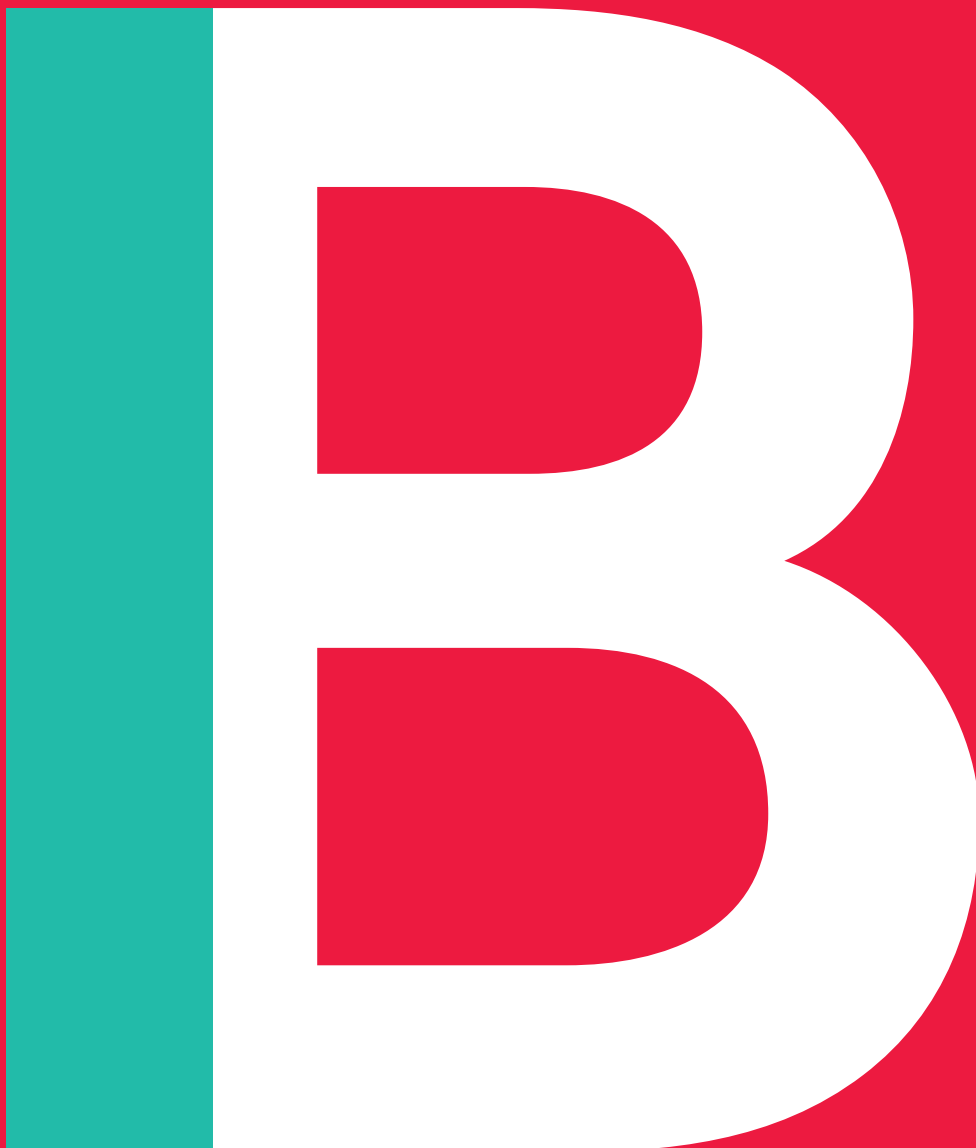


# Intercalated BSc 2023–24

## Programme handbook



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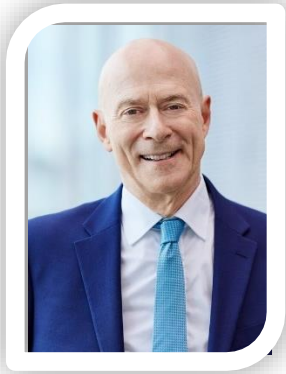
## **Mission statement**

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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 Messages



**Welcome from Imperial College Business School**  
Professor Franklin Allen  
Interim Dean of Imperial College Business School

Dear all,

I am delighted to welcome you to Imperial College Business School. We receive many very strong applicants every year, so you have won a place among a select group of excellent students. Congratulations on your success and thank you for choosing us.

You are now a member of a world-class university at the forefront of innovation and entrepreneurship. We pride ourselves on the quality of our students, the intellectual leadership of our faculty and a strong commitment to teaching and learning. Our faculty members include current and former members of the Bank of England's Monetary Policy Committee, a past president of the Royal Economic Society, and a host of international experts in their fields. You will also learn from and network with industry leaders from major corporations, startups, consultancies, banks, City firms and the public sector.

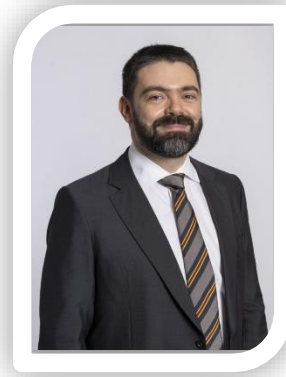
Prepare to embark on a rewarding, academically challenging and transformative period of your life. You will gain unique insights from cutting-edge research, practical applications and diverse perspectives. You will also engage with and learn from your fellow students, who come from different backgrounds and cultures, with their own experiences. This is a tremendous opportunity to broaden your horizons and develop your skills in a supportive and stimulating environment. We will bridge the divide between theory and practice, creating the platform from which you can launch or further develop your career.

You should also take advantage of all the School and the College offers beyond the classroom. Our Student Life team runs events throughout the year to enhance your student experience. In addition, there are numerous initiatives, clubs and events at the School and the College that you can join.

When you complete your programme, you will become a member of a growing alumni network of over 25,000 individuals. Our alumni are making an impact in various sectors and industries around the world, from finance to the media. I invite you to join this community and look forward to its reputation increasing still further through your success.

Welcome to Imperial College Business School. I look forward to meeting you and hope you have a very special year with us.

**Welcome from Pedro Rosa Dias**  
Academic Director for Intercolated BSc



A very warm welcome to Imperial College Business School!

Whether you are brand new to Imperial or joining the Business School from one of our partner departments, you can expect the year ahead with us to be both exciting and memorable.

This year will also be an intense intellectual exploration. The Business School has a unique style of teaching and learning, which may be quite different to what you have been used to so far in your studies, and hinges heavily on student participation and collaborative group work. I encourage you to fully immerse yourselves in this experience, by participating fully in lectures and seminars keeping up with readings and other work and engaging positively with your peers.

As a student at the Business School, I also encourage you to take full advantage of all the exciting events taking place both in the School and College more widely, from world-class talks and debates to opportunities for networking and learning more about interesting career paths that you may have heard less about.

You will also benefit from the support of our experienced and enthusiastic Programme Team, which can help you deal with any issues that may arise. Should you wish to raise any issues directly with me, please do not hesitate to get in touch.

I am certain you all have what it takes to succeed and to make the most of the opportunities to interact with expert academic staff and a talented and diverse group of peers.

I wish you all a very successful and enjoyable academic year!

## Programme overview

### Aims, Objectives, Learning Outcome and Skills Mapping

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#### 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
<b>Personal Development</b>	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
<b>Communication</b>	Verbal, non-verbal and written skills	Preparing and delivering presentations
<b>Technical and Analytical</b>	Essential workplace tools and techniques beyond curriculum teaching	Data analysis using appropriate software
<b>Ethical</b>	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**

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

## Information for students

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### 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  
Ground Floor, 52 Princes Gate, Business School

E: [jh.ibsc@imperial.ac.uk](mailto:jh.ibsc@imperial.ac.uk)



**Pedro Rosa Dias**  
Academic Director  
[p.rosa-dias@imperial.ac.uk](mailto:p.rosa-dias@imperial.ac.uk)



**Edina Hamzic-Maguire**  
Programme Director  
[e.hamzic-maguire@imperial.ac.uk](mailto:e.hamzic-maguire@imperial.ac.uk)



**Liz Ebdale**  
Senior Programme  
Manager  
[e.ebdale@imperial.ac.uk](mailto:e.ebdale@imperial.ac.uk)



**Greta Faralli**  
Programme Manager  
[g.faralli@imperial.ac.uk](mailto:g.faralli@imperial.ac.uk)



## Teaching staff

Lecturer details	Module
<b>Asher, Sam</b>	Research Methods and Practice (Quantitative Research Methods)
<b>Autio, Erkkö</b>	Entrepreneurship
<b>Bode, Christiane</b>	Sustainable Business
<b>Canonico Martin, Esther</b>	Organisational Behaviour & Human Resource Management
<b>Canonico Martin, Esther</b>	Research Methods and Practice
<b>Cox, David</b>	Managing Health Care Organisations
<b>De Preux, Laure</b>	Health Economics
<b>Fernando, Jeremy</b>	Accounting
<b>Hampel, Christian</b>	Research Methods and Practice (Qualitative Research Methods)
<b>Mikolon, Sven</b>	Marketing
<b>Sood, Harpreet</b>	Health Informatics
<b>Theyel, Gregory</b>	Global Strategy

Term	Activity / Modules		Week Commencing	Notes
Induction Week			2-Oct	Induction
Autumn Term Block 1	Research Methods and Practice*	Accounting* Organisational Behaviour & HRM*	9-Oct	
			...	
Autumn Term Block 2		Health Informatics Global Strategy*	6-Nov	
			13-Nov	
		...		
		11-Dec	Autumn term finishes: Fri 15 Dec	
Christmas Holidays			18-Dec	
			25-Dec	College closure: 23 Dec - 1 Jan College reopens: Tue 2 Jan
			1-Jan	
Spring Term Block 1	Exams		8-Jan	
	Research Methods and Practice*	Marketing* Health Economics Managing Healthcare Organisations	15-Jan	
...				
12-Feb				
Spring Term Block 2	Research Methods and Practice*	Sustainable Business* Entrepreneurship*	19-Feb	
			...	
			18-Mar	Spring term finishes: Fri 22 Mar
Easter Holidays			25-Mar	College closure: 28 Mar- 2 Apr College reopens: Wed 3 Apr
			...	
			22-Apr	
Summer Term	Exams		29-Apr	
	Research Methods and Practice*: Final Project		6-May	
			13-May	
			20-May	Final Project Presentations
			27-May	Bank holiday: Mon 27 May Final Project Report submission: Tue 28 May
			3-Jun	
			10-Jun	
			17-Jun	
	Re-sit Exams	24-Jun	Summer Term finishes: Fri 28 Jun	

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

## Programme Structure

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### PROGRAMME KEY DATES

Modules on the Intercalated BSc programme run in 5-week blocks, except for Research Methods and Practice which is a year-long module. Your personal timetable will show the lectures and classes you have scheduled, and where these will take place.

Please check your timetable frequently for any updates or changes.

#### Autumn Term (Monday 2 October – Friday 15 December 2023)

*Induction Week: Mon 2 – Fri 6 Oct*

Teaching Weeks 1-5	Teaching Weeks 6-10
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)

#### Spring Term (Monday 15 January – Friday 22 March 2024)

*Autumn modules exam week: Mon 8 – Fri 12 January 2024*

Teaching Weeks 1-5	Teaching Weeks 6-10
Marketing	Sustainable Business
Managing Health Care Organisations	Entrepreneurship
Health Economics	

#### Summer Term (Mon 29 April – Friday 28 June 2024)

*Spring term modules exam week: Mon 29 April – Fri 3 May 2024*

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 28 May 2024**.

*Any resit examinations will take place week commencing Monday 24 June*

## Weightings

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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

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Throughout the Programme, the Programme Team and the lecturers will communicate with students 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. Students can contact the Academic 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.

### 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

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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, and a Group Project presentation and report in Summer Term.

For examinations, 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 8 January 2024

- Accounting
- Global Strategy

*Please note Research Methods & Practice's test falls during the January Exam week.*

#### Spring Term Examinations, commencing Monday 29 April 2024.

- 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, Università 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 Intercolated BSc are as follows:

<i>Dr Theopisti Chrysanthaki</i>	<i>University of Surrey</i>
<i>Dr Simone Corsi</i>	<i>Loughborough University</i>
<i>Dr Marion Frenz</i>	<i>Birkbeck, University of London</i>
<i>Dr Pingli Li</i>	<i>University of Southampton</i>
<i>Dr Victoria Serra-Sastre</i>	<i>City, University of London</i>

**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, Joanne Chaffin. This should be done no later than six weeks before your first assessment so your application can be processed for approval with student records. Joanne can be contacted on [j.chaffin@imperial.ac.uk](mailto:j.chaffin@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. If the issue impacting you is short term and your proposed adjustment is an extension no longer than two weeks, please see the [relevant section below](#).

## 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  $\geq 9.50$  and above will have their classification rounded to the higher classification.

Those who achieve an overall weighted average of  $\geq 8.00$  and  $\leq 9.49$  (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 (1 <sup>st</sup> )	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 <u>clarity, and</u> 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 <u>is</u> 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

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### Module classes & attendance

Modules run in 5-week blocks. Your personal timetable will show the lectures and tutorial classes you have scheduled, and these will all take place on campus. Please check your timetable and note any updates or changes.

Attendance is a key part of your programme and plays a vital role in your academic success, thus will be monitored via the [Business School's Attendance Monitoring App](#) and/or by paper registers throughout the term. If your attendance falls below the expectation of 80% in any module you will be contacted by the Programme Team and/or Senior Pastoral Tutor to discuss how you are doing with keeping on top of your academic studies.

You are expected to attend each session on campus and to be prepared to actively participate. If for any reason you are unable to attend a session, for example you are unwell, you should let the Programme Team know as soon as possible.

### 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.

### **Short-term extension requests**

If a student requires a short-term deadline extension (of up to two weeks) for an individually assessed coursework assignment, they should complete the online [short term extension request form](#) (also available under “external links” on the Hub), along with supporting evidence, and submit this in advance of the submission date (a minimum of 48 hours prior to the submission deadline).

**Please note that individual lecturers cannot grant extensions.** Your extension request will be considered by the Programme Director and/or Academic Director. The relevant module leader will be consulted before an extension is approved. Extensions are not confirmed until you receive written approval from your Programme Team.

If your request for an extension is unsuccessful and the deadline has not passed, you should submit your work by the deadline as advertised. If your request for an extension is unsuccessful and the deadline has passed, the School’s penalties for late submission will apply.

Students who are experiencing longer term mitigating circumstances; where multiple deadlines will be impacted; and/or where examinations or timed assessments are involved, should instead submit a [mitigating circumstances claim form](#), for consideration by the MC Board. This is available in the [Documents section](#) of the Programme area.

The full short-term extension request policy [can be found here](#).

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

### **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.

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 before or by the deadline. 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.

### **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. Submitting work and assessments created by someone or something else as if it was your own, is plagiarism and is a form of cheating and this includes AI-generated content.

### **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)

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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](mailto: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 (2022/23) 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.

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## Prizes

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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

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, you will be able to:

- 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% Individual In-class test and Quizzes
- 70% Final examination

## **BUSI60024 - HEALTH INFORMATICS**

### **MODULE LEADER**

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



### **OFFICE HOURS**

Available by appointment – please email.

### **MODULE DESCRIPTION**

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:

- To consider the role and importance of digital health, data, information and information systems in providing effective healthcare.
- The application of management principles to attain maximum benefit from information and information systems.
- The importance of innovation and strategy in improving healthcare quality and efficiency.
- 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 organisation.
- Assess the role of ethics, evidence and evaluation in digital technologies.

### **TEACHING METHODS**

Sessions will normally be based on a combination of lectures, class discussion, group presentations 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**

- 70% Group Presentation & Debate
- 30% Individual Coding Assignment

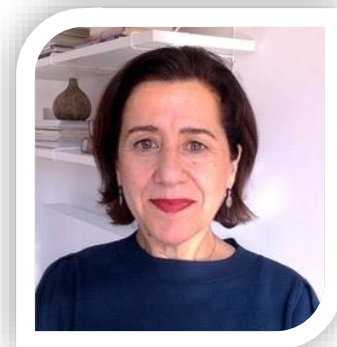


## **BUSI60026 – ORGANISATIONAL BEHAVIOUR AND HUMAN RESOURCE MANAGEMENT**

### **MODULE LEADER**

Name: Esther Canonico Martin

Email: [e.canonico-martin@imperial.ac.uk](mailto:e.canonico-martin@imperial.ac.uk)



### **OFFICE HOURS**

Available by appointment – please email.

### **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. HR and OB are strongly linked. HR policies and practices influence how people behave at work and vice versa.

This module is designed to help you increase your understanding of behaviour in organisations and navigate HR systems and practices as a manager and employee.

Much of your success in the workplace will depend on how well you work with and get things done through others. The module places a strong emphasis on giving you the chance for assessing and improving your own competencies in dealing and interacting with others in organisations

### **MODULE CONTENT**

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.

The module does not tell you what to do as managers; rather, it is designed to exercise, challenge, and enrich your ‘managerial minds’, thus enabling you to consider a range of frameworks to analyse, evaluate, and ultimately create organisational processes and successful management techniques. Focus is on both understanding relevant concepts and applying them to yourselves, your own small group dynamics, and real-life scenarios.

### **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**

Teaching is delivered by 10 x 2 hour sessions.

Active learning is emphasised through engagement with a variety of real-life scenarios. In choosing how to act in these scenarios and reflecting on the outcomes of those actions, you gain practice in applying the theories learned in class, using them to analyse situations, evaluate options, and ultimately, design your own practices. There will be exercises to help you learn more about your personality and values, as well as give you experience with working with others.

The class format of discussions structured around cases or real-life scenarios means that there is also opportunity for debate and engagement. The module does not tell you what to do as managers; rather, it is designed to exercise, challenge, and enrich your 'managerial minds', thus enabling you to consider a range of frameworks to analyse, evaluate, and ultimately create organisational processes and successful management techniques. Focus is on both understanding relevant concepts and applying them to yourselves, your own small group dynamics, and real-life scenarios.

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**

- 10% Individual weekly tasks
- 30% Group Coursework
- 60% Individual Case Study Analysis

## **BUSI60025 – GLOBAL STRATEGY**

### **MODULE LEADER**

Name: Gregory Theyel

Email: [g.theyel@imperial.ac.uk](mailto:g.theyel@imperial.ac.uk)

### **OFFICE HOURS**

Please contact by email

### **MODULE DESCRIPTION**

Global strategy is *planning for an organisation to expand in the global environment*. The success of a global organization rests on its ability to create and activate a strategy for crossing country borders to optimise the configuration and coordination of the organisation. As such, this module focuses on understanding the global context, developing a strategy for choosing, entering, competing, and growing in new global markets, and forming an implementation plan for building a global organisation and configuring and coordinating its global activities. Students will begin with an organisation and assess its market opportunities and resources and capabilities for addressing global customer needs and then develop a global strategy. Assessment will be based on case and global strategy assignments.

### **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 organizational strategy within a global context. The focus is on the effects of globalization, taking account of both the strategic implications for organizations as well as consideration of wider economic and social consequences of globalization. During the module, you will develop an understanding of key strategic concepts / models and their application to developing global strategy. Themes within global strategy will include the following:

1. Explore the context of global strategy by identifying the forces pushing towards globalization and the forces pushing toward localization and understanding how they affect organizations' strategy
2. Understand global industry structure, location, and the global versus multidomestic nature of industries
3. Identify the sources of organization's global competitive advantage and learn how to design a global strategy
4. Learn how to analyse where to enter new global markets
5. Analyse the advantages and disadvantages of alternative ways to enter new global markets
6. Understand how organizations can best compete in new markets by balancing the reach and the power of a global organization with the ability to service the needs of customers in individual foreign markets as a local company
7. Compare and contrast ways to grow in new markets such as diversification, geographic expansion, and vertical integration.
8. Learn how to design for the implementation of a strategy for an international organization and how designing and implementing strategy are interdependent and concurrent processes

9. Review the options for the configuration of an organization's global footprint and value chain.
10. Discuss the global coordination of an organization and its' global value chain

### **TEACHING METHODS**

The lectures will expose you to theories, frameworks, and methods that support management decision in global business contexts. The module will combine theoretical concepts and research findings with best practice corporate examples.

Each session will include practical examples / cases which motivate the session's topic and integrate new content with the topics of previous sessions. Student groups are expected to apply insights from different sessions to a practical example, present their ideas to the class, and discuss the idea with other students. The feedback from those discussions provides valuable opportunities to practice the application of theoretical frameworks to practical examples. The discussions shall also spur ideas to improve early drafts of the your group assignments.

You are expected to actively engage in module discussions. 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.

### **ASSESSMENT**

- 40% Group Assignment
- 60% Final examination

## **BUSI60028 – MARKETING**

### **MODULE LEADER**

Name: Sven Mikolon

Email: [s.mikolon@imperial.ac.uk](mailto: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**

By the end of this module, you will be able 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% Group Presentation
- 70% Final examination

## **BUSI60029 - MANAGING HEALTHCARE ORGANISATIONS**

### **MODULE LEADER**

Name: David Cox

Email: [david.cox@imperial.ac.uk](mailto: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.

Lectures and interactive 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 management role within the NHS.

### **LEARNING OUTCOMES**

By the end of this 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.

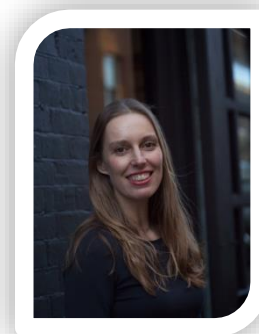
### **ASSESSMENT**

- 30% Group video and business case
- 70% Final examination

## **BUSI60027 - SUSTAINABLE BUSINESS**

### **MODULE LEADER**

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



### **OFFICE HOURS**

Available by appointment

### **MODULE DESCRIPTION**

Sustainability is a key issue in today's society, receiving increasing attention from governments, media and academics as well as business executives. In the words of the Brundtland Commission of the United Nations "*sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs*".

In the context of sustainable development, businesses are often referred to as part of the problem. Yet, they can also be part of the solution. Policy makers, industry leaders, and academics are currently trying to understand how traditional businesses can come up with solutions that are not only financially sustainable but also explicitly address issues of societal concern. How to develop an organisation with a sense of purpose and how to build a competitive advantage that is truly sustainable over time are key challenges in today's agendas of global executives.

This module will address the topic of sustainability from a strategic perspective. In particular, the focus is on understanding how firms can build win-win solutions while acknowledging that this may require managing trade-offs between achieving financial, social and environmental goals.

Topics covered include the challenges associated with sustainability (the complexity of sustainability problems in general and the challenges firms face in addressing these in particular); the business case for sustainability; sustainability and competitive advantage; sustainable strategies and business models as well as stakeholder management.

### **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 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:

- Understand how companies can formulate sustainable business strategies.
- Understand and manage conflicting stakeholder requirements.
- Incorporate sustainable and corporately responsible goals and objectives in a company's strategic plan.
- Evaluate the impact of sustainable business strategies on the firm as well as society.
- Assess the sustainability strategies of leading global companies.

## LEARNING OUTCOMES

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

- Illustrate how different business practices and business models can make a positive contribution towards some of today's great social and environmental problems.
- Analyse firm and industry specific challenges that impede progress towards achieving sustainable operations.
- Evaluate the impact of a firm's strategies not only on firm profitability but also on society.
- Develop a rounded view of the usefulness and applicability of different tools emerging in the sustainability space (regulation, targets, ratings, rankings).

## TEACHING METHODS

Teaching is delivered by 10 x 2 hour sessions. Sessions will normally be based on a combination of lectures and class discussion with a strong focus on case study analysis and discussion. 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.

Where time permits, we will take the opportunity to discuss current 'sustainable business' issues and events, therefore we will use class 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 regular basis to develop an informed view in order to participate in class discussions.

## ASSESSMENTS

- 40% Group Assignment
- 60% Final examination

## READING MATERIALS

*Students are encouraged to supplement the module material with other literature sources (some suggestions are included below). Core readings will be circulated in due time.*

- *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: Erkkö Autio

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### **OFFICE HOURS**

Please contact by email

### **MODULE DESCRIPTION**

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.

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.

### **MODULE CONTENT**

The module focuses on the following areas:

- Finding and evaluating entrepreneurial opportunities
- Market and industry analysis, and testing your hypotheses
- Market & industry analysis
- New venture strategy
- Protection
- Business models
- Financial planning
- Sources of financial capital.

### **LEARNING OUTCOMES**

By the end of this module, you 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.

### **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**

- 10% Quizzes
- 10% Group Exercise
- 40% Group Presentation
- 40% Final examination

## **BUSI60030 - HEALTH ECONOMICS**

### **MODULE LEADER**

Name: Dr Laure de Preux  
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### **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**

By the end of this module, you 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

- **Introduction.** The definition of health, health care and the health care market.
- **The principle of economic evaluation in health care.** Welfare Economics.
- **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.
- **Demand for health care.** Demand and supply of health care.
- **Production, costs, and supply of health care.** Production functions and frontiers. Cost Functions.
- **The health care market. Competitive markets.** Market failures. Public intervention in health care.
- **The supply of healthcare.** Monopoly. Externalities. Public Goods. Doctor behaviour models: agency, target income, profit maximization, supplier induced demand.
- **Market failures & Government Intervention.** Asymmetric and imperfect information: adverse selection and moral hazard. Merit goods. Equity.
- **Health insurance and health care financing.** Risk and uncertainty. Market for health insurance and market failure.
- **Revision**

### ASSESSMENT

- 40% Group assignment
- 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**

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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, 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**

- 25% Individual assessment in social research methods (taken during January Exam week)
- 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	FHE Q Level	ECTS
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%	30%	70%	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	40%	60%	0%	6	5
BUSI60032	Research Methods and Practice	Compulsory	3 or 4	0	250	0	250	0%	100%	0%	6	15



# Imperial College London

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