.

### 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). (Note that for those resitting module assessments, a fee will be payable.)

## Resources

### Indicative reading list

No textbooks are provided.

### Other resources

**Study Guide:** Available online, and to download, via the virtual learning environment.

**Reader:** Online reading list via the Virtual Learning Environment

In addition to the materials above, students are given access to **the LSHTM** Virtual Learning Environment, (VLE; 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.