



AMREF INTERNATIONAL UNIVERSITY
SCHOOL OF PUBLIC HEALTH
DEPARTMENT OF HEALTH SYSTEMS MANAGEMENT AND DEVELOPMENT
MASTER OF SCIENCE IN HEALTH PROFESSIONS EDUCATION
END OF SEMESTER EXAMINATION JAN-APRIL 2025

UNIT CODE: HPE 741 UNIT NAME: EDUCATIONAL GOVERNANCE, LEADERSHIP AND MANAGEMENT

DATE: 11th April 2025

TIME: Three Hours

Start: 5:30 PM

Finish 8: 30 PM

INSTRUCTIONS

1. This exam is marked out of 100 marks
2. This Examination comprises TWO Sections
Section A: Compulsory Question (25 marks)
Section B: Long Answer Questions (75 marks)

SECTION A: COMPULSORY (25 Marks)

Short Answer Questions

1. Explain two mechanisms of achieving financial objectives for good governance in health professions educational institutions (4 marks).
1. Highlight four management principles in health professions education (4 marks).
2. Explain the meaning of the following two principles leaders use to enhance higher education for health professionals.
 - a. Good governance (2 marks).
 - b. Accountability (2 marks).

3. Crystallized Cognitive Ability (CCA) is a critical competence of leaders of educational institutions for health professions.
 - a. Explain CCA competence as a concept in higher education for health professionals (2 marks).
 - b. Explain two ways leaders use CCA competence in health professions education (4 marks).
4. Explain two systems' thinking skills that leaders and managers apply to strengthen the health professions' higher education system (3 marks).
5. Analyse two situational leadership styles leaders in health professions educational institutions use to achieve strategic goals (4 marks).

SECTION B

ANSWER ANY THREE (3) QUESTIONS (75 Marks)

Long Answer Questions

6. You are a member of the National Health Workforce Leadership and Management Taskforce, a key entity with the mandate of developing a national HRH Strategic Plan to be implemented in higher education for human resources for health (HRH) and health service organisations. In 2006, the WHO synthesised the various global challenges of health workers into four distinct HRH priorities (**25 marks**).
 - a) Analyse the four HRH priorities the Taskforce will address to strengthen higher education for health professionals and service organisations (8 marks).
 - b) Discuss the seven steps of developing an HRH strategic plan that managers in health professions education will use to ensure the WHO priorities are achieved towards the HRH educational outcomes (14 marks).
 - c) Outline the three value additions of using the Workload Index of Staffing Need (WISN) tool in health workforce planning (3 marks).
7. As a Chief Executive Officer in your institution of higher learning, governance, stewardship, transparency, and accountability are critical practices that your governance and management committees pursue to strengthen higher education for health professionals (**25 marks**).
 - a) i) Highlight five general governance principles you would apply in higher learning institutions (5 marks).
 - ii) Explain two governance roles in higher learning institutions (2 marks).
 - b) Explain the following terms as used in institutions of higher learning.
 - i) Standardisation (1 mark), ii) Accreditation (1 mark)
 - c) Distinguish the following roles:

- i) Accountability's role in standardising higher learning institutions (1 mark).
- ii) Transparency's role in the accreditation of higher learning institutions (1 mark).
8. As a Level 5 leader, you use transformational approaches to empower employees and strengthen your institution's educational leadership and management **(25 marks)**.
- a) Categorize the hierarchies that build up to the five transformational levels of a level 5 leader (10 marks).
- b) Explain five essential practices of level 5 leaders (5 marks).
- c) Contrast five attributes of a level 5 leader's professional will and personal humility (10 marks).
9. a) Highlight three guiding principles of health professions higher education systems (3 marks).
- b) Analyse four leading change-management practices that transformational leaders apply to empower their followers and to strengthen institutions (8).
- c) Explain five critical mechanisms to fostering an ethical culture in your health professions educational institution's leadership, management and governance (5 marks).
- d) Summarise two general governance roles the Commission for University Education assigns to each of the following structures in your health professions' higher education.
- i. Dean (3 marks)
- ii. Senate (2 marks)
- iii. Management Board (2 marks)
- iv. Students' Council (2 marks).
10. Discuss five ethical leadership principles that set you apart as an employee-empowering leader and respected by your governance and management teams (25 marks).