**Imperial College
Business School**

Intercalated BSc 2024–25
Programme handbook

Contents

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
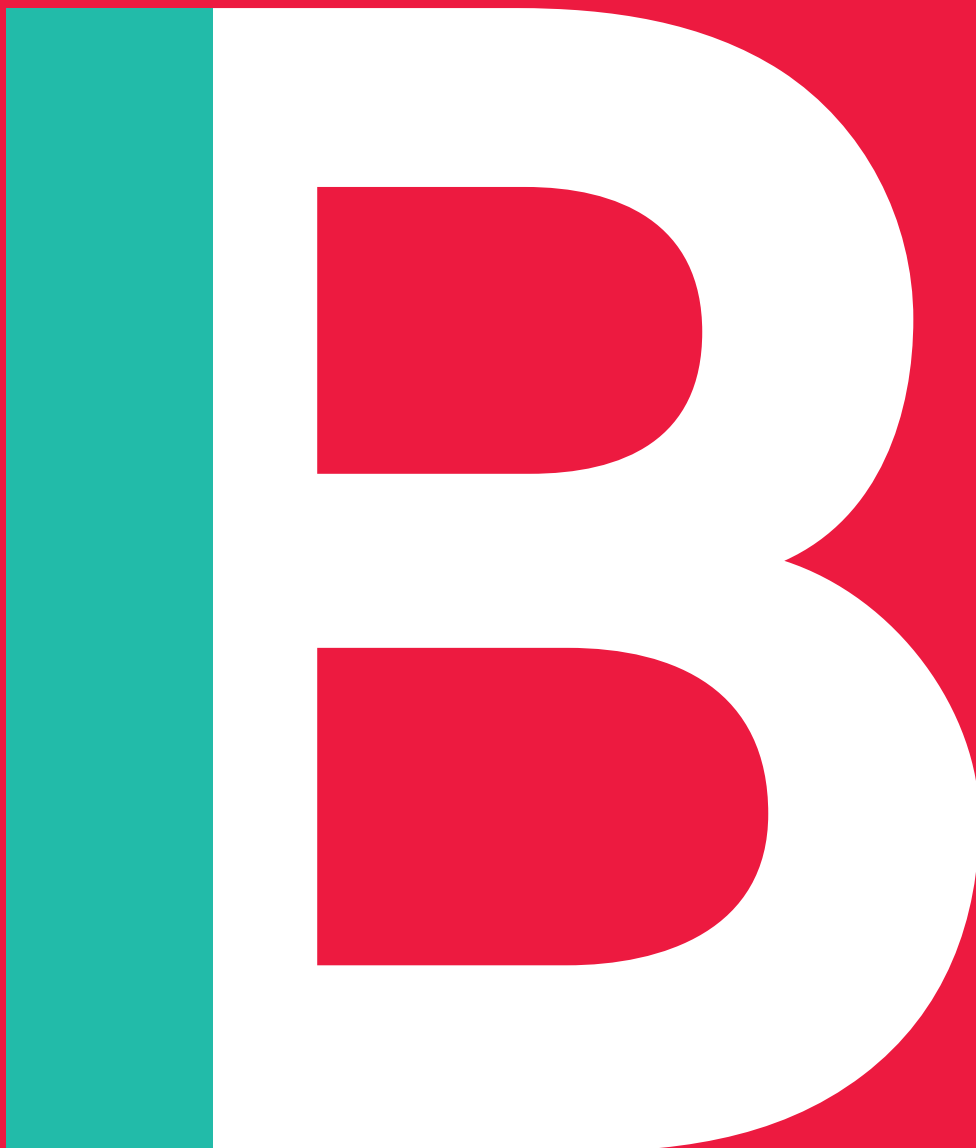
Welcome Messages

Welcome from Dr Pedro Rosa Dias
Academic Director of Undergraduate Studies

Dear all,

A very warm welcome to Imperial Business School!

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

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

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

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

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

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

Pedro Rosa Dias

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.

Upon successful completion of the programme, you will be able to:

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

Skills Mapping

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

Skills Table for Intercalated BSc Programme

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

Personal Skills Development for Individual Modules

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

Imperial College Business School

Student Support

Programme Team

Your Programme Team provide support for programme-related and logistical queries, as well as having a pastoral role to help signpost you to other sources of support/advice.

Your Programme Coordinator and Programme Manager are responsible for day-to-day module and programme delivery and will be your main point of contact throughout your studies.

Your Senior Programme Manager is responsible for the operational management of your programme and works with the Programme Director to support programme strategy, resources, and planning.

The team work in collaboration with other specialist members of staff in different teams, who we can refer you to, or you can contact directly.

Programme Team
Ground Floor, 52 Princes Gate, Business School
E: jh.ibsc@imperial.ac.uk

Bella Nagel
Programme Coordinator
E: jh.ibsc@imperial.ac.uk

Greta Faralli
Programme Manager
E: jh.ibsc@imperial.ac.uk

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

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

Academic Director

You can contact the Academic Director for academic matters.

Pedro Rosa Dias
Academic Director
E: p.rosa-dias@imperial.ac.uk

Pastoral Care & Wellbeing Team

Our Pastoral Care & Wellbeing team work proactively across the Business School to identify key areas for support for all students, as well as providing you with guidance should you require additional support.

The Faculty Tutor, Dr Benita Cox, works closely with the Programme Team to provide pastoral care and wellbeing support, especially if you have a more complicated worry or concern.

The Student Wellbeing Advisors provide general guidance on managing your wellbeing and are available to discuss any issues impacting your studies. They also act as the Departmental Disability Officers for the Business School students.

Dr William Cox - Faculty Senior Tutor
E: w.cox@imperial.ac.uk

Dr Benita Cox - Faculty Tutor
E: b.cox@imperial.ac.uk

Sophie Cutforth - Student Wellbeing Advisor
E: ibwellbeing@imperial.ac.uk

Anna Goodwin - Student Wellbeing Advisor
E: ibwellbeing@imperial.ac.uk

Teaching staff

Asher, Sam E: sam.asher@imperial.ac.uk	Research Methods & Practice (Quantitative Research Methods lecturer)
Canonico Martin, Esther E: e.canonico-martin@imperial.ac.uk	Research Methods & Practice Organisational Behaviour and Human Resource Management
Cox, David E: david.cox@imperial.ac.uk	Managing Healthcare Organisations
De Preux, Laure E: l.depreux@imperial.ac.uk	Health Economics
Fraser, Jack E: jack.fraser@imperial.ac.uk	Entrepreneurship
Hampel, Christian E: c.hampel@imperial.ac.uk	Research Methods & Practice (Qualitative Research Methods lecturer)
Langosch, Magdalena E: m.langosch@imperial.ac.uk	Global Strategy
Lyssimachou, Danielle E: d.lyssimachou@imperial.ac.uk	Accounting
Mikolon, Sven E: s.mikolon@imperial.ac.uk	Marketing
Olney, Jack E: jack.olney@imperial.ac.uk	Health Informatics (Co-Module Leader)
Sood, Harpreet E: harpreet.sood07@imperial.ac.uk	Health Informatics (Co-Module Leader)
Robey, James E: j.robey@imperial.ac.uk	Sustainable Business

Programme Year Planner 2024/25

Term	Activity / Modules		Week Commencing	Notes
Induction			23-Sept	Induction: Thursday 26 Sept – Thursday 3 Oct
Autumn Term Block 1	Research Methods & Practice*	Accounting* Organisational Behaviour and HRM*	7-Oct	
			…	
			4-Nov	
Autumn Term Block 2		Health Informatics Global Strategy*	11-Nov	
			…	
			9-Dec	Autumn term finishes: Fri 13 Dec
Christmas Holidays			16-Dec**	University closure: 23 Dec - 1 Jan University reopens: Tue 2 Jan
			23-Dec	
			30-Dec	
Autumn Term Exams			6-Jan	
Spring Term Block 1	Research Methods & Practice*	Marketing* Health Economics Managing Healthcare Organisations	13-Jan	
			…	
			10-Feb	
Spring Term Block 2		Sustainable Business* Entrepreneurship*	17-Feb	
			…	
			17-Mar	Spring term finishes: Fri 21 Mar
Easter Holidays			24-Mar**	University closure: 17 Apr - 22 Apr University reopens: Wed 23 Apr
			…	
			21-Apr	
Summer Term	Spring Term Exams		28-Apr	
	Research Methods & Practice* Final Project		5-May	Bank holiday: Mon 5 May
			12-May	
			19-May	Final Project Presentations
			26-May	Bank holiday: Mon 26 May Final Project Report submission: Tue 27 May
			2-Jun	
			9-Jun	
			16-Jun	
	Re-sit Exams		23-Jun	Summer Term finishes: Fri 28 Jun

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

** Please be aware some final coursework assessments may be due on that week

Programme Structure

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

Please check your timetable frequently for any updates or changes.

Autumn Term

AUTUMN TERM: 07 October – 13 December 2024	
Induction: Thu 26 September – Thu 3 October	
Teaching Weeks 1-5	**Teaching Weeks 6-10**
Accounting	Health Informatics
Organisational Behaviour and Human Resource Management	Global Strategy
Research Methods & Practice (Lecture delivery on Qualitative Research Methods)	Research Methods & Practice (Lecture delivery on Quantitative Research Methods)

Spring Term

SPRING TERM - 13 January - 21 March 2025	
Teaching Weeks 1-5	**Teaching Weeks 6-10**
Autumn modules exam week: Mon 6 – Fri 10 January 2025	
Marketing	Sustainable Business
Managing Healthcare Organisations	Entrepreneurship
Health Economics	

Summer Term

SUMMER TERM – 28 April - 27 June 2025
Spring term modules exam week: Mon 28 April – Fri 2 May 2025
Final Project Presentations: w/c 19 May 2025
Final Project Report submission: Tues 27 May 2025
Resit exam week: Mon 23 June – Fri 27 June

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

Development of the Project proposal will start towards the end of the Autumn Term as you work on the **Undergraduate Study Proposal Ethics Checklist**.

Completion of the Project will then occupy the whole of Summer Term, with a final report submission deadline of **Tuesday 27 May 2025.**

Any resit examinations will take place week commencing Monday 23 June.

Weightings

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

1   Accounting

2   Organisational Behaviour and Human Resource Management

3   Global Strategy

4   Health Informatics

5   Marketing

6   Managing Healthcare Organisations

7   Health Economics

8   Sustainable Business

9   Entrepreneurship

10   Research Methods & Practice

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

If you are on A127 (intercalating from external institutions), you will have your degree awarded on the basis of a 100% contribution from your year at Imperial.

Programme Information

Communication

Throughout your year with us, the Programme Team, Academic Director and teaching staff will communicate with students mainly via the Hub, through the programme and module-level newsfeeds; and/or via email. Please ensure that you have enabled email notifications on the hub to receive all updates via email.

You should check your Imperial email and the newsfeed regularly, as this is how any important notices or last-minute changes will be communicated to you.

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

All module materials will be available through the Business School's virtual learning environment, the Hub.

You should familiarise yourself with the programme and college regulations which can be found on in the Documents section on the Hub under Key Information. Your module area will include lecture slides, readings and anything else your lecturer believes is important for your module, in addition to any lecture/live class recordings.

Module classes & attendance

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

Attendance is a key part of your programme and plays a vital role in your academic success, thus will be monitored via the Business School's Attendance Monitoring App and/or by paper registers throughout the term. If your attendance falls below the expectation of 80% in any module you will be contacted by the Programme Team and/or Faculty Tutor to discuss how you are doing with keeping on top of your academic studies. You can find more information about the expectations of engagement and attendance in the Unsatisfactory Engagement Policy and Procedure.

You are expected to attend each session on campus and to be prepared to actively participate. If for any reason you are absent from a session, or if you experience IT/Tech issues that prevent you from checking in on the app, you need to record this on the Attendance Monitoring Form. Please note that emailing the Programme team about your absence is not sufficient, the form must be completed to keep a record of this.

Exams

The Examination Process

The following describes the process for assessed modules.

The essentials of this process are laid down by the university 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. The external examiners are appointed for no more than four consecutive years. School examiners have, in the past, been, drawn from LBS, Manchester, Cranfield, Lancaster, City, Open University, Universita' Commerciale La Bocconi, Oxford University, and LSE. Each external is allocated a number of subjects in their area of expertise. The Board Chairman is normally the Academic Director.

This year, the external examiners for the Joint Honours and IBSc Programmes are as follows:

Dr Simone Corsi	Lancaster University
Dr Lora Dimitrova	University of Exeter
Dr Malek El Diri	Leeds University
Dr Marion Frenz	Birkbeck, University of London
Dr Victoria Serra-Sastre	City, University of London

The details provided above are for information only. Please note that it is not appropriate for you to contact the externals directly regarding your 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 Registry, if necessary. Issues with results can only be raised with 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 the 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 you on content only. The format is subject to change and the Module Leader will provide full information during the module.

Exam Resit Period

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

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

Additional Exam Arrangements

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

Should you wish to make an application for additional exam arrangements you should contact the Head of Exams and Assessment, Emma Stoakes, as soon as practicable after you have started the IBSc programme. This should be done no later than six weeks before your first assessment so your application can be processed for approval with student records. Emma can be contacted on e.stoakes@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.

Coursework Information

Submission Information

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 Business School staff re-formatting work.

Anonymity in assessment

In line with Imperial's Regulations for Taught Programmes of Study, anonymity is observed and

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

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

Where you breach your own anonymity, for example by writing your name visibly on an assessment or naming a file with your name or CID, or by discussing the assessment with a member of faculty, you forfeit your right to anonymity.

Policy on Penalties for Late Submission of Assessed Work

You will be advised of specific deadlines or time periods within which your assessments must be submitted. Information on late submission of assessments can be found within the *Examination and assessments* section of Academic Policy.

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

Extensions are not granted for any external commitments, computer malfunction, holiday or social events. Please note that individual lecturers cannot grant this extension. The Programme Team will contact you if any unsuitable information was submitted or if further information is required.

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

If you are experiencing technical trouble when you are due to submit your coursework, you should take a screenshot of the error message, which must include the date and time, and attach this to an email with your submission and send it to jh.ibsc@imperial.ac.uk. The authenticity of the message or technical problem will be verified by the School's Learning Technologists.

If you fail to submit your final project/report/essay on time (without an approved extension) you risk failing the degree programme. Imperial does not provide an opportunity to re-sit in cases of non-submission.

The above procedures are implemented to ensure that you are all treated uniformly, across the Programme, the School and the university.

Plagiarism and Cheating

Plagiarism

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

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

Examples of plagiarism include:

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

When submitting your assessed work, via the Hub or in hardcopy, you will be required to confirm that you have read and understood the definition of plagiarism. Submitting the assignment will certify that the work presented is entirely your own, except where indicated. This includes your final project or essay as well as all other assessed work. Submitting work and assessments created by someone or something else, as if it was your own, is plagiarism and is a form of cheating and this includes AI-generated content.

Collusion

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

Group work

When submitting group work, members of that group are deemed to have collective responsibility for the integrity of work submitted by that group and may be liable for any penalty imposed if plagiarism is detected, proportionate to their contribution. You should, therefore, retain an audit trail of your contribution, as proof of which team members contributed to each section of the work. For this reason, it is also important that you contribute to all pieces of groupwork. If plagiarism is proven in a group assignment and an audit trail provides evidence

that you did not contribute the plagiarised text, you will normally be marked on your contribution to the overall piece of work. If, for whatever reason, you choose not to contribute to an assignment, you increase the risk of scoring a zero for that piece of work.

Plagiarism checks

All final year project reports 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 university, 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 university. If plagiarism is found to have taken place, your degree qualification may be withdrawn (even if the plagiarism is discovered several years after submission).

You are expected to have:
- Satisfactorily completed the online **module on plagiarism**, available on the Hub (examination marks will be withheld until this has been completed).
- Attended the plagiarism session organised by the Library during Induction.
- Familiarised yourself 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. If your assessments can be shown to contain plagiarism, you are subject to penalties as outlined in Imperial's **Academic 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 university's approach to plagiarism is available on the **university website**.

Proofreading

The Business School believes that academic writing is a specific skill and we encourage you to spend time proof-reading your work in order to develop this skill; this is part of studying for a degree. You 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 your own work.

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, you might learn information word-for-word. Referencing is expected if you repeat this material in your examination 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 your examination, it may be necessary to conduct a viva, in order to ascertain whether the material has been copied or memorised. Even if it is determined that the material has been memorised, then this would still constitute plagiarism if the source is not acknowledged. It is also very unlikely that a large amount of pre-learned material (as opposed to a short definition or key quotation) would help you to write a good answer to the question actually set by the examiner.

Use of Surveys or Questionnaires in Student Projects

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

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

Further Information about Academic Regulations

Please refer to the Academic Regulations 24/25 (found on the Documents section of the Hub) for further information on policies and procedures, including:

- Absence
- Academic Integrity and Misconduct
- Assessment (including Word Limit Policy and Assignments)
- Attendance
- Employment during studies
- Interruption of studies
- Withdrawal from the programme

Assessment Scheme

The Pass Mark for all undergraduate taught modules is 40%. You must pass all specified modules in order to be awarded a degree. If you undertake a re-sit of an assessment, you 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 Imperial's 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 you achieve 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.

If you fall within 2% of the boundary for a higher classification, you may be considered for the next classification based on your 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 between n8.00 and n9.49 (for example 48.00–49.49, 58.00–59.49 and 68.00–69.49) will be considered for the higher classification.

The Business School has approved criteria for application to borderline candidates that it uses in all examination boards. In summary, the criteria includes 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).

If you fall within the 2% boundary of the higher classification, you 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.

General Marking Criteria Undergraduate

		%	Overall Summary	Knowledge	Critical analysis/independent thought & application	Structure	References/use of resources/presentation
First Class Honours (1st)	Outstanding	85-100	Work demonstrates exceptional knowledge of subject area. It shows evidence of wider reading beyond core texts. Evidence of original and independent thought. The work evidences strong skills in critical analysis (where applicable). The presentation complies with good academic practice and is of a high standard.	Exceptional knowledge of subject area's models/ideas/ concepts/ techniques.	Clear evidence of independent thought and the ability to critically analyse and apply material.	Excellent ability to structure and synthesise information/ arguments developed to a very high level and are clear throughout.	Uses wide range of highly relevant source material beyond core texts, showing independent research. Adheres fully to academic principles of good practice, e.g. referencing. Well-written with sophisticated expression and use of language.
	Excellent	70-84	Work demonstrates extensive knowledge of subject area, evidencing wide reading beyond core texts. The work exhibits critical analysis and some independent thought. The presentation of the work adheres to good academic practice and is professional.	Extensive knowledge of subject area's models/ideas/ concepts/ techniques.	Evidence of independent thought and the ability to analyse and apply material.	Ability to structure and synthesise information/ arguments performed to a high level and are clear throughout.	Evidence of considerable use of relevant source material. Adheres to academic principles of good practice, e.g. referencing. Well-written with clear expression and very good use of language.
Upper Second Class Honours (2i)	Good	60-69	Work demonstrates an above average level of knowledge of the subject area with thorough research into the subject being evident. The work is well-structured and logical, adhering, mostly, to academic conventions. Some critical analysis is evident.	Good knowledge of subject area's models/ideas /concepts/ techniques.	Some independent thinking & critical analysis. Some evidence of application of subject knowledge.	Sound ability to structure and synthesise information/ arguments producing coherent and relevant arguments.	Good use of source material with relevance but maybe minor omissions. Mostly adheres to academic principles of good practice, e.g. referencing. Clearly written with appropriate use of language.
Lower Second Class Honours (2ii)	Satisfactory	50-59	Work demonstrates knowledge of the subject area. Attempts at framing a critical analysis are evident, but poorly executed. The work may lack structure and clarity, and may not comply fully with standard academic practice.	Basic knowledge of subject area's models/ideas/ concepts/ techniques.	Little independent thinking. Inconsistent evidence of critical analysis and little application of subject knowledge.	Adequate arguments that are poorly structured, with little synthesis of information/ arguments.	Reasonable, but incomplete, use of source material with some relevance. Attempts adherence to academic principles of good practice, e.g. referencing. Competent writing with some errors.

Third Class Honours (3rd)	Pass	40-49	Work demonstrates limited knowledge of subject area and a lack of understanding of basic ideas/concepts/models is evident. Critical analysis to a very limited extent. Presentation of the work may be incoherent and is of weak professional and academic quality.	Little knowledge of subject area's models/ideas/ concepts/ techniques.	Limited independent thought and limited evidence of critical analysis and ability to apply subject knowledge.	Inconsistently structured arguments that are descriptive with limited synthesis of information/ arguments.	Limited evidence of reading with major omissions. Limited adherence to good academic practice. Deficiencies in expression. Inconsistent and/or poor use of language.
Fail	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.

Mitigating Circumstances

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

Details regarding mitigating circumstances can be found in the Academic Regulations and Policies document on the Hub. If the issue impacting you is short term and your proposed adjustment is an extension no longer than two weeks, please see the Short-term extension requests section.

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, you are also asked to score and comment on the term as a whole. A link to the surveys can be found in the external tools section of both the module itself and the programme area on the Hub. You will also receive a link to the surveys via email (hosting@evasys.co.uk). In some instances lecturers may prefer to have you complete a paper survey at the end of the final class. Also in the external tools section you will 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.

You need to have completed the surveys for all of your 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 (2023/24) 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 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.

Prizes and recognition on the Dean's List are not awarded until after all the relevant Board of Examiners meetings have taken place and results are confirmed.

ICBS Prize for Best Overall Performance on the BSc Management Programme
Awarded annually to the best performing student on the Intercalated BSc Management programme - £500

ICBS Prize for the Best Group Project on the BSc Management Programme
Awarded annually to the best group project performance - £100 per group member

ICBS Prize for Best Health Management Performance on the BSc Management Programme
Awarded annually for the best individual performance across the three 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 List for Academic Excellence

You will be recognised on The Dean's List if your overall performance in your programme is above 70% and is within the top 10% of the cohort from each Business School taught programme.

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 or a team. Self-nominations or anonymous nominations will not be considered.

When judging this award, consideration will be given to those 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 university 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**.**

If you have been proven to have committed an academic offence or disciplinary breach, you will be precluded from receiving any of the above School awards, prizes, or recognition. If you are being investigated for an academic offence or disciplinary breach, any prize or award will be held pending until the outcome of the investigation has been finalised.

Module Outlines

BUSI60023 - Accounting

Dr Danielle Lyssimachou
E: d.lyssimachou@imperial.ac.uk
Office hours: Please contact by email

Module Description

This module contributes to the development of your managerial potential by providing you with a solid foundation in accounting, from a user's perspective. You will gain experience in reading and interpreting financial information contained in the financial statements, learn how to apply a structured framework to analysing the financial drivers of success and obtain a toolbox of management accounting techniques to aid informed decision making.

The Module will address the following topics:
- Financial reporting and the regulatory framework
- Demystifying the balance sheet, income statement and statement of cash flows
- The Dupont framework
- Management accounting tools to aid with informed decision making

Learning Outcomes

By the end of the module, you will be able to:
- Assess and interpret financial statement information from a user's perspective to acquire key commercial insights
- Examine the use of accounting judgement and accounting choice in the computation of profitability
- Evaluate the difference between profit and cash and explain its implications
- Analyse a company's financial success using the Dupont framework
- Construct and present a business case when pitching for funds
- Develop a financial management toolbox to aid with managerial decision making

Teaching Methods

Teaching is delivered by 10 x 2 hour lecture sessions and 5 support classes. Sessions will normally be based on a combination of lectures, class discussion, and case study analysis. This approach encourages the achievement of the various module learning outcomes by ensuring the acquisition of knowledge and facts, as well as the development of critical appreciation of the learnt theory and concepts and how these can be applied to real-world context

Assessment

The module will be assessed by:
- 30% Group Report
- 70% Final examination

BUSI60024 – Health Informatics

Dr Jack Olney
Co-Module Leader
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Office hours: To be posted on the Hub module page

Dr Harpreet Sood
Co-Module Leader
E: harpreet.sood07@imperial.ac.uk
Office hours: Available by appointment – please email.

Module Description

This module will provide you with an understanding of digital health, data, and information systems in providing healthcare services and research. You will learn the theoretical aspects of implementing transformational change enabled by technology and the importance of evidence and ethics when designing digital systems. The practical aspects of the module will provide you with hands-on experience of implementing in code some of the concepts introduced during the theoretical parts of the module. We will be using a modern software development environment to replicate the workflow experienced by practitioners in health informatics and HealthTech.

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

Module Content

The module will cover the following topics:
- Role and importance of information, data, and information systems in providing effective healthcare services.
- Application of management principles to attain maximum benefit from information and information systems.
- Importance of transformation and innovation in improving healthcare quality and efficiency.
- Developing a technology enabled strategy for implementing transformational change.
- Evaluation of digital tools–evidence, evaluation and ethical issues in health technology.

- Role of big data, data analytics, AI and Machine Learning in healthcare delivery and research.
- Practical sessions to develop an understanding of programming and coding in applying practical know-how to real-world challenges.

Learning Outcomes

By the end of this module, you will be able to:
- Develop an information systems strategy.
- Discuss the importance of emerging technologies in healthcare.
- Manage information systems implementations.
- Assess the value of information systems to an individual and/or their organisation.
- Assess the role of ethics, evidence and evaluation in digital technologies.

Teaching Methods

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

Assessment

The module will be assessed by:
- 70% Group Presentation & Debate
- 30% Individual Coding Assignment

BUSI60026 – Organisational Behaviour and Human Resource Management

Dr Esther Canonico Martin
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Office Hours: Available by appointment – please email.

Module Description

The focus of this module is on developing your understanding of modern organisations and the tools you will need to contribute effectively in them. HR and OB are strongly linked. HR policies and practices influence how people behave at work and vice versa. This module is designed to help you increase your understanding of behaviour in organisations and navigate HR systems and practices as a manager and employee.

Much of your success 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 you the chance for assessing and improving your own competencies in dealing and interacting with others in organisations.

Module Content

The module will examine key processes at the individual, group and organisational levels that influence organisational behaviour. Both theoretical and applied approaches will be discussed and explored. Theory development will be based on class lectures, discussion, class activities and assigned readings. We will explore and apply theory to practice together, which relies substantially on extensive class participation – this will enable you to see the relevance and applications of the ideas, models, and concepts. Hence, the module will feature a substantial amount of class discussion and experiential exercises.

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

Learning Outcomes

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

Teaching Methods

Teaching is delivered by 10 x 2 hour sessions.

Active learning is emphasised through engagement with a variety of real life scenarios – ranging from your internal selves, your own experiences in small groups, as well as simulations, role-plays and case studies. In choosing how to act in these scenarios and reflecting on the outcomes of those actions, you gain practice in applying the theories learned in class, using them to analyse situations, evaluate options, and ultimately, design your own practices.

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

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

Assessment

The module will be assessed by:
- 10% Individual Weekly In-class Tasks
- 30% Group Coursework
- 60% Individual Case Study Analysis

BUSI60025 – Global Strategy

Dr Magdalena Langosch
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Office Hours: Please contact by email

Module Description

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

Module Objectives

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

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

Themes within global strategy will include the following:
1. Explore the context of global strategy by identifying the forces pushing towards globalisation and the forces pushing towards localisation and understand how they affect organisations' strategy.
2. Understand global industry structure, location, and the global versus multidomestic nature of industries.
3. Identify the sources of organisations' global competitive advantage and learn how to design a global strategy.
4. Learn how to analyse where to enter global markets.
5. Analyse the advantages and disadvantages of alternative ways to enter new global markets.
6. Understand how organisations can best compete in new markets by balancing the reach and the power of a global organisation with the ability to service the needs of customers in individual foreign markers as a local company.
7. Compare and contrast ways to grow in new markets such as diversification, geographic

expansion, and vertical integration.
8. Learn how to design for the implementation of a strategy for an international organisation and how designing and implementing strategy are interdependent and concurrent processes.
9. Review the options for the configuration of an organisations global footprint and value chain.
10. Discuss the global coordination of an organisation and its' global value chain.

Learning Outcomes

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

Teaching Methods

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

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

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

Assessment

The module will be assessed by:
- 60% Group Assignment
- 40% Final examination

BUSI60028 – Marketing

Dr Sven Mikolon
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Office Hours: Please contact by email

Module Description

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

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

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

Knowledge Objectives

The main knowledge objectives of the module are to help you 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

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

- Communicate and defend their marketing decisions.
- Critically evaluate the marketing perspective in business.

Learning Outcomes

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

Teaching Methods

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

Assessment

The module will be assessed by:
- 30% Group Presentation
- 70% Final Examination

BUSI60029 – Managing Healthcare Organisations

Dr David Cox
E: david.cox@imperial.ac.uk
Office Hours: Please contact by email

Module Description

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

Module Content

This module has been designed to deliver the aims of providing both understanding of NHS structures, functions and challenges, and the knowledge, personal skills and strategic tools to work effectively in healthcare systems and organisations.

Conceptual understanding and knowledge frameworks will be delivered in lectures that encompass topics such as: history and structure of the NHS; current NHS policy, trends and challenges; commissioning and the flow of money through the NHS; value-based healthcare; the workings of a NHS trust and the ICS; innovation in the NHS.

Practical and real-world examples and guidance will be delivered, with students encouraged to provide their own opinions and examine their own perspectives of healthcare and healthcare organisations. This aims to consolidate learning and aid development of personal behaviours, skills, and communication skills that support an individual succeeding in a management role within the NHS.

Learning Outcomes

By the end of the module, you will be able to:
- Understand the overarching structure and workings of the NHS – how it functions and operates and how it is changing.
- Identify the key current and future challenges facing the NHS and appreciate technology's role in potentially both causing and solving health system challenges.
- Explain issues of demand management and the concept of value-based healthcare.
- Apply strategic tools to plan and model new healthcare initiatives and their impact.

- Identify good practice and innovative care models in service delivery in different healthcare settings.
- Collaborate in order to synthesise and communicate rationale and cases for new healthcare initiatives.

Teaching Methods

Teaching is delivered by 8 x 2 hour sessions. Sessions will normally be based on a combination of lectures and class discussion and will often be delivered by external expert lecturers. All lectures and content are considered core to the module.

The coursework set, which forms a component of the assessment, will be in the form of group projects, and require practical use of the taught strategic planning tools.

This approach encourages the achievement of the various module learning outcomes by ensuring the acquisition of knowledge and facts, as well as the development of critical appreciation of the learnt theory and concepts and how these can be applied to real-world contexts.

Assessment

The module will be assessed by:
- 30% Group Report
- 70% Final examination

BUSI60027 – Sustainable Business

Dr James Robey
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Office Hours: Please contact by email

Module Description

Sustainability is one of the key issues of today society as confirmed by increasing attention of governments, media, academics and industry.

A quoted definition of sustainability and sustainable development is that of the Brundtland Commission of the United Nations:
"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Such a definition leads directly to the three pillars of sustainability, that are the economic, social and environmental dimensions. In the context of sustainable development, businesses that are often referred as part of the problem, can be part of the solution. As a consequence of that, policy makers, industry leaders, society and academics with different backgrounds are today dealing with sustainability trying to understand how this affects traditional way of doing business, and, as well, how traditional businesses are affected by sustainability.

The key objective of this module is to sensitise you 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.

Module Content

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

Knowledge Objectives

During the module you will develop an understanding of:
- The origins and development of corporate responsibility/corporate sustainability.
- The complexity of managing diverse stakeholder interests and conflicts as well as short term

versus long term goals.
- How businesses need to react to current sustainability issues arising from employees (labor), planetary limits and poverty.
- The tools available to develop sustainable business strategies taking into account industry and firm specific risks, opportunities and capabilities.
- The importance of impact assessment.

Skill Objectives

The module will equip you with the ability to:
- Understand how companies can formulate sustainable business strategies.
- Understand and manage conflicting stakeholder requirements.
- Incorporate sustainable and corporately responsible goals and objectives in a company's strategic plan.
- Evaluate the impact of sustainable business strategies on the firm, society and the global environment.
- Critique sustainable business strategies of leading global companies.

Learning Outcomes

By the end of this module, you will be able to:
- Illustrate how different business practices and business models can make a positive contribution towards some of today's social and environmental problems.
- Analyse firm and industry specific challenges that impede progress towards a firms sustainability goals
- Evaluate the impact of a firm's sustainability strategy not only on firm profitability but also on society.
- Develop a rounded view of the usefulness and applicability of different tools emerging in the sustainability space (regulation, targets, ratings, rankings).

Teaching Methods

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

Assessments

The module will be assessed by:
- 40% Group Assignment
- 60% Final examination

BUSI60031 – Entrepreneurship

Dr Jack Fraser
E: jack.fraser@imperial.ac.uk
Office Hours: Available by appointment

Module Description

Entrepreneurship is the skill of identifying, validating, and profitably pursuing a new business opportunity. An entrepreneur must understand how entrepreneurial opportunities are identified and validated, and how a business concept to profitably pursue the opportunity is designed, validated, and implemented. Entrepreneurs need to understand and analyse customer needs, design value propositions, and build new organisational vehicle for their profitable delivery to the customers. To this end, the entrepreneur needs to know how to acquire and mobilise resources and funding, build a team, and develop and pitch a compelling vision for the new enterprise.

The objective of this module is to provide students with the basic knowledge and skills for carrying out these tasks. Although grounded in relevant theory and conceptual frameworks, this module emphasises the practical skill of building a new enterprise. Therefore, active class participation is an important part of learning in this module. You will learn how to develop new business ideas, validate them, acquire customers, bring your product or service to market, and mobilise external resources for opportunity pursuit.

Module Content

The module fucuses on the following areas:
- Introduction to entrepreneurship
- Spotting entrepreneurial opportunities and ideating solutions
- Formulating and testing hypotheses regarding the business concept
- Designing a business concept with lean canvas
- Customer acquisition and scale-up
- Entrepreneurial financing and pitching
- Protecting your business idea and your IP
- Team feedback session
- Impact entrepreneurship
- Business idea pitches

Learning Outcomes

By the end of this module, you will be able to:
- Recognise and validate entrepreneurial opportunities
- Design and evaluate value propositions
- Develop validation and implementation plans for the new venture
- Pitch a business idea
- Analyse and evaluate a new or growing venture from the perspective of an investor

Teaching Methods

Teaching is delivered during 10 x 2-hour sessions. Sessions will be based on a combination of lectures, class discussion, group presentations, guest talks, and case study analysis. Many sessions will have pre-assigned readings and a video lecture. This approach facilitates the achievement of the module learning outcomes by ensuring the understanding of the central concepts and planning tools and the practical application of these in an entrepreneurial start-up.

Assessment

The module will be assessed by:
- 10% Quizzes
- 10% Group Exercise
- 40% Group Presentation
- 40% Final Examination

BUSI60030 – Health Economics

Dr Laure de Preux
E: l.depreux@imperial.ac.uk
Office Hours: Available by appointment – please email

Module Description

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

Knowledge Objectives

To give you 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 you should develop the ability to:
- Apply the key tools of microeconomics to health care
- Comment knowledgeably from an economics perspective on health policy
- Critically appraise economic evaluations of health care technologies

Learning Outcomes

By the end of this module, you will be able to:
- Understand how markets work in theory and how the assumptions of a perfect market are often violated in health care.
- Understand the nature of the doctor-patient agency relationship using example from the literature and by looking at the different health care systems.

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

Teaching Methods

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

Module Outline

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

The module will be assessed by:
- 40% Group assignment
- 60% Final examination

Module Textbooks

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

Alternative books:

- Mankiw, N. G. and Taylor, M. P. 2011, *Economics,* South-Western Cengage Learning.
- Drummond et al. 2015, *Methods for the Economic Evaluation of Health Care Programmes,* Oxford University Press.

BUSI60032 – Research Methods & Practice

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Module Description

Social research methods have become part of the key skill set of managers. Improved data availability, increasing benefits of adopting a multi-disciplinary approach and the growing expectation to interpret and conduct research in management are fuelling this development. This module offers you the opportunity to develop skills in research methods so that you can design and conduct empirical research. You will acquire techniques in quantitative and qualitative analysis and interpretation to allow your results to be analysed and presented, and potentially have significant impact on real-world practice. This will equip you to contribute to a major Group Project.

Groups typically consist of six students. Each group will be supervised by a member of Imperial College Business School's academic staff, but not necessarily one who is involved in the formal teaching of the Joint Honours or Intercalated BSc Programme. This is a year-long module culminating in the Summer Term in a project presentation and the submission of a written project report in May of each year. This module accounts for **25% of your year in Management**.

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

Module Content

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

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

Learning Outcomes

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

Learning And Teaching Approach

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

Assessment

The module will be assessed by:
- 25% Individual assessment in social research methods (taken during January Exam week)
- 25% Group Project Presentation (Summer Term)
- 50% Group Project Report (Summer Term)

Conference Funding

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

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

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Programme Structure				
Year 1 - FHEQ Level 6 **You must study all compulsory modules.**				
Code	Module Title	Compulsory/ Elective	Term	Credits
BUSI70070	Plagiarism Awareness	Required	AU	0
BUSI60023	Accounting	Compulsory	AU	5
BUSI60024	Health Informatics	Compulsory	AU	5
BUSI60025	Global Strategy	Compulsory	AU	5
BUSI60026	Organisational Behaviour and Human Resource Management	Compulsory	AU	5
BUSI60027	Sustainable Business	Compulsory	SP	5
BUSI60028	Marketing	Compulsory	SP	5
BUSI60029	Managing Health Care Organisations	Compulsory	SP	5
BUSI60030	Health Economics	Compulsory	SP	5
BUSI60031	Entrepreneurship	Compulsory	SP	5
BUSI60032	Research Methods & Practice	Compulsory	AU/SP/SU	15
			Credit Total	60