

Module specification

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Module code	HLT426
Module title	Health Inequalities and Social Justice
Level	4
Credit value	20
Faculty	SLS
Module Leader	Justine Mason
HECoS Code	100473
Cost Code	GAHW

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc(Hons) Public Health and Wellbeing	Core
BSc(Hons) Mental Health and Wellbeing	Core
Dip HE Health and Social Wellbeing	Core

Pre-requisites

None.

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

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Initial approval date	6 th December 2021
With effect from date	September 2022
Date and details of revision	

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Version number	1

Module aims

This module will enable students to recognise inequalities in health, mental health and wellbeing and understand their personal role in contributing to the social justice agenda. It will provide knowledge and understanding of the nature and causes of health inequalities, discrimination and marginalisation and discuss key policy and legislation, notably The Equality Act 2010.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify inequality and diversity in how health, mental health and wellbeing are experienced at individual and community levels.
2	Discuss key issues and concepts related to health inequalities, such as social determinants of health, unconscious bias and stigma.
3	Explain how inequalities in health, mental health and wellbeing can be produced and re-produced.
4	Review policy and legislation related to equality and how they might contribute to the social justice agenda.
5	Evidence their ability to work as part of a small group to produce a shared outcome.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module *handbook*.

Assessment 1

In a small group, students will be required to produce and deliver a 10-minute presentation that compares the health, mental health or wellbeing of people (or groups of people) from different social, cultural or economic backgrounds, exploring the reasons for any differences and demonstrating the role of policy and legislation in redressing any imbalances. The same mark will be awarded for all group members.

Assessment 2

Each group member will be required to submit an appendices document that evidences their contribution to the group presentation and how they attempted to work effectively within their group. The appendices document may include a 'group contract' agreed at the start of the process, the agendas and minutes from group meetings, and a 500-word reflection. A different mark for individual group members may be awarded depending upon the evidence submitted in this document.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Presentation	60%
2	5	Coursework	40%

Derogations

None.

Learning and Teaching Strategies

The learning and teaching strategy for this module follows WGU's Active Learning Framework. Students are required to attend 'synchronous' workshops that will include the delivery of module content alongside individual and group discussions and tasks. They are also required to complete 'asynchronous' directed study tasks provided on the Virtual Learning Environment (VLE), such as watching recorded lectures, engaging with discussion forums, and undertaking quizzes, individual and group tasks, key readings and reflective activities.

Indicative Syllabus Outline

- Social divisions (class, gender, ethnicity, disability, learning disability, poverty)
- Inequality of opportunity versus condition
- Unconscious bias, discrimination and stigma
- Social justice
- The Equality Act 2010
- Human Rights Act
- Inequalities in health, mental health and wellbeing
- Social determinants of health
- Inter-generational cycles of health inequality

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Marmot, M. (2016), *The Health Gap: The Challenge of an Unequal World*. London: Bloomsbury.

Matheson, J., Patterson, J. and Neilson, L. (eds.) (2020), *Tackling Causes and Consequences of Health Inequalities: A Practical Guide*. Boca Raton, Taylor and Francis.

Other indicative reading

Brown, B. and Burke, T. (eds.) (2021), *You Are Your Best Thing: Vulnerability, Shame Resilience and the Black Experience: An anthology*. London: Vermilion.

Equality Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Wilkinson, R. and Pickett, K. (2010), *The Spirit Level: Why Equality is Better for Everyone*. London: Penguin.

Wilkinson, R. and Pickett, K. (2018), *The Inner Level: How More Equal Societies Reduce Stress, Restore Sanity and Improve Everyone's Wellbeing*. London: Penguin.

Wong, A. (2020), *Disability Visibility: First Person Stories from the 21st Century*. New York: Crown.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Adaptability

Practical Skillsets

Organisation
Leadership and Team working
Critical Thinking
Communication