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PROJECT TITLE

Social Enterprise Education for Health Care Professionals - Embedding enterprise education into the Interprofessional Learning Programme (ILP) within The Faculty of Health

PROJECT TEAM –

INTERNAL

Project Holder – Cath Sanderson - Principal Lecturer Health Sciences, Faculty of Health
- ex - CETL Enterprise Pioneer
- University Teacher Fellow

The IPL Team at Leeds Met – Coordinator - Martin Neal, Senior Lecturer Mental Health Nursing

EXTERNAL PARTNERS

Social Enterprise Support Centre (www.sesc.info). SESC is a social enterprise sponsored by:-

Bradford Metropolitan District Council
European regional development fund
Key fund Yorkshire (www.keyfundyorks.co.uk)
Capacity Builders (www.capacitybuilders.org.uk)
Yorkshire Forward (www.yorkshire-forward.com)

ABSTRACT

Stimulated by policy documents at the beginning of this millenium such as ‘**A Health Service for all of the Talents**’ (DOH 2000a), ‘**The NHS Plan**’ (DOH 2000b), ‘**Working Together-Learning Together**’ (DOH 2001a), and ‘**Benchmarking Academic and Practitioner Standards**’ (Quality Assurance Agency 2001), The Faculty of Health here at Leeds Met established, in 2006, a pre-registration Interprofessional Learning Programme (ILP) with the aim of enhancing interprofessional working practices within service delivery. This ILP is summatively assessed and embedded in a module in each student’s own professional course.

More recently there has been increasing recognition by the NHS that many aspects of health care provision, particularly reaching groups that do not effectively access existing health care services, can best be met by social enterprises with the aim of reducing health inequalities.

There are currently more than 6,000 social enterprises delivering health and social care within the NHS (**State of Social Enterprise Survey, 2009, Social Enterprise Coalition**).

This number is set to rise considerably with the introduction in 2008 of the NHS Right to Request initiative which provides funding and support for health Care professionals who have the vision and drive to develop, through Social Enterprises (SE's), better service delivery within health and social care.

Consequently there is an need within the present ILP to develop both an awareness of the role of SE's in service provision and intrapreneurial and enterprise skills.

Embedding enterprise education within the ILP will also enhance employability prospects for those of our graduates who in the present economic climate can no longer assume they will achieve employment within the NHS or those who already have aspirations to develop their own business practice – perhaps in partnership with practitioners from other disciplines.

In addition the Faculty portfolio of courses now includes degrees in Complementary Therapies such as Osteopathy, Acupuncture and Herbal Medicine. Graduates in these disciplines participate in the ILP but traditionally establish their own business practices.

PROJECT AIM–

- ❖ To successfully embed Enterprise Education, using a blended learning approach, into the ILP for Health Care professionals within the Faculty of Health

PROCESS - Project Objectives

(NB - Most elements of the project have not yet been completed because of the need to gain approval or the changes in the programme through Faculty QA committees – now completed)

1. Identify levels of awareness of, and perceptions and attitudes towards enterprise and enterprise education amongst the whole range of health care students by conducting cross disciplinary focus groups. This process has two aims:-
 - ❖ To act as a learning process in itself to increase awareness and understanding of the impact of business and enterprise in service delivery in health and social care.
 - ❖ to better develop learning resources and teaching methods in enterprise and intrapreneurialism specifically, but also interprofessional learning (IPL) generically, that would best meet the diverse needs of all students.
2. To develop a marketable package comprising of case studies (predominantly PBL triggers) and other learning materials that will

enable appropriate skills development. Teaching strategies will aim to embed the ALPS CETL common competency map regarding enterprise that been develop with an inter-professional focus.

3. To disseminate these findings (and market the resources) to those who have interest in teaching interprofessionalism to health care students through the development and delivery of staff development workshops; through conference presentations and through submitting articles to relevant publications.

OUTPUTS

The SESC has been commissioned to customise teaching materials and case studies based on existing workshops and training that they do helping Social enterprises to secure funding and develop sustainability.

Workshops already developed include:-

- ❖ The Right to Request process
- ❖ Assessing social return on investment (SROI) as well as financial return so that a better case can be made for future funding.
- ❖ Selling added value – How to quantify qualitative outcomes and Outputs.

IMPACT AND EVALUATION

- ❖ Learning outcomes in terms of the development of enterprise skill and competencies will be evaluated through the use of both formative tasks and subsequent feedback using self, peer and tutor evaluation methodologies, as appropriate, during the four 1 day IPL workshops
- ❖ Additionally as the ILP is embedded within summative assessed modules, assessments will be audited to ensure they are fit for purpose in terms of their ability to evaluate relevant skills.
- ❖ As one of the intended outcomes of the project is to change perceptions and attitudes towards enterprise and business in health and social care provision, these qualitative outcomes will be evaluated through carrying out further focus groups following implementation.

SUSTAINABILITY AND TRANSFERABILITY

The main aims of the project are to develop re-usable learning materials (PBL triggers, workshops and case studies) and evaluation tools such as fit for purpose formative and summative assessments. The CETL Enterprise funding is needed to establish the needs of the diverse health professions that participate in the ILP and to develop the appropriate learning resources. When these aims have been achieved it is expected that further

development and evolution of materials will occur during the natural year on year evaluation of ALT strategic approaches to assure that these approaches remain fit for purpose. It is conceivable for example that further strategic policy developments at government level within health and social care provision and other external drivers that impact on the HE environment will necessitate re-evaluation of the scope of ILP's and the need for enterprise education.

GENERAL CONCLUSIONS

A potential very important outcome of this project is that present trends projected into the near future (e.g. up to 2015) would indicate that HE institutions that already have IPL and enterprise fully embedded in practitioner courses will have a marked advantage in student recruitment and retention!

KEY PHRASES Enterprise Education, Interprofessional Learning,
Health Care Practitioner Courses