



UNIVERSITY OF
LIVERPOOL



Healthcare Leadership

Postgraduate online programme booklet

The University of Liverpool works with partner, Kaplan Higher Education Hong Kong, to process applications and admissions.

Healthcare Leadership

Programme overview

Study mode: Online and part-time

Qualification: MSc / PG Dip / PG Cert / PG Award Healthcare Leadership

Indicative programme duration: 30 months / 20 months / 10 months / 5 months

Entry requirements: All applications will be considered on a case-by-case basis. If you want to discuss your previous qualifications and experience before applying, please contact us now via LiveChat.

Applicants should possess either:

- A minimum of a 2:2 class degree in any subject area, equivalent to a UK bachelor's degree,; or
- Professional work experience in other settings and/or other prior qualifications will be considered on a case-by-case basis

All applicants must provide evidence that they have an English language ability equivalent to an IELTS (academic) score of 6.5.

If you don't have an IELTS or equivalent certificate, you can take our free online English test to assess your proficiency. You don't need to prove your English ability if you are a national of, or have completed a qualification equivalent to a UK degree in, any of [these countries](#).

What will I study?

This programme consists of the following modules. You are required to complete 180 credits to achieve a full Master of Science, 120 credits to achieve the postgraduate diploma (PG Dip), 60 credits to achieve the postgraduate certificate (PG Cert) and 30 credits to achieve the postgraduate award (PG Award).

Students are expected to undertake the Work Based Project module, provided that they work or volunteer within a health organisation or role. Students who are unable to undertake a project within an appropriate workplace will undertake an alternative dissertation module.

	MSc	PG Dip	PG Cert	PG Award
Understanding Leadership (15 credits)	x	x	x	x
Leading Strategic Management and Implementation of Healthcare Services (15 credits)	x	x		
Leading Complex Change in Healthcare Settings (15 credits)	x	x	x	x
Leading People and Teams in Healthcare Organisations (15 credits)	x	x		
Leading Innovation in Healthcare (15 credits)	x	x		
Quality Management and Safety in Driving Safe Healthcare (15 credits)	x	x	x	
Healthcare Finance (15 credits)	x	x	x	
Research Methods (15 credits)	x	x		
Work Based Project OR Dissertation (60 credits)	x			

Teaching and assessment

The programme is delivered using the latest and most innovative online teaching techniques and includes a range of interesting and thought-provoking exercises. Learning is conducted through interactive individual activities, case studies, group tasks and discussion boards; these will be primarily asynchronous, but opportunities for synchronous interaction will be provided. Each module is delivered over an 8-week period with content presented through written materials, and online lectures.

There are no examinations; instead a diverse range of assessments are used throughout the programme designed to mirror circumstances that students may experience within a professional context. This ensures there is a range of opportunities to provide evidence of learning while recognising that people may perform better in certain assessments than others.

**The indicative study duration is a guide to how long your course will take to complete. The actual duration may vary depending on study options chosen and module availability.*

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Programme structure

Module code	MGTK710	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

Understanding Leadership

Module aims:

This module aims to:

- Develop healthcare professionals' ability to lead and expand their repertoire of leadership behaviours for a variety of healthcare and clinical contexts;
- Broaden students' perspective on the variety of theoretical approaches to leadership;
- Critically analyse leadership at the level of the individual, organisation, and complex system;
- Extend students' self-awareness of their leadership influence over other people and extend insight into their impact within their own work environment system.

Learning outcomes

Students will be able to:

- Develop critically reflective insight into their own capabilities, values and preferences for leadership style and consider the implications for their professional development.
- Critically appraise a variety of contemporary leadership theories, models and concepts and evaluate their strengths and weaknesses when applied to diverse healthcare situations.
- Critically evaluate the importance of leadership for managing in complex healthcare settings and achieving quality healthcare outcomes for citizens.
- Demonstrate a critical awareness of leadership power and influence.

Syllabus

- Perspectives on leadership.
- Evolution of thinking on effective leadership.
- Situational factors.
- Power and influence.
- Personal Leadership.

Learning and teaching methods

The module will primarily be delivered through a series of e-lectures, delivered through 15-20 minutes podcasts covering key ideas and theories of leadership. These will be supported by individual online tasks and discussion boards, which will be used to develop and apply learning. The discussion boards will provide an opportunity for students to share their workplace issues in a collaborative and critically reflective way. These will be moderated by the module instructor to ensure individual and group feedback. Students will also be directed to key academic and practitioner readings to further develop their learning.

Students will participate in virtual action learning, through peer discussion focused on applying learning to the challenges within their own work contexts. This will be facilitated by the module instructor, to model an action learning mode of questioning and will involve engagement and interaction between students and to enable reflection and build confidence. This mode of learning will also develop students' digital fluency.

One scheduled synchronous seminar will be delivered, in which students will discuss the poster presentations submitted by their peers for assessment 2 (if there are issues with time zones another seminar will be provided). Peer discussion and questions will be encouraged. This session will be recorded and moderated by the module instructor.

Additionally, students will complete a reflective journal to develop critical reflection on experience and application of learning to their own development.

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Module code	MGTK711	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

Leading Strategic Management and Implementation of Healthcare Services

Module aims:

This module aims to:

- Enable students to critically appraise the major influences likely to affect management of future healthcare delivery;
- Develop students' strategic mind-set and understanding of the importance of strategic planning for leadership and management within the context of healthcare;
- Enable students to critically assess strategic implementation and planning processes, and be competent applying a range of diagnostic, planning, implementation, and evaluation tools.

Learning outcomes

Students will be able to:

- Understand current concepts, strategies, best practice frameworks, tools and techniques for managing and implementing strategic planning.
- Develop an in-depth understanding of the various activities involved in the analysis, formulation, implementation and evaluation of strategies specific to healthcare.
- Critically evaluate the various implementation frameworks to assist in executing strategies effectively across healthcare environments.
- Critically analyse healthcare problem solving and strategic planning in a healthcare setting, and specifically evaluate the steps relating to formulating, implementing, and evaluating the strategy.

Syllabus

- Mission / Vision / Values.
- Strategic planning, organisational purpose, and objectives.
- Developing and implementing strategy and operational plans, including theoretical and practical considerations.
- Leading and managing change in healthcare.
- The role of emotional intelligence and adaptive leadership.
- Ability to diagnose organisational situations and appreciate alternative choices in resolving complex problems in a healthcare setting.
- Organisational design with healthcare case studies.
- Procurement and managing resources including the management of innovation.

Learning and teaching methods

The module will primarily be delivered through a series of lecturecasts/seminars. These will cover key concepts and theories on strategic leadership and problem solving in a healthcare setting. Videos will cover topics such as implementing strategy from both a theoretical and practical perspective. Individual online tasks and discussion boards will be used to develop and apply learning within the healthcare setting and the students' own work contexts. These will be moderated by the module lecturer to ensure individual and group feedback, and to foster skills in critical self-reflection. Students will also be directed to key academic and practitioner readings to further develop their learning.

The scheduled seminar will equate to 2 hours undertaken synchronously. The date and time of the seminar will be confirmed at the start of the module. The scheduled seminar will enable all students access, in a peer setting, to a lecturer led discussion. Ideas from individual students can be commented on and explored by others, demonstrating the value of multiple perspectives in team working.

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Module code	HLSK712	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

Leading Complex Change in Healthcare Settings

Module aims:

This module aims to:

- Provide health professionals with an understanding and appreciation of the challenges of leading complex change within healthcare communities in a range of health services;
- Equip students with the skills to make effective decisions using a pragmatic, evidence-based approach;
- Give students an appreciation of the power relationships, politics, and conflict in leading change across a variety of settings both in the UK and overseas;
- Give students the skills to critically reflect on their own work practices to understand techniques and principles to lead change.

Learning outcomes

Students will be able to:

- Critically reflect on the importance of healthcare policy and governance frameworks in driving and supporting leadership and management of healthcare service delivery.
- Critically appraise the role of human resource management in optimising service delivery.
- Critically evaluate current strategies and practices to the design and management of service improvements in healthcare.
- Demonstrate a clear understanding of the importance of communication within a healthcare multi-professional team, and the relationships and roles that exist across the UK and overseas.
- Critically analyse the principles of effective leadership strategies needed for effective resource management as a key component in health service delivery.
- Critically reflect on and interpret perspectives on organisational structure and culture to their own practice in a healthcare leadership context.
- Critically debate their decisions regarding the effect of change on individuals and groups in organisations, and to be aware of their own predilections for handling conflict when this arises in a healthcare leadership setting.

- Critically evaluate the differences between deliberate and emergent theories of change when applied to a healthcare leadership setting.
- Make effective decisions using a pragmatic, evidence-based approach.

Syllabus

- Healthcare policy and governance.
- Principles of change management.
- Professionalism and power relationships within the healthcare environment.
- Accountability and responsibility.
- Public and patient involvement.
- Effective communication and verbal and non-verbal communication.
- Workforce planning.
- Planning/managing resources.
- Outcomes assessment and impact.
- Performance management.

Learning and teaching methods

The module will primarily be delivered through a series of lecturecasts, delivered through 15-20 minutes podcasts covering key topics. These will be supported by individual formative online tasks, which will be used to develop and apply learning. Students will also be directed to key academic and practitioner literature and media to further develop their learning.

Students will participate in virtual action learning, through peer discussion focused on applying learning to the challenges within their own work contexts. This will be facilitated by the module lecturer, to model an action learning mode of questioning and will involve engagement and interaction between students to enable reflection and build confidence. This mode of learning will also develop students' digital fluency.

One scheduled synchronous seminar will be delivered, in which students will discuss the presentations submitted by their peers for their first assessment. Peer discussion and questions will be encouraged.

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Module code	MGTK713	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

Leading People and Teams in Healthcare Organisations

Module aims:

This module aims to:

- Provide healthcare professionals with the ability to develop and apply their leadership knowledge and skills to lead and perform effectively;
- Develop a thorough knowledge and understanding of how leaders in healthcare organisations can help people develop and work within and across teams;
- Provide an opportunity to explore the concepts of role, function and deliverables in and across teams to support robust healthcare governance;
- Enable students to relate leadership models and frameworks from academic literature and apply these to the perspectives and concerns of healthcare;
- Develop students' ability to be personally reflexive about 'self' and impact upon others.
- An appreciation and understanding of the contribution that HR and Organisational Development can bring. Practical and useable case studies will enable students to understand HR / OD in real-life/ applied situations.
- Understanding 'self' and 'other'; developing reflexivity. Assessing various personality and team theories and concepts.
- Creating and developing high performing individuals and teams.
- Employee engagement; task and relationship behaviours; autonomy versus freedom.
- Followership.
- Coaching and mentoring.
- Inclusive and authentic leadership; collaborating internally and externally.

Learning outcomes

Students will be able to:

- Critically analyse the behaviour of individuals and groups in healthcare organisations in terms of the key factors that influence team behaviours.
- Critically evaluate the potential effects on healthcare organisational outcomes to include structure and culture, with regard to high and poor performance.
- Demonstrate the ability to analyse their own practice in the context of leadership and management theories, models, and concepts.
- Identify how they can assess their own team's performance and reflect on their experience and effectiveness of working with people and in teams.
- Demonstrate a clear understanding of the importance of communication within healthcare teams, and the relationships and roles that exist across the UK and overseas.

Syllabus

- Considering the concepts of role, function and deliverables in and across teams to support robust healthcare governance.

Learning and teaching methods

The module will primarily be delivered through eight lecturecasts/seminars. These will consist of podcasts covering key concepts and theories on leadership and leadership situations within health organisations. Individual online tasks and discussion boards will be used to develop and apply learning within health organisations and the students' own work contexts. These will be moderated by the module lecturer to ensure individual and group feedback, and to support the development of the virtual groups and to foster skills in critical self-reflection. Students will also be directed to key academic and practitioner readings to further develop their learning.

Additionally, one scheduled synchronous seminar will be delivered in which students will discuss the recorded group presentations submitted by their peers for the first assessment. Peer discussion and questions will be encouraged. This session will be recorded and moderated by the module lecturer.

Students will also be given directed group activities that enable the development of the virtual groups for the assessment and provide opportunities for formative feedback from the module lecturer in relation to assessments.

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Module code	HLSK714	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

Leading Innovation in Healthcare

Module aims:

This module aims to:

- Provide unique opportunities to explore case studies of leading innovations in healthcare environments;
- Provide students with details of the various important contextual factors which influence innovation processes in health services;
- Equip students with the skills to make effective decisions using a pragmatic, evidence-based approach;
- Introduce strategies for overcoming resistance to innovative change, and critique the most effective strategies to effectively implement innovation;
- Challenge students to explore their work practices, or those of others, to understand innovation processes, and how to successfully lead innovation within and across health services.

Learning outcomes

Students will be able to:

- Critically appraise the theory and evidence-based practice of innovation in the context of healthcare.
- Critically appraise the importance of leadership in effecting innovation and change in healthcare organisations.
- Critically evaluate the role and impact of culture, power, politics, and conflict within a changing and complex healthcare environment.
- Critically evaluate and design frameworks for overcoming and managing resistance to innovation in healthcare.
- Critically appraise the relevance of the literature on innovation processes to their personal experiences in an organisation, and how to future lead innovation successfully.
- Critically appraise the dimensions of emotional intelligence and why this is important to lead, developing their own self-awareness to identify their personal habitual ways of behaving and relating to others.

- Critically evaluate and apply the methods leaders use to engage with teams to lead and drive change in a healthcare leadership context.
- Make effective decisions using a pragmatic, evidence-based approach.

Syllabus

- Current policy drivers that influence innovation in healthcare.
- Theory and real-life practice of innovation.
- The challenges of leadership in developing innovation in healthcare.
- Design thinking (IDEO).
- Patient and public influence on the development of innovation.
- Frameworks for managing resistance to innovation.
- Culture, power, politics, conflict, and innovation.
- Global challenges of innovation.

Learning and teaching methods

The module will primarily be delivered through a series of lecturecasts/seminars, covering a schedule of topics related to case studies and key principles of leading innovation in healthcare environments. The interactive seminars will allow students to present and explore together regional differences, allowing a breadth of discussion that will enable sharing of the challenges and how these have been overcome in a range of resource settings across high and low to middle income countries. The lecturecasts/seminars will be supported by individual online tasks, which will be used to develop and apply learning. These will be moderated by the module lecturer to ensure individual and group feedback. Students will also be directed to key academic and practitioner readings to further develop their learning.

Additionally, one scheduled synchronous seminar will be delivered. Peer discussion and questions will be encouraged. This session will be recorded and moderated by the module lecturer.

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Module code	HLSK715	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

Quality Management and Safety in Driving Safe Healthcare

Module aims:

This module aims to:

- Provide students with an introduction to the concepts of quality, safety, and risk in healthcare;
- Explore the paradigms of safety, and models for learning from error and successful care;
- Foster the ability to debate and apply the dimensions of quality, safety, and risk, as viewed by key influential authors, to a range of healthcare practice and environments;
- Equip students with the skills to make effective decisions using a pragmatic, evidence-based approach;
- Provide a framework for students to use to identify and apply a governance framework for quality, and safety and risk management systems in their own setting.

Learning outcomes

Students will be able to:

- Critically analyse and explore evidenced based approaches to the leadership of quality, safety and risk management in healthcare environments.
- Critically evaluate and apply a range of governance procedures used in quality, and health and safety management procedures in a range of healthcare environments.
- Defend the use of key performance indicators and the importance of maintaining high quality safe care in healthcare environments both in the UK and overseas.
- Critically evaluate and explain the legal and professional accountability associated with leading Health and Safety and quality management.
- Critically appraise the knowledge, skills, and competencies required to identify and implement an appropriate governance framework in their own practice in a healthcare leadership setting.
- Demonstrate a critical understanding the role of a leader in establishing a safety culture, and how characteristics of other high-reliability industries compared to healthcare.

- Critically appraise the use of the term “quality” and its dimensions including “safety” in a healthcare setting. Students will also be able to apply a human factors perspective on error in healthcare, and understand how systems failures underlie a safety incident and the impact of safety incidents on service in a healthcare organisation.

Syllabus

- Accreditation processes and external audits.
- Healthcare policy and political drivers for quality and safety in care both in the UK and overseas.
- Governance frameworks: e.g. Clinical Governance, Care Quality Commission.
- Public and patient involvement: Patient safety, NHS complaints, Health Ombudsman.
- Health and safety of equipment and electrical devices.
- Professional and legal accountability; learning from errors, clinical incident reporting, whistleblowing.
- Assessing risk and its implications.
- Cultural understanding of quality, and health and safety, across global health systems.
- Human factors and systems engineering.

Learning and teaching methods

The module will primarily be delivered through a series of lecturecasts, delivered through 15-20 minutes podcasts covering key topics. These will be supported by individual online tasks and discussion boards, which will be used to develop and apply learning. These will be moderated by the module lecturer to ensure individual and group feedback. Students will also be directed to key academic and practitioner readings to further develop their learning.

Students will participate in virtual action learning, through peer discussion focused on applying learning to the challenges within their own work contexts. This will be facilitated by the module lecturer, to model an action learning mode of questioning and will involve engagement and interaction between students. This mode of learning will also develop students’ digital fluency.

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Module code	MGTK716	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

Healthcare Finance

Module aims:

This module aims to:

- Give students an understanding of the core components of a set of financial statements in terms of assets, liabilities, equity income profit and costs;
- Provide students with the ability to examine the regulation of healthcare organisations and the challenges in developing and implementing financial controls;
- Provide students with the opportunity to critically assess a set of financial statements and comment upon the financial strengths, weaknesses and risks associated with an individual healthcare organisation;
- Equip students with the skills to make effective decisions using a pragmatic, evidence-based approach;
- Develop students' ability to assess the financial viability of a healthcare organisation using a variety of methods.

Learning outcomes

Students will be able to:

- Demonstrate understanding of the components of a balance sheet and their interaction, within a healthcare setting.
- Demonstrate understanding of the components of a profit or loss account/income statement and the concept of breakeven and profitability within healthcare.
- Demonstrate understanding of the importance of cash to a healthcare organisation and how cash flows differ from profits.
- Analyse and explain, using financial and non-financial metrics and relationships, the accounts of a healthcare organisation.
- Assess the financial viability of a healthcare organisation using differing methodologies and analyse the risks involved in such models and methods.
- Evaluate the motives, benefits and drawbacks of having financial controls in relation to assess the financial viability of healthcare organisations that are different from those of other organisations.
- Make effective decisions using a pragmatic, evidence-based approach.

Syllabus

- Core components of financial statements: assets, liabilities, equity income profit and costs.
- Concept of profitability and breakeven in relation to private and non-profit making healthcare organisations.
- Differences between profit and cash flows.
- Analysis of financial statements within healthcare organisations using financial metrics and key performance indicators to identify financial and non-financial trends.
- Regulation of healthcare organisations and the challenges in developing and implementing financial controls.
- Ownership models: healthcare versus financial achievements.
- Funding and sourcing finance in healthcare.

Learning and teaching methods

The module will primarily be delivered through eight lecturecasts/seminars. The lecturecasts will consist of podcasts covering key concepts alongside e-seminars that will consist of individual online tasks, case studies and discussion boards which will be used to develop and apply learning to healthcare organisations and the students' own work contexts. These will be moderated by the module lecturer to ensure individual and group feedback. Students will also be directed to key academic and practitioner readings to further develop their learning.

Additionally, one scheduled synchronous seminar will be delivered.

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Module code	MGTK717	NQF level	Level 7
Credit value	15 credits	Module duration	8 weeks

Research Methods

Module aims:

This module aims to enable students to:

- Consolidate their knowledge of research in leadership and management;
- Consider the nature of research for academic and more applied contexts;
- Develop skills in the acquisition, analysis and management of qualitative and quantitative data sets;
- Enhance their general research and study skills;
- Critically analyse, evaluate and review current research and scholarship;
- Evaluate, select, and justify appropriate research methods in a chosen area of study to ensure that the evidence generated, its analysis and conclusion are appropriate and robust.
- Appreciate the importance of ethical conduct in research.

Learning outcomes

Students will be able to:

- Enhance their understanding of the most effective research methods applicable to the healthcare leadership context.
- Develop knowledge of the methodological steps involved in producing and implementing a research process appropriate to the specific demands of a research project with a healthcare leadership focus.
- Increase their capacity to distinguish between primary and secondary modes of data and develop a critical awareness of research methods and techniques available when collecting and analysing both qualitative and quantitative data.
- Understand how to progress an outline research project idea into a practicable research proposal.
- Possess the aptitude to critically analyse, evaluate and review current research and scholarship.
- Develop the ability to evaluate, select, and justify appropriate research methods in a chosen area of study to ensure that the evidence generated, its analysis and conclusion are appropriate and robust.
- Understand the importance of ethical conduct in research and be able to apply established ethical standards to research projects.

Syllabus

- Research in management and leadership: constraints, benefits and limitations.
- Types of research data and data collection strategies.
- Qualitative research: design, data collection, analysis and presentation.
- Quantitative research: statistical techniques and data presentation.
- The nature of academic and applied research, desk-based research.
- The research process, finding a suitable research area, framing a question, developing a research proposal, and planning a research schedule.
- Ethics in research: between theory and practice.

Learning and teaching methods

The module will primarily be delivered through a series of lecturecasts, delivered through 30-60-minute sessions covering key topics. These will be supported by individual online tasks and discussion boards, which will be used to develop and apply learning. These will be moderated by the module lecturer. Students will also be directed to key readings to further develop their learning.

Students will also participate in tutorials, which will enable peer discussion and build confidence. This will be facilitated by the module lecturer.

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Module code	MGTK718	NQF level	Level 7
Credit value	60 credits	Module duration	40 weeks

Work Based Project

Module aims:

This module aims to:

- Provide a process which will enable students to use and extend knowledge and skills that they have acquired during their programme of study and complete an independent project;
- Provide students with the opportunity to explore an area of interest within healthcare leadership in greater depth, using appropriate management research methodologies and/or data collection methods;
- Provide students with the opportunity to focus on academic and personal reflection throughout the programme;
- Enable students to undertake a self-managed process of systematic practitioner inquiry within the domains of leadership and management.

Learning outcomes

Students will be able to:

- Engage with a client organisation with the aim of investigating a current management problem.
- Diagnose and analyse client problems and issues using a structured programme of management research.
- Collect and analyse data from a wide variety of sources in order to evaluate the selected issue.
- Prepare and present the findings, conclusions and recommendations.
- Prepare a poster in order to present and discuss their research.

Syllabus

- The context for management research.
- Developing the research proposal further.
- Planning and conducting the research project, including data analysis, building Research Methods module content.
- Composing the management report.
- Academic journal writing.
- Poster preparation.
- Presentation skills.

Learning and teaching methods

The module will begin with a series of lecturecasts covering key information, and ensuring students' understanding of the research methodology and planning that will underpin the work based project. Students will also be directed to key academic and practitioner readings to further develop their learning.

Students will be allocated a project supervisor for their work based project. It is expected that students will have at least four supervisory meetings, and the first meeting will involve the approval of a proposal for the individual project.

Students will be required to prepare for the poster presentation session. This will involve them drawing out the key points from their poster and creating a presentation.

Ahead of the final poster presentation session, students will attend an assessment support session where they will each present an early draft of their poster presentation. Students will be encouraged to critique the presentation of their peers, facilitated by the module lecturer, providing valuable feedback for further development.

The final poster presentation session will involve students discussing the poster presentations submitted by their peers for their third assessment. Peer discussion and questions will be encouraged. This session will be recorded and moderated by the module lecturer.

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Module code	MGTK719	NQF level	Level 7
Credit value	60 credits	Module duration	40 weeks

Dissertation

Module aims:

This module aims to:

- Provide a process which will enable students to refine and apply their research skills, underpinned by the healthcare leadership subject areas acquired during their programme of study;
- Enable students to use appropriate management research methodologies in conjunction with secondary data collection methods and/or simulation techniques to explore an area of interest within a healthcare organisation in significantly greater depth than the taught modules;
- Help students acquire a more significant understanding of a topic related to their previous studies, and to bring together this knowledge with academic ideas in a way that develops both.

Learning outcomes

Students will be able to:

- Recognise and critically evaluate different management research designs and the assumptions upon which they are based.
- Refine and execute a structured plan of research based on informed choices about research design, and data collection and analysis methods.
- Conduct research into Healthcare Leadership in a rigorous and systematic fashion.
- Present a logical, critical and sustained argument, and develop conclusions in a manner consistent with Masters level standards.
- Prepare a poster in order to present and discuss their research.

Syllabus

- Refining the research proposal developed in the Research Methods module.
- Planning and executing the research project.
- Utilising appropriate research methods.
- Research ethics.
- Writing for academic and practitioner audiences.

Learning and teaching methods

The module will begin with a series of lecturecasts covering key information, and ensuring students' understanding of the research methodology and planning that will underpin the dissertation. Students will also be directed to key academic and practitioner readings to further develop their learning.

Students will be allocated a supervisor for their dissertation. It is expected that students will have at least four supervisory meetings, and the first meeting will involve the approval of a proposal for the individual project.

Students will be required to prepare for the poster presentation session. This will involve them drawing out the key points from their poster and creating a presentation.

Ahead of the final poster presentation session, students will attend an assessment support session where they will each present an early draft of their poster presentation. Students will be encouraged to critique the presentation of their peers, facilitated by the module lecturer, providing valuable feedback for further development.

The final poster presentation session will involve students discussing the poster presentations submitted by their peers for the third assessment. Peer discussion and questions will be encouraged. This session will be recorded and moderated by the module lecturer.

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Useful information

Fees and funding

For current information on tuition fees and funding options, please visit the Kaplan website or ask a consultant.

Discounts and scholarships

For current information on the discounts and scholarships available, please visit the Kaplan website or ask a consultant.

Careers

Graduates will have developed an understanding of the career opportunities within global healthcare and will be able to articulate their career aims. An appreciation of diverse healthcare systems will have enabled graduates to understand the importance of inclusivity and to prepare them to work in varied healthcare settings. This will be enhanced by access to guest speakers from the healthcare field, embedded within modules. Furthermore, they will be able to reflect on the key skills and attributes that they have developed both within and outside of the programme and be able to construct a personal development plan.

At a module level, activities and assessments will enable students to engage with work-based issues within the healthcare arena, including the opportunity to analyse and reflect on their own work organisation and role where appropriate. The underpinning philosophy of authentic assessment will ensure assignments are meaningful and enable the development of employability attributes relevant to global healthcare.

During the design phase of the programme industry employers were consulted from both HR/OD and clinical perspectives. Feedback from these employers allowed us to determine the current skills required, as well as helping to identify areas that may be required in the future (i.e. trends moving toward more evidence-based analysis and high levels of people management and leadership.)

Students graduate from this programme with the opportunity and skills necessary to work and engage in leadership roles of healthcare organisations. These include clinical leadership, marketing, finance, strategy, international development, research, and human resources. In terms of the type of organisation, graduates will be able to pursue roles within healthcare organisations, healthcare governing bodies, and community healthcare organisations. They will also have the necessary skills and competencies to seek employment in the financial and consulting sectors.

Ready to apply?

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Submit your application online

or contact our partner, Kaplan Higher
Education Hong Kong, at

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info@kaplan.edu.hk



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to process applications and admissions.