

Module Details	
Module Title:	Community Development and Engagement
Module Code:	HWS6005-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Nursing and Healthcare Leadership
Subject Area:	Health, Well-Being and Social Care
FHEQ Level:	FHEQ Level 6
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	24
Seminar	24
Directed Study	152

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year (Sept - May)

Module Aims
The module will provide students with a solid understanding of the background, terminology, theory and practice, and importance of community development and engagement and how this is related to successful community public health and wellbeing initiatives and interventions.

Outline Syllabus
The history and development of community development and engagement. Theoretical approaches to community development and how this informs practice. Tools and methods used for community development. Participatory action research and its role in empowering communities. Public participation as a means of promoting sustainable community development, capacity building, co-production . Participation, empowerment, advocacy and

ethical issues. Rural and urban perspectives towards community development. The relationships between communities, government and other stakeholder groups. Policy, ethical and legal parameters of community development, capacity building, co-production. Policy, ethical and legal parameters of community development. The future of community development, leadership, and forms of engagement. Justification of project need/purpose and SMART objectives. Business plans, funding strategies and sustainability issues in community projects. Identification of potential funders for community projects

Learning Outcomes

1	a. Apply concepts and theoretical perspectives of community development and engagement relevant to health and wellbeing. b. Critically assess community participation and engagement, the participatory process and related concepts such as empowerment and advocacy, in relation to health and wellbeing.
2	a. Select and argue for suitable strategies to foster community development and engagement relevant to health and wellbeing. b. Apply the key elements that make up a professional community funding proposal and be able to write a funding proposal
3	a. Gather and utilise information, gained from a wide range of sources, and be able to apply this effectively. b. Use and apply different tools and methods used in community development and engagement.

Learning, Teaching and Assessment Strategy

The module will deliver research-informed teaching using key lectures, seminars, group work and individual tutorials (LO1a-c, 2a-b). Real-world case scenarios will be used to analysis and assess different models of community development and engagement. Use will be made of the VLE to complement learning in the classroom and will provide access to relevant websites, audio files and relevant case studies (LO 1a-c). Directed study will enable students to develop and enhance their knowledge and analytical skills (LO 1a-c, LO 2a-b, 3a)

There is one mode of summative assessment, which consists of a 3000 word individual written community-based funding bid proposal. (LO 1a-3b) Students have optionality in assessment through negotiating their own subject area/topic for their funding proposal. Formative assessment and feedback will be provided through seminar case study analysis and through facilitation of students' development of a specific funding proposal.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Written community-based funding bid proposal (3000 words)	0-3000 words	100%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.