1. **Title of the module**

Health, Poverty and Social Justice (LAWS9450 / LW945)

1. **School or partner institution which will be responsible for management of the module**

Kent Law School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS Credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

1. **The intended subject specific learning outcomes.  
   On successfully completing the module, students will be able to:**
   1. Demonstrate a sophisticated understanding of a range of critical perspectives on the relationship of health and poverty.
   2. Demonstrate a systematic knowledge of relevant laws and regulations which impact on the intersection of health and poverty.
   3. Critically identify how different legal and regulatory practices can ameliorate or compound poor health and welfare outcomes in a range of contexts.
   4. Critically engage with broader academic debates in the field.
2. **The intended generic learning outcomes.  
   On successfully completing the module, students will be able to:**
   1. Produce a creative and sophisticated original argument drawing on independent research.
   2. Undertake a comprehensive and critical analysis of complex, incomplete or contradictory information.
   3. Conduct advanced research, making proper use of appropriate resources, demonstrating the ability to retrieve up-to-date information.
   4. Work independently and be reflective, self-directed and self-critical in their work.
   5. Set out critical analysis in a clear and accessible way, demonstrating careful and accurate use of the English language.
3. **A synopsis of the curriculum**

This international interdisciplinary module will provide students with the opportunity to critically analyse the role of law in relation to (broad understandings of) health, poverty, and social justice, with a particular focus on welfare, resilience and precarity for vulnerable groups. The module draws on increased acknowledgement of links between poverty and health, including mental heath, and contestation of contradictory accounts that disaggregate poverty and poor health outcomes.

To examine these themes, the module will explore a series of linked case studies on areas of law, asking, in each context, the question of how the law ameliorates or compounds poor health and welfare outcomes. The case studies will be reviewed annually, but for example, the fire at Grenfell Tower might be used as a common theme to open discussion of case studies on the law relating to fire safety, housing conditions, building regulations/urban planning, homelessness, disability, mental health provision, responses to disaster, and environmental law. In each case study, historical context will be explored alongside contemporary legal and policy concerns, drawing together regulatory structures, and redress including state enforcement and investigations, and private claims.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
   * + - Helen Carr, Caroline Hunter, Brendan Edgeworthy, Law and the Precarious Home, Socio-legal perspectives on the home in insecure times, Hart, 2018
       - Edwin Chadwick, Report on the Sanitary Condition of the Labouring Population of Great Britain, 1842.
       - Vickie Cooper and David Whyte, The Violence of Austerity, Pluto Press, 2017.
       - Barry Knight, Rethinking Poverty: what makes a good society, Policy Press, 2017.
       - Isabel Lorey, State of Insecurity, Government of the Precarious, Verso Futures, 2015.
       - Chris Renwick, Bread for All: The origins of the welfare state, Allen Lane, 2017.
       - Jill Stewart, Pioneers in Public Health, Lessons from History, Routledge Focus, 2017.
2. **Learning and teaching methods**

Contact Hours: 18

Private Study Hours: 182

Total Study Hours: 200

1. **Assessment methods.**

13.1 Main assessment methods

Essay (5,000 words) – 100%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |
| Seminars | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Private Study | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

1. The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. In accordance with the KLS school-level statement on Lecture Capture, seminars will not be recorded as they are heavily discussion based and may contain sensitive material.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b(1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

The module will draw on international comparative materials, and international scholarly materials. It will explore alternative approaches through exploration of other national jurisdictions. Perspectives will deliberately be drawn from across the globe, avoiding a global north viewpoint on the relationship of health, poverty and social justice. Students will be encouraged to draw on international case studies in their assessed essay.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6 & 7 cover sheet) |
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