

MODULE SPECIFICATION PROFORMA

| | | | | | |
|----------------------|---|---------------|---|----------------------|----|
| Module Title: | Leadership and Enterprise in Health and Wellbeing | Level: | 6 | Credit Value: | 20 |
|----------------------|---|---------------|---|----------------------|----|

| | | | | | |
|---------------------|--------|------------------------------|-----|---------------------------------------|--|
| Module code: | HLT614 | Is this a new module? | Yes | Code of module being replaced: | |
|---------------------|--------|------------------------------|-----|---------------------------------------|--|

| | | | |
|---------------------|------|--------------------|------|
| Cost Centre: | GANG | JACS3 code: | B900 |
|---------------------|------|--------------------|------|

| | | | |
|---|---|--------------------------|--------------|
| Trimester(s) in which to be offered: | 1 | With effect from: | September 17 |
|---|---|--------------------------|--------------|

| | | | |
|----------------|------------------------|-----------------------|----------------------|
| School: | Social & Life Sciences | Module Leader: | Dr Nikki Lloyd Jones |
|----------------|------------------------|-----------------------|----------------------|

| | |
|---------------------------------------|---------|
| Scheduled learning and teaching hours | 30 hrs |
| Guided independent study | 170 hrs |
| Placement | 0 hrs |
| Module duration (total hours) | 200 hrs |

| Programme(s) in which to be offered | Core | Option |
|--|------|--------------------------|
| BSc (Hons) Health and Wellbeing | ✓ | <input type="checkbox"/> |
| BSc (Hons) Mental Health and Wellbeing | ✓ | <input type="checkbox"/> |

| |
|-----------------------|
| Pre-requisites |
| None |

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No ✓

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/ mental health & wellbeing 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 enhance wellbeing within a 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

MODULE SPECIFICATION PROFORMA

| | | | |
|---|---|-----|--|
| 1 | Critically appraise a range of social enterprise and strategic health improvement strategies applicable to a UK context | KS1 | |
| | | KS2 | |
| | | KS5 | |
| 2 | Develop and present a social enterprise or health improvement idea aimed at potential stakeholders in a health /mental health & wellbeing context | KS1 | |
| | | KS4 | |
| | | KS7 | |
| 3 | Demonstrate a comprehensive understanding of key leadership attributes in the context of social enterprise and health improvement strategies. | KS1 | |
| | | KS6 | |
| | | KS7 | |
| 4 | Critically reflect on the development of personal, entrepreneurial thinking and communication and develop an evidence based plan for further skills development | KS2 | |
| | | KS8 | |
| | | KS9 | |

Transferable/key skills and other attributes

- Present ideas and arguments in a well-structured and coherent manner in a variety of formats
- Negotiate formally and informally as appropriate
- Identify and propose solutions to problems, both in relation to the substantive area of Health studies and to other educational and social issues
- Develop an appreciation of how organisations and businesses within the sector
- Operate and consider the relevance of national employability skills criteria

Derogations

N/A

Assessment:

1. Oral presentation of a business proposal detailing a social enterprise or health improvement strategy incorporating target population; feasibility and potential project challenges. (40%) 20 mins.

2. Report: A report detailing a business proposal for a social enterprise or a health improvement strategy. The report should critically focus on the proposed evaluation and sustainability of the project. (60%)

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|---------------|--------------------|---|
|-------------------|-----------------------------|--------------------|---------------|--------------------|---|

MODULE SPECIFICATION PROFORMA

| | | | | | |
|---|--------|-----------------|-----|---------------------------|-------|
| 1 | 2,3 | Oral assessment | 40% | 15 mins & 5 min questions | 1,500 |
| 2 | 1,3, 4 | Report | 60% | | 2,500 |

Learning and Teaching Strategies:

A variety of teaching methods will be used including lectures, VLE resources, 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 and feasibility of their social enterprise idea.

Syllabus outline:

Definitions of social enterprise
 Social drivers and political context of social enterprise civic responsibility & social participation
 Context for business planning in the health sector
 Improvement philosophy and methods
 Governance, sustainability and evaluation
 Leadership theory: leadership attributes qualities and aptitude; operational, strategic and visionary leadership.
 Self-awareness, emotional intelligence, managing stress, motivation
 Professional judgement and decision making
 Leading and developing teams; team building, team dynamics, managing conflict
 Financial awareness, project management, resource management, workload management
 Benchmarks and other key performance and quality indicators
 Corporate responsibility and ethics
 Business proposals & negotiation skills

Bibliography:

Essential reading

Gregson, R and Court, L (2010) *Building healthy communities: A community empowerment Approach*. London: Community Development Foundation.

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

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

Ridley-Duff, R and Bull, M (2016) *Understanding Social Enterprise: Theory and Practice*. 2nd Edition. London: 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*. Basingstoke: Palgrave Macmillan

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

Websites:

Community Development Foundation <http://www.cdf.org.uk>

Institute for Healthcare Improvement (IHI) www.ihl.org/Pages/default.aspx