Module Descriptor

Title	Dimensions of Health and Social Equality		
Session	2026/27	**Status**	Published
Code	HLTH08008	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Christopher Mafuva		

Summary of Module

Current challenges in global health are complex. In a world of ever-increasing change, the challenges require multifaceted interagency co-operation and solutions that involve governments, non-profit agencies, private companies, and foundations.

This is an exploratory module that will introduce students to concepts in Health and Social Care that underpin global health. An emphasis is made on highlighting the nature and scale of health and social inequalities.

Across the module, the topics that are covered include; Social Determinants of Health; Social Stratification; Wealth and Poverty; Race and Gender; and Societal Norms, Attitudes, Beliefs and values.

Students will be encouraged to explore an area that they are passionate about in relation to health and social inequality, identifying both the national and local actions that are in place to support it.

This module aims to contribute to the following I am UWS graduate attributes:

Universal – Inquiring, Culturally Aware, Socially Responsible and Research-Minded,

Work ready – Knowledgeable, Digitally Literate, Effective Communicator,

Successful – Autonomous, Innovative, Creative,

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☒ London ☒ Paisley		☐ Online / Distance Learning ☒ Other (specify) New College Lanarkshire	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate their understanding of the concept of global health and have an awareness of the nature and scale of health and social inequalities across the UK.
L2	Explain the nature and distribution of key global, national, and local public health issues.
L3	Demonstrate an understanding of the impact of social, environmental, and cultural factors on health and social care inequalities.
L4	Examine a range of health and social inequalities and explore the societal actions used both nationally and locally to address them.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 8** Students will gain a broad knowledge and understanding of concepts of health and social welfare in contemporary society, and have an understanding of a limited range of core theories, principles and concepts of issues in contemporary and global issues in health.
Practice: Applied Knowledge and Understanding	**SCQF 8** Use knowledge and understanding to inform analysis of issues associated with inequalities in health and social welfare for specific individuals, groups and communities.
Generic Cognitive skills	**SCQF 8** Critically evaluate political and economic measures to reduce inequality. Use a range of approaches to formulate and critically evaluate evidence based solutions/responses to defined and/or routine problems and issues in global health and social care.
Communication, ICT and Numeracy Skills	**SCQF 8** Use relevant statistical evidence to support discussion and analysis of issues associated health and social welfare. Use and evaluate numerical and graphical data to measure progress and achieve goals/targets.

Autonomy, Accountability and Working with Others	**SCQF 8** Take responsibility for preparing to competently participate in seminar discussion to the benefit of other members of the group. Appreciate the need for effective collaboration between disciplines to meet the health and social care needs of individuals, client groups and communities.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Hybrid Delivery will be used for this module. In a hybrid delivery model students will be exposed to a range of synchronous and asynchronous group and personal activities online or in the classroom. This will be supplemented with a series of online learning units that present students with the core learning content for the module.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	10
Personal Development Plan	6
Asynchronous Class Activity	6
Independent Study	158
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Browne, K. (2019) An Introduction to Sociology.(5th Ed). Cambridge: Polity Press Barnard, A. (Ed) (2011) Key themes in Health and Social Care. Abingdon: Routledge Giddens, A. and Sutton, P.W., (2017). Essential concepts in sociology. John Wiley & Sons. Glasby, J., (2017). Understanding health and social care. Policy Press. Hjelm, J.R. (2010) The dimensions of health: conceptual models. London: Jones and Bartlett Sethia, B., Kumar, P. (2018) Essentials of Global Health [Electronic book]. Poland: Elsevier. Warwick-Booth, L., Cross, R (2018) Global Health Studies: A Social Determinants Perspective [Electronic book]. Policy Press. Cambridge.

In addition to these texts students will be directed to a range of contemporary international, national and local information to support the module content and learning outcomes.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that your attendance and engagement is lower than expected that is in line with the school policy.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**

School Assessment Board	Health
Moderator	Bryan Mitchell
External Examiner	R Sanni-Adeniyi
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Report - 50% weighting
Assessment 2
Presentatation - 50% weighting
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work	☒	☒	☐	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☒	☒	☐	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**

Assessment	Nov 2024	C Mafuva