



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2025-26
<b>Module Code</b>	1403
<b>Module Title</b>	Organisational Management
<b>Module Organiser(s)</b>	Marie Sanderson
<b>Faculty</b>	Public Health & Policy
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	100815 : 100089
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	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).
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Indicative number of students)</b>	25-30
<b>Target Audience</b>	The module is generally suitable for all students although it is <u>primarily aimed at those with at least 2 to 3 years work experience</u> , some of it in clinical settings. Examples used are mainly drawn from developed countries, with a strong emphasis on experience from the UK National Health Service.
<b>Module Description</b>	This module equips students with the skills needed to become more effective managers using a range of



	educational formats such as lectures on management theories, a strong emphasis on group work and interactive scenario-based exercises. It also has a strong emphasis on personal reflection on past professional work experience. The assessment involves each student developing a case study in which they will systematically dissect a past concrete management problem they have experienced using theory taken from lectures and recommended readings.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	D1
<b>Last Revised (e.g. year changes approved)</b>	August 2025

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Public Health (Health Services Management)	Compulsory
MSc Public Health	Recommended
MSc Health Policy, Planning & Finance	Recommended
MSc Public Health for Global Practice	Recommended

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
The overall module aim is to: <ul style="list-style-type: none"> <li>• help participants to become more effective managers by drawing on, and putting to practical use, insights from the administrative sciences, anthropology, social psychology, sociology of organisations, and management.</li> </ul>

<b>Module Intended Learning Outcomes</b>
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> <li>1. Explain basic principles which are relevant to the effective management of organisations and those specific to health care organisations;</li> <li>2. Describe key theories that underpin effective management including theories relating to communication, leadership, change management and the development of strategy;</li> <li>3. Explain the range of models, approaches and tools that are available to help managers investigate organisational issues;</li> <li>4. Apply one or more of these models, approaches and tools in a case study based on an organisational problem derived from their own experience.</li> </ol>

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Working with others : managing individuals, managing groups and motivating people
- The development of organisational strategy
- Managing change, and organisational learning
- Health care leadership styles

Organisational culture and performance

- Care and compassion in health care settings
- Managing public services and governance in health care organisations

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	25	17%
Directed self-study	45	30%
Self-directed learning	45	30%
Assessment, review and revision	35	23%
<b>Total</b>	<b>150</b>	<b>100%</b>

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

The module comprises lectures on aspects of management theory and practical examples of management issues in health and other sectors. Students will be expected to use their non-contact time to read about further aspects of management theory. Although group work will form a large element of learning during the module, each student will produce



### Teaching and Learning Strategy

their own case study, based on their individual experience or knowledge, which will be individually marked.

Each case study will be based on some of the concepts listed above and on students' own experience. Those who have not been a manager will have lived, studied or worked in organisations. Case studies of health services are preferred, but the module has had first-class case studies of organisations such as schools, universities and social work departments. Each student's case study will systematically dissect their concrete management problem using theory taken from lectures and recommended readings.

### Assessment

#### Assessment Strategy

A case study related to the student's previous professional experience of a maximum of 2,500 words which deals with: the presenting problem(s); the wider social, political, financial and organisational context; a diagnosis of the underlying problems; and practical recommendations for management intervention.

#### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2,500 words	100%	All

#### Resitting assessment

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

For individual students resitting the assessment there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
Coursework	The task will be a written essay on a similar topic as the original assessment.	2500 words



## Resources

### Indicative reading list

1. Really Managing Health care, Valerie Iles. Second edition. Buckingham: Open University, 2006.
2. Start with why: how great leaders inspire everyone to take action, Simon Sinek, Penguin, 2009
3. Cultures for performance in health care, Mannion, Russell, Open University Press, 2009
4. "Managing Health Services" by Nick Goodwin et al, Open University Press, 2006
5. Peter M Senge, The Fifth Discipline: Art and Practice of the Learning Organisation. Random House Business Books, 2006.
6. Developing Change Management Skills: A Resource for Health care Professionals and Managers', by Valerie Iles and Steve Cranfield, 2004, National Co-ordinating Centre for NHS Service Delivery & Organisation R&D Programme.
7. What Makes Great Boards great by Jeffrey A. Sonnenfeld, Harvard Business Review, Sep 2002
8. Andrzej Huczynski and David Buchanan, Organizational Behaviour: An Introductory Text. Sixth edition. London: Prentice Hall, 2006.

## 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](#).