Intercalated BSc 2021–22
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 2021-2022!

Covid-19 is still out there, and this academic year will be challenging for all of us. At the same time, these circumstances pose new managerial and organisational challenges, which make the development of broad and flexible managerial skills ever more important in the workplace.

With the aid of technology and creativity, faculty have adapted our modules to this new environment. The emphasis will be on demonstrating how theory and practice interact and on developing skills that you can use beyond your year with us.

By working hard and engaging with the materials and faculty, you will develop knowledge and skills that will stand you in good stead in your future endeavours.

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 successful and enjoyable academic year.
**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:
- Demonstrate an understanding of the management issues facing the health system
- Demonstrate the capability to apply this knowledge
- Continue to develop their personal skill set.

**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**

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

<table>
<thead>
<tr>
<th></th>
<th>Written</th>
<th>Presentations</th>
<th>Research</th>
<th>Data Manipulation/Coding</th>
<th>Analytical &amp; Critical Reasoning</th>
<th>Verbal</th>
<th>Teamwork</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Business Strategy</td>
<td>✓ ✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Health Informatics</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Organisational Behaviour &amp; HRM</td>
<td>✓ ✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Sustainable Business</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Marketing</td>
<td>✓ ✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Managing Healthcare Organisations</td>
<td>✓ ✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>✓ ✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Social Research Methods</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Health Economics</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Group Project</td>
<td>✓ ✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
</tbody>
</table>
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
Academic Director
p.rosa-dias@imperial.ac.uk

Liz Ebdale
Senior Programme Manager
e.ebdale@imperial.ac.uk

Edina Hamzic-Maguire
Programme Director
e.hamzic-maguire@imperial.ac.uk

Greta Faralli
Programme Manager
g.faralli@imperial.ac.uk
## Teaching staff

<table>
<thead>
<tr>
<th>Lecturer details</th>
<th>Module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fernando, Jeremy</td>
<td>Accounting</td>
</tr>
<tr>
<td>Sood, Harpreet</td>
<td>Health Informatics</td>
</tr>
<tr>
<td>De Preux, Laure</td>
<td>Health Economics</td>
</tr>
<tr>
<td>Martin, Ralf</td>
<td>Social Research Methods</td>
</tr>
<tr>
<td>TBC</td>
<td>Managing Health Care Organisations</td>
</tr>
<tr>
<td>Love, Colin</td>
<td>Business Strategy</td>
</tr>
<tr>
<td>Lee, Jaemin</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Mikolon, Sven</td>
<td>Marketing</td>
</tr>
<tr>
<td>Canonico Martin, Esther</td>
<td>Organisational Behaviour &amp; Human Resource Management</td>
</tr>
<tr>
<td>Robey, James</td>
<td>Sustainable Business</td>
</tr>
<tr>
<td>Canonico Martin, Esther</td>
<td>Group Project</td>
</tr>
</tbody>
</table>
# Programme Year Planner 2021/22

<table>
<thead>
<tr>
<th>Term</th>
<th>Activity / Modules</th>
<th>Week Commencing</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Induction Week</td>
<td>04-Oct</td>
<td>Induction</td>
</tr>
<tr>
<td></td>
<td>IBSc Accounting*</td>
<td>11-Oct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Informatics</td>
<td>18-Oct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR&amp;HRM*</td>
<td>25-Oct</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>01-Nov</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>08-Nov</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Business Strategy*</td>
<td>15-Nov</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Research Methods</td>
<td>22-Nov</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>29-Nov</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>06-Dec</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13-Dec</td>
<td>Autumn term finishes: Fri 17 Dec</td>
</tr>
<tr>
<td><strong>Winter Break</strong></td>
<td></td>
<td>20-Dec</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>27-Dec</td>
<td>College closure: 23 Dec - 3 Jan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>03-Jan</td>
<td>College reopens Tue 4 Jan</td>
</tr>
<tr>
<td><strong>Exams</strong></td>
<td></td>
<td>10-Jan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17-Jan</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>24-Jan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>31-Jan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>07-Feb</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14-Feb</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td>21-Feb</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Marketing*</td>
<td>28-Feb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing Healthcare Org.</td>
<td>07-Mar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Economics</td>
<td>14-Mar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sustainable Business*</td>
<td>21-Mar</td>
<td>Spring term finishes: Fri 25 March</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Easter Break</strong></td>
<td></td>
<td>28-Mar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>04-Apr</td>
<td>College Closure: 13 - 19 Apr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11-Apr</td>
<td>College reopens Wed 20 Apr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18-Apr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>25-Apr</td>
<td></td>
</tr>
<tr>
<td><strong>Exams (also Mon 9 May)</strong></td>
<td></td>
<td>02-May</td>
<td>Bank holiday: Mon 2 May</td>
</tr>
<tr>
<td></td>
<td></td>
<td>09-May</td>
<td>NB Exam: Mon 9 May</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16-May</td>
<td></td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td></td>
<td>23-May</td>
<td>Final Project presentations: Thu 26 May</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30-May</td>
<td>Final Project report submission: Tue 31 May</td>
</tr>
<tr>
<td></td>
<td></td>
<td>06-Jun</td>
<td>Bank holidays: Thu 2 and Fri 3 Jun</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13-Jun</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20-Jun</td>
<td></td>
</tr>
<tr>
<td><strong>Re-sit Exams</strong></td>
<td></td>
<td>27-Jun</td>
<td>Summer term finishes: Friday 1 July</td>
</tr>
</tbody>
</table>

* 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. 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 11 October – Friday 17 December 2021)

Induction, Week 1: Mon 4 – Fri 8 Oct

<table>
<thead>
<tr>
<th>Weeks 2-6</th>
<th>Weeks 7-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Business Strategy</td>
</tr>
<tr>
<td>Health Informatics</td>
<td>Social Research Methods</td>
</tr>
<tr>
<td>Organisational Behaviour &amp; Human Resource Management</td>
<td></td>
</tr>
</tbody>
</table>

Examinations for these modules take place Week 15, Mon 10 – Fri 14 January 2022

Spring Term (Monday 17 January – Friday 25 March 2022)

<table>
<thead>
<tr>
<th>Weeks 16-20</th>
<th>Weeks 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>Sustainable Business</td>
</tr>
<tr>
<td>Managing Health Care Organisations</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Health Economics</td>
<td></td>
</tr>
</tbody>
</table>

Examinations for these modules will take place in Weeks 31 and 32, Tue 3 – Mon 9 May 2022.

Summer Term (Tuesday 3 May – Friday 1 July 2022)

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 31 May 2022.
Weightings

There are ten taught modules, each weighted equally and jointly worth 75% of the programme; the Group Project is worth 25%. Students are required to achieve a pass in all modules.

1. Accounting
2. Health Informatics
3. Business Strategy
5. Social Research Methods
6. Marketing
7. Managing Health Care Organisations
8. Health Economics
9. Sustainable Business
10. Entrepreneurship
11. Group Project

Students on A100 (MBBS/BSc in Medicine) intercalating from Imperial, will have their overall BSc calculated on the basis of the following year weightings:

<table>
<thead>
<tr>
<th>Year of programme</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>LSS ICA 5%</td>
</tr>
<tr>
<td>Year 2</td>
<td>LCRS ICA 5%</td>
</tr>
<tr>
<td>Year 4</td>
<td>90%</td>
</tr>
</tbody>
</table>

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 Social Research Methods and Health Informatics, both of which are assessed by coursework only, and the Group Project which will be assessed by a presentation and report.

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 10 January 2022

- Accounting
- Business Strategy
- Organisational Behaviour & Human Resource Management

*The test for Social Research Methods will also take place w/c 10 January*

Spring Term Examinations, commencing Tuesday 3 May 2022.

- Health Economics
- Marketing
- 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 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 Intercalated BSc and Joint Honours Programme are as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Fei Qin</td>
<td>University of Bath</td>
</tr>
<tr>
<td>Professor Stephan C. Henneberg</td>
<td>Queen Mary University of London</td>
</tr>
<tr>
<td>Professor Gianluigi Vernasca</td>
<td>University of Essex</td>
</tr>
<tr>
<td>Professor Shuxing Yin</td>
<td>University of Sheffield</td>
</tr>
<tr>
<td>Dr Pingli Li</td>
<td>University of Southampton</td>
</tr>
<tr>
<td>Dr Costas Antoniou</td>
<td>Warwick Business School</td>
</tr>
</tbody>
</table>

The details provided above are for information only. Please note that it is not appropriate for students to contact the external examiners 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 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.

If you experience serious illness or other major problems that you feel has affected your academic performance, you should provide the Programme Manager with details of the problems experienced in writing along with relevant documentary evidence. This would normally be before any examination 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 you have any special educational needs, for example, dyslexia, and 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 [insert
programme name} programme. This should be done no later than six weeks before your first assessment. 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.

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.

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 cannot 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.
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Overall Summary</th>
<th>Knowledge</th>
<th>Critical Analysis/ Independent Thought &amp; Application</th>
<th>Structure</th>
<th>References/ Use of Resources/ Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>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</td>
<td>Exceptional knowledge of subject area's models/ ideas/ concepts/ techniques.</td>
<td>Clear evidence of independent thought and the ability to critically analyse and apply material.</td>
<td>Excellent ability to structure and synthesise information/ arguments developed to a very high level and are clear throughout.</td>
<td>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.</td>
</tr>
<tr>
<td>70-84</td>
<td>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.</td>
<td>Extensive knowledge of subject area's models/ ideas/ concepts/ techniques.</td>
<td>Evidence of independent thought and the ability to analyse and apply material.</td>
<td>Ability to structure and synthesise information/ arguments performed to a high level and are clear throughout.</td>
<td>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.</td>
</tr>
<tr>
<td>60-69</td>
<td>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.</td>
<td>Good knowledge of subject area's models/ ideas/ concepts/ techniques.</td>
<td>Some independent thinking &amp; critical analysis. Some evidence of application of subject knowledge.</td>
<td>Sound ability to structure and synthesise information/ arguments producing coherent and relevant arguments.</td>
<td>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.</td>
</tr>
<tr>
<td>Hons. Grade</td>
<td>50-59</td>
<td>40-49</td>
<td>0-39</td>
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<tr>
<td>Satisfactory</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td></td>
<td>Basic knowledge of subject area’s models/ideas/concepts/techniques.</td>
<td>Little knowledge of subject area’s models/ideas/concepts/techniques.</td>
<td>Very little or no knowledge of subject area’s models/ideas/concepts/techniques.</td>
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<tr>
<td></td>
<td>Little independent thinking. Inconsistent evidence of critical analysis and little application of subject knowledge.</td>
<td>Limited independent thought and limited evidence of critical analysis and ability to apply subject knowledge</td>
<td>No independent thinking and adequate evidence of critical analysis. No application.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adequate arguments that are poorly structured, with little synthesis of information/arguments.</td>
<td>Inconsistently structured arguments that are descriptive with limited synthesis of information/arguments.</td>
<td>Lacks evidence of ability to structure an argument.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|            | 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. | Limited evidence of reading with major omissions. Limited adherence to good academic practice. Deficiencies in expression. Inconsistent and/or poor use of language. | 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.

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.

In line with the College Regulations, anonymity is observed and maintained during the marking process for all written examinations. Anonymity is also observed in the marking process for coursework but practical assessments (e.g. participation, video submissions and presentations) and supervised projects, cannot be marked anonymously.

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

There are further guidelines relating to submitting in the Key Information section of the Information Guide document on the Hub; please take the time to read these.

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 Manager. 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 coursework, 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 in the Autumn term.
- 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.

**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 links section of both the module itself and the programme area on the Hub. You will also receive a link to the surveys via email.

In some instances, lecturers may prefer to have students fill in a paper survey at the end of the final class. By the link in the programme area 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 (2020/21) 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 - £250

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

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 will not be considered.

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.
BUSI96013 – 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 module aims to contribute to the development of the students’ managerial and entrepreneurial potential by equipping them with the techniques of financial and management accounting needed to support management evaluation and decision-making in for-profit and not-for-profit organisations.

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 reports
- 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:

- Critical skills in relation to the use of information for the purpose of organisational performance evaluation
- The ability to participate in managerial decision-making processes where accounting-based information may be an important input
- The ability to use accounting tools useful for:
  - Developing a business plan (such as in the Entrepreneurship module)
  - Finding the solution to a consulting problem (such as in the Consulting Project module).

TEACHING METHODS

The module is based upon pre-lecture study, lectures, support classes, module notes, team studying and further reading. Extensive use of real corporate annual reports will be encouraged.

ASSESSMENT

- Coursework: (30%)
- Examination: Individual (70%)
This module gives student an understanding and role of digital health, data and information systems in providing healthcare services and research. Students will learn the theoretical aspects of implementing transformational change enabled by technology and importance of evidence and ethical when designing digital systems.

The practical aspects with the programming will provide students 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 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 OBJECTIVES**

On completion of this module students will be able to:

- Develop an information systems strategy
- Manage information systems implementations
- Assess the value of information systems to an individual and/or their organisation.

**TEACHING METHODS**

The delivery of the module will be through the use of lectures, case studies, guest speakers, videos and web-interaction. The module is highly interactive, and students are expected to make a positive contribution to classroom discussion.

**ASSESSMENT**

100%: Coursework
BUSI96020 – ORGANISATIONAL BEHAVIOUR AND HUMAN RESOURCE MANAGEMENT

MODULE LEADER

Esther Canonico Martin
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 and human resource management
- Articulate how enlightened HRM and OB practices can support the performance of organisations.
- Understand the attributes that are important to lead oneself and others successfully.

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

- Coursework: (40%)
- Examination: Individual (60%)
BUSI96015 - BUSINESS STRATEGY

MODULE LEADER
Name: Colin Love
Room 458, ACEX Building
Ext. 47439
Office hours: Please contact by email
Email: c.love@imperial.ac.uk

OFFICE HOURS
Open Door policy – please email to ensure my availability

MODULE AIMS

Strategy is the art of creating value. The ultimate objective is to attain or maintain a competitive advantage in a market or markets. Success stories abound. Unilever, Apple and China Mobile have each been acclaimed in recent years as triumphant product / services of the strategic imagination. Yet for every example of strategic success, it is possible to trade an equally spectacular example of strategic failure. We only have to think of Enron, ABB, WorldCom, Marconi, Cable & Wireless, Vivendi Universal and any number of banks to witness the potentially destructive power of poor strategies. The fact is that strategy is a double-edged sword: it can be the source of power and wealth but equally the cause of disaster. It is therefore essential that any existing or aspiring strategic leader understand the nature and purpose of strategic management.

Strategy is about a sense of organisational purpose and direction, together with a means for achieving this purposeful direction. The aim of the Business Strategy module is to place the student in an arena of strategic choices and decisions experienced by the senior management team of a company. Enduring market success hinges upon having a viable and flexible strategic management process. This module aims to construct a strategic management agenda that considers alternative approaches to strategy formulation in complex and uncertain environments, examines the context within which strategy is made and implemented and assesses options and challenges that regularly confront the business enterprise.

The module will explore:

- Thinking and Acting Strategically
- Classical strategic models
- Competitive Advantage
- Strategic Capabilities
- Moving from a ‘red ocean’ to a ‘blue ocean’
- Generic growth options:
- Global Development
- Mergers & Acquisitions

Learning outcomes

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

- Understand and describe the key strategic issues facing senior management teams and the key analytical concepts applicable to each
- Evaluate an organisation’s current strategic position, its business environment and its future strategic options, using analytical concepts appropriate to the organisation’s situation
• Make and defend recommendations as to the choice of a given organisation’s future strategy and its implementation
• Develop an understanding of how an organisation may dramatically transform its business model for accelerated growth.

Teaching approach

The module will be delivered over 5 weeks through ten, one and a half hour online lecture/workshop sessions, supported by a weekly one hour online tutorial.

The module will involve the discussion and analysis of case studies related to the lecture theme. Students are expected to have read the relevant case in advance of each session. The related academic readings are supplementary and I strongly suggest you read these as we proceed; they are mainly included for exam preparation purposes. Students are also expected to be active participants in the online lectures and tutorial discussions. Questions alone are not considered participation, nor is merely coming to class and listening to the discussion. You are expected to know the facts as stated in cases and readings and offer meaningful analysis and convincing arguments for positions taken.

It is also essential that students read ‘quality’ media to develop a portfolio of contemporary business examples – (Times / FT / Economist).

ASSESSMENT

The module assessment will consist of:

• Coursework: (30%)
• Examination: Individual (70%)

TEXTBOOKS AND OTHER REFERENCES

Students are encouraged to supplement the module readings with other literature sources (please refer to suggested sources below for more information).

Recommended Texts

If you want a general textbook on strategic management, I would recommend one of the following:

• Johnson, Gerry, Scholes, Kevan and Richard Whittington (Exploring Strategy) 10th Edition London: Pearson Education (previous editions are fine too). This edition has the benefit of web based learning material
• Thompson, Strickland, Gamble 2008 Crafting and Executing Strategy McGraw Hill
• Barney, Hesterly 2008 Strategic management and Competitive Advantage

* Any of the above and their latest versions are acceptable. Please note that none are compulsory purchase.
BUSI96042 - SOCIAL RESEARCH METHODS

MODULE LEADER
Name: Dr Ralf Martin
Room 487, Level 4, CAGB Building
Ext. 42615
Email: r.martin@imperial.ac.uk

OFFICE HOURS
Available by appointment – please email

MODULE OBJECTIVES

1. Understand the aims, principles and methods of research in the social sciences;
2. Learn commonly used quantitative and qualitative research methodologies;
3. Develop the practical skills to undertake research in the social sciences;
4. Apply these research skills to a real life problem through a project.

MODULE OUTLINE

Social research methods have become part of the key skill set of modern clinicians. Even actively practicing clinicians are nowadays often expected to venture beyond their clinical work and conduct, assess, or commission research into health services and management, health policy and health economics.

Improved data availability and the growing expectation to conduct research and publish papers are fuelling this development, and the number of published papers in traditional clinical journals that use relatively sophisticated quantitative and qualitative social research methods has increased significantly over the past decade.

MODULE AIMS AND OBJECTIVES

Social Research Methods is an introductory module that aims to introduce you to the methods that you will need to complete the group work at the end of your study at the Business School, and it will also lay the foundations for the skills that you will need later in your career.

The module is targeted at undergraduate students with a clinical background. It is a challenging module that aims to equip you in a short time with a solid basis of the research skills, and it covers qualitative and quantitative research methods, systematic literature reviews, data collection, survey and questionnaire design, and dissemination of research results.

The module focuses on the methods that are commonly used by health services research papers in peer-reviewed journals and is taught by lecturers that are actively involved in research.

The module places great emphasis on learning by doing, and half of the module consists of practice session where you will apply what you have learned. For the quantitative lectures, there will be lecturer-guided exercises at the computer that introduce you to the statistical software package R, and for the qualitative lectures there will be small group work. The module aims to familiarise you with the recommended module textbooks, to enable you to acquire in self-study the more sophisticated methods that are required for the research projects later in the programme. Most research nowadays is conducted by teams of researchers with varied skill sets.
1. Understand the aims, principles and methods of research in the social sciences
2. Learn commonly used quantitative and qualitative research methodologies
3. Develop the practical skills to undertake research in the social sciences
4. Apply these research skills to a real life problem through a project.

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

- Have an understanding of basic social sciences research methods
- Use a basic set of quantitative and qualitative methods
- Be proficient in acquiring via self-study more sophisticated skills, as required for a publishable paper
- Appraise critically the quality of studies against appropriate methodological criteria
- Undertake a research project from conception of idea to final dissemination of results

Further, you will acquire or further enhance skills in negotiation, team-working, communication, critical reasoning and problem solving, group discussions and work in class, and through written course work assignments and class exercises.

Teaching approach
We will combine more theoretical lectures with practical Datathons in which you will learn how work with data and draw the right conclusions from results.

ASSESSMENT – 100% coursework

READING

Quantitative part:
The material draws on the following books primarily (click on pictures for more info)

Qualitative part:


Literature review:


General:

BUSI96019 – Marketing

MODULE LEADER  
Sven Mikolon  
Room: 386, 3rd floor, Tanaka Building  
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. In most companies, marketing is the core function enabling a company to connect 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 to provide an understanding of the role of marketing in the value creation process of a firm. Module topics include marketing decisions at the organisational level, such as decisions on marketing strategy and marketing mix decisions as well as topics of human behaviour in the marketplace, including consumer behaviour and decision-making.

The purpose of the module is not to provide a handbook or A-Z guide to marketing. The focus is to equip students with the analytical tools and a framework to evaluate marketing problems and suggest suitable paths of action. This will enable students to understand the marketing perspective in business, will enhance their skills as a ‘general manager,’ and advance their knowledge as to 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 under which various marketing techniques work
- Evaluate the success of product and service strategies based on their understanding of consumer behaviour, product positioning, pricing, and sales.
- Critically examine the development of new business opportunities including brand extension and relationship marketing strategies.
- Manage the optimal mix of relationship marketing strategies needed to create superior value for consumers and business organisations.

TEACHING METHODS

2x 2-hour lectures per week

ASSESSMENT

- Coursework: 30%
- Examination: Individual 70%
BUSI96044 - MANAGING HEALTHCARE ORGANISATIONS

Please note that the final 2021/22 module outline for MHCO is to be confirmed. The outline below is indicative only, however agreed learning outcomes and the assessment weighting between coursework and examination will remain as below.

MODULE LEADER
TBC

MODULE AIMS

To equip participants with the skills and the functional tools to work effectively in health care organisations and health systems, have an understanding of NHS structures and highlight examples of best practice.

MODULE OBJECTIVES

Knowledge Objectives
Key concepts and future trends in

- NHS structures and function
- NHS policymaking and health service delivery
- Demand management
- Quality and safety
- Negotiation and communication

with a perspective on national and international health policy including current and likely future developments within the NHS in England

Learning Outcomes
Students who complete the module successfully will be able to

- understand the workings of the NHS – how it functions and operates and how it is changing
- gain an appreciation for the role of technology in potentially both causing and solving health system challenges
- explain issues of demand management
- describe quality improvement initiatives in the delivery of health care
- identify good practice and innovative care models in service delivery in different healthcare settings

TEACHING METHODS

The module is designed to be practical in its intent and will draw on examples from healthcare and other industries to demonstrate the implementation of concepts that will be covered through lectures, case studies, class discussion and practical exercises.

ASSESSMENT

- Coursework: (30%)
- Examination: Individual (70%)
BUSI96022 - SUSTAINABLE BUSINESS

MODULE LEADER
Name: James Robey
Email: j.robey@imperial.ac.uk

OFFICE HOURS
Available by appointment – please email

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 sensitise students to the interaction between global business, government and society, and the planetary limits in which they all 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.

The module develops the following central themes:

Corporate Responsibility - an essential element of modern corporate strategy and a foundation concept that future managers must be familiar with. Understanding that the profit motive, while necessary, is not a sufficient condition for current and future business operations. This area provides the background and explores the key concepts that all modern managers need to appreciate and negotiate.

Sustainability – an introduction to concept of business sustainability on three dimensions - the company, society and the planet. The area will explore strategic options to develop an understanding of credible sustainable business practice which satisfy the demands of all organisation’s stakeholders, including the critical imperative to keep within planetary boundaries.

MODULE AIMS

The module will develop new insights to the development of corporate strategies within the context of responsible international business behaviour, as well as exploring potential conflicts between business and non-business stakeholders. The module also will explore critical topics including climate change, carbon accounting, sustainability reporting and emerging concepts such as net zero
MODULE OBJECTIVES

Knowledge Objectives:

During the module students will develop an understanding of:

- the origins and development of corporate responsibility 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 planetary limits such as climate change
- changing global business and environmental priorities

Skill Objectives:

The module will equip the students with the ability to:

- understand how companies can operate globally and formulate sustainable global 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, society and the global environment
- critique sustainable business strategies of leading global companies

LEARNING OUTCOMES:

Upon completion of the module students should have developed a rounded and balanced view of sustainable global business in the contemporary managerial world and how it may make a positive contribution to the triple bottom line.

TEACHING METHODS:

The module will consist 20 hours of lectures delivered over 5 weeks.

Lectures will consist of:

- academic - lecture content drawn from contemporary literature and research
- discussion - of recommended readings and case studies and contemporary business examples

ASSESSMENTS:

The module will be assessed by:

- Coursework (30%)
- Individual Examination (70%)

READING MATERIALS

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 – i.e. sustainable business recovery from world events / 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. Students should note that it is important to be able to refer to current issues and events in answering examination questions.

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

**Recommended Articles**


**Additional Reading**


BUSI96016 - ENTREPRENEURSHIP

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

OFFICE HOURS
By appointment

MODULE AIM
Entrepreneurship is the process of identifying, evaluating and exploiting a new business opportunity. This process requires a synthesis of various management knowledge and skills, and every decision should be made under high uncertainty. Opportunities are fleeting and often difficult to evaluate, customers are fickle or unaware, resources are scarce and the threat of competition ever presents. In this harsh commercial environment the entrepreneur needs to be flexible, but proceed with caution.

MODULE OBJECTIVES
The objective of this module is to provide students with the necessary knowledge and skills need to be a successful entrepreneur, and/or be able to critically assess the viability of startups and their business models.

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 organisation, 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)

- 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.
- Grber, M., & Tal, Tal. (2017). Where to Play: 3 steps for discovering your most valuable market opportunities. Chapter 2.

ASSESSMENT

The module will be assessed by:

- Coursework: (70%)
- Examination: Individual (30%)
BUSI96041 - 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

• To analyse principles of microeconomics and their application to health care
• To examine issues of efficiency and equity and their application to health care
• To understand and carry out an economic evaluation in health care

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
• Understand the factors that explain differences in health care expenditure
• 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

Each session will comprise a lecture and class discussion. Some lectures will include exercises, experiments, group work and quizzes. Students must participate in class discussion, and attendance will be monitored.

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.
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.
10. **Revision**

ASSESSMENT

• Written Assessment (40%)
• Examination (60%)

For instructions on module assessment please consult assignment instructions on the hub.

MODULE TEXTBOOKS


*Alternative books:*

BUSI96040 - GROUP PROJECT

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

OFFICE HOURS
By appointment – please email

All students will contribute to a major Group Project which accounts for 25% of your year in management. The groups typically consist of 6 students. Each group will be supervised by a member of Imperial College Business School’s academic staff; not necessarily one who is involved in the formal teaching of the IBSc Programme. The Group Project occupies part of the Autumn and Spring Term and the whole of the Summer Term, culminating in a group presentation and submission of report in late May/early June.

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 deliverables and pieces of assessment - Group Project Ethics Approval, Group Project Presentation and Group Project Written Report.

PROJECT OBJECTIVES
The objectives of the different projects may vary, but are likely to include:
- an application of management techniques, principles or concepts to the analysis of a specific problem arising in some health care organisation or;
- analysis of a particular health related industry or aspect of the economy or
- further development of a generalised technique or model or;
- a deeper understanding and explanation of the literature relating to a pertinent area of health care management
- experience of working in a team

LEARNING OUTCOMES
On completion of the project, students should be able to:
- employ management techniques, principles and concepts to real life managerial problems in the broad arena of healthcare
- analyse an area of management practice as relevant to healthcare
- formulate reasoned arguments that address a healthcare management problem.

TEACHING METHOD

1. Early in the Autumn Term, there will be a Group Project Briefing session timetabled to introduce the Group Project.

2. Students will self-select groups and preferred project titles. The project will be either one proposed by a member of staff, or one devised by the student group.
3. Each project group will be allocated a supervisor who will be available for a pre-defined number of sessions. The role of the supervisor is to provide support and guidance for the students; however, they are not expected to direct the work of the group.

4. Each project group is required to undertake an ethics evaluation, to be submitted before the end of Autumn term, evaluating if the project objectives, planned methodologies will be used and how research evidence is to be collected.

5. If necessary, groups will prepare and submit an application for ethical approval during the Autumn term (note that this can be a protracted process)

6. **Group Project Presentations will take place on Thursday 26 May 2022.** The presentation will be assessed

7. The Group Project Written Report (25,000 max words in length), the format of which will be defined in the Group Project Booklet will be submitted shortly after the presentation.

8. 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.

**ASSESSMENT**

The assessment of the Group Project is by Group Project Presentation and Group Project Written Report. Marking of each assessment element will be undertaken by more than one member of the Business School’s academic staff, including the project supervisor. All members of the group will receive the same mark.

**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.
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