



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2024-25
Module Code	1607
Module Title	Health Services Leadership
Module Organiser(s)	Jennifer Gosling
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	100810 : 100088
Term of Delivery	Term 3
Mode of Delivery	For 2024-25 this module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	For students registered on the MSc Public Health. Students wishing to take the module must previously have taken Organisational Management in Term 2 (D1). Additionally, some management or work experience is an advantage.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	15
Target Audience	The module is compulsory for students taking the Health Services Management stream of the MSc in Public Health, and is designed for this group of students. However, it may also be of interest to other students who have taken either Health Policy, Process & Power (1117) or Health Services



	(1107) in Term 1, as well as Organisational Management (1403) in Term 2 (see Pre-requisites above).
Module Description	<p>This module runs for 5 weeks at two and a half days per week in the third term E slot, with contact sessions during the first four weeks.</p> <p>The content covers issues relating to the leadership and management of organisations and the basis of common management theories. It provides students with the skills to assess the cause of organisational problems and devise appropriate actions.</p> <p>It is compulsory for students taking the HSM stream of the MSc Public Health.</p> <p>Teaching is a mixture of lectures, seminars and workshops.</p>
Duration	5 weeks at 2.5 days per week
Timetabling slot	E
Last Revised (e.g. year changes approved)	August 2024

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Public Health (Health Services Management)	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> Critically analyse and evaluate the situations that can face a manager and develop the capacity to apply and integrate the skills and knowledge necessary for the effective management of health services.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student should be able to:</p> <ol style="list-style-type: none"> Critically analyse situations that health services managers are likely to face. Evaluate the available solutions to common management problems, including aids and possible obstacles to successful outcomes. Interpret and evaluate the contribution of academic research on leadership, management and organisations to real world problems.

Indicative Syllabus

Session Content

The module is expected to cover a range of topics, for example:

- Leadership, Management and Organisational Theories
- Practical Leadership
- Political Skills
- Quality improvement
- Team-working

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	30	20%
Directed self-study	37	25%
Self-directed learning	29	19%
Assessment, review and revision	54	36%
Total	150	100%

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

Teaching and Learning Strategy

This module comprises a mix of interactive lectures, workshops, group work and case study coursework. The key strategy is to explore the theoretical underpinning of different management skills and processes and incorporate these into group work and case study sessions based on the outlines and data provided. Classroom presentations and discussions are an important part of the teaching methods and the module will involve considerable group work. The module will involve outside speakers, where available, as well as School staff.

Assessment

Assessment Strategy

The assessment strategy is to test the learning outcomes of the module, whilst giving students an opportunity to explore organisational theories and issues with a real-world application. Students will be asked to write and submit a written assignment on a leadership and management topic. .

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Essay	2500 – 3000 words	100%	1, 2, 3

Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual

[The re-sit task will be to revise and re-submit the original assessment.](#)

Resources

Indicative reading list

There is no core text for this module.

1. Filatotchev I; Wei L.Q; Sarala R.M; Dick, P & Prescott, JE (2020) "Connecting eastern and western perspectives on management: Translation of practices across organizations, institution and geographies" *Journal of Management Studies*, 57(1), pp.1-24
2. Grint, K. 2005. "Problems, problems, problems: The social construction of leadership" in *Human Relations*, 58 (11), 1467-1494
3. Lewis, D (2014) *Non-Governmental Organizations, Management and Development*. 3rd edition Abingdon: Routledge
4. West, M & Lyubovnikova, J (2013) "Illusions of team working in healthcare" in *Journal of Health Organization & Management* Vol 27, No 1, ps 134 –142



Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to "[SensusAccess](#)" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).