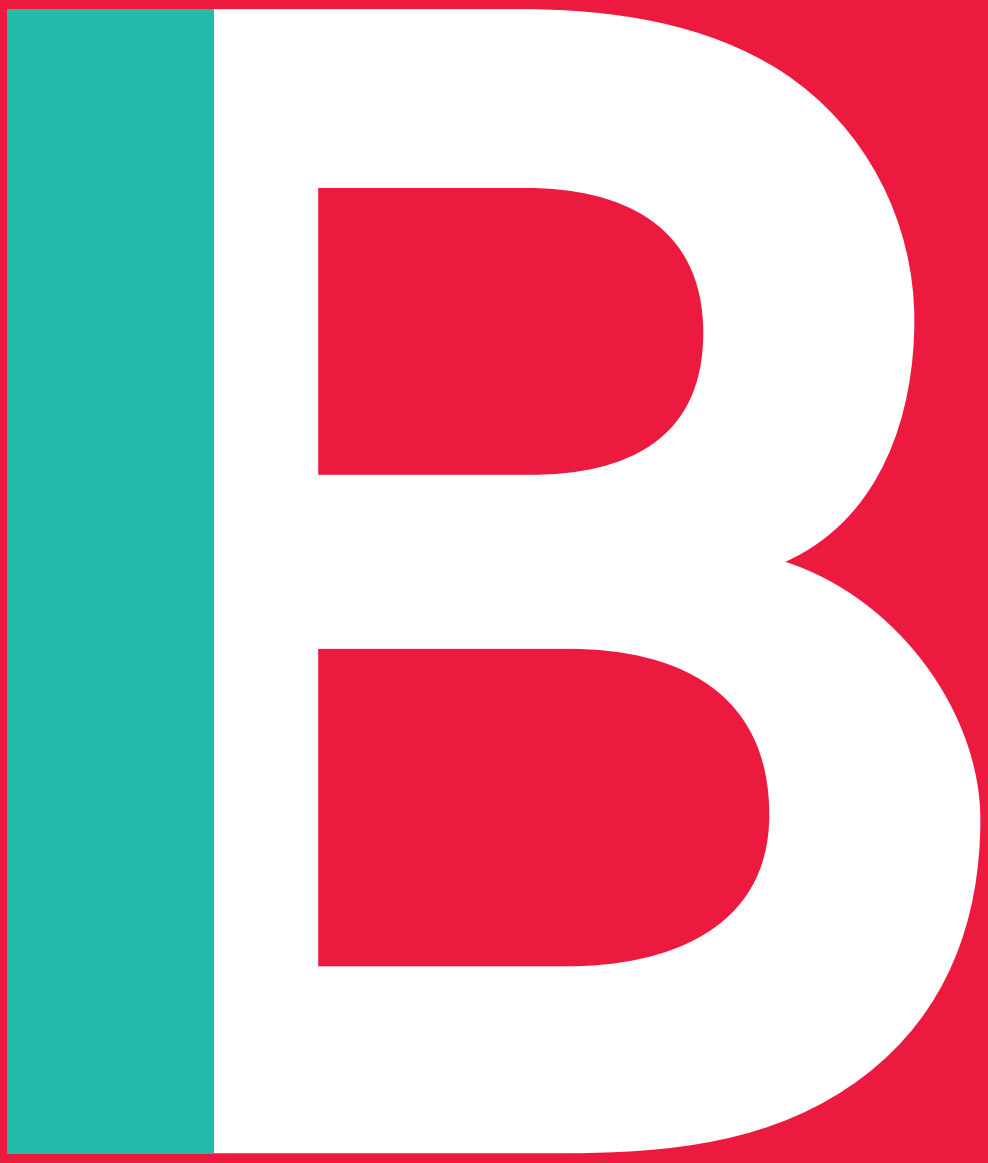
Imperial College Business School

Imperial means Intelligent Business

Intercalated BSc 2022–23
Programme handbook



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Mission statement

We inspire brilliant minds to be the world's future leaders of business and society. We drive global business and social transformation through the fusion of business, technology and an entrepreneurial mindset.

Imperial means
Intelligent Business

Welcome from Pedro Rosa Dias, Associate Dean of Undergraduate Studies

A very warm welcome to Imperial College Business School and to the academic year 2022-2023!

This year we celebrate our 30-year anniversary of undergraduate teaching in the Business School. I hope you have a great year with us, now that we are able to relax the restrictions posed by the pandemic and are again focused on face-to-face teaching and on the on-campus experience. The Business School has a unique style of teaching and learning, which hinges heavily on student participation and collaborative group work. I encourage you to fully immerse yourselves in this experience, not only by participating of our lectures and seminars, but also by taking advantage of all the exciting events taking place in the School, from world-class talks and debates to opportunities for networking and learning more about career paths that you haven't heard of.

You will benefit from our experienced and enthusiastic Programme Team, which is available to deal with any queries that may arise. Should you wish to raise any issues directly with me, please do not hesitate to get in touch. I wish you all a very successful and enjoyable academic year!

PR

Programme overview

Aims, Objectives, Learning Outcome and Skills Mapping

Intercalated BSc: Aims and objectives

Our Intercalated BSc programme aims to equip future clinicians for a career in the health system. Students who successfully complete the programme should be able to:

- Analyse management issues facing the health care system, using a range of business and management models and ideas
- Apply knowledge of business and management to a specific health care system problem
- Demonstrate advanced transferable skills in team work and delivering complex information concisely in different formats.

Skills Mapping

At Imperial College Business School, you have the opportunity to develop a wide range of professional skills through a variety of different mediums. These skills will not only aid your personal development but also make you more competitive within the marketplace.

Skills Table for Intercalated BSc Programme

Category	Description	Example
Personal Development	Personal effectiveness on an operational level. This includes the dynamics of working individually or as a member of a group	Working in teams or time management
Communication	Verbal, non-verbal and written skills	Preparing and delivering presentations
Technical and Analytical	Essential workplace tools and techniques beyond curriculum teaching	Data analysis using appropriate software
Ethical	Key skills that make an effective, responsible and ethical manager	Learning how to adopt a responsible attitude towards business and management

Personal Skills Development for Individual Modules

	Written	*Presentations*	*Research*	*Data Manipulation/ Coding*	*Analytical & Critical Reasoning*	*Verbal*	*Teamwork*	*Personal*
Accounting	✓			✓	✓			✓
Global Strategy	✓	✓	✓		✓	✓	✓	✓
Health Informatics	✓		✓	✓	✓	✓	✓	✓
Organisational Behaviour & HRM	✓	✓	✓		✓	✓	✓	✓
Sustainable Business	✓		✓	✓	✓	✓	✓	✓
Marketing	✓	✓	✓	✓	✓	✓	✓	✓
Managing Healthcare Organisations	✓	✓	✓	✓	✓	✓	✓	✓
Entrepreneurship	✓	✓	✓	✓	✓	✓	✓	✓
Health Economics	✓		✓	✓	✓		✓	✓
Research Methods and Practice	✓	✓	✓	✓	✓	✓	✓	✓

Information for students

Academic Director and Programme Team contact details

You should familiarise yourself with the programme and School regulations which can be found on the Hub in the Key Information section. Throughout the programme, the Programme Team and the lecturers will communicate with you mainly via the Hub and email.

Your Outlook calendar will be populated with your timetable, lecture times and venues. Please note you should refresh regularly and monitor the Hub for any last-minute changes.

You can contact the Academic Director for academic matters, and the Programme Team for all other issues.

Programme Team
Level 1, Business School
E: jh.ibsc@imperial.ac.uk

Pedro Rosa Dias
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Liz Ebdale
Senior Programme Manager
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Greta Faralli
Programme Manager
g.faralli@imperial.ac.uk

Teaching staff

Lecturer details	Module
Bode, Christiane	Sustainable Business
Canonico Martin, Esther	Organisational Behaviour & Human Resource Management
Canonico Martin, Esther	Research Methods and Practice
Cox, David	Managing Health Care Organisations
De Preux, Laure	Health Economics
Fernando, Jeremy	Accounting
Lee, Jaemin	Entrepreneurship
Mikolon, Sven	Marketing
Perchthold, Gordon	Global Strategy
Sood, Harpreet	Health Informatics

Programme Year Planner 2022/23

Term	Activity / Modules		Week Commencing	Notes
Induction Week			03-Oct	Induction
Autumn Term 1	Research Methods and Practice*	Accounting* Organisational Behaviour & HRM*	10-Oct	
			17-Oct	
			24-Oct	
			31-Oct	
			07-Nov	
Autumn Term 2		Health Informatics Global Strategy*	14-Nov	
			21-Nov	
			28-Nov	
			05-Dec	
			12-Dec	Autumn term finishes: Fri 16 Dec
Christmas Holidays			19-Dec	College closure: 24 Dec - 2 Jan College reopens: 3 Tue 3 Jan
			26-Dec	
			02-Jan	
Spring Term 1	Exams		09-Jan	
	Research Methods and Practice*	Marketing* Health Economics Managing Healthcare Organisations	16-Jan	
			23-Jan	
			30-Jan	
			06-Feb	
			13-Feb	
Spring Term 2		Sustainable Business* Entrepreneurship*	20-Feb	
			27-Feb	
			06-Mar	
			13-Mar	
			20-Mar	Spring term finishes: Fri 24 Mar
Easter Holidays			27-Mar	College closure: 6 Apr - 12 Apr College reopens: 13 Apr
			03-Apr	
			10-Apr	
			17-Apr	
			24-Apr	
Summer Term	Exams (also on Mon 8 May)		01-May	Bank holiday: Mon 1 May
	Research Methods and Practice*: Final Project		08-May	NB Exam: Mon 8 May
			15-May	
			22-May	Final Project Presentations: Thu 25 May
			29-May	Final Project Report submission: Tue 30 May Bank holiday: Mon 29 May
			05-Jun	
			12-Jun	
			19-Jun	
	Re-sit Exams		26-Jun	Summer Term finishes: Friday 30 Jun

* Module will be co-taught with Joint Honours in Management students

Programme Structure

PROGRAMME KEY DATES

Modules on the Intercalated BSc programme run in 5-week blocks, with exception of Research Methods and Practice which is a year-long module. Your personal timetable will show the lectures and classes you have scheduled, and whether these will take place on campus or online. Please check your timetable and note any updates or changes.

Autumn Term (Monday 10 October – Friday 16 December 2022)

Induction, Week 1: Mon 3 – Fri 7 Oct

Weeks 2-6	Weeks 7-11
Accounting	Health Informatics
Organisational Behaviour & Human Resource Management	Global Strategy
Research Methods & Practice (Lecture delivery on Qualitative Methods)	Research Methods & Practice (Lecture delivery on Quantitative Methods)

Examinations for relevant Autumn modules take place Week 15, Mon 9 – Fri 13 January 2023

Spring Term (Monday 16 January – Friday 24 March 2023)

Weeks 16-20	Weeks 21-25
Marketing	Sustainable Business
Managing Health Care Organisations	Entrepreneurship
Health Economics	

Examinations for Spring modules will take place at the start of Summer Term in Weeks 31 and 32, Tue 2 – Mon 8 May 2023.

Summer Term (Tuesday 2 May – Friday 30 June 2023)

Group Project work will start towards the end of the Autumn Term with the selection of project titles and the formation of your group.

Development of the Project proposal will start at the beginning of Spring Term.

Completion of the Project will then occupy the whole of Summer Term, with a final report submission deadline of **Tuesday 30 May 2023.**

Weightings

There are nine taught modules, each weighted equally and jointly worth 75% of the Programme; The tenth module, Research Methods and Practice, is worth 25%. Students are required to achieve a pass in all modules.

1	Accounting
2	Health Informatics
3	Global Strategy
4	Organisational Behaviour & Human Resource Management
5	Marketing
6	Managing Health Care Organisations
7	Health Economics
8	Sustainable Business
9	Entrepreneurship
10	Research Methods and Practice

Students on A100 (MBBS/BSc in Medicine) intercalating from Imperial, who commenced their studies in 2019/20 or later, will have their overall BSc calculated solely on the basis of their Management year overall mark. Students who began their MBBS prior to the 2019/20 academic year, will have their results calculated according to the year weightings in place when they started their course.

Students on A127 (intercalating from external institutions) have their degree awarded on the basis of a 100% contribution from their year at Imperial.

Programme Communication

Throughout the Programme, the Programme Team and the lecturers will communicate with students mainly via the Hub and email.

The Outlook calendar will be populated with your timetable, lecture times and venues.

Please note you should refresh regularly and monitor the Hub for any last-minute changes. Students can contact the Programme Director for academic issues, and they should contact the Programme Team for all other issues.

Please ensure you check your College email regularly as this is how any important notices or last-minute details will be communicated to you. All important notices will also be put up on the module or programme area on the Hub.

Policies and information relating to COVID-19 can be found on the College website: https://www.imperial.ac.uk/about/covid-19/students/

The Hub

All module materials will be available through the Hub. This will include lecture slides, readings and anything else your lecturer believes is important for your module.

Programme Assessment

Each subject is assessed on the basis of a final examination and coursework, with the exception of Research Methods and Practice, which will be assessed by an individual assessment in social research methods in Autumn Term and a Group Project presentation and report is Summer Term.

Module Leaders will provide you with sample questions and outline answers, or illustrative examples of how you might address the question. Sample questions might be from a previous exam paper(s), or mock questions representative of the type of questions that would come up in an exam (in the case of a new module for example). Past examination papers or sample questions are provided to guide students on the nature of the examination and indicative ways of assessing content. Please note, the format of an examination may be subject to change year-on-year and the Module Leader will provide full information during the module.

Formal Examinations (dates may be subject to change)

Autumn Term Examinations, commencing Monday 9 January 2023

- Accounting
- Global Strategy

Spring Term Examinations, commencing Tuesday 2 May 2023.

- Marketing
- Health Economics
- Managing Health Care Organisations
- Sustainable Business
- Entrepreneurship

Exams

The following describes the process for examined modules. The essentials of this process are laid down by the College and are requirements that apply to all taught programmes.

The Board of Examiners is made up of all members of the School's academic staff who teach on the programme (called 'internal examiners') plus a number of external examiners drawn from other universities. A representative of the College Registry also normally attends Board meetings. The external examiners are appointed for no more than four consecutive years. School examiners have, in the past, been, drawn from LBS, Manchester, Cranfield, Lancaster, City, Open University, Universita' Commerciale La Bocconi, Oxford University, and LSE. Each external is allocated a number of subjects in their area of expertise. The Board Chairman is normally the Academic Director.

This year, the external examiners for the Joint Honours Programme and Intercalated BSc are as follows:

Dr Theopisti Chrysanthaki	*University of Surrey*
Dr Simone Corsi	*Loughborough University school of Business*
Dr Victoria Serra-Sastre	*City, University of London*
Professor Shuxing Yin	*University of Sheffield*

The details provided above are for information only. Please note that it is not appropriate for students to contact the externals directly regarding their studies.

Any issues that you have in relation to your assessment should be raised internally with your Programme Team in the first instance or with the College Registry, if necessary. Issues with results can only be raised with College Registry once the External Examiners' meeting has taken place and results have been released by Registry.

All examination scripts will be marked in detail by the Module Leader or appointed marker with a second marker undertaking sample check marking to ensure that the mark awarded is appropriate. A sample of scripts, along with coursework samples, are sent to the External Examiner to ensure that the standard of marking at Imperial College Business School is commensurate with elsewhere in the UK. External Examiners also approve draft examination questions prior to the examination being set.

Specimen questions are provided ahead of the examination to guide students on content only. The format is subject to change and the Module Leader will provide full information during the module.

Exam Resit Period

The exam resit period will be scheduled to take place in late June/ early July. Exact dates will be published at the start of the academic year. Exam periods may vary year on year.

Information on re-sitting examinations, resubmitting coursework, resit/resubmission fees, examination feedback and reasonable examination adjustments can be found in the Academic Regulations and Policies document on the Hub.

Additional Exam Arrangements

If you have any additional educational needs, for example, dyslexia, AD(H)D etc it is advised that you contact our Disability Advisory Service (DAS) and register with them as soon as possible. The DAS will provide you with a telephone appointment should you require one. They are able to advise you on the range of services that are available to you during your time at Imperial and assist you in gaining access to the support you need. Find out more about the Disability Advisory Service team: https://www.imperial.ac.uk/disability-advisory-service/about-us/contact-us/.

Should you wish to make an application for additional exam arrangements you should contact the Head of Exams and Assessment, Anique Varleigh, as soon as practicable after you have started the Strategic Marketing online programme. This should be done no later than six weeks before your first assessment so your application can be processed for approval with student records. Anique can be contacted on a.varleigh@imperial.ac.uk. Details of how to apply for additional exam arrangements can also be found in the 'Academic Regulations and Policies' document on the Hub.

Mitigating Circumstances

If you experience serious illness or other major problems that you feel has affected your academic performance, you should provide your Programme Manager with details of the problems experienced in writing along with relevant documentary evidence by completing a Mitigating Circumstances form. This would normally be before any examination or coursework that might be affected. Mitigating circumstances are then considered at the Mitigating Circumstances Board which meets three times per year.

Details regarding mitigating circumstances can be found in the 'Academic Regulations and Policies' document on the Hub.

Assessment Scheme

The Pass Mark for all undergraduate taught modules is 40%. Students must pass all specified modules in order to be awarded a degree. Students who undertake a re-sit of an assessment will have the overall module mark capped at the pass mark.

Whilst a mark of below 40% for a module is a failure according to the College assessment scheme, in some cases, this may be compensated. This normally applies when the average for the module overall (when the exam mark is combined with the coursework mark) is between 30-39%. Where a student achieves less than 30% for the module overall, the module cannot be compensated. Compensated passes can be awarded for up to a maximum of 15 ECTS credits.

Candidates who fall within 2% of the boundary for a higher classification may be considered for the next classification based on their overall academic performance.

Those who achieve an overall weighted average of n9.50 and above will have their classification rounded to the higher classification.

Those who achieve an overall weighted average of n8.00 and n9.49 (inclusive) will be considered for the higher classification.

The School has approved criteria for application to borderline candidates that it uses in all examination boards. In summary, the criteria include all of the following:

- More than 50% of individual assessments in the higher classification (one piece of individual work is counted per module. In most cases this will be the examination. For modules assessed by 100% coursework, this will be the single highest weighted piece of work. If there are multiple pieces of individual work with the same weighting, priority will be given to individually written pieces over participation. If priority can not be decided, then

the average of the combined pieces will be used)
- No compensated modules or assessment that has been re-taken (without approved mitigating circumstances)
- The end of year project/report being in the higher degree classification (where applicable and specified in the programme assessment scheme).

All students falling within the 2% boundary of the higher classification will be **considered** for uplift. However, uplift is not automatic (except for those within 0.5% of the overall degree boundary) and the above is the **minimum** criteria that normally applies. An examination board retains discretion in applying the criteria.

Generic marking criteria Undergraduate

		%	Overall Summary	Knowledge	Critical analysis/ independent thought & application	Structure	References/ use of resources/ presentation
First Class Honours (1st)	Outstanding	85-100	Work demonstrates exceptional knowledge of subject area. It shows evidence of wider reading beyond core texts. Evidence of original and independent thought. The work evidences strong skills in critical analysis (where applicable). The presentation complies with good academic practice and is of a high standard	Exceptional knowledge of subject area's models/ ideas/ concepts/ techniques.	Clear evidence of independent thought and the ability to critically analyse and apply material.	Excellent ability to structure and synthesise information/ arguments developed to a very high level and are clear throughout.	Uses wide range of highly relevant source material beyond core texts, showing independent research. Adheres fully to academic principles of good practice, e.g. referencing. Well-written with sophisticated expression and use of language.
	Excellent	70-84	Work demonstrates extensive knowledge of subject area, evidencing wide reading beyond core texts. The work exhibits critical analysis and some independent thought. The presentation of the work adheres to good academic practice and is professional.	Extensive knowledge of subject area's models/ ideas/ concepts/ techniques.	Evidence of independent thought and the ability to analyse and apply material.	Ability to structure and synthesise information/ arguments performed to a high level and are clear throughout.	Evidence of considerable use of relevant source material. Adheres to academic principles of good practice, e.g. referencing. Well-written with clear expression and very good use of language.
Upper Second Class Honours (2i)	Good	60-69	Work demonstrates an above average level of knowledge of the subject area with thorough research into the subject being evident. The work is well-structured and logical, adhering, mostly, to academic conventions. Some critical analysis is evident.	Good knowledge of subject area's models/ ideas/ concepts/ techniques.	Some independent thinking & critical analysis. Some evidence of application of subject knowledge.	Sound ability to structure and synthesise information/ arguments producing coherent and relevant arguments.	Good use of source material with relevance but maybe minor omissions. Mostly adheres to academic principles of good practice, e.g. referencing Clearly written with appropriate use of language.

Lower Second Class Honours (2ii)	Satisfactory	50-59	Work demonstrates knowledge of the subject area. Attempts at framing a critical analysis are evident, but poorly executed. The work may lack structure and clarity, and may not comply fully with standard academic practice.	Basic knowledge of subject area's models/ ideas/ concepts/ techniques.	Little independent thinking. Inconsistent evidence of critical analysis and little application of subject knowledge.	Adequate arguments that are poorly structured, with little synthesis of information/ arguments.	Reasonable, but incomplete, use of source material with some relevance. Attempts adherence to academic principles of good practice, e.g. referencing. Competent writing with some errors.
Third Class Honours (3rd)	Pass	40-49	Work demonstrates limited knowledge of subject area and a lack of understanding of basic ideas/ concepts/ models is evident. Critical analysis to a very limited extent. Presentation of the work may be incoherent and is of weak professional and academic quality.	Little knowledge of subject area's models/ ideas/ concepts/ techniques.	Limited independent thought and limited evidence of critical analysis and ability to apply subject knowledge	Inconsistently structured arguments that are descriptive with limited synthesis of information/ arguments.	Limited evidence of reading with major omissions. Limited adherence to good academic practice. Deficiencies in expression. Inconsistent and/ or poor use of language.
	Fail	0-39	The work demonstrates very limited or no knowledge of the subject area with a clear lack of comprehension of the main ideas/concepts/models. No evidence of the ability to critically analyse. Presentation of the work is unprofessional.	Very little or no knowledge of subject area's models/ ideas/ concepts/ techniques.	No independent thinking and inadequate evidence of critical analysis. No application.	Lacks evidence of ability to structure an argument.	Very limited or no evidence of reading with significant omissions. Ignorance of principles of good academic practice evident. Inarticulate and poor use of language.

Programme Information

Coursework

Coursework should be submitted via the Hub unless otherwise instructed. Submissions by hand or by email will not be accepted. It is important that all work is legible and should be produced using Arial font size 11. Adequate margins should be left on each side of the paper. A single colour of ink should be used.

Assignments are not always marked electronically by staff and, if printed, will be printed in black ink; any references to coloured text may therefore be overlooked.

It is also important that you produce your work in a printable format. Use the 'print preview' function to ensure that the work will print exactly as you would expect. Assignments will be printed in batches and time will not be spent by School staff re-formatting work.

Anonymity in assessment

In line with the College Regulations for Taught Programmes of Study, anonymity is observed and maintained during the marking process for all written examinations by using random identifier numbers only. Anonymity is also observed in the marking process for coursework in the same way, a random identifier will be assigned to group and individual assignments, but practical assessments (e.g. participation, video submissions and presentations) and supervised projects, cannot be marked anonymously. For group assignments please choose one person to submit your group assignment.

For individual and group assignments you should name your file with the assignment name and file extension e.g. Group Assignment.pdf or Assignment 1.doc.

Where a student breaches their own anonymity, for example by writing their name visibly on an assessment or naming a file with their name or CID, or by discussing the assessment with a member of faculty, the student forfeits their right to anonymity.

Policy on Penalties for Late Submission of Assessed Work

Electronic submission for an assignment will close at the cut-off deadline. Work submitted up to one day after the assessment deadline date and time will be marked but capped at the pass mark. Work submitted more than one day late will not be accepted as a valid attempt and mark of zero will be recorded. This is the default penalty for late submissions of assessed work and will be deviated from only in exceptional circumstances at the discretion of the Programme Director.

If a student requires an extension for an assignment, they should complete the extension approval request form, which is available on the Hub, and submit this to their Programme Team in advance of the submission date (a minimum of 24 hours prior to the submission deadline).

Please note that individual lecturers cannot grant extensions.

The form will be returned to the student by the Programme Team. It is then the student's responsibility to upload the approved extension form to the Hub by the original submission deadline; otherwise the School's penalties for late submission will apply.

It is at the discretion of the Academic Director as to whether to extend the deadline, to apply a reduced penalty, or to excuse the candidate from the assessment.

Students experiencing technical trouble when they are due to submit their coursework should take a screenshot of the error message, which must include the date and time, and attach this to an email with their submission and send it to the Programme Team. The authenticity of the message or technical problem will be verified by the School's Learning Technologists.

Students who fail to submit their final project/report/essay on time (without an approved extension) risk failing the degree programme. The College does not provide an opportunity to re-sit in cases of non-submission.

The above procedures are implemented to ensure that all students are treated uniformly, across the programme, the School and the College.

Assignment Feedback

With each returned assignment, a written evaluation will be provided. Lecturers will strive to return marked work as soon as is practically possible.

Plagiarism

Plagiarism is the presentation of another person's thoughts, words, images or diagrams as though they were your own. Another form of plagiarism is self-plagiarism, which involves using your own prior work without acknowledging its reuse. Plagiarism may be intentional, by deliberately trying to use another person's work by disguising it or not citing the source, or unintentional where citation and/or referencing is incorrect.

Plagiarism must be avoided, with particular care on coursework, essays, reports and projects written in your own time and also in open and closed book written examinations.

Examples of plagiarism include:

- not referencing the source of your ideas or arguments when they are derived from your reading,
- taking verbatim the words of someone else's work and putting it into your work without quotation marks and referencing,
- taking whole sections out of books, articles, lecture notes, other reports or students' work, and including them in your report uncited.

When submitting your assessed work, via the Hub or in hardcopy, you will be required to confirm that you have read and understood the definition of plagiarism. Submitting the assignment will certify that the work presented is entirely your own, except where indicated. This includes your final project or essay as well as all other assessed work.

Collusion

This is the term used for work that has been conducted by more than one individual, in contravention of the assessment brief. Where it is alleged that there has been collusion, all parties will be investigated. Sharing completed work with other students and allowing them to copy is also considered collusion. There can be serious penalties for collusion, particularly if it is found to have taken place in a remote examination.

Group work

When submitting group work, members of that group are deemed to have collective responsibility for the integrity of work submitted by that group and may be liable for any penalty imposed if plagiarism is detected, proportionate to their contribution. You should, therefore, retain an audit trail of your contribution, as proof of which team members contributed to each section of the work. For this reason, it is also important that you contribute to all pieces of groupwork. If plagiarism is proven in a group assignment and an audit trail provides evidence that an individual did not contribute the plagiarised text, individuals will normally be marked on their contribution to the overall piece of work. If, for whatever reason, a student chooses not to contribute to an assignment, they increase the risk of scoring a zero for that piece of work.

Plagiarism checks

All final year projects/reports/essays will be submitted to plagiarism detection software. Random plagiarism checks will be made on coursework submissions and timed remote assessments (TRAs).

Plagiarism penalties

Plagiarism is a serious offence. The External Examiners' Board may penalise you for plagiarism, and serious cases will result in an automatic failure of the coursework/TRA/project. The Board reserves the right to take further action as it deems appropriate to protect the good name of the School and the College, and this may involve expulsion of a student from the programme or withdrawal of a degree award. Please note that there have been instances in recent years where Business School students have committed Major Plagiarism or have cheated in an examination and have been excluded from their programme.

If your completed project or essay is discovered to contain substantial amounts of verbatim material from other sources that have not been acknowledged, then this will be referred to the College. If plagiarism is found to have taken place, your degree qualification may be withdrawn (even if the plagiarism is discovered several years after submission).

All students are expected to have:

- Satisfactorily completed the online module on plagiarism, available on the Hub (examination marks will be withheld until this has been completed).

- Attended the plagiarism session organised by the Library during Induction.
- Familiarised themselves with the recommended referencing style.

Additional information on how to reference correctly can be found in the Harvard Referencing Guide. An electronic version of this guide and other referencing information can be found on the Library's website.

It is important that you learn how to properly attribute and acknowledge the work, data and ideas of others. Students whose assessments can be shown to contain plagiarism are subject to penalties as outlined in the College's Misconduct Policy and Procedures.

You are expected to conduct all aspects of your academic life in a professional manner. A full explanation of academic integrity, including information on the College's approach to plagiarism is available on the College website.

Proofreading

The Business School believes that academic writing is a specific skill and we encourage students to spend time proof-reading their work in order to develop this skill; this is part of studying for a degree. Students are advised not to use any third party proof-reader. It is pivotal that the content of the work and the expression of ideas remains solely the work of the student.

Referencing in examinations

It can be good to include short quotations in your answers, because those words were said by someone important, or describe an idea particularly well. At other times, a short quotation is helpful to illustrate an example. Where you refer to a particular piece of academic work as the source of an idea (without actually directly copying any text), you will gain credit if you show that you know which piece it is (by adding "(author name(s), date)" as if you were writing a normal academic assignment). You do not need to do this for ideas that are generally known (the earth goes round the sun...). However, if you simply copy large amounts of material in your answer, examiners will assume that this is because you do not understand it well enough to write it in your own words.

When preparing for an exam or timed remote assessment (TRA), many students might learn information word-for-word. Referencing is expected if you repeat this material in your examination/ TRA paper. You should acknowledge the source (e.g. book, article, webpage, lecture slides, lecture notes etc.) and attempt to paraphrase the text, in order to apply it to the question being asked. If you would prefer to use the original text then quotation marks should be used, in addition to citing the source.

Please be aware that if large sections of unreferenced text are found within a student's examination/ TRA paper it may be necessary to conduct a viva, in order to ascertain whether the material has been copied or memorised. Even if it is determined that the material has been memorised, then this would still constitute plagiarism if the source is not acknowledged. It is also very unlikely that a large amount of pre-learned material (as opposed to a short definition or key quotation) would help you to write a good answer to the question actually set by the examiner.

Use of Surveys or Questionnaires in Student Projects

If you use surveys or questionnaires whilst undertaking your project, you must retain the completed versions for inspection by your project supervisor or external examiner. You do not need to submit these with your final project or include them in the appendices, but you need to have them available in case they are requested.

Any attempt to generate or to make changes to primary data to influence the results of your project is considered to be a serious academic offence and will be severely penalised.

Module Excellence Surveys (MODES)

At the end of every module you will be asked to complete a survey in order for you to provide feedback. The surveys will give you the opportunity to rate the module content and instructor(s) and also give written comments on the learning environment and module overall. The School issues a survey per instructor and at the end of each term students are also asked to score and comment on the term as a whole. A link to the surveys can be found in the external tools section of both the module itself and the programme area on the Hub. You will also receive a link to the surveys via email (hosting@evasys.co.uk). In some instances lecturers may prefer to have students complete a paper survey at the end of the final class. Also in the external tools section you will also see a link to a short video called 'Making Feedback Effective'. We would appreciate it if you would please take the time to watch it before completing your first set of MODES surveys.

The MODES feedback is taken very seriously and is used to identify examples of good practice and highlight areas that could be improved. The School really appreciates your support in completing the surveys. If only a small number of students respond, the feedback will not truly reflect the general thoughts of the cohort and therefore be less valid. MODES results are passed onto the lecturers, Academic Director, Programme Director, Department Heads, the Dean and the Associate Dean. Your feedback is completely anonymous and is not given to Faculty until they have completed and submitted their marking, so you can be assured that the feedback you provide will have no influence on the grades you receive. Once they have received the feedback, your Programme Director will post a response to the themes and issues raised in the MODES on the Hub.

Programmes achieving a 70% response rate, averaged across all modules in the term, will receive an additional £5 per head for each student that responds into the programme's social fund. Alternatively, this amount can be donated to a charity of the programme's choice – to be decided by the Staff & Student Committee following consultation with the cohort.

The response rate will be calculated using an average across all surveys for that programme in each term. For example if there are 6 modules in a term (say 3 in each block), then the overall response rate will be an average of the response rate for the 6 modules combined.

Students need to have completed the surveys for all of their modules, including the term overall survey, to be counted in the additional per head allocation of funds.

Surveys for optional workshops will not be included.

Those programmes which beat the response rate for the same term in the previous academic session (2021/22) but do not achieve the 70% response rate average, will receive £2.50 per head for each student that responds for the programme's social fund/ donation to charity (a minimum 33% response rate needs to be achieved to be eligible).

A response rate update will be provided to all students before MODES is due to close.

Prizes

A number of prizes are awarded each year to reward excellent performance on the programme.

There are also a number of School wide prizes available, details of which are in the Information Guide on the Hub.

ICBS Prize for Best Overall Performance on the BSc Management Programme

Awarded annually to the best performing student on the Intercalated BSc Management programme - £500

ICBS Prize for the Best Group Project on the BSc Management Programme

Awarded annually to the best group project performance - £100 per group member

ICBS Prize for Best Health Management Performance on the BSc Management Programme.

Awarded annually for best individual performance across the four specialist subjects on the Intercalated BSc Management programme - £200

Joan Woodward Undergraduate Memorial Prize (shared with Joint Honours)

Awarded annually for the best performance in the Organisational Behaviour and Human Resource Management Module - £300

Dean's List for Academic Excellence

The Dean's List recognises students whose overall performance in their programme is above 70% and is within the top 10% of the cohort from each Business School taught programme.

Timothy Heymann Prize for Students with the Best Examination Performance in Health Related Topics

Awarded annually to the student with the highest examination performance in health related topics in the Intercalated BSc Programme - £250

Dean's Community Award for Students

The Dean's Community Awards encourage and recognise citizenship amongst Business School students who excel in extra-curricular activities.

Nominations are accepted from students, faculty members and professional staff. Nominations can be for an individual student or a team of students. Self-nominations or anonymous nominations will not be considered. Students found proven to have committed an academic offence or disciplinary breach will be precluded from receiving a School award.

When judging this award, consideration will be given to students who have made a

significant contribution to the Business School community or wider society. Contributions should be current; the Panel will give greater weight to initiatives that have taken place in the current academic session. As these awards celebrate extra-curricular activities, nominations relating to academic/ assessed work such as projects will not normally be considered.

There are six categories:

- **Improving Society** – someone who has made a positive contribution to raising social awareness e.g. raising awareness of social causes with the cohort, volunteering, organising a fundraising or community engagement activity
- The Power of Innovative Thinking **– someone who thinks outside of the box, demonstrating** creative thinking e.g. innovative contributions or leadership that takes a project, event or solution to the next level
- **Inspiring Brilliant Minds** – someone who has broadened the minds of others e.g. organising an event or activity that provoked inspiring discussion or innovation and enhanced your learning and development
- **Pioneering Practical Solutions** – someone who identified an opportunity to benefit their cohort or the School and takes action e.g. someone who has developed a new initiative to improve the student experience.
- **Sustainable Business Thinking** – someone who raises awareness of business practices that are economically sustainable, socially responsible and actively promotes an environmentally friendly culture both in the College and the wider community.
- **Inclusive Business** - someone who consistently promotes (or has shown by a specific action) practices and behaviours that enhance equality, diversity and inclusion in our community of students, staff, or wider society.

MODULE LIST

BUSI60023 – ACCOUNTING

MODULE LEADER:
Name: Jeremy Fernando
Room: 460 ACEX Building
Ext: 43130
E-mail: j.fernando@imperial.ac.uk

Office hours: Please contact by email

MODULE AIMS

The aim of this module is to develop certain accounting related skills, by explaining the techniques of financial accounting and management accounting, and examining their relevance to the broader issues of financial decision-making and management control in organisations. The module gives you a basic insight into the way that business performance is measured, and how business decisions can be structured and analysed.

KNOWLEDGE OBJECTIVES

During the module, students will develop the ability to:

- Explain the aims and scope of corporate annual reports
- Explain the different uses of financial and management accounting information in decision making in the area of financial performance, corporate social responsibility, governance, and business sustainability
- Evaluate the uses and shortcomings of published financial accounts, having a command of the basic accounting concepts and principles underlying accounting information systems
- Explain the application of different cost analysis techniques and discounting in short-run and long-run management decisions
- Evaluate the strengths and weaknesses of management accounting information and systems in supporting management control of organisational effectiveness, responsibility and sustainability

SKILL OBJECTIVES

Students should develop the ability to:

- Select and analyse relevant information from corporate annual report
- Evaluate the financial position, performance and potential of an organisation in its environment using ratio and strategic analyses
- Evaluate the impact of using different accounting policies and practices upon performance evaluation
- Identify and apply relevant management accounting techniques in addressing both short and long run analyses of management decisions
- Interpret accounting information to support management control in organisations.

LEARNING OUTCOMES

By the end of this module, students will have developed:

- Make operational decisions on pricing and resource allocation based on costing data.

- Create and communicate monetary plans and compare with actual performance based on the management accounting data.
- Apply discounted and non-discounted cash flow techniques to generate long-term decisions on investment in business assets.
- Prepare financial statements that record, classify, and summarise financial transactions.
- Examine the cash generation and consumption of an organisation in all its forms.
- Analyse financial and non-financial data to assess the performance of an organisation.

TEACHING METHODS

Teaching is delivered by (10 x 2 hour) sessions. Sessions will normally be based on a combination of lectures, class discussion, group presentations, guest talks and case study analysis. This approach encourages the achievement of the various module learning outcomes by ensuring the acquisition of knowledge and facts, as well as the development of critical appreciation of the learnt theory and concepts and how these can be applied to real-world contexts.

ASSESSMENT

- 30% Coursework
- 70% Final examinatio

BUSI60024 - HEALTH INFORMATICS

MODULE LEADER
Name: Dr Harpreet Sood
E-mail: harpreet.sood07@imperial.ac.uk

OFFICE HOURS
Available by appointment – please email.

This module gives you an understanding of digital health, data and information systems in providing healthcare services and research. You will learn the theoretical aspects of implementing transformational change enabled by technology and the importance of evidence and ethics when designing digital systems.

The practical aspects of the module will provide you with hands-on experience of implementing in code some of the concepts introduced during the theoretical parts of the module. We will be using a modern software development environment to replicate the workflow experienced by practitioners in health informatics and HealthTech.

No prior knowledge in programming is assumed, and we will start from scratch by covering the basics of using the Python programming language. Later on in the sessions we will implement self-contained simple health applications, and we will also demonstrate some important related workflows such as cleaning, manipulating and handling health data.

MODULE AIMS

The aim of the module is:

1. To consider the role and importance of digital health, data, information and information systems in providing effective healthcare
2. The application of management principles to attain maximum benefit from information and information systems
3. The importance of innovation and strategy in improving healthcare quality and efficiency
4. To develop an understanding of programming and coding in applying practical know-how to real-world challenges

LEARNING OUTCOMES

By the end of this module, you will be able to:

- develop an information systems strategy
- discuss the importance of emerging technologies in healthcare
- manage information systems implementations
- assess the value of information systems to an individual and/or their organization
- assess the role of ethics, evidence and evaluation in digital technologies

TEACHING METHODS

Teaching is delivered by 10 x 2 hour sessions. Sessions will normally be based on a combination of lectures, class discussion, group presentations, guest talks and case study analysis. This approach encourages the achievement of the various module learning outcomes by ensuring the acquisition of knowledge and facts, as well as the development of critical appreciation of the learnt theory and concepts and how these can be applied to real-world contexts. Additionally there is a practical element to the module where students will be introduced to programming and coding.

ASSESSMENT

100% Coursework

BUSI60026 – ORGANISATIONAL BEHAVIOUR AND HUMAN RESOURCE MANAGEMENT

MODULE LEADER

Name: Esther Canonico Martin
Email: e.canonico-martin@imperial.ac.uk

OFFICE HOURS

Wednesday 10:00-11:00 (Zoom)

MODULE AIMS

The focus of this module is on developing your understanding of modern organisations and the tools you will need to contribute effectively in them. Much of your success as leaders, managers, and professionals will depend on how well you work with and get things done through others. The module places a strong emphasis on giving students the chance for assessing and improving their own competencies in dealing and interacting with others in organisations.

The module will examine key processes at the individual, group and organisational levels that influence organisational behaviour. Both theoretical and applied approaches will be discussed and explored. Theory development will be based on class lectures, discussion, class activities and assigned readings.

We will explore and apply theory to practice together, which relies substantially on extensive class participation – this will enable you to see the relevance and applications of the ideas, models, and concepts. Hence, the module will feature a substantial amount of class discussion and experiential exercises.

MODULE OBJECTIVES

Knowledge objectives

- To introduce students to social science theories and research regarding individual, group and organisational issues.
- To help students understand the interrelationships among central issues in the analysis of behaviour within an organisational context.
- To facilitate a critical evaluation of organisational practices and their impact on work behaviours, attitudes and performance

Skills objectives

The module will give you the opportunity to:

- Develop analytical skills that will be used in identifying, diagnosing and evaluating key organisational issues;
- Recognise faulty decisions and processes in organisations and how to prevent them.
- Apply theoretical concepts to real life organisational scenarios through the use of case studies in class
- Work productively in a team situation to produce a team assignment

LEARNING OUTCOMES

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

- Explain key ideas and concepts relevant to organisational behaviour (OB) and human resource management (HRM)
- Articulate how enlightened HRM and OB practices can support the performance of organisations.
- Identify key attributes that are important to lead oneself and others successfully
- Develop analytical skills that will be used in identifying and critically evaluating key organisational issues
- Apply theoretical concepts to real life organisational scenarios
- Work productively in a team to produce an assignment.

TEACHING METHODS

This is a hands-on module designed to provide you with feedback about yourself as a person and as a leader. There will be exercises to help you learn more about your personality and your personal strengths, as well as simulations that give you experience with negotiation and leadership. The class format of discussions structured around cases or videos means that there is also opportunity for debate and engagement. Because of the interactive nature of the class, preparation matters.

To get the most out of this module, do your reading and be ready to share your thoughts, ideas, and critiques with your classmates. As the study of groups and group processes is critical to understanding behaviour in organisations, some work will be completed in small teams of students. You should be prepared to work in teams, to participate in small team discussions, and to share findings of team discussions with the class as a whole.

ASSESSMENT

- 100% Coursework

BUSI60025 – GLOBAL STRATEGY

MODULE LEADER
Name: Gordon Perchthold
Email: g.perchthold@imperial.ac.uk

OFFICE HOURS
By appointment

MODULE AIMS

The module introduces you to the implications of global business and the role of management in shaping such implications. The module prepares you to address the challenges ahead of you as workforce in a globalised world by exploring the main challenges surrounding global business, including developing sensitivity as to differences across cultures, business systems, and market economies; and the principles and frameworks for formulating international business strategies. The module combines cutting-edge research in global business with real-life examples, cases and tools that help students think and prepare for these challenges.

LEARNING OUTCOMES

By the end of the module, you will be able to:

- Identify and analyse a global business problem from a strategic viewpoint
- Detect both positive and negative implications of global business.
- Demonstrate the use of cross-cultural management tools to be a more effective manager in a global environment.
- Apply theoretical frameworks and methods to real global business situations

MODULE AIMS & OBJECTIVES

The aim of the module is to critically appraise contemporary business strategy within a global context. The focus is on the impact of globalisation, taking account of both the strategic implications for organisations as well as consideration of wider economic and social consequences of globalisation.

During the module, you will develop an understanding of key strategic concepts / models and their application to developing corporate development and wealth.

Themes within global strategy will include the following:

- Globalisation drivers and global expansion / Competing in global markets
- Changing global internationalisation patterns and dynamics
- The progression of strategic principles and frameworks when evolving from the domestic to the multi-country international context
- The process of formulating an internationalisation strategy for sustained competitive engagement
- Global organisational management considerations

TEACHING METHODS

The lectures will expose you to theories, frameworks, and methods that support management decision in global business contexts. The module will integrate academic research and theory with industry practice.

The teaching philosophy is based on the idea that you do not only learn from the discussions with the lecturer but also from interactions among yourselves about each other's ideas and the learning experiences during the module.

Each session will include practical examples / cases which motivate the session's topic and integrate new content with the topics of previous sessions. Students, whether individually or in groups, are expected to engage in classroom discussions, applying insights and articulating their ideas to the class which draw upon the contents of the module. Such, in-class discussions provide valuable opportunities to practice the application of theoretical frameworks to practical examples. The discussions shall also spur ideas to improve early drafts of your group assignments.

ASSESSMENT

- 40% Coursework
- 60% Final examination

BUSI60028 – MARKETING

MODULE LEADER
Name: Sven Mikolon
Email: s.mikolon@imperial.ac.uk

OFFICE HOURS
Please contact by email

MODULE AIMS

Creating value for the customer and the company is key to any successful business and in most companies, marketing is the core function to connect the company with its customers. This module discusses fundamental topics of marketing decision making to demonstrate how a company can connect with and serve its customers better than its competitors and continue to do so over time.

The overall aim of the module will be on understanding the role of marketing in the value creation process. Module topics include organisational marketing decisions such as marketing strategy and marketing mix decisions as well as topics of human behaviour in the marketplace, including consumer and managerial decision-making.

The purpose of the module is not to provide a handbook or A-Z guide to marketing. The focus is to equip you with the analytical tools and a framework to evaluate marketing problems and suggest suitable modules of action. This will enable you to understand the marketing perspective in business, will enhance their skills as a 'general manager,' and advance their knowledge why consumers and marketing managers behave the way they do.

MODULE OBJECTIVES

Knowledge Objectives

The main knowledge objectives of the module are to help participants understand:

- The role of marketing in creating value for consumers and organisations.
- How marketing contributes to the competitiveness and survival of organisations.
- How marketing affects consumers' behaviour in the marketplace.

Skill Objectives

Students will:

- Appreciate that the key to successful marketing starts with effective analysis and diagnosis. As such, marketing is more about developing skills in defining problems and handling data, rather than learning a given body of facts or theories.
- Learn how to use the necessary tools and concepts to be able to undertake such an analysis.
- Develop coherent strategies that provide relevant differentiation in the marketplace and that result in sustainable competitive advantage.
- Communicate and defend their marketing decisions.
- Critically evaluate the marketing perspective in business.

LEARNING OUTCOMES

The module will help participants to:

- Understand contingent conditions such as different markets (B2C or B2B) or product categories (hedonic or utilitarian) under which various marketing techniques work.
- Evaluate the success of product and service strategies based on your understanding of consumer behaviour, product and brand positioning, pricing, communication and sales.
- Critically examine the development of new business opportunities, especially in a digital marketing age.
- Manage the optimal mix of relationship marketing strategies needed to create superior value for consumers and business organisations.

TEACHING METHODS

Teaching is delivered by 10 x 2 hour sessions, with additional coaching sessions over the duration of the module. Sessions will normally be based on a combination of lectures, class discussion, group presentations, quizzes, class experiments, guest talks and case study analysis. This approach encourages the achievement of the various module learning outcomes by ensuring the acquisition of knowledge and facts, as well as the development of critical appreciation of the learnt theory and concepts and how these can be applied to real-world contexts.

ASSESSMENT

- 30% Coursework
- 70% Final examination

BUSI60029 - MANAGING HEALTHCARE ORGANISATIONS

Name: David Cox
Email: david.cox@imperial.ac.uk

OFFICE HOURS
Please contact by email

MODULE AIMS

To equip you with the knowledge, skills and the functional tools to work effectively in healthcare organisations and health systems. This includes delivering an understanding of NHS structures, trends and challenges, examining strategic models for planning healthcare delivery, and highlighting examples of best practice and innovation in the NHS.

MODULE CONTENT

This module has been designed to deliver the aims of providing both understanding of NHS structures, functions and challenges, and the knowledge, personal skills and strategic tools to work effectively in healthcare systems and organisations.
Conceptual understanding and knowledge frameworks will be delivered in lectures that encompass topics such as: history and structure of the NHS; current NHS policy, trends and challenges; commissioning and the flow of money through the NHS; value-based healthcare; the workings of a NHS trust and the ICS; innovation in the NHS. Practical sessions will be run at regular intervals through the 5-week module, aiming to consolidate learning and aid development of personal behaviours, skills, and use of strategic tools that support an individual succeeding in a managent role within the NHS.

Learning Outcomes
By the end of the module, you will be able to:

- understand the overarching structure and workings of the NHS – how it functions and operates and how it is changing
- identify the key current and future challenges facing the NHS and appreciate technology's role in potentially both causing and solving health system challenges
- explain issues of demand management and the concept of value-based healthcare
- apply strategic tools to plan and model new healthcare initiatives and their impact
- identify good practice and innovative care models in service delivery in different healthcare settings
- collaborate in order to synthesise and communicate rationale and cases for new healthcare initiatives

TEACHING METHODS

Sessions will normally be based on a combination of lectures, class discussion, practical use of strategic planning tools, and case study analysis. This approach encourages the achievement of the various module learning outcomes by ensuring the acquisition of knowledge and facts, as well as the development of critical appreciation of the learnt theory and concepts and how these can be applied to real-world contexts.

ASSESSMENT

- 30% Coursework
- 70% Final examination

BUSI96022 - SUSTAINABLE BUSINESS

MODULE LEADER
Name: Christiane Bode
Email: c.bode@imperial.ac.uk

OFFICE HOURS
Available by appointment

MODULE OVERVIEW

The concept of Sustainable Business is at the forefront of contemporary global business practice and the development of business strategies for the benefit of people, planet and profit. Central is the establishment of medium to long term thinking, encompassing the needs of a broad stakeholder base, as opposed to short term commercial results for shareholders (a subset of stakeholders).

The key objective of this module is to sensitize you to the interaction between global business, society and the planetary limits in which they operate within. This module will therefore critically examine the impact that contemporary global business has upon society and the environment, whilst examining the opportunities to deliver profitable sustainable business. It is therefore relevant to scientists, engineers, clinicians and business managers alike.

MODULE AIMS

At the end of the module, participants will have a comprehensive understanding of sustainability issues, and the role corporations play in contributing as well as solving these issues. The ultimate goal of this class is to empower future decision-makers with the skill to think critically about sustainability challenges and be equipped to develop business solutions to address these.

MODULE OBJECTIVES

Knowledge Objectives:

During the module students will develop an understanding of:

- the origins and development of corporate responsibility/corporate sustainability in a global context
- the development and importance of sustainable business practice building on Elkington's Triple Bottom Line of People Planet and Profit
- the complexity of managing diverse stakeholder interests and conflicts - short term versus long term goals
- how businesses need to react to current issues relating to labor, planetary limits and poverty
- the tools available to develop sustainable business strategies taking into account industry and firm specific risks, opportunities and capabilities
- the importance of impact assessment

Skill Objectives:

The module will equip the students with the ability to:

- incorporate sustainable and corporately responsible goals and objectives in a company's strategic plan
- understand and manage conflicting stakeholder requirements
- evaluate the impact of sustainable business strategies on the firm, society and the global environment
- critique sustainable business strategies of leading global companies

LEARNING OUTCOMES

By the end of this module, you will be able to:

- Develop a rounded and balanced view of sustainable global business in the contemporary managerial world.
- Explain how sustainable business practices may make a positive contribution to the triple bottom line.
- Critically evaluate the context of a business in order to develop a sustainable business strategy for the organisation.
- Describe how businesses need to react to planetary limits such as climate change

TEACHING METHODS

Teaching is delivered by 10 x 2 hour sessions. Sessions will normally be based on a combination of lectures, class discussion, case study analysis and discussion, group presentations and guest speakers. This approach encourages the achievement of the various module learning outcomes by ensuring the acquisition of knowledge and facts, as well as the development of critical appreciation of the learnt theory and concepts and how these can be applied to a real-world context.

During the module we will take the opportunity to discuss current 'sustainable business' issues and events, therefore we will use class/workshop time in a flexible manner depending on the scale and importance of current issues. It is important that students should read current media such as The Times / Guardian / FT / Economist on a daily / weekly basis to develop an informed view in order to participate in class discussions.

ASSESSMENTS

- 40% Coursework
- 60% Final examination

READING MATERIALS

Students are encouraged to supplement the module material with other literature sources (some suggestions are included below).

- *Taticci, P. & Demartini, M. 2020. Corporate Sustainability in Practice. Springer*
- *Sarda, R. & Pogutz, S. 2018. Corporate Sustainability in the 21st Century. Routledge.*
- *Kaplan, S. 2019. The 360 Corporation. Stanford University Press.*

BUSI60031 - ENTREPRENEURSHIP

MODULE LEADER
Name: Jaemin Lee
Room: 291 Tanaka Building
E-ail: jaemin.lee@imperial.ac.uk

OFFICE HOURS
By appointment

MODULE AIM

Entrepreneurship is the process of identifying and exploiting a new business opportunity. An entrepreneur must understand the competitive landscape, estimate the potential demand for their products or services, assess risks and returns, and develop and execute the possible ways to deliver their claims to the best set of consumers. The entrepreneur also needs to acquire resources (funding), compile a team, and generate a vision for the fledgling enterprise.

MODULE OBJECTIVES

The objective of this module is to provide you with the basic knowledge and skills for carrying out these tasks. Although firmly grounded in theories in Management, Economics, and Sociology, the module focuses on a highly practical side and the application of the session materials. Therefore, active class participation is quintessential part of the learning in this module. You will learn how to generate business ideas, evaluate them, research and test new venture propositions, analyse the competitive landscape, bring a product/service to market, and access capital.

Our perspective is illuminated by a combination of the case method, contact with practitioners, and most importantly, by doing; entrepreneurship (like most activities) is most effectively learned by engaging actively in it. Towards this end, all students will actively work on a new business idea and formulate a business plan for it. This constitutes an important part of the start-up process. While it is perfectly reasonable to expect that some of these ideas may evolve into new ventures, success in the module is not dependent solely on this outcome. Rather, our intent is to lay the groundwork for those who may wish to be better prepared to become successful entrepreneurs at a future time, or for evaluating other ventures. Some will gain experience, accumulate capital and contacts, and move fairly quickly to be involved in entrepreneurial ventures. Others may find that their careers move in unexpected ways. Even if you plan to begin working with an established organization, entrepreneurship may later become an attractive career choice, as we have seen from many successful cases.

This module will cover knowledge and skills necessary to identify what is a good idea, how to test a new product proposition, how to develop a good business model and go-to-market strategies, and how to ask for the investment. Some of these attributes students will already have acquired in other modules, others will be taught and practiced during this module. This module will bring all these elements together and provide an opportunity to apply the learnings from various modules.

LEARNING OUTCOMES

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

- Recognise and evaluate entrepreneurial opportunities
- Design and evaluate business models
- Pitch a business plan

- Analyse and evaluate a new or growing venture from the perspective of an investor

READING LIST
(details to be released in syllabus)

- Clarysse, B., and Kiefer, S. 2011. *The Smart Entrepreneur*.
- Fitzpatrick, R. 2013. *The Mom Test: How to Talk to Customers and Learn if Your Business is a Good Idea When Everyone Is Lying to You*.
- Applegate, L.M., Kerr, W.R., & Brownell, A. (2011) Pitching business opportunities. *Harvard Business School Industry and Background Note 9-811-086.*
- Bhide, A. (1996). The questions every entrepreneur must answer. Harvard Business Review, November-December issue.
- Grber, M., & Tal, Tal. (2017). Where to Play: 3 steps for discovering your most valuable market opportunities. Chapter 2.
- Tripsas, M., et al., (2009) Linear Air: Creating the Air Taxi Industry. *Harvard Business School Case* 9-808-107*.*
- Eisenmann, T., Ries, E., & Dillard, S. (2013) Hypothesis-driven entrepreneurship: The lean startup. *Harvard Business School teaching note* 9-812-095.
- Eisenmann, T.R., Winig, L. (2012). Rent the Runway. *Harvard Business School Case* 9-812-077.
- Eisenmann, T., Ries, E., & Dillard, S. (2013) Business model analysis for entrepreneurs. *Harvard Business School teaching note* 9-812-096
- Zhang, J. (2015) Apple, Spotify and the battle over freemium. *Harvard Business Review.*
- Lakhani, K., & Iansiti, M. (2014) Taylor Swift and the Economics of Music as a Service. *Harvard Business Review.*
- John, L. (2020) Fishbowl: Scaling Up. *Harvard Business School Case* 9-919-013.
- Clarysse, B., Kiefer, S. (2011) *The Smart Entrepreneur.* Chapter 7.
- Thompson, J.D., MacMillan, I.C. (2010). Making social ventures work. *Harvard Business Review*, September issue.
- Martin, R.L., Osberg, S.R. (2015). Two keys to sustainable social enterprise. *Harvard Business Review*, May issue.

ASSESSMENT

The module will be assessed by:

- 70% Coursework
- 30% Final examination

BUSI60030 - HEALTH ECONOMICS

MODULE LEADER
Name: Dr Laure de Preux
Office 486, Level 4, CAGB building
Ext. 49349
Email: l.depreux@imperial.ac.uk

OFFICE HOURS
Available by appointment – please email

MODULE AIMS

The Health Economics module covers the foundation of Economics in the health care context. The module analyses the main principles of micro economics, their application to health care and discusses the particular nature of health as an economic good. Great attention is given to the efficiency and equity issues, and their application to health care. The main solutions that address the market imperfections are discussed. The module also includes two lectures on economic evaluation in health care and you are required to do your own assessment using an economic evaluation framework.

Knowledge Objectives

To give students an understanding of:

- The nature of the demand for health and health care
- The nature of the supply of health care
- Markets and market failures in health care
- The agency relationship and the possibility of supplier induced demand
- Reasons for caring about the health of other people
- How to evaluate a new treatment or drug
- Issues in the rationing of health care

Skill Objectives

Through the module students should develop the ability to:

- Apply the key tools of microeconomics to health care
- Comment knowledgeably from an economics perspective on health policy
- Critically appraise economic evaluations of health care technologies

Learning Outcomes

On successful completion of the module students will be able to:

- Understand how markets work in theory and how the assumptions of a perfect market are often violated in health care.
- Understand the nature of the doctor-patient agency relationship using example from the literature and by looking at the different health care systems.

- Understand the factors that explain differences in health care expenditure by discussing evidence.
- Explain how the demand for health care is derived from the demand from health.
- Define different types of economic evaluation and identify the situations in which they can be used.
- Discuss how the results of economic evaluations can be used to inform resource-allocation decisions.
- List the factors besides cost-effectiveness that are important determinants of how to allocate scarce health care resources

Teaching Methods

Teaching is delivered by 10 x 2 hour sessions. Sessions will normally be based on a combination of lectures, class discussion, group presentations, guest talks and case study analysis. This approach encourages the achievement of the various module learning outcomes by ensuring the acquisition of knowledge and facts, as well as the development of critical appreciation of the learnt theory and concepts and how these can be applied to real-world contexts.

Module Outline

1. **Introduction.** The definition of health, health care and the health care market.
2. **The principle of economic evaluation in health care.** Welfare Economics.
3. **Economic Foundations.** Cost-benefit analysis. Cost-utility analysis. Cost-effectiveness. Measuring and Valuing Health Care Output. The viewpoint. Estimating Costs and Health Gains. Decision making.
4. **Demand for health care**. Demand and supply of health care.
5. **Production, costs, and supply of health care.** Production functions and frontiers. Cost Functions.
6. **The health care market. Competitive markets**. Market failures. Public intervention in health care.
7. **The supply of healthcare**. Monopoly. Externalities. Public Goods. Doctor behaviour models: agency, target income, profit maximization, supplier induced demand.
8. **Market failures & Government Intervention**. Asymmetric and imperfect information: adverse selection and moral hazard. Merit goods. Equity.
9. **Health insurance and health care financing**. Risk and uncertainty. Market for health insurance and market failure.
10. **Revision**

ASSESSMENT

- 40% Coursework
- 60% Final examination

MODULE TEXTBOOKS

Morris, S., Devlin, N., Parkin, D., 2007, ***Economic Analysis in Health Care***, Wiley (MDP).

Alternative books:
Mankiw, N. G. and Taylor, M. P. 2011, ***Economics***, South-Western Cengage Learning.

Drummond et al. 2015, ***Methods for the Economic Evaluation of Health Care Programmes***, Oxford University Press.

BUSI60032 – RESEARCH METHODS & PRACTICE

MODULE LEADER
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OFFICE HOURS
By email

Research Methods & Practice accounts **for 25% of your year in management.**
The first part of the Research Methods & Practice module will introduce you to the methods that you will need to complete the Final Group project and provide you with foundations for the skills that you will need later in your career. It is a challenging part of the module that aims to equip you in a short time with a solid basis of research skills, and it covers qualitative and quantitative research methods, systematic literature reviews, data collection, survey and questionnaire design, and dissemination of research results. It focuses on the methods that are commonly used by research papers in peer-reviewed journals and is taught by lecturers that are actively involved in research. This part of the module places great emphasis on learning by doing, and you will have the chance to apply what you have learned. The module aims to familiarise you with the recommended module textbooks, to enable you to acquire in self-study the more sophisticated methods that may be required for your Group Project.

The second and main part of this module is the Group Project.

1. There will be a Group Project session timetabled to introduce the Group Project.
2. You will self-select groups (these typically consist of 6 students) and will be asked to start considering what you would like to do for your project. The project will either be one proposed by a member of staff, or one devised by the student group.
3. You will conduct literature reviews, identify research questions, design method, collect data, analyse results, and interpret them.
4. Presentations of group projects will take place in late May. You must attend all presentations as part of the assessment. The presentation will be assessed.
5. The final report (25,000 max words in length), the format of which will be defined in the Group Project Booklet, is to be submitted immediately after the presentation for assessment.
6. In addition to the detailed analysis of the project objectives and conclusions and recommendations, the report should include a statement of how effectively the group worked together during the project research and in the preparation of the project presentation and report.

During the Autumn Term a Group Project Information Booklet will be made available. This document will provide detailed guidance about the format and information about relevant deadlines of different pieces of assessment and peer review work.

LEARNING OUTCOMES

By the end of this module, you will be able to:

- Identify important research questions and formulate reasoned arguments to address them.
- Critically appraise the quality of the evidence in the literature using rigorous techniques, including methods for evidence synthesis.
- Employ qualitative research methods to contextualise and address a research question.
- Combine quantitative and qualitative social research methods to solve real life management problems

LEARNING AND TEACHING APPROACH

In the first part of the module, we will combine more theoretical lectures with practical activities in which you will learn how to work with data and draw the right conclusions from results. Emphasis will be placed on the practical use of empirical tools to help you with your Group Project. In the second and main part of the module, you will be expected to work in a group to conduct empirical research to complete the Group Project. You will be assigned a project supervisor to support you in the process.

ASSESSMENT

- 100% Coursework:
  - 25% Individual assessment in social research methods (Autumn Term)
  - 25% Presentation of Group Project. (Summer Term)
  - 50% Written Group Project report. All members of the group will receive the same mark. (Summer Term)

CONFERENCE FUNDING

A limited amount of conference funding support (CFS) is available from the Business School, for individuals or groups of students who secure a place to present their Final Project at a research conference.

Students are eligible to apply for CFS during the course of the programme and for one year after the programme end date. The date of the actual event may fall outside this period, but the application should be made and supporting documentation should be provided within the stated timeframe. Further information about how to apply will be made available on the Hub.

Module List												
Code	Title	Compulsory / Elective	Year	L&T Hours	Ind. Study Hours	Place-ment Hours	Total Hours	% Written Exam	% Course-work	% Practical	FHEQ Level	ECTS
-	Induction	Required	3 or 4	35	0	0	35	Not assessed			6	0
BUSI70070	Plagiarism Awareness	Required	3 or 4	10	15	0	25	Not assessed			6	0
BUSI60023	Accounting	Compulsory	3 or 4	27	98	0	125	70%	30%	0%	6	5
BUSI60024	Health Informatics	Compulsory	3 or 4	25	100	0	125	0%	100%	0%	6	5
BUSI60025	Global Strategy	Compulsory	3 or 4	22	103	0	125	60%	40%	0%	6	5
BUSI60026	Organisational Behaviour & Human Resource Management	Compulsory	3 or 4	22	103	0	125	0%	100%	0%	6	5
BUSI60028	Marketing	Compulsory	3 or 4	22	103	0	125	70%	30%	0%	6	5
BUSI60029	Managing Healthcare organisations	Compulsory	3 or 4	22	103	0	125	70%	30%	0%	6	5
BUSI60030	Health Economics	Compulsory	3 or 4	27	98	0	125	60%	40%	0%	6	5
BUSI60027	Sustainable Business	Compulsory	3 or 4	22	103	0	125	60%	40%	0%	6	5
BUSI60031	Entrepreneurship	Compulsory	3 or 4	21.5	103.5	0	125	30%	70%	0%	6	5
BUSI60032	Research Methods and Practice	Compulsory	3 or 4	0	250	0	250	0%	100%	0%	6	15

Imperial College Business School

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