

Master of Science in Healthcare Leadership

CURRICULUM



WARWICK
THE UNIVERSITY OF WARWICK



Table of Contents

Who is this course for?.....	3
Entry Criteria.....	3
Programme Modules.....	3
Module 1: Leadership and Management in Healthcare.....	4
Module 2: Improving Quality and Safety in Healthcare.....	7
Module 3: Diagnosing the System in Healthcare.....	10
Module 4: Leadership of People in Healthcare.....	12
Module 5: Leading Organisational Change in Healthcare.....	14
Module 6: Strategic Leadership in Healthcare.....	16
Module 7: Research in Healthcare Leadership.....	18

FHEQ Level

Degree of Master of Science Level 7

Award Title

Master of Science

Course Code

CRS-01289

Course Title

Masters in Healthcare Leadership

INTRODUCTION

As healthcare becomes more complex, service user expectations rise, and budgets continue to be constrained, the importance of effective leadership increases. Maintaining oversight and accountability while allowing decisions to be made and innovations attempted close to the coalface will require a generation of leaders with purpose, humility, and adaptability. The Masters in Healthcare Leadership will help support and educate the new generation of healthcare leaders.

Who is this course for?

A key tenet of Masters in Healthcare Leadership is that all clinicians and health staff can contribute to the leadership task where and when their expertise and qualities are relevant and appropriate to the context in which they work.

Not everyone carries the title of leader but many can, and do, contribute to the leadership process. Leadership can and is exercised throughout the organisation, with and without positional authority. The course is aimed at an organisational as well as individual levels. The audience is clinicians and managers who want to unleash their leadership potential across their organisation.

The course offers state-of-the-art education that can be accessed anytime, anywhere and provide participants with a leading edge understanding of all healthcare leadership. The content is designed to respond and explore individual learner and group needs.

Entry Criteria

- Honours Degree (minimum 2:2) from a recognised university
- Proficiency in English

Programme Modules

Postgraduate Certificate

- Leadership and Management in Healthcare (20 CATS)
- Diagnosing the System in Healthcare (20 CATS)
- Improving Quality and Safety in Healthcare (20 CATS)

Postgraduate Diploma

- Leadership of People in Healthcare (20 CATS)
- Leading Change in Healthcare (20 CATS)
- Strategic Leadership in Healthcare (20 CATS)

Masters of Science

- Research in Healthcare Leadership (60 CATS)

MODULE 1

LEADERSHIP AND MANAGEMENT IN HEALTHCARE

Introductory Description

This module offers a flexible method of learning to meet the educational and development needs of students who are involved in leading, with one or more layer of hierarchy below them.

The module assumes students are working in a healthcare setting, either as clinical professionals or executive healthcare administrators and will explore opportunities to collaborate with interprofessional peers, in exploring concepts of leadership and management in healthcare.

Module Aims

The aim of this module is to enable students to begin to develop their understanding of the behaviour and motivation of staff in healthcare organisations. It is intended to be the introductory module to the Masters in Healthcare Leadership and provides the foundations on which other modules build.

Students will:

- Gain the necessary knowledge and skills to lead effectively, working directly with their first reporting line, and influencing the layer or layers below their direct reports for the outcomes the organisation needs.
- Acquire the ability to design, plan and manage interventions both explicit and implicit, to influence and change the behaviour of colleagues.

Teaching Topics

The outline syllabus gives an indication of the sort of topics that will be covered in the module.

1. Understanding leadership and management

- › How culture and behaviour emerge and interplay.
- › Complex adaptive systems thinking.
- › The role of a leader versus leadership.
- › Understanding basic organisational structures (Mintzberg).
- › Building your capacity in emotional intelligence.
- › Key leadership theories (Conger & Pearce, Heifetz and Linsky, Hersey and Blanchard, Blake and Mouton, Goleman, Collins).
- › Seeking feedback on your leadership style.

2. Understanding motivation

- › Key motivation theories (Maslow, Herzberg, Amabile and Kramer).
- › Reducing demotivators in the working environment.
- › Creating purpose statements for large groups.
- › Establishing the limits of autonomy and measuring progress.

MODULE 1

LEADERSHIP AND MANAGEMENT IN HEALTHCARE

3. Influencing skills

- › Power vs Influence vs Manipulation.
- › Key influencing theories (French and Raven, Kipnis).
- › Identifying and developing your bases of power.
- › Identifying the most effective influencing strategy for a situation.

4. Giving and receiving feedback

- › Benefits of a culture of open feedback.
- › Models of feedback (DESC, SBI, What/why/what).
- › Seeking and receiving feedback effectively.
- › Using self-assessment and 360 feedback as a tool to build culture.

5. Assignment guidance tutorials & self-directed learning

Learning Outcomes

On completion of this module students should be able to:

1. Demonstrate an understanding of key theories of how behaviour and culture develop with particular reference to healthcare settings.
2. Critically appraise the role and professional values of the leader in a healthcare setting, as distinct from and intersecting with those of a manager.
3. Critique key theories of leadership and influencing with a particular reference to complex adaptive systems.
4. Evaluate the key theories of motivation with a particular reference to healthcare settings.
5. Demonstrate the ability to assess and give feedback to colleagues.

Assessment

Critical Review

- A 2,000-word critical review of the literature on leadership, culture, motivation and feedback and its application within the student's professional environment. (2,000 words, 70% of module).

Reflective Piece

- Completion of a self-assessment tool and creation of a personal action plan based on identified areas of improvement. (1,000 words, 30% of module).

**Please note that students will be given two attempts (a main and a repeat attempt) to pass each summative assessment in a module. Where students avail of a repeat attempt in an assessment, the module result is capped at 50%.*

***Should a student fail to pass a module within the allowed number of attempts, they will be deemed to have failed the module and will be withdrawn from the programme.*

****Non-submission of an assessment results in a fail in that assessment.*

MODULE 1

LEADERSHIP AND MANAGEMENT IN HEALTHCARE

Transferrable Skills

Subject specific skills

- Understanding of, and ability to apply, influencing skills.
- Understanding of organisation, motivation and coordinating skills.

Transferable skills

Improvement of a range of transferable skills, including:

- Written communication
- Organisation & Time management
- Independence & Initiative
- Adaptability & Flexibility
- Teamwork

MODULE 2

IMPROVING QUALITY AND SAFETY IN HEALTHCARE

Introductory Description

The change of focus in healthcare towards designing systems that encourage excellence rather than avoid accidents, places new demands on clinical and administrative leaders. Looking at and learning from the full distribution of performance and behaviour, rather than just the very small tail of failure, requires new skills. Using appreciative enquiry, action learning, and other narrative-based collaborative tools enables clinicians and administrators to understand the conditions under which we succeed, and those under which we fail, and how the failure states can be avoided.

Module Aims

The aim of this module is to enable students to lead the observation and analysis of healthcare processes, and to draw out the lessons and improvements to quality and safety that can be made.

Students will:

1. Gain the necessary knowledge and skills to assess quality and safety in their own working environments, looking at the full spectrum of performance from a systemic standpoint.
2. Acquire the ability to work with clinical and executive colleagues to collaboratively design service improvements to deliver greater quality, improved safety, better working conditions for staff and a more reassuring and comforting service experience for patients.

Teaching Topics

The outline syllabus gives an indication of the sort of topics that will be covered in the module.

1. Understanding safety, quality and performance in healthcare settings.
 - › Health Foundation “5 Dimensions of Safety” model
2. Understanding new constructs of patient safety (e.g. Safety II), analysing the full spectrum of performance, understanding the function of the whole system, as well as individual points of patient care.
3. Key concepts and processes of enquiry
 - › Advanced Measurement Framework,
 - › Patient Safety Frameworks (e.g. Manchester Patient Safety Framework)
4. Key models for developing effective improvement plans
 - › SMART goal setting
 - › Driver diagrams
 - › Plan-Do-Study-Act (PDSA) cycles
5. Working with providers and consumers iteratively to design safer and high-quality systems.

MODULE 2

IMPROVING QUALITY AND SAFETY IN HEALTHCARE

Learning Outcomes

On completion of this module students should be able to:

1. Analyse a self-evaluation of their own skills in service improvement leadership.
2. Evaluate the key principles and methods of quality and safety through application to particular healthcare settings.
3. Analyse the full spectrum of performance, both successful and unsuccessful, using appropriate techniques.
4. Examine the effectiveness of action plans for working with colleagues using appropriate techniques.
5. Demonstrate effective verbal and visual communication in the presentation of improvement plans.
6. Critically apply the professional development process and produce a personal development plan as a leader of service improvement.

Assessment

Presentation (7 minutes, 20%)

- A 7-minute pre-recorded presentation on a quality improvement plan for the workplace which, if implemented, would create a positive change.
- The presentation should include:
 - › A narrative of the project.
 - › A summary of the approaches used, and the rationale for using them.

Written Report (2,000 words, 80%)

- A 2,000-word report detailing a workplace improvement plan which, if implemented, would create a positive change in the department / workgroup.
- The plan should demonstrate:
 - › An assessment methodology which looks at the full spectrum of performance.
 - › Use of enquiry-based methods to understand the existing situation.
 - › The application of relevant models to generate improvements.
 - › Measurement of improvement towards the identified goal.
 - › The use of iterative techniques to further improve results.

MODULE 2

IMPROVING QUALITY AND SAFETY IN HEALTHCARE

Transferrable Skills

Subject specific skills

- Understanding of, and ability to apply, influencing skills.
- Understanding of organisation, motivation and coordinating skills.

Transferable skills

Improvement of a range of transferable skills, including:

- Written communication
- Organisation & Time management
- Independence & Initiative
- Adaptability & Flexibility
- Teamwork

MODULE 3

DIAGNOSING THE SYSTEM IN HEALTHCARE

Introductory Description

This module will introduce the theoretical concepts for diagnosing the different organisational and professional healthcare 'systems' that contribute, either directly or indirectly, to leadership practice.

Module Aims

The aim of this module is to enable students to gain the necessary knowledge and skills to identify how healthcare services can be improved through effective leadership.

Students will:

- Gain the necessary knowledge and skills to critically evaluate how services can be improved.
- Acquire the ability to evaluate different problem-solving techniques to achieve improvement.
- Critically evaluate the role of feedback in leadership development.

Teaching Topics

The outline syllabus gives an indication of the sort of topics that will be covered in the module.

Current methods and directions in both formative and summative assessment of learning underpinning a program of assessment will be explored, including:

- Heuristic techniques
- Appreciative inquiry
- Immunity to Change mapping
- Action learning cycles and feedback

Specific activities will include:

- Planning, designing and implementing an Action Learning (AL) project.
- Participating in an online forum on AL.
- Giving and receiving feedback, including identification of learners in AL set.

Learning Outcomes

On completion of this module students should be able to:

1. Critically evaluate where and how services can be improved, working individually or as part of a team.
2. Appraise the use of evidence, both positive and negative, to identify options for healthcare improvement.
3. Evaluate the approaches to learning, discovery, or problem-solving by experimental and trial-and-error methods.
4. Examine exploratory problem-solving techniques that utilize self-educating techniques.
5. Apply strengths-based, positive approaches to leadership development and organisational change.
6. Critically evaluate the integral role of feedback in assessment and its practical application in enhancing the quality of healthcare assessments.

MODULE 3

DIAGNOSING THE SYSTEM IN HEALTHCARE

Assessment

Written Report (4,000 words, 100%)

- A 4,000-word evidence-based report on the use of a generative data method as part of a broad-based strategy to manage an organisational change process.
- The report should contain:
 - › A narrative of the project and its outcomes.
 - › A summary of the approaches used, and the rationale for using them.
 - › Reflection, and the creation of a personal development plan.

Transferrable Skills

Subject specific skills

- Ability to analyse health systems.
- Ability to apply the principles of Action Learning.

Transferable skills

Improvement of a range of transferable skills, including:

- Written communication
- Organisation & time management
- Independence & initiative

MODULE 4

LEADERSHIP OF PEOPLE IN HEALTHCARE

Introductory Description

This module will focus on leading and building engagement in a variety of organisational contexts. While hospital staff often actively work together in teams for both patient care and improvement activities, many healthcare settings involve much more independent working. Opportunities for direct interaction during the working day are fewer, and the setting provides a very different challenge for leaders. Staff who are truly engaged with the vision of their service will deliver services of the highest quality no matter what circumstances they are in, or whether they hold a clinical or executive position.

Module Aims

This module will give students the tools to build a strong culture and shared values in their workplace. It will enable them to create an inspiring vision, and to engage all staff in doing their part to deliver it.

Students will:

- Gain the necessary knowledge and skills to create shared values and goals.
- Acquire the ability to build trust with their team, and inspire them to live their shared values and deliver their vision.

Teaching Topics

The outline syllabus gives an indication of the sort of topics that will be covered in the module.

1. What is engagement?
 - › How to recognise engagement
 - › Key drivers of engagement (Pink – Autonomy, Mastery, Purpose, Covey – 4 Cores of Trust)
 - › Key factors that harm engagement
2. Benefits of engagement
 - › Increased discretionary effort
 - › Decreased staff turnover
 - › Better adherence to values and processes
3. Evaluating engagement
 - › Annual all staff survey
 - › Pulse surveys
 - › Informal observation
4. Vision and values
 - › Creating a vision
 - › Agreeing a purpose
 - › Creating shared values

MODULE 4

LEADERSHIP OF PEOPLE IN HEALTHCARE

Learning Outcomes

On completion of this module students should be able to:

1. Appraise their strengths and development areas as leaders of people.
2. Critically evaluate key models of staff engagement.
3. Assess engagement levels in their teams.
4. Create an inspiring vision and build a culture of shared values and trust within their teams.

Assessment

Written Report (4,000 words, 100%)

- A 4,000-word evidence-based report outlining an initiative designed to increase engagement in the student's healthcare setting.
- The report should contain:
 - › A narrative of the project and its intended outcomes.
 - › A summary of the evidence-based approaches used, and the rationale for using them.
 - › Means of measuring current engagement levels using accepted frameworks.
 - › The creation of (or use of existing) Vision, Values and Purpose.
 - › Identification of mechanisms to measure improvement towards the identified goal.
 - › Evaluation of their capability to lead people against accepted frameworks.

Transferrable Skills

Subject specific skills

- Ability to analyse levels of engagement and motivation.
- Understanding of shared vision and shared values.
- Understanding of organisational culture in healthcare.

Transferable skills

Improvement of a range of transferable skills, including:

- Written communication
- Oral communication
- Organisation & time management
- Independence & initiative
- Teamwork

MODULE 5

LEADING ORGANISATIONAL CHANGE IN HEALTHCARE

Introductory Description

Ever-developing technology and increasing funding cuts mean change is constantly on the horizon. Whether in clinical or executive positions, healthcare staff show leadership by actively contributing to change processes that lead to improving healthcare. Operational leaders work to create an environment that is open to change, and to engage their staff with change on an emotional as well as practical level.

Module Aims

The aim of the module is to enable students to:

- Model the change expected.
- Articulate the need for change and its impact on people and services.
- Promote changes leading to systems redesign.
- Motivate and focus a group to accomplish change.

Teaching Topics

The outline syllabus gives an indication of the sort of topics that will be covered in the module.

The module will contain the following topics:

1. Reactions to change – understanding optimism vs pessimism.
2. Key models of change (Kotter, Beckhard-Harris).
3. Overcoming resistance in yourself (Learned optimism – Seligman).
4. Planning to deliver change – change champions.
5. Understanding the viral nature of behavioural change.
6. Project managing change.

Learning Outcomes

On completion of this module students should be able to:

1. Critically appraise strategies for motivating people to change.
2. Evaluate the literature on how organisational culture can impede or facilitate improvement in health services.
3. Evaluate the implications of change on systems and people.
4. Discuss implications of emotional responses to change.
5. Understand and apply basic project management methodologies in the context of change.

MODULE 5

LEADING ORGANISATIONAL CHANGE IN HEALTHCARE

Assessment

Critical Review (2,000 words, 60%)

- A 2,000-word critical appraisal of the literature in change and innovation in healthcare.

Written Report (1,500 words, 40%)

- A 1,500-word report of a case study designed to improve either patient or staff experience or both.
- The report should include:
 - › Assessment of the current climate regarding change amongst staff,
 - › Design of a change process using an appropriate methodology for the practicalities of the change.
 - › A communication and engagement strategy using appropriate methodologies.
 - › Measurement of improvement towards the identified goal.
 - › A closing session of open feedback with all participants.

Transferrable Skills

Subject specific skills

- Understanding of project management methodologies.
- Understanding of strategies for enabling change.

Transferable skills

Improvement of a range of transferable skills, including:

- Written communication
- Organisation & time management
- Independence & initiative

MODULE 6

STRATEGIC LEADERSHIP IN HEALTHCARE

Introductory Description

Healthcare staff exercise leadership by managing resources.

This module enables students to identify different approaches to strategic challenges in their healthcare context. It focusses on identifying needs, key tools in determining strategic direction and the ability to plan, lead and implement change across clinical and administrative areas of healthcare. Students will gain an understanding of what resources are available and using their influence to ensure that resources are used efficiently and safely, and reflect the diversity of needs, be they administrative, financial or clinical.

Module Aims

Healthcare staff showing effective leadership contribute to the strategy and aspirations of the organisation and act in a manner consistent with its values.

Strategic Leadership includes:

- Identifying the contexts for change.
- Being aware of the range of factors to be taken into account when making changes.
- Making decisions.
- Using their values, and the evidence, to make good decisions.
- Evaluating impact by measuring and evaluating outcomes.
- Taking corrective action where necessary.
- Being held to account for decisions.

Teaching Topics

The outline syllabus gives an indication of the sort of topics that will be covered in the module.

The module will contain the following topics:

1. Stakeholder analysis and bringing people together.
 - › Stakeholder engagement planning - identify suitable plan for a project and complete
 - › Force field analysis - mapping power/influence/authority
2. Helping others to interpret future impact of decisions
 - › Knowledge brokering
3. Creating cross sectoral collaborations
 - › Patient, consumers and community at the centre
4. Framing the context for change
 - › Dialogue
 - › Creating and holding the tension

MODULE 6

STRATEGIC LEADERSHIP IN HEALTHCARE

Learning Outcomes

On completion of this module students should be able to:

1. Evaluate the political, social, technical, economic, organisational and professional environment in the context of strategic leadership.
2. Predict future requirements through the appraisal of emerging trends, and novel practices that will have an impact on health outcomes.
3. Critique information to challenge existing practices and processes.
4. Critically evaluate the application of theories of motivation to influence others to use knowledge and evidence to achieve best practice.
5. Understand the use of strategy in the context of healthcare leadership.

Assessment

Essay (4,000 words, 100%)

- A 4,000-word essay on an area of strategic leadership relevant to the student's healthcare organisation.
- The essay should contain:
 - › Identify a project related to a strategic objective within the student's healthcare organisation.
 - › Conduct appropriate analysis of factors impacting change.
 - › Reflect the student's strengths and weaknesses for bringing forward such a project and development plans to improve their capability.

Students will be encouraged to include their learnings from across the preceding modules.

Transferrable Skills

Subject specific skills

- Understanding of strategic analysis in healthcare.
- Understanding of strategic planning in healthcare.

Transferable skills

Improvement of a range of transferable skills, including:

- Written communication
- Numeracy
- Organisation & time management
- Independence & initiative

MODULE 7

RESEARCH IN HEALTHCARE LEADERSHIP

Introductory Description

“Research in Healthcare Leadership” is a 60 CATS module that will enable students to identify, understand, appraise and plan research related to healthcare leadership.

The module will build on the students’ learning in the PG Diploma, allowing them to explore different research methods and giving them the opportunity to apply these skills and understanding to develop, design and deliver a Research Project relevant to healthcare leadership. The module will cover the skills needed to identify, appraise and synthesise research evidence and develop an understanding of the implications of research for healthcare leadership.

Students will explore different research approaches including systematic reviewing, quantitative, qualitative and mixed methods research, and the application of various sampling, data collection and data analysis methods. Working independently, and under limited supervision, students will then take responsibility for the direction and management of a project through to completion and submission.

Module Aims

The aims of this module are:

- To develop students’ knowledge and understanding of research methods and principles.
- To develop students’ intellectual abilities using theoretical perspectives and drawing on current experience and previous experiential learning.
- To develop students’ ability to critically evaluate an area of practice relevant to healthcare leadership.
- To develop students’ ability to critically appraise the research literature and synthesise their findings.
- To develop students’ ability to undertake substantial independent study.
- To develop students’ ability to produce and communicate a piece of work informed by the forefront of research and evaluation, and with the potential for publication for a professional audience.

Teaching Topics

This module will introduce students to different research methods and then give them the opportunity to apply these skills and understanding to develop, design and deliver a Research Project relevant to healthcare leadership. The course will cover the skills needed to identify, appraise and synthesise research evidence and develop an understanding of the implications of research. It will introduce students to different research approaches including systematic reviewing, quantitative, qualitative and mixed methods research, and will explore the application of various sampling, data collection and data analysis methods. Working independently, and under limited supervision, students will then take responsibility for the direction and management of a Research Project through to completion and submission.

The module addresses the following areas:

- Literature searching
- Formulating a research question
- Study design
- Writing a research protocol
- Presenting a research protocol
- Preparing a poster presentation
- Critical writing
- Writing for publication

MODULE 7

RESEARCH IN HEALTHCARE LEADERSHIP

A central element of the module is the Research Project.

- A number of different types of activities will be available to be undertaken as a Research Project, and students will discuss ideas with their Supervisor in order to decide the most appropriate approach.
- Students will deliver a Formative Assessment in the form of a pre-recorded Oral presentation of their Research Proposal.
- Students will receive feedback from a selection of their peers, their supervisor and one other academic reviewer.
- Students will deliver 3 pieces of work for Summative Assessment:
 - › Research Proposal (pass/fail)
 - › Poster Presentation – delivered live (20%)
 - › Journal Article (80%)

Learning Outcomes

On completion of this module students should be able to:

1. Develop an appropriate research proposal and protocol that addresses a research question or evaluates an area of leadership practice.
2. Demonstrate self-direction and originality in the critical evaluation and synthesis of research evidence in an area of healthcare leadership.
3. Apply the principles and techniques of critical appraisal to evaluate the limitations of research evidence.
4. Demonstrate understanding of ethical values and principles in the context of health services research, how to apply for ethical approval and the role of ethics committees.
5. Demonstrate advanced skills in planning, information gathering and data interpretation for research enquiry.
6. Demonstrate independent analytical and critical thinking skills.
7. Write succinctly in the format of an academic article for an appropriate professional journal and present work visually in the format of an academic poster.
8. Demonstrate the skills to, plan, conduct, and complete a significant piece of academic writing which addresses an area of health services research.

Assessment

Research Proposal (pass/fail monitoring point):

- Students will also be required to submit a Research Proposal that describes their planned Project.
- The Research Proposal must be submitted within 2 months of the start of the module, and failure to submit a Research Proposal will result in failure of the module.

MODULE 7

RESEARCH IN HEALTHCARE LEADERSHIP

- The Research Proposal should be a maximum of 1,500 words ($\pm 10\%$, excluding references and appendices) and should include the following:
 - › Background to the Project
 - › Proposed study approach and methods
 - › Planning (resources, timescale, dissemination)
- The Research Proposal will be assessed by the supervisor and will be graded on a pass/fail basis.
- Students who fail the Research Proposal will be permitted one resubmission attempt.
- Students will be unable to continue on the module without their Research Proposal being approved, and (subject to recommendation by the Exam Board) will be considered as having failed the module.

Poster Presentation (10 minutes, 20%)

- Students will be required to submit a Poster that reports the findings from their Project.
- The Poster should be A1 or A0 in size, and can be landscape or portrait in orientation.
- The Poster will be assessed by two independent markers.
- The Poster will be submitted in electronic format (as a PDF file), and then presented live to the two independent markers – who will be able to ask questions and seek clarifications.
- The content of the Poster will vary according to the Project, but it should be presented as appropriate to an audience with knowledge of the field of research.
- The Poster should provide a visual summary of the project's findings.
- There is no word limit for the Poster, but a guide of 500 words is recommended to achieve a balance of text and visual impact.
- Summative assessment of the Poster will be based on the marking rubric used for other MSc courses in WMS.
- Prior to the Poster Presentation, students will deliver a Formative Assessment in the form of an Oral Presentation of their Research Proposal.
- The Oral Presentation should last for approximately 10 minutes (usually 8-12 slides) and should include the following:
 - › Background to the area of research
 - › Proposed study approach and methods
 - › Planning (resources, timescale, dissemination)
- The Oral Presentation is to be submitted electronically.
- Students will receive feedback from their peers, their supervisor and one other academic reviewer before submitting their Research Proposal.

Written Report (4,000 words Journal Article, 80%)

Students will be required to submit a Journal Article that reports the findings from their Project.

Articles should contain the following sections:

- Title Page
- Abstract (not exceeding 250 words)
- Introduction
- Project Design and Methods

MODULE 7

RESEARCH IN HEALTHCARE LEADERSHIP

- Results
- Discussion
- Conclusions
- References
- Tables and Figure Legends

Word count = 4,000 words ($\pm 10\%$, excluding title page, acknowledgments, tables, figures, references).

The Journal Article should contain no more than 40 references.

The Journal Article should contain no more than a combination of 4 tables and/or figures.

The Journal Article should be anonymised (as far as possible) so that individuals, teams and organisations are not identifiable.

Transferrable Skills

Subject specific skills

Subject-specific skills that will be obtained from the module include:

- Knowledge and understanding of research methods and principles.
- Ability to critically evaluate an area of professional practice relevant to healthcare leadership.
- Ability to critically appraise the research literature and synthesise findings.
- Ability to produce and communicate a piece of work informed by the forefront of research and evaluation.

Transferable skills

Transferable skills that will be developed during the module include:

- Written communication
- Oral communication
- Numeracy
- Thinking and problem solving
- Organisation & time management
- Use of tools and technology
- Independence and initiative
- Adaptability/Flexibility

This programme is delivered in partnership with iheed

The partnership between the University of Warwick and iheed brings together Warwick's academic excellence and iheed's unrivalled expertise in online healthcare education. This synergy creates a transformative learning journey that can take your healthcare leadership career to new heights.

Warwick's faculty members contribute their knowledge, research and teaching excellence, ensuring the academic rigor and depth of the programme. Simultaneously, iheed's world-leading online education capabilities bring learning to life in a stimulating, interactive and user-friendly way, ensuring a rich, engaging and, most importantly, effective learning experience.

The result is a programme that delivers the very best of both partners: top-tier academic quality, taught in a way that maximises learning outcomes and provides flexibility for professionals.

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