



MODULE SPECIFICATION

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| Academic Year (student cohort covered by specification) | 2020-21 |
| Module Code | 1607 |
| Module Title | Health Services Management |
| 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 2020-21 this module is delivered online. Teaching will comprise 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. Additionally, some management experience is an advantage. |
| Accreditation by Professional Statutory and Regulatory Body | None |
| Module Cap (Maximum number of students) | 15 |
| Target Audience | The module is designed for students taking the Health Services Management stream of the MSc in Public Health, and is a compulsory module for that stream. However, it may also be of interest to other students who have taken Introduction to Health Economics (1103), Basic Statistics for Public Health & Policy (1121), Principles of Social Research (1104), Basic Epidemiology (2001) and either Health Policy, Process & Power (1117) or Health Services (1107) in Term 1, as well as Organisational Management (1403) in Term 2. |
| Module Description | This module runs for 5 weeks at two and a half days per week in the third term E slot. The content covers issues relating to the management of organisations and the basis of common management theories. It |

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| | provides students with the skills to assess the cause of organisational problems and devise appropriate actions. It is compulsory for students taking the HSM stream of the MSc Public Health. Teaching is a mixture of lectures and seminars. |
| Duration | 5 weeks at 2.5 days per week |
| Timetabling slot | E |
| Last Revised (e.g. year changes approved) | Oct 2020 |

| Programme(s) | Status |
|---|---------------|
| This module is linked to the following programme(s) | |
| MSc Public Health (Health Services and Management) | Compulsory |
| MSc Health Policy, Planning & Finance | Recommended |

Module Aim and Intended Learning Outcomes

| Overall aim of the module |
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| The overall module aim is to: <ul style="list-style-type: none"> develop the capacity to apply and integrate a wide range of skills and knowledge which are necessary for the effective management of health services. |

| Module Intended Learning Outcomes |
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| Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> Apply their knowledge and skills in an integrated fashion to the critical analysis of different health service scenarios; Apply their knowledge and skills to assess different organisational situations and create effective and appropriate solutions; Describe, implement and evaluate the specific contributions of a range of approaches and fields of study to different aspects of the management of health services. |

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Strategic Management
- Management Theory
- Leadership Theory
- Public Management

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. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

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

Teaching and Learning Strategy

This module comprises a mix of interactive lectures, group working 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 will form 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. This is done through an analysis of an organisation, which identifies problems that the organisation faces, uses appropriate tools for the analysis and theories for the discussion. Students are expected to provide practical recommendations for the organisation.

Summative Assessment

| Assessment Type | Assessment Length (i.e. Word Count, Length of presentation in minutes) | Weighting (%) | Intended Module Learning Outcomes Tested |
|-----------------|--|---------------|--|
| Coursework | 3000 | 100% | 1, 2, 3 |

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)



Resources

Indicative reading list

There is no core text for this module.

1. Larbi, G (1999) 'The New Public Management Approach and Crisis States' United Nations Research Institute for Social Development Discussion paper No 112 (available at <ftp://undp-pogar.org/LocalUser/pogarp/other/unrisd/dp112.pdf>)
2. Dickinson, H & Sullivan, H (2011) "Managing Strategic Collaboration" in Walshe KMJ and Smith JA [eds] Healthcare Management
3. Farrar, H., Finney, A., Griffiths, D., & Kirkpatrick, C. (2013) *Reflections on leadership, lessons and legacy*. NHS London, London [Can be located in the following blog post, click on Report: http://kingsfund.blogs.com/health_management/2013/04/healthcare-for-london-reflections-on-leadership-lessons-and-legacy.html]
4. Grint, K. 2005. "Problems, problems, problems: The social construction of leadership" in *Human Relations*, 58 (11), 1467-1494
5. Lewis, D (2014) *Non-Governmental Organizations, Management and Development*. 3rd edition Abingdon: Routledge

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](#).