

Module specification

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Module Code	BUS7F7
Module Title	Challenges and Ethics in Global Health Services
Level	7
Credit value	30
Faculty	Wrexham Business School
HECoS Code	100079
Cost Code	GABP
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc International Health Services Management	Core
MSc International Health Services Management with Advanced Practice	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	6 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	36 hrs
Placement hours	0 hrs
Guided independent study hours	264 hrs
Module duration (Total hours)	300 hrs

Module aims

This module will develop aspiring healthcare service manager in the development of their leadership and management skills, knowledge and understanding in both operational and strategic settings through the critical appraisal of theories and approaches. It will identify the challenges facing global health services, ethical and sustainable healthcare service delivery goals, and enable the development of critical strategic management skills required within

policy development and implementation of healthcare services. This module demonstrates the degree of technical, applied, and skills-based components required for a Business MSc.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Applying relevant academic theory, demonstrate a critical understanding of global sustainable public health policy
2	Develop a critical awareness of systematic approaches to improving health outcomes and experiences
3	Synthesise the challenges, barriers, ethical arguments facing the global health economy and its stakeholders
4	Develop problem-solving skills, through effective use of appropriate health-service relevant analytical tools to apply knowledge to practice
5.	Demonstrate self- reflective collaborative learning

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Portfolio

Part 1: Written review of health policy drivers for an allocated nation (500 words)

Part 2: Small Group work: Using individual work from part 1 compare policy drivers and implementation between nations, aligning this to the delivery of sustainable healthcare goals. (1000 words)

Part 3: Group work: Conference Table and Poster presentation Evaluation of effectiveness of healthcare improvement initiatives (1500 words)

Part 4: Written Self-reflection of process and learning from group working. (500 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2,3,4,5	Portfolio	3500	100	Students unavailable for the conference will be able to present to tutors in a separate small-scale event

Derogations

N/A

Learning and Teaching Strategies

The teaching and learning for this module will focus on a scaffold approach, and will include action learning sets, industry integration, and applied workshops.

Students will learn through a variety of formats including lectures, seminars, tutorials, group work, focus groups, group, and individual work, facilitated learning (e.g. scale-up), as well as independent directed study. The university's Active Learning Framework (ALF) will be learner-centred and integral to this strategy, enhancing student engagement, participation, and interaction. The ALF framework will focus on the construction of knowledge through activities, to develop thinking, problem-solving, and collaboration.

This module will be delivered through block teaching, to deepen learning, focus, and knowledge retention. Integrated learning, including where possible simulation and the use of immersive learning spaces will underpin formative and summative assessment, and allow for integrative peer collaboration.

Modes of delivery will include on campus and blended, enabling greater flexibility for learning and engagement. As the summative assessment builds throughout the module, it will create opportunities to conceptualise learning, critical thinking, networking, and applied knowledge.

Welsh Elements

Every student has the right to submit written work or examinations in Welsh. All Welsh speaking students have the right to a Welsh speaking tutor. Elements of the Welsh language and culture will be embedded throughout the module where possible.

Indicative Syllabus Outline

The module will cover:

1. Principles of ethical healthcare leadership,
2. Application of theory to practice
3. Global healthcare priorities aligned to Sustainable Health Care.
4. Structural design of healthcare with an ethical framework
5. The roles of Government and Non-Governmental Agencies
6. Macro, tactical and micro vehicles for addressing resource allocation and distribution to address ethical dilemmas.
7. Comparative evaluation of impact of structure, culture and processes via comparative analysis of progress in different nations.
8. Case study learning from failure and actions taken to mitigate repetition of these.
9. Healthcare improvement approaches with an have the opportunity to test their learning via a Certificate in Quality Improvement from the NHS Improvement Academy.

Indicative Bibliography

Essential reading

There is no core textbook for this module. However, a wide range of literature, case studies, reports will be provided to students to support their learning, and tutorials will be used to develop skills in analysis and in presentation for impact.

Indicative reading

Cribb, A., Entwistle, V. and Mitchell, P. (2020), 'What does 'Quality' Add? Towards an Ethics of Healthcare Improvement', *Journal of Medical Ethics*, Vol.46, No.2, pp. 118–122. DOI: 10.1136/medethics-2019-105635

Marmot, M. (2020), 'Health Equity in England: The Marmot Review 10 Years On', *BMJ (Online)*, Vol.368, pp. 693. DOI: 10.1136/bmj.m693.

Organization, W.H. (2013), *The Economics of Social Determinants of Health and Health Inequalities : A Resource Book*. 1st ed. Geneva: World health organization.

Ovretveit, J. (2018), 'Learning about Improvement to Address Global Health and Healthcare Challenges—lessons and the Future', *International Journal for Quality in Health Care*, Vol.30, pp. 37–41. DOI: 10.1093/intqhc/mzy015

Petropanagos, A., Oliver, J. and Chidwick, P. (2025), 'How Adaptive Leadership can Enhance Healthcare Ethics', *Healthcare Management Forum*, Vol.38, No.4, pp. 290–294. DOI: 10.1177/08404704251327667.

Administrative Information

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