

## MODULE SPECIFICATION PROFORMA

Module Title:	Community Engagement and Enterprise for Health, Wellbeing and Communities	Level:	6	Credit Value:	20
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Module code:	HLT609	New <input checked="" type="checkbox"/>	Existing <input type="checkbox"/>	Code of module being replaced:	HLT601
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Cost Centre:	GANG	JACS3 code:	B700
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Trimester(s) in which to be offered:	1	With effect from:	January 16
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School:	Social & Life Sciences	Module Leader:	Prof D Roberts
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc Health Wellbeing and Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Office use only

Initial approval: December 15

APSC approval of modification: December 15

Version 1

### Module Aims

Enterprise is seen as a key graduate skill and is defined as the application of creative ideas and innovations to practical situations. Within a health, social and community empowerment agenda, social enterprise is defined as the creative development of entrepreneurial businesses whose “purpose for trading is to address social problems, improve communities, people’s life chances, or the environment” (Social Enterprise UK 2012).

This module has therefore been designed to facilitate entrepreneurial thinking and skills development within the health wellbeing and community empowerment agenda, in order to provide flexibility for accommodating students work experiences and career interests.

This module therefore aims to

1. Foster student entrepreneurial thinking and skills required for social enterprise / advocacy ventures or for healthcare improvement
2. Develop student capacity to generate new ideas for enterprise that will positively benefit health and social care for users within the relevant community context
3. Enable students to rehearse business and negotiation skills with peers and to incorporate this feedback into self-assessment and reflection

### Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Discuss a range of social enterprise, advocacy and strategic health improvement strategies applicable to a UK context	KS1
		KS2
		KS5
2	Critically evaluate theories and models of empowerment and advocacy in relation to the development of community health and wellbeing enterprise	KS1
		KS3
		KS6

3	Develop and present a social enterprise or health improvement idea potentially aimed at a range of stakeholders in a health or social care context	KS1
		KS4
		KS7
4	Critically evaluate the idea against principles of social enterprise or care quality improvement	KS1
		KS5
		KS9
5	Critically reflect on the development of personal entrepreneurial thinking and communication and develop an evidence based plan for further skills development	KS1
		KS2
		KS8
Transferable/key skills and other attributes		
<ul style="list-style-type: none"> <li>• present ideas and arguments in a well-structured and coherent manner in a variety of formats</li> <li>• negotiate formally and informally as appropriate</li> <li>• identify and propose solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues</li> <li>• develop an appreciation of how organisations and businesses within the sector operate and consider the relevance of national employability skills criteria</li> </ul>		

<b>Assessment:</b>					
<ol style="list-style-type: none"> <li>1. Oral presentation of a business proposal detailing the social enterprise or health improvement strategy, target population and market research undertaken to justify feasibility of the project (50%) 20 mins.</li> <li>2. Report (50%) A report detailing a business proposal for a social enterprise or a health care improvement strategy. The report should focus on the proposed evaluation and sustainability of the project.</li> </ol>					
Please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.					
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting %	Duration (if exam)	Word count (or equivalent if appropriate)
1	2, 4, 5	Report	50%		2000
2	1, 3	Oral Assessment	50		15 minutes and 5 minutes for questions

**Learning and Teaching Strategies:**

A variety of teaching methods will be used including lectures, open learning materials, debate discussion and tutorials. studies will be utilised to provide opportunity for learning from community development organisations, third sector and social enterprises

Students will also engage in independent learning activities which will include researching the background, context for and feasibility of the idea. Students will be encouraged to engage with the activities in Glyndwr University's Entrepreneurial 'Zone' and to undertake the learning materials and exercises, (e.g. personal profiling,) that are available to develop entrepreneurial thinking

**Syllabus outline:****Core Content**

Theories and models of empowerment from health and social perspectives, models of community development, developing social capital, models of advocacy, linguistic sensitivity and advocacy, barriers to empowerment and advocacy, gaining resources for empowerment and advocacy.

Context for Business Planning in the health and social sector

Clinical Commissioning and Procurement .Quality and Outcomes Framework. Service Frameworks, NICE, benchmarks and other key performance and quality indicators. Corporate Responsibility and Ethics, Improvement philosophy and methods. Business proposals – negotiation skills. Current case studies of improvement, innovation and social enterprises in health and social care

**Bibliography:****Essential reading**

Andam, R. (2012), Planning in health promotion work – an empowerment model Routledge: London.

Gregson, R and Court, L (2010) Building healthy communities: A community empowerment approach London: Community Development Foundation [www.cdf.org.uk/wp-content/uploads/2011/12/Building-healthy-communities-A-community-empwermnt-approach.pdf](http://www.cdf.org.uk/wp-content/uploads/2011/12/Building-healthy-communities-A-community-empwermnt-approach.pdf)

Price M. (2009) 2nd Ed. Social enterprise: What is it and why it matters. Fflan Ltd. Wales.

Ridley-Duff, R and Bull, M (2011) Understanding Social Enterprise: Theory and Practice Sage Publications Ltd

**Other indicative reading**

Bate, P and Robert, G (2008) Bringing User Experience to Healthcare Improvement. The concepts, methods and practices of experience – based design Oxford, Radcliffe Publishing

Department of Health (2008) *Taking the Lead- Engaging people and communities*. London, Department of Health

Healthcare Commission (2009) *Listening, learning and working together: A national study of how well healthcare organisations engage local people in planning and improving their services*. Concordat Gateway Number 171. London: Commission for Healthcare Audit and Inspection

Labonté, R. and Laverack, G. (2008), *Health promotion in action: from local to global empowerment* Palgrave Macmillan: Basingstoke.

Mawson, A (2008) *The Social Entrepreneur: Making Communities work*. Atlantic Books.

Roberts J and Amin A. (Eds) 2008. *Community, Economic Creativity and Organisation*. Oxford University Press. UK

Institute for Healthcare Improvement (IHI) [www.ihl.org/Pages/default.aspx](http://www.ihl.org/Pages/default.aspx)