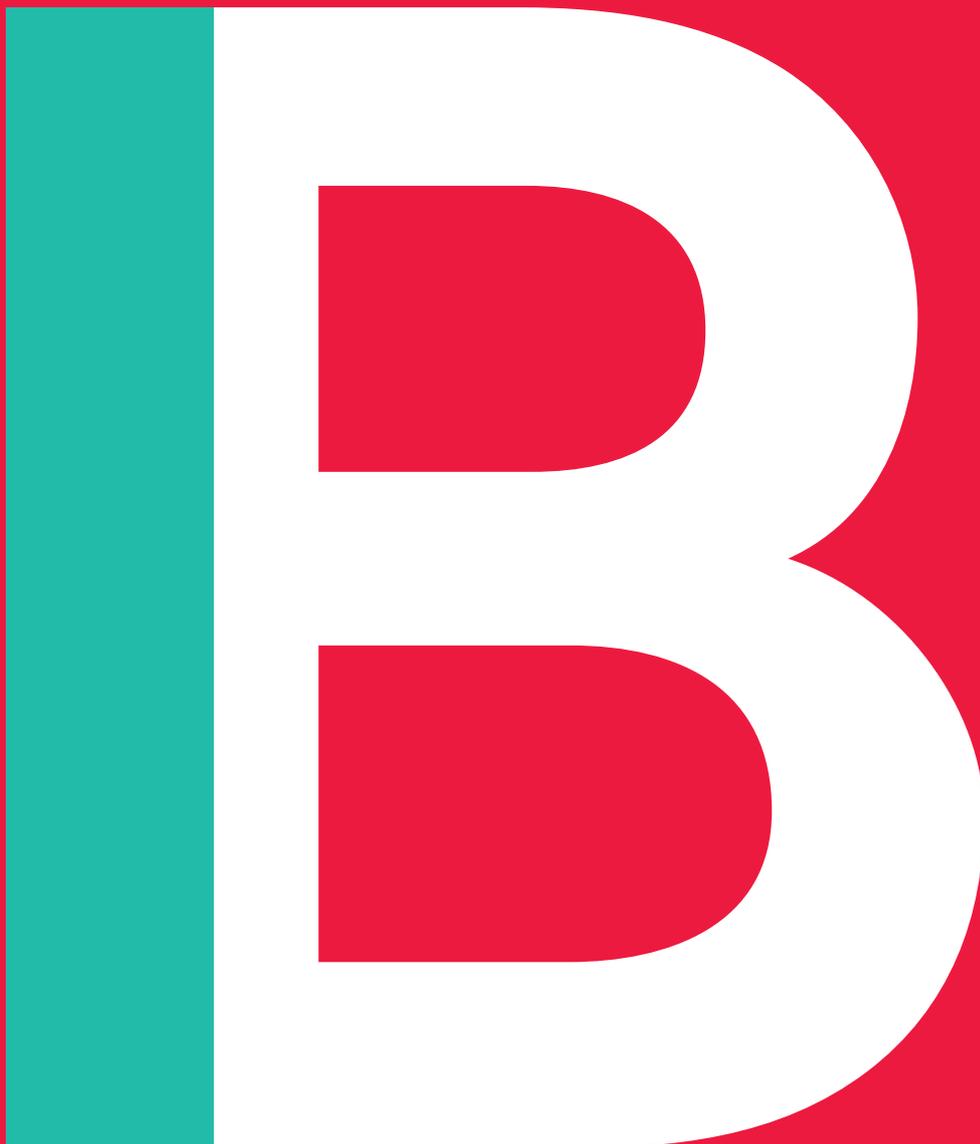


# **Intercalated BSc 2019–20**

## 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

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### Welcome from Professor Francisco Veloso, Dean of Imperial College Business School



I am delighted to welcome you to Imperial College Business School. We receive a large number of very strong applicants, 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 faculty and a strong commitment to teaching and learning. You will be embarking in a rewarding, academically challenging and transformative year. I encourage you to grasp every opportunity which studying at Imperial College offers.

Throughout the year, you will gain unique insights from world-class faculty and experts from major corporations, entrepreneurial firms, consultancies, banks and city firms and the public sector. You will also engage and learn from and with your colleagues. Every year, more than 75 nations are represented in our programmes. This is a tremendous opportunity to spend a year learning in an environment characterized by the wide range of perspectives provided by such diversity and I very much hope you will take advantage of the special environment that this creates.

You should also take advantage of all that the School and the College offers beyond the classroom. We have an excellent Imperial Business Insights series and each programme organises a range of exciting speakers and other events appropriate for the special interests of each programme. In addition, there are a variety of other initiatives, clubs and events, at the school and through the college, from the Enterprise lab to the College Festival, which you can be part of.

Together, we will bridge the divide between theory and practice, creating the platform from which you can launch or further develop your career. I know that your time here will give you the knowledge and inspiration to build a successful career and we will support you in this transition through our excellent careers team.

When you complete your programme, you will become a member of a growing alumni network of over 18,500 individuals in more than 120 countries. I invite you to join this community and look forward to its reputation increasing still further through your success.

In conclusion, let me once again welcome you. I look forward to meeting you and hope that you have a very special year with us

## Welcome from Edgar Meyer, Associate Dean of Undergraduate Studies

I am delighted to welcome you to Imperial College Business School and the academic year 2019/20. We are fortunate to have the opportunity of contributing to the development of your managerial skill sets, which is vital in today's environment, irrespective of one's own professional background. You are embarking on an exciting and challenging year where we will introduce you to a range of ideas, concepts, and models relevant to working successfully in organisations.



The faculty have designed modules that will stimulate your thinking and demonstrate to you how theory and practice interact. By working hard and engaging with the materials and the faculty, you will develop knowledge and skills that will stand you in good stead in your future endeavours. You will experience different learning styles, aimed at building a broader range of skills that you can use beyond your year with us.

The Hub is the Business School's bespoke on-line learning platform. Each programme will have an online Hub, which contains all the module resources, as well as providing a space for all module communication (so students will just need to check the Hub rather than receive numerous emails). This approach to communication also facilitates the use of rich media, for example videos from the Academic Director rather than a piece of text. Students are also encouraged to comment on these with any questions they might have.

The handbook contains key information about the programme. You should make sure you read this – sections on plagiarism and other expectations that maintain academic integrity are core to our values at the Business School!

You are extremely fortunate in having a very experienced and enthusiastic programme team that will ensure the smooth running of the programme. The team is available to deal with any queries that may arise. If you have any particular issues that you would like to raise with me directly, please do not hesitate to email me.

I wish you all a 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:

- 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

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>Business 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>Social Research Methods</i>	✓		✓	✓	✓	✓	✓	✓
<i>Health Economics</i>	✓		✓	✓	✓		✓	✓
<i>Group Project</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

Level 1, Business School

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



**Dr Edgar Meyer**  
Academic Director  
E: [e.meyer@imperial.ac.uk](mailto:e.meyer@imperial.ac.uk)  
Room 176, Level 1,  
Business School



**Edina Hamzic-Maguire**  
Programme Director  
T: +44 (0)20 7594 2075  
E: [e.hamzic-maguire@imperial.ac.uk](mailto:e.hamzic-maguire@imperial.ac.uk)  
Level 1, Business School

**Liz Ebdale**  
Programme Manager  
T: +44 (0)20 7594 2306  
E: [e.ebdale@imperial.ac.uk](mailto:e.ebdale@imperial.ac.uk)  
Level 1, Business School



**Rose Brown**  
Programme Coordinator  
T: +44 (0)20 7594 1696  
Level 1, Business School

## Teaching staff

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Lecturer details	Module(s)
<b>Fernando, Jeremy</b>	Accounting
<b>Sood, Harpreet</b>	Health Informatics
<b>De Preux, Laure</b>	Health Economics
<b>Martin, Ralf</b>	Social Research Methods
<b>Sood, Harpreet</b>	Managing Health Care Organisations
<b>Love, Colin</b>	Business Strategy
<b>Lee, Jaemin</b>	Entrepreneurship
<b>Hattula, Johannes</b>	Marketing
<b>Farkas, Maria</b>	Organisational Behaviour & Human Resource Management
<b>Robey, James</b>	Sustainable Business
<b>Meyer, Edgar</b>	Group Project

## Programme Year Planner 2019/20

Term	Activity	Weeks	Notes
	<b>Introduction</b>	w/c Sept 30	<b>Induction</b>
Autumn Term 1	Accounting* Health Informatics OB&HRM*	w/c Oct 7	
		w/c Oct 14	
		w/c Oct 21	
		w/c Oct 28	
		w/c Nov 4	
Autumn Term 2	Business Strategy* Social Research Methods	w/c Nov 11	
		w/c Nov 18	
		w/c Nov 25	
		w/c Dec 2	
		w/c Dec 9	<b>Term finishes: Friday 13 Dec</b>
Christmas Holidays		w/c Dec 16	<b>College closure: 23 Dec -1 Jan</b>
		w/c Dec 23	
		w/c Dec 30	
<b>Exams</b>		w/c Jan 6	<b>Exams</b>
Spring Term 1	Marketing Managing Healthcare Org. Health Economics	w/c Jan 13	
		w/c Jan 20	
		w/c Jan 27	
		w/c Feb 3	
		w/c Feb 10	
Spring Term 2	Sustainable Business* Entrepreneurship*	w/c Feb 17	
		w/c Feb 24	
		w/c Mar 2	
		w/c Mar 9	
		w/c Mar 16	<b>Term finishes: Friday 20 March</b>
Easter Holidays		w/c Mar 23	<b>College Closure: 9 - 14 April</b>
		w/c Mar 30	
		w/c Apr 6	
		w/c Apr 13	
		w/c Apr 20	
<b>Exams</b>		w/c Apr 27	<b>Exams</b>
Final Project - presentation and submission		w/c May 4	<b>Bank holiday: Fri 8 May</b>
		w/c May 11	
		w/c May 18	
		w/c May 25	<b>Bank holiday: Mon 25 May</b>
		w/c June 1	
		w/c June 8	
		w/c June 15	
		w/c June 22	
<b>Re-sit Exams</b>		w/c June 29	<b>Re-sit Exams</b>

\* Module will be taught together 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. There will be 4 hours' tuition in each subject each week.

#### Autumn Term (Monday 7 October 2019 – Friday 13 December 2019)

(Week 1: 30<sup>th</sup> Sept – 4<sup>th</sup> Oct: Induction Week)

<b>Weeks</b>	<b>2 – 6</b>	<b>7 - 11</b>
	Accounting	Business Strategy
	Health Informatics	Social Research Methods
	Organisational Behaviour & Human Resource Management	

Examinations for these modules take place in week 15: 6<sup>th</sup> – 10<sup>th</sup> January

#### Spring Term (Monday 13 January 2020 – Friday 20 March 2020)

<b>Weeks</b>	<b>16 - 20</b>	<b>21 - 25</b>
	Marketing	Sustainable Business
	Managing Health Care Organisations	Entrepreneurship
	Health Economics	

Examinations for these modules will take place in week 31: 27<sup>th</sup> April – 1<sup>st</sup> May

#### Summer Term (Monday 4<sup>th</sup> May 2020 – Friday 26<sup>th</sup> June 2020)

Group Project work will start towards the end of the Autumn Term with a selection of project titles. Identification and development of the Project proposal will start at the beginning of Spring Term. The Project will occupy the whole of Summer Term, with a final submission deadline of **Tuesday 26<sup>th</sup> May 2020**.

## Weightings

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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
- 4 Organisational Behaviour & Human Resource Management
- 5 Social Research Methods
- 6 Marketing
- 7 Managing Health Care Organisations
- 8 Health Economics
- 9 Sustainable Business
- 10 Entrepreneurship
- 11 Group Project

A100 (MBBS/BSc in Medicine) students entering the College in and after 2014-15 are subject to new year weightings which affect the contribution of each year to the overall BSc calculation:

<b>Year of programme</b>	<b>Year weighting</b>
Year 1	5%
Year 2	20%
Year 4	75%

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

## Programme Assessment

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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 dates week commencing Monday 6 January 2020.

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

#### Spring Term Examinations dates week commencing Monday 27 April 2020.

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

## EXAMS

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 Intercolated BSc and Joint Honours Programme are as follows:

<i>Professor James Briggs</i>	<i>University of Portsmouth</i>
<i>Dr Fei Qin</i>	<i>University of Bath</i>
<i>Professor Stephan C. Henneberg</i>	<i>Queen Mary University of London</i>
<i>Professor Gianluigi Vernasca</i>	<i>University of Essex</i>
<i>Professor Shuxing Yin</i>	<i>University of Sheffield</i>
<i>Dr Mamdouh Medhat</i>	<i>Cass Business School</i>

**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 candidates have experienced serious illness or other major problems which they consider to have affected their academic performance, they should complete a mitigating circumstances form. Please see the relevant section of the Academic Regulations and Policies document on the Hub.

If you have any special 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 programme. This should be done no later than six weeks before your first assessment. Anique can be contacted on [a.varleigh@imperial.ac.uk](mailto: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.

If you are re-sitting your exams and there are no extenuating circumstances to consider, you will be asked to pay a re-sit fee. Details can be found at <http://www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/resitting-examinations/>

## Generic marking criteria (Undergraduate)

		% Overall Summary		Knowledge	Critical analysis/ independent thought & application	Structure	References/ use of resources/ presentation
<b>First Class Honours (1<sup>st</sup>)</b>	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.
<b>Upper Second Class Honours (2i)</b>	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.

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

## Programme Information

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### 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 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 Coordinator. 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 Coordinator. 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 words, ideas, judgement or data as though they were your own. For example:

- 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.

In relation to group work, you should be aware that you have a collective responsibility for the integrity of the piece of group work submitted for assessment.

This means that if part of the work is plagiarised, all group members will be held accountable unless proof can be provided by each member of their contribution. You should, therefore, retain an audit trail of your contribution for this purpose.

The College has an online plagiarism module which has been designed to teach you everything you need to know about how to reference correctly and therefore avoid plagiarism. This is a compulsory module and we ask you to take this in the first term so that you reference correctly in your very first set of assignments. This online module contains such important information in helping you to avoid plagiarism that students who have not completed the module by the end of the first term will have their exam results for all modules withheld until the plagiarism module is successfully completed. There are a number of different penalties for plagiarism, dependent on the severity of the case and the weighting of the piece of work. Full information on plagiarism and cheating can be found in the Academic Regulations and Policies document on the Hub.

We strongly advise that you attend the Library referencing sessions and read the Harvard Referencing Guide, which can be found at <http://www.imperial.ac.uk/admin-services/library/learning-support/reference-management/harvard-style/>

Additional support and guidance is available from the Business Library Team ([libbpd@imperial.ac.uk](mailto:libbpd@imperial.ac.uk))

### **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 receive a survey (either by e-mailed link or paper hard copy), asking you to provide feedback on the content, instructor, 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.

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, Programme Directors, Programme Managers, 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.

## Prizes

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### **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

### **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.

## THE MODULES

## **BUSI96013 – ACCOUNTING**

### **MODULE LEADER:**

Name: Jeremy Fernando  
Room: 460 ACEX Building  
Ext: 43130  
E-mail: [j.fernando@imperial.ac.uk](mailto: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 organizations. The module gives students a basic insight into the way that business performance is measured, and how business decisions can be structured and analysed.

### **KNOWLEDGE OBJECTIVES**

This is an introductory module. Students are expected to develop a basic, but not detailed knowledge of:

- Balance sheets and profit & loss accounts
- The valuation of assets and liabilities
- Financial ratios and how these can be used to analyse performance of the company as a whole
- Cash flow statements
- Cost concepts and costing systems
- Analytical techniques available for economic decisions in business enterprises and other informational requirements
- Budgeting and performance measurement at the operational level

### **SKILL OBJECTIVES**

The module will facilitate the student development of:

- Interpretative skills in relation to accounting information including a critical attitude to its value and limitations
- Computational and analytical skills in relation to the use of accounting data to facilitate decisions concerning the operation of, and investment in, production systems, and the design and production of products or services

## MODULE OUTLINE

**The module is structured in two parts:**

Part A - Management Accounting

Part B - Financial Accounting

Accounting, costing, and financial issues are addressed with varying degrees of emphasis throughout the module.

### **Part A - Management Accounting**

- The nature and roles of management accounting
- Basic cost concepts
- Cost accounting systems
- Short-run decision making
- Investment decisions
- Budgetary control
- Performance evaluation

### **Part B - Financial Accounting**

- The nature and roles of financial accounting
- The balance sheet
- Equity and trading
- Profit determination
- Stock valuation
- Provisions and valuation of fixed assets
- The cash flow statement
- Types of ratios
- Ratio analysis and further analysis of accounts

## LEARNING OUTCOMES

By the end of the module student will be able to:

- Identify the major issues raised by financial and costing accounting data
- Take an effective involvement in business operations

## TEACHING METHODS

Teaching is by lectures and tutorials, and will encourage student participation.

## ASSESSMENT

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

## CORE TEXT

Jones, M., 2013, *Accounting*, Wiley, third edition\*

\* Please, note that the third edition is substantially different from the previous editions, in particular because it includes international accounting standards, which are relevant to this module.

## SUPPLEMENTARY TEXTS

You may need to broaden your reading by referring to other publications held in the Learning Resources Centre. The following texts are recommended:

- Peter Atrill & Eddie McLaney *Accounting: An Introduction* (6th edition), Financial Times Prentice Hall
- Dyson, J R *Accounting for Non-accounting Students* (8th edition), Financial Times Prentice Hall
- Seal W., Garrison, R., and Noreen, E. (2012) *Management Accounting* 4th edition, McGraw-Hill.
- Thomas A. and Ward, A. (2012) *Introduction to Financial Accounting* 7th edition, McGraw-Hill.

## **BUSI97514 - HEALTH INFORMATICS**

### **MODULE LEADER**

**Name:** Dr Harpreet Sood

**E-mail:** [harpreet.sood07@imperial.ac.uk](mailto:harpreet.sood07@imperial.ac.uk)



### **OFFICE HOURS**

Available by appointment – please email.

### **MODULE AIMS**

- To consider the role and importance of 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

### **LEARNING OBJECTIVES**

On completion of this module students will be able to:

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

### **TEACHING METHODS**

This is a 20-hour module. 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 Assignments

### **BIBLIOGRAPHY**

There is no one recommended module textbook because, in my view, there is nothing that covers the area completely and satisfactorily. The syllabus is defined by the handouts and the lecture notes. However, the list below pinpoints some directly relevant reference material. If you would like some further reading I would be delighted to offer some more suggestions.

Coiera, E. Guide to Health Informatics, Arnold, 2003

De Dombal, F.T. Medical Informatics, the Essentials, Reed Educational & Professional Publishers, 1996.

Degoulet, P. and Fieschi, M. Introduction to Clinical Informatics, 1997, Springer-Verlag, New York.

Haux, R. Strategic information management in hospitals: an introduction to hospital information systems, Springer, 2004

Laudon, K.C. & Laudon, J.P. Management Information Systems: Managing the Digital Firm, Twelfth Edition. Pearson, 2011

Merida L. Johns. 2002, Information Management for Health Professions. 2nd Edition. Delmar, Thomson Learning.

Taylor, P. From Patient Data to Medical Knowledge, The Principles and Practice of Health Informatics, Blackwell Publishing, 2006

Turban, E., D. Leidner, E. McLean and J. Wetherbe, Information Technology for Management: Transforming Organisations in the Digital Economy (Hoboken, NJ:Wiley, c.2012) eighth edition [ISBN 9780471729].

Van Bommel, J.H. & Musen M.A. Handbook of Medical Informatics, Springer, 1997.

## **JOURNALS**

British Journal of Healthcare Computing and Information Management

Journal of the American Medical Informatics Association

Health Informatics Journal

Informatics in Primary Care

BMJ

e-Health Insider

## **BUSI96020 – ORGANISATIONAL BEHAVIOUR AND HUMAN RESOURCE MANAGEMENT**

### **MODULE LEADER**

Name: Maria Farkas

Email: [m.farkas@imperial.ac.uk](mailto:m.farkas@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. 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 organizations.

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**

#### **Learning Outcomes**

Having completed the module, you 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.

#### **Skill objectives**

The module will give you the opportunity to:

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

## TEACHING METHODS

As the study of groups and group processes is critical to understanding behaviour in organizations, some assignments will be completed in small teams of students. You should be prepared to work in teams in this class, to participate in small team discussion, and to share findings of group discussions with the class as a whole.

The module will not tell you what to do as a manager; rather, it is designed to exercise, challenge, and enrich your 'managerial mind', thus enabling you to consider a range of framework to help you think about organisational processes and the work of managing. The module will also encourage you to reflect on yourself as a "person". Being a good manager starts with a good understanding of one's own preferences, values and strengths. There will be exercises which will encourage self-reflection. You are expected to prepare adequately for each session by engaging with the relevant reading prior to coming to the class.

## READINGS

All readings are posted to the Hub; there is no key textbook (i.e., no required textbook to buy).

## TEXTBOOK SUGGESTION:

McShane, Steven & Von Glinow, Mary Ann. *Organizational Behaviour*, McGraw Hill  
Huczynski, Andrzej A. & Buchanan, David A. *Organizational Behaviour*, Prentice Hall  
Pearce, Jone L. *Real Research for Real Managers*, Melvin & Leigh.

## ASSESSMENT

- Coursework: Group assignment & MCQ (40%)
- Examination: Individual (60%)

## EVALUATING WRITTEN AND PRESENTED WORK

Managers and professionals have to communicate in a way that is clear, precise, and informative. They have to be convincing, organizing their thoughts clearly and making their points with logic providing supporting rationale. Your work will be judged accordingly, modelling these skills:

**Discipline:** Make sure written work is organised and readable. Convey main points clearly to readers and in a logical manner.

**Justified Arguments:** Support your assertions with evidence from relevant sources (e.g., journal publications, news items, or other relevant sources). Be sure to acknowledge sources.

**Specificity and Accuracy:** Make specific rather than vague assertions. You will have greater difficulty in justifying general observations/statements. Also, note that accuracy in the use of technical terminology is critical. It is better to use an everyday word you do understand than to use a nice-sounding technical term inappropriately.

**Wisdom:** Think through the implications of your recommendations (well beyond the obvious). Recognise potential unintended consequences and inherent trade-offs that must be considered.

**Originality:** The quality of your ideas is important. Show creative, independent thinking as much as possible. Other things being equal, innovative thought on how the ideas of this module may impact organisations drives good HRM and OB practices.

**Academic Integrity:** Signing your name to an exam or quiz signifies that the work is your own. In written reports, give credit where credit is due, acknowledging sources for both ideas and direct quotations. Follow accepted standards for citing and referencing sources.

**Active Involvement:** Participation in the Class and the Hub is pivotal and encouraged.

## **BUSI96015 - BUSINESS STRATEGY**

### **MODULE LEADER**

Name: Colin Love  
Room 458, ACEX Building  
Ext. 47439  
Email: [c.love@imperial.ac.uk](mailto: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:

- Classical strategic models
- Competitive advantage
- Generic growth options, including Mergers & Acquisitions
- Moving from a 'red ocean' to a 'blue ocean'
- Competencies and capabilities

### **LEARNING OBJECTIVES**

By the end of the module you should 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 METHODS

The module will be delivered through ten, two-hour integrated lecture/workshop sessions. 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 classroom 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. Students are generally divided into teams for case work and will be expected to give pre-planned presentations on a regular basis.

It is also essential that students read 'quality' media for company reports, critiques and strategic actions – (Times / FT / Economist)

## ASSESSMENT

The module assessment will consist of:

- Coursework: Group assignment (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*) 10<sup>th</sup> Edition London: Pearson Education (*previous editions are fine too*). This edition has the benefit of web based learning material
- Kim,W, Mauborgne, Renee (2005) *Blue Ocean Strategy*. Harvard Business Review
- Thompson, Strickland, Gamble 2008 *Crafting and Executing Strategy* McGraw Hill
- McGee,Thomas,Wilson 2008 *Strategy Analysis and Practice* McGraw Hill
- Barney, Hesterly 2008 *Strategic management and Competitive Advantage*
- Lynch, Richard (2006) *Corporate Strategy*, London: FT Prentice Hall.
- White, Colin (2004) *Strategic Management*, Basingstoke: Palgrave Macmillan.
- Sydney Finkelstein, Charles Harvey and Thomas Lawton (2007) *Breakout Strategy: meeting the challenge of double-digit growth*, New York: McGraw-Hill.

\* *Any of the above and their latest versions are acceptable. Please note that none are compulsory purchase.*

## **BUSI97513 - 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.

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 familiarize 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.

## SKILLS AND LEARNING OUTCOMES

By the end of the module, you will have acquired or improved the following set of skills:

Research skills:

- Understanding of basic social sciences research methods
- Practical ability to use a basic set of quantitative and qualitative methods
- Proficiency in acquiring via self-study more sophisticated skills, as required for a publishable paper
- Ability to appraise critically the quality of studies against appropriate methodological criteria
- Ability to 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.

## STRUCTURE, FORMAT AND TEACHING

The module consists of 20-hour module over five weeks of the Autumn term, with 2 x 2 hour lectures per week. 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

## PREREQUISITES

You need basic skills in algebra and differential equations to follow the module, but only at a level taught in any secondary school. If you cannot remember what a derivative is, then please brush up your skills by consulting your math book from school before start of the module. You will also need a basic understanding of random variables and probability distributions, and the properties of probability distributions. Most of you will have learned that in school, and in case you have not or cannot remember, please work through the section 'Probability Primer' in our textbook *Principles of Econometrics* (reference next page).

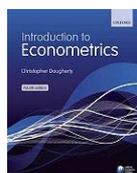
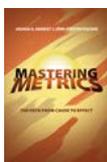
**ASSESSMENT** – 100% coursework

## READING

Quantitative part:

The main reference are the Data Stories Course Notes: [Link](#)

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



Qualitative part:

*Pope, C. and N. Mays, Qualitative Research in Health Care Third ed. 2006, Oxford, UK: Blackwell Publishing Ltd.*

Literature review:

*Aveyard, H. (2010). Doing a literature review in health and social care. A practical guide. 2nd edition, McGraw-Hill: Open University Press.*

General:

*Bowling A (2009) Research Methods in Health. 3rd edition. 2009. Buckingham: Open University Press.*

## **BUSI96019 – Marketing**

### **MODULE LEADER**

**Johannes Hattula**

Room: 389, 3rd floor, Tanaka Building

Email: [j.hattula@imperial.ac.uk](mailto:j.hattula@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 students with the analytical tools and a framework to evaluate marketing problems and suggest suitable modules 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 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 (for profit as well as not-for profit) organisations
- How marketing strategies can be implemented and augmented over time

### **Skill Objectives**

Students should develop the ability to:

- 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 and that result in sustainable competitive advantage and more value for both the customer and the company.
- 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**

Lectures, in-class exercises, guest talks, group assignments

## **ASSESSMENT**

- Coursework: Group assignment (30%)
- Examination: Individual (70%)

## **BUSI97515 - MANAGING HEALTHCARE ORGANISATIONS**

### **MODULE LEADER**

**Name:** Dr Harpreet Sood

**E-mail:** [harpreet.sood07@imperial.ac.uk](mailto:harpreet.sood07@imperial.ac.uk)



**Office hours:** Please contact by email

### **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

### **Skills Objectives**

- Communications skills: aural, oral and written
- Analytical skills
- The application of theoretical constructs to real life

### **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: Group assignment (30%)
- Examination: Individual (70%)

### **READING LIST**

A list of reading suggestions will be distributed at the start of term

## **BUSI96022 - SUSTAINABLE BUSINESS**

### **MODULE LEADER**

Name: James Robey

Email: [j.robey@imperial.ac.uk](mailto: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, encompassing the need for a stable financial base together with ethical business practice for the 21<sup>st</sup> century.

## 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 responsibility of business will be explored within a frame work of ethics and corporate governance.

## 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 business ethics and corporate governance have developed with the Triple Bottom Line
- 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 face to face 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:

- Group assignment (30%)
- Individual Examination (70%)

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.

### **READING MATERIALS**

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

#### **Recommended Articles**

- Arrow, K., Dasgupta, P., Goulder, L., Daily, G., Ehrlich, P., Heal, G., Levin, S., Mäler, K.-G., Schneider, S., Starrett, D. and B. Walker (2004) 'Are We Consuming Too Much?' *Journal of Economic Perspectives*, 18 (3), 147-172.
- Braungart, M., McDonough, W. and A. Bollinger (2007) 'Cradle-to-cradle design: creating healthy emissions - a strategy for eco-effective product and system design' *Journal of Cleaner Production*, 15 (13/14), 1337-1348.
- Carroll, A.B. and K.M. Shabana (2010) 'The Business Case for Corporate Social Responsibility: A Review of Concepts, Research and Practice' *International Journal of Management Reviews*, 12(1), 85-105.
- Hart, S. (1995) 'A Natural-Resource-Based View of the Firm' *Academy of Management Review*, 20 (4), 986-1014.
- Lovins, A.B., L.H. Lovins and P. Hawken (1999) 'A Road Map for Natural Capitalism' *Harvard Business Review*, May/June, 145-158.

**Additional Reading**

- Anderson, R. and R. White (2009) *Confessions of a Radical Industrialist*, London: Random House Business Book.
- Economist (various years) *Pocket World in Figures*, London: The Economist.
- Elkington, J. (1999) *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*, Oxford: Capstone Publishing Ltd.
- Hart, S. (2005) *Capitalism at the Crossroads: The Unlimited Business Opportunities in Solving the World's Most Difficult Problems*, Upper Saddle River, New Jersey: Wharton School Publishing.
- Hawken, P., Lovins, A.B. and L.H. Lovins (2001) *Natural Capitalism: The Next Industrial Revolution*, London: Earthscan Publications Ltd.
- Klein, Naomi (2015) *This Changes Everything: Capitalism vs. the Climate*, London: Penguin.
- McDonough, W. and M. Braungart (2002) *Cradle to Cradle – Remaking the Way we Make Things*, New York: North Point Press.
- Porritt, J. (2007) *Capitalism as if the World Matters (Revised Edition)*, London: Earthscan.
- Raworth, Kate (2018) *Doughnut Economics: Seven Ways to Think Like a 21<sup>st</sup> Century Economist*, London: Random House Business.
- Victor, P.A. (2008) *Managing Without Growth: Slower by Design, Not Disaster*, Cheltenham: Edward Elgar Publishing Limited.

## **BUSI96016 - ENTREPRENEURSHIP**

### **MODULE LEADER**

Name: Jaemin Lee

Room: 291 Tanaka Building

E-mail: [jaemin.lee@imperial.ac.uk](mailto:jaemin.lee@imperial.ac.uk)



### **OFFICE HOURS**

Strictly by appointment

### **MODULE AIM**

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

The objective of this module is to provide students 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. Participants will learn how to generate business ideas, to evaluate them, to research and test new venture propositions, to analyse the competitive landscape, to bring a product/service to market, and to access capital.

### **MODULE OBJECTIVES**

The students will achieve the above by developing and presenting a complete business plan, covering all aspects of a new business from product proposition, market analysis, business model, sales & marketing plan, operations, financials and management of a new venture.

## LEARNING OUTCOMES

On completion of the module, the student will be able to:

- Recognise and evaluate entrepreneurial opportunities
- Evaluate the viability of a business idea
- Analyse the competitive landscape for a given product idea
- Design business models
- Pitch a business plan
- Analyse and evaluate a new or growing venture from the perspective of an investor
- Plan an appropriate exit route

## MODULE STRUCTURE

The module comprises:

- Seven or eight regular sessions
- One feedback session
- May include one session from a guest lecturer
- Final presentations
- Final exam

Each of the two-hour regular sessions consists of a lecture combined with a class discussion of a related case study, a practical exercise, or a presentation by a guest speaker. The essence of each session is to introduce some theory or tools, and then apply them to practical entrepreneurial situations and devising a business plan.

In the feedback session, each team will be given a slot (15') to discuss the in-progress business projects. Each team will present informally the progress made and will have the opportunity to discuss with the module leader.

In the final session, the team will make formal, final presentations of their business plans (8-minute presentation + 5 minutes for Q&A).

## MODULE OUTLINE

Finding and evaluating entrepreneurial opportunities  
Market and industry analysis, and testing your hypotheses (with case study)  
Market & industry analysis  
New venture strategy (with case study)  
Protection  
Business models  
Team feedback session  
Financial planning

Sources of financial capital  
Final presentations

## READING LIST

To be confirmed, but here is some useful recommendation (which can be possibly used for the module)

*The start-up owner's manual*. Steve Blank and Bob Dorf. ISBN: 0-984-99930-2.

*Preparing effective business plans: An entrepreneurial approach*. Bruce Barringer, Pearson New International Edition, 1st Edition, ISBN: 1-292-03991-4.

*Business model generation, a handbook for visionaries, game changers, and challengers*.

Alexander Osterwalder and Yves Pigneur. Hoboken: Wiley. ISBN 978-0-470-87641-1 (available as e-book at Imperial library:

<http://imperial.eblib.com/patron/FullRecord.aspx?p=581476>)

## ASSESSMENT

The module will be assessed by:

- Coursework: Group assignment (70%)
- Examination: Individual (30%)

## BUSI97512 - HEALTH ECONOMICS

### MODULE LEADER

Name: Dr Laure de Preux

Office 486, Level 4, CAGB building

Ext. 49349

Email: [l.depreux@imperial.ac.uk](mailto:l.depreux@imperial.ac.uk)



### OFFICE HOURS

Available by appointment – please email

### MODULE AIMS

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

### ASSESSMENT

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

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

### 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.

## BUSI97511 - GROUP PROJECT

### MODULE LEADER

Name: Dr Edgar Meyer  
Room: 176, 1<sup>st</sup> Floor, Tanaka Building  
Email: [e.meyer@imperial.ac.uk](mailto:e.meyer@imperial.ac.uk)

### OFFICE HOURS

Available 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 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 May 2020.

### 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. 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.
2. If necessary, groups will prepare an application for ethical approval during the Autumn term (note that this can be a protracted process)
3. Students start to work full-time on their projects after the exams in the Summer Term, although some work may take place during the Spring Term. Over a period of three – four weeks in the Summer Term, they work intensively – conducting a literature review, collecting and analysing data, and preparing a presentation and written report.
4. **Presentations will take place on Thursday 21<sup>st</sup> May 2020. Students must attend all presentations as part of the assessment.** The presentation will be assessed.
5. The final report (25,000 max words in length) will be submitted immediately after the presentation for assessment. The groups should provide a statement of their effectiveness as a group. Care should be taken to achieve consistency in presentation.

## ASSESSMENT

The assessment of the group project is by group presentation and group report. The final report will be first marked by an independent academic member of staff and by the supervisor. It is essential that each member of the group contributes equally. During the previous years of the

programme, the importance of working together as a team has been constantly emphasised. This final assignment should demonstrate this!

## MODULE LIST

MODULE LIST												
Code	Title	Core/ Elective	Year	L&T Hours	Ind. Study Hours	Place- ment Hours	Total Hours	% Written Exam	% Course- work	% Practical	FHE Q Level	ECTS
-	Induction	Core	1	35	0	0	35	Not assessed			-	0
BUSI96024	Accounting Primer	Core	1	10	15	0	25	Not assessed			-	0
BUSI96023	Pre-Programme Maths	Core	1	10	15	0	25	Not assessed			-	0
BUSI97178	Plagiarism Awareness	Core	1	10	15	0	25	Not assessed			-	0
BUSI97177	Study Skills	Core	1	10	15	0	25	Not assessed			-	0
BUSI96013	Accounting	Core	1	32	93	0	125	70%	30%	0%	6	5
BUSI97514	Health Informatics	Core	1	20	101	0	121	0%	100%	0%	6	5
BUSI96015	Business Strategy	Core	1	22	103	0	125	70%	30%	0%	6	5
BUSI96020	Organisational Behaviour & Human Resource Management	Core	1	22	103	0	125	60%	40%	0%	6	5
BUSI96022	Sustainable Business	Core	1	22	103	0	125	70%	30%	0%	6	5
BUSI96019	Marketing	Core	1	22	103	0	125	70%	30%	0%	6	5
BUSI97515	Managing Health Care Organisations	Core	1	22	103	0	125	70%	30%	0%	6	5
BUSI97513	Social Research Methods	Core	1	20	105	0	125	0%	100%	0%	6	5
BUSI97512	Health Economics	Core	1	22	103	0	125	60%	40%	0%	6	5

BUSI96016	Entrepreneurship	Core	1	21.5	103.5	0	125	30%	70%	0%	6	5
BUSI97511	Group Project	Core	1	0	250	0	250	0%	100%	0%	6	10

# Imperial College London

## **Imperial College Business School**

South Kensington Campus  
London SW7 2AZ  
United Kingdom

[imperial.ac.uk/business-school](https://imperial.ac.uk/business-school)