

MH928-20 Introduction to Leadership and Management in Healthcare Contexts

26/27

Department

Warwick Medical School

Level

Taught Postgraduate Level

Module leader

Alyson Quinn

Credit value

20

Module duration

12 weeks

Assessment

100% coursework

Study locations

Distance or Online Delivery Primary
University of Warwick main campus, Coventry

Description

Introductory description

This module offers a blended method of learning to meet the educational and development needs of healthcare practitioners who are currently in leadership and management roles or interested in exploring these roles as part of their professional development.

[Module web page](#)

Module aims

The aim of this module is to enable students to develop a critically evaluative understanding of the key principles of management and leadership in healthcare contexts and be able to apply these in practice.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module addresses the following areas of study.

An Introduction to Leadership and Management

Students are introduced to the key concepts of leadership and management in healthcare, and healthcare education, contexts and the differences between them. The role of leadership competency frameworks and tools to support professional development is explored and critically appraised

Leadership and Management within Health Service Contexts: Application

Using the NHS as a case study example, students are introduced to the principles and application of business and financial planning. Students identify and explore the challenges of applying leadership and management skills to everyday operational issues in their own professional contexts, including leading and working with multi-professional teams

Leading and Managing Change

Students are introduced to key concepts in leading and managing change and consider how these could be applied in their own professional contexts to improve services

Leadership Styles and Preferences

Students will self-evaluate their roles and skills as leaders and team members, with particular reference to their degree programme, and gain insight into their own emotional intelligence through critical engagement with a range of competency frameworks and tools.

Learning outcomes

By the end of the module, students should be able to:

- On successful completion of the module, students should be able to identify areas for change and development within a range of professional contexts, including educational contexts, and develop evidence based plans that could be used to address these, demonstrating a theoretical understanding of leadership and management and their ability to apply this in context.
- On successful completion of the module, students should be able to demonstrate critical self-evaluation of their roles and skills as leaders and team members, through detailed understanding of relevant theoretical models and engagement with relevant leadership competency tools and frameworks.
- On successful completion of the module, students should be able to apply leadership and management skills to improve services in their own professional contexts, using effective oral and written communication and leading and working with multi-professional teams.

Indicative reading list

[Reading lists can be found in Talis](#)

Subject specific skills

Sound understanding of subject Critically evaluate Reflection

Transferable skills

Numeracy Thinking and problem solving written communication oral communication Teamwork
Organisation & time management Use of tools and technology Commercial awareness
Independence and initiative Adaptability/Flexibility

Study

Study time

Type	Required
Seminars	21 sessions of 1 hour (11%)
Other activity	5 hours (3%)
Private study	172 hours (87%)
Total	198 hours

Private study description

Structured online activities via VLE (Moodle) including podcasts and other online resources, discussion forums, self-assessment of leadership style – 72 hours Self-directed learning – 100 hours in preparation for two summative assessments

Other activity description

Oral presentations - 5 hours (there will be breakout rooms and facilitators available for larger cohorts).

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

Assessment group A4

	Weighting	Study time	Eligible for self-certification
Assessment component			
Critical Reflection Written.	60%	1 hour	Yes (extension)
Reassessment component is the same			
Assessment component			
Individual Oral Presentation 10 minutes and 5 for questions.	40%	1 hour	No
Reassessment component is the same			

Feedback on assessment

Tutor and peer formative feedback on online activities. Standardised criterion-based rubrics will be used for summative assessments and these will be available electronically.

Availability

Courses

This module is Core optional for:

- Year 2 of TMDS-B90L Postgraduate Taught Advanced Clinical Practice

This module is Optional for:

- Year 1 of TMHS-B906 MSc in Diabetes
- Year 1 of TPCS-B9XD Masters in Medical Education
- TMDS-B94A Postgraduate Taught Advanced Clinical Practice
 - Year 2 of B94A Advanced Clinical Practice
 - Year 3 of B94A Advanced Clinical Practice
- Year 2 of EMDS-B94C Postgraduate Taught Advanced Clinical Practice (Degree Apprenticeship)

- Year 1 of TMHS-B90T Postgraduate Taught Diabetes (PGDip)
- Year 1 of TMDS-B9C2 Postgraduate Taught Health Research
- Year 1 of TMHS-B902 Public Health
- Year 1 of UMDA-B990 Undergraduate Health and Medical Sciences

This module is Option list A for:

- Year 1 of TMDS-B9C2 Postgraduate Taught Health Research
- Year 1 of TMHS-B902 Public Health