# PROGRAMME GUIDE

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>GMBA TEAM</td>
<td>1</td>
</tr>
<tr>
<td>AIMS, LEARNING OUTCOMES AND OBJECTIVES</td>
<td>2</td>
</tr>
<tr>
<td>PROGRAMME STRUCTURE</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING METHODS</td>
<td>7</td>
</tr>
<tr>
<td>DETAILED STRUCTURE OF EXAMINED ELEMENTS</td>
<td>8</td>
</tr>
<tr>
<td>1. CORE MODULES AND INNOVATION, ENTREPRENEURSHIP AND DESIGN (IE&amp;D)</td>
<td>8</td>
</tr>
<tr>
<td>2. ELECTIVES</td>
<td>9</td>
</tr>
<tr>
<td>3. FINAL PROJECT</td>
<td>9</td>
</tr>
<tr>
<td>SYNDICATES</td>
<td>10</td>
</tr>
<tr>
<td>PROGRAMME ASSESSMENT</td>
<td>12</td>
</tr>
<tr>
<td>FEEDBACK</td>
<td>12</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>14</td>
</tr>
<tr>
<td>SCHOOL MARKING SCHEME</td>
<td>15</td>
</tr>
<tr>
<td>EXAMS AND ASSESSMENTS</td>
<td>16</td>
</tr>
<tr>
<td>IMPORTANT INFORMATION ABOUT RE-SITTING AND RESUBMITTING</td>
<td>16</td>
</tr>
<tr>
<td>EXAMINATION DATES</td>
<td>16</td>
</tr>
<tr>
<td>SPECIAL ARRANGEMENTS FOR EXAMINATIONS</td>
<td>16</td>
</tr>
<tr>
<td>MITIGATING CIRCUMSTANCES</td>
<td>17</td>
</tr>
<tr>
<td>PRIZES</td>
<td>18</td>
</tr>
<tr>
<td>THE EXAMINATION PROCESS</td>
<td>19</td>
</tr>
<tr>
<td>ASSIGNMENTS</td>
<td>21</td>
</tr>
<tr>
<td>PRESENTING ASSIGNMENTS</td>
<td>21</td>
</tr>
<tr>
<td>PENALTY FOR LATE SUBMISSION OF ASSIGNMENTS</td>
<td>21</td>
</tr>
<tr>
<td>EXTENSION REQUEST FORM</td>
<td>23</td>
</tr>
<tr>
<td>SCHOOL POLICY ON PENALTIES FOR LATE SUBMISSION OF ASSESSED WORK</td>
<td>24</td>
</tr>
<tr>
<td>CORE MODULE OUTLINES</td>
<td>25</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Global Online MBA (GMBA) at Imperial College is a 24-month programme starting in September 2016 and continuing through to August 2018. The programme is predominantly delivered online but Induction and the Innovation, Entrepreneurship & Design modules are both delivered at our South Kensington campus.

The programme leads to the award of the degree 'Master of Business Administration' (MBA) and to the Diploma of Imperial College (DIC). Both qualifications are awarded to successful candidates.

GMBA TEAM

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Programme Director
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AIMS, LEARNING OUTCOMES AND OBJECTIVES

Aims
To provide a conceptual framework for management thinking which draws insights from academic research into management and business practice and which provides a practical overview of the problems and practices in modern management.

Learning Outcomes
Students who complete the Programme successfully will:

- Have a basic knowledge of the core management disciplines
- Be able to apply analytical techniques to decision-making processes in business and to present their analyses clearly and persuasively
- Be equipped to apply innovative thinking and leadership to the management of industry, services and enterprise on an international basis
- Have developed their personal skill set to enhance their effectiveness as leaders and as managers

Knowledge and Skill Objectives
The learning outcomes are achieved through:

a) Knowledge objectives:
   - The core conceptual frameworks of business economics, management accounting, finance, organisational behaviour, marketing and strategy
   - The processes and management of innovation and entrepreneurship
   - The opportunity to develop knowledge in greater depth in selected areas of elective specialisation

b) Skill objectives:
   - Communication skills: written and verbal
   - Analytical and critical
   - Business Plan preparation
   - Personal organisation and project management
   - Application of theoretical knowledge to the solution of practical management problems
PROGRAMME STRUCTURE

The module on GMBA are delivered over ten weeks and comprise of ten separate sessions, each comprising of a number of different learning activities. In addition to the asynchronous material delivered on the Hub, each module has a number of live synchronous sessions designed to give students the opportunity to discuss the module material and exchange ideas with module leaders as well as fellow students.

For a complete timetable please refer to the GMBA16 Timetable on the Hub within My Programme Team -> Documents.

(a) Examined Elements
The programme is intensive, running from January to the following December, and has 3 mandatory elements:

Core Modules and Innovation, Entrepreneurship and Design (IE&D)
Electives
Final Project

These three elements will be complemented by a range of optional activities that are listed below. These activities take place throughout the year.

(b) Professional Skills - Introduction
An important theme on the Imperial MBA is not just about knowing but actually doing. Many MBA programmes in the world are criticised by employers for not giving enough attention to practical business skills. Here 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. Importantly, this involves more than just workshops. It involves a blend of learning through both curricular and non-curricular activities.

In order to rationalise the approach to developing these skills we have created a matrix outlining the different categories and the methods in which you will learn them.

Categories
We split professional skills into three main categories. This provides you with the chance to identify the structure of skills learning and how useful they can be in the workplace.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development</td>
<td>Personal effectiveness on an operational level. This includes the dynamics of working individually or as a member of a group.</td>
<td>Working in teams or time management</td>
</tr>
<tr>
<td>Communication</td>
<td>Verbal, non-verbal and written skills</td>
<td>Negotiation Skills</td>
</tr>
<tr>
<td>Technical &amp; Analytical</td>
<td>Essential workplace tools and techniques beyond curriculum teaching</td>
<td>Quantitative Methods</td>
</tr>
<tr>
<td>Professional Skills Type</td>
<td>Core</td>
<td>Innovation, Entrepreneurship and Design</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Personal Development</strong></td>
<td>The core modules are an intense opener to many personal development skills. You will realise fast that you need to fine tune your personal management skills whilst working effectively in groups.</td>
<td>The IE&amp;D module will really push the development of your PD skills. Intense work on the IE&amp;D module will often require you to work out of your comfort zone. This will be a demanding yet rewarding way to learn and apply these skills.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Throughout the core modules you will be required to complete presentations, write up reports, debate effectively and negotiate your way around work priorities.</td>
<td>One of the key learning outcomes is effective communication. You will learn a variety of skills based around the presentation and delivery of results, pitching for business and communicating the value of your ideas.</td>
</tr>
<tr>
<td><strong>Technical and Analytical</strong></td>
<td>Beyond subject matter, there will be many technical and analytical skills to develop. It will involve learning skills i.e. analysing case studies and IT skills: effective use of spreadsheet resources.</td>
<td>The IE&amp;D module provides you with the chance to learn and practise rigorous research techniques and formulaic approaches to analysing data using a variety of IT resources.</td>
</tr>
<tr>
<td>Personal Skills Development for Individual Modules</td>
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<td>-----------------------------------------------</td>
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<tr>
<td><strong>Core Modules</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial and Management Accounting</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Managerial Economics</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Corporate Finance</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Organisational Behaviour</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Strategy</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
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<td></td>
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<tr>
<td>Advanced Corporate Finance</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Brand Management</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Advanced Strategy</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Digital Business</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>International Business</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Leadership</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Managing Change</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Managing Negotiations</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mergers &amp; Acquisitions</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pricing Strategy</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Private Equity</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Operations Management</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Strategic Consulting Skills</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Venture Capital Finance</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Innovation, Entrepreneurship &amp; Design</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td>✓</td>
<td>Depends on topic</td>
</tr>
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</table>
(c) Careers and Professional Development Service
The Career and Professional Development Service is an integral part of your experience at Imperial College Business School. The team is here to help you undertake your "Personal Leadership Journey" which helps you integrate self-awareness and the development of your professional skill set in a proactive and positive way. They offer;

• Coaching on a variety of leadership and development competencies,
• Online and face to face workshops on skills development including, but not limited to, personal branding, networking and negotiation and
• Careers consultancy on developing a strategy, making career transitions, cv writing, networking and interviewing

Their aim is to help you take the initiative in your career planning from the first day of your programme right through to accepting your job offer. Monica Piercy is the lead consultant for the GMBA programme and her email address is m.piercy@imperial.ac.uk. The Career and Professional Development Service offers appointments by phone, FaceTime and Skype. Please contact Monica Piercy directly or icbs.careers@imperial.ac.uk to set up a meeting.

(d) Student Activities and Events
Throughout the year there are a variety of events held for students, hosted by Imperial College Business School itself, the Staff-Student Committee, or by a variety of high-profile outside bodies. These events range from regional networking activities to online panel discussions. Student-led organisations and other industry interest groups provide additional opportunities for students to develop skills and networks in their areas of interest. UK based GMBA students are very welcome to attend on-campus events. However, these events will be broadcast live and / or recorded if possible for students who are based outside of the UK or simply can’t make it in person.

(e) Speakers Series
Opinion leaders who are prominent in their commercial or academic field are invited to speak at Imperial College Business School throughout the year. At each event there is a forum for asking questions and the opportunity for networking within and beyond the business school community. Again, these events will be broadcast live and / or recorded if possible for students who are based outside of the UK or simply can’t make it in person.

(f) Business Plan Competition
Following the completion of the Entrepreneurship elective, the five student teams across the four MBA cohorts who have the highest-potential business cases are invited to continue their entrepreneurial journey by entering the I&E Start! Business Plan Competition.

Teams submit and present their business plans to a judging panel made up of investors, intellectual property experts, industry innovation managers and entrepreneurs.

Based on the Entrepreneurship Hub’s 10 years' experience coordinating student business plan competitions and Imperial College's record of technological innovation, past students have been successful in competitions in the UK, US, Europe and Asia, while a number have subsequently launched their own businesses.

First prize: £10,000 in cash toward seed start-up.
TEACHING METHODS

No single method is used exclusively throughout the programme. A pragmatic blend of case studies, class discussions, problem exercises, projects, online simulations and lectures are used. The Imperial College London MBA programme takes a leading approach to learning by integrating the latest research on pedagogical best practise.

In order to deliver a programme that can be managed effectively by the student, we break your learning into blocks. Each block consists of ten weeks followed by two weeks of personal study and then a two week break. These breaks are good opportunities to take holidays or focus more on projects at work.
DETAILED STRUCTURE OF EXAMINED ELEMENTS

1. CORE MODULES AND INNOVATION, ENTREPRENEURSHIP AND DESIGN (IE&D)

Core Modules

The first year is largely devoted to general management understanding and competencies. These are incorporated in the core modules, each of which is a requirement for all students.

In addition, students have scheduled preparation and assignments to be carried out as individuals or in groups (known as syndicates), equivalent to 200 hours in total. Most syndicate activities require associated reports or presentations. Membership of the syndicate is determined by the Programme Manager.

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Module Code</th>
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<tbody>
<tr>
<td>Block 1</td>
<td></td>
</tr>
<tr>
<td>GMBA Induction</td>
<td>n/a</td>
</tr>
<tr>
<td>Financial and Management Accounting</td>
<td>BS 5403</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>BS 5405</td>
</tr>
<tr>
<td>Block 2</td>
<td></td>
</tr>
<tr>
<td>Managerial Economics</td>
<td>BS 5401</td>
</tr>
<tr>
<td>Organisational Behaviour</td>
<td>BS 5406</td>
</tr>
<tr>
<td>Block 3</td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td>BS 5408</td>
</tr>
<tr>
<td>Corporate Finance</td>
<td>BS 5402</td>
</tr>
</tbody>
</table>

Innovation, Entrepreneurship and Design (IE&D)

The IE&D (Innovation, Entrepreneurship and Design Module) is a collaboration between the School and the Royal College of Art (RCA). Next to the lectures, it offers you a business game during which you analyse the innovative needs of a large multinational brewery and develop a business case for the company to grow. This business case is as relevant to someone exploring innovation within an organisation as it is if you are planning to start your own business.

The module is a series of lectures on the topics of innovation, design and entrepreneurship, which are alternated by coaching sessions provided by a professional team of coaches and academics. The lectures introduce you in all the relevant topics of the innovation literature and give you a good introduction in the entrepreneurship and design topics.

In parallel to the lectures the module takes you through the “IE&D Innovative Business Case Journey”. You take the role of a CIO (Chief Innovation Officer) at a large organisation and you look for innovative ideas and business cases to grow the company. Then, working in a team of fellow students that have complementary skills and personalities, you generate ideas about how to make this company grow and make a business case about how to proceed with the project as a business, either stand alone or within the organisation.
2. ELECTIVES

The electives are ten-week modules and are delivered in the Spring and Summer terms of the second year. You will have the choice of approximately 16 electives and you are required to take a total of 5 electives to fulfil your academic requirements. You will have the option of attending up to two face-to-face electives from our on-campus elective portfolio, where not offered online.

The electives allow you to build your own special interest portfolio. If you wish, you can specialise by selecting all or most of your electives from a particular area such as finance or consulting, or you can select your electives from a range of different fields in order to fill a number of knowledge gaps.

You will receive further information about the process of choosing your electives, and details of each module offered, in a separate document at the end of year 1.

Below are the electives that it is anticipated will be offered in 2017:

<table>
<thead>
<tr>
<th>Advanced Corporate Finance</th>
<th>Managing Change</th>
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</thead>
<tbody>
<tr>
<td>Brand Management</td>
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<tr>
<td>Advanced Strategy</td>
<td>International Business</td>
</tr>
<tr>
<td>Digital Business</td>
<td>Mergers &amp; Acquisitions</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Private Equity</td>
</tr>
<tr>
<td>Global Exposure Week*</td>
<td>Pricing Strategy</td>
</tr>
<tr>
<td>Operations Management</td>
<td>Venture Capital Finance</td>
</tr>
<tr>
<td>Leadership</td>
<td>Strategic Consulting Skills</td>
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</table>

*Global Exposure is a one-week long international study tour that will take place in the second year. Details of the exact timing and destination will be provided to students at the end of year 1. GMBA students wishing to take this elective option would incur additional fees.

3. FINAL PROJECT

The project provides you with the opportunity to develop a special interest by undertaking research on a topic of your choice. Your project provides you with the chance to apply what you have learned during your GMBA to a real issue of some substance.

Projects involve the effective application of the key concepts and tools from the GMBA core modules and electives.

Each student is allocated a project supervisor. The project commences in Year 2 and is submitted at the end of the programme in December 2017.
The project’s precise objectives and scope may vary widely but are likely to include:

- An application of management techniques, principles or concepts to the analysis of specific problems arising in some external organisation;
- Analysis of a particular industry or aspect of the economy;
- Further development of a generalised technique or model;
- Deeper understanding and critical evaluation of the literature relating to a pertinent area of management, industry or the economy.

The individual project is written up as a formal report, typically 15,000 words in length. The Final Project submission date will be the week of 4 December 2016.

SYNDICATES

The MBA experience is about more than what is delivered online and discussed during the live sessions: it has to do with how new information is processed and shared within an environment where teams of people must work together to make timely and effective decisions. Developing and sharing your teamwork skills is mainly managed through the syndicate group system. Syndicates are responsible for joint work (including assessed work) in the form, for example, of case study preparation and reports, essays, problems, and class presentations.

Syndicates are structured to provide maximum opportunities to develop team working skills and to network with as wide a range of the programme participants as possible. Working in diverse teams to meet tough deadlines is a challenging process and demands maximum effort on all sides to ensure that the group works harmoniously, efficiently and in mutual support.

You should be aware that you have a collective responsibility for the integrity 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.

You will be allocated to a syndicate group in the first week of the Programme. In the second year, the syndicates will reform according to the area of Electives chosen, either by the student members themselves or by the Programme Team.

Peer assessment

The School uses group assessment fairly extensively within each of its programmes. This is to reflect the ‘real-world’ experience where you often have to work with other people in order to produce a final product or to reach a consensus. You don’t have to be friends with all of the members in your group. In the workplace, you will often be placed in a cross functional or multi-disciplinary team with people you may not know or even get on with. Issues often arise with team working but we remain committed to the importance of including this on your programme. It is an important learning objective of the syndicate system that members endeavour to work together harmoniously, efficiently and in mutual support. Where issues arise we expect you to work as a group to try to resolve them. Part of the discipline of group work is to establish professional relationships. Of module, your Programme Team is there to support you if resolving the issue becomes too difficult.

The key to successful group work is to play to the strengths of each group member. Levels of English, work experience, subject knowledge and skills etc will not be the same for each person
in your group so we suggest that you use this to your advantage and allocate different roles to your group members when completing a piece of work.

The most substantial element of each module is normally assessed individually – usually a formal examination worth between 50 -70 %. So you should not feel that you are not being given an opportunity to demonstrate your individual knowledge and skills. Even modules that are assessed by coursework alone usually have an individual component comprising at least 50% of the final mark for that module. The weighting of group / individual assessed work is a School standard and will not normally be adjusted within the academic year that you are studying.

The School operates a system of peer assessment when grading syndicate work. Peer Assessment is available for all students to provide scores and comments on the contributions of their fellow team members to the coursework. The system is designed to flag up students who are not contributing effectively, and also to highlight those team members who have made an outstanding contribution to a piece of coursework. The students with the highest score will receive a prize at the end of the year.

Students can access the peer assessment system in two different ways:

- The student who submits the coursework assignment on behalf of their team will be given the option to flag up to the Programme team that their team would like to complete peer assessment. All team members will then be sent the relevant link.
- Once the coursework assignment has been successfully submitted, each team member will be sent an email to confirm the submission. If an individual would like to complete the peer assessment without the knowledge of their other team members, they will be given an option to do so at this point. In this case, their fellow team members will not be specifically invited to complete peer assessment, although all team members can choose to complete it as individuals if they want to.

Further information about the peer assessment system can be found at the following link: http://www.imperial.ac.uk/business-school/elearning/thehub/peer-assessment/
PROGRAMME ASSESSMENT

Your performance is assessed with respect to the 3 mandatory elements of the programme.

1. Core Modules and Innovation, Entrepreneurship and Design
Core Modules are assessed by a combination of formal examination and module work or a case study examination and coursework. Some of this coursework will be your own responsibility and some the responsibility of your syndicate groups (referred to as group coursework). Innovation, Entrepreneurship and Design is assessed by coursework only.

2. Electives
These are assessed by coursework only.

3. Final Project
The assessment is based on both the quality of the final report.

FEEDBACK
Feedback serves two functions: first it provides a person or group with information about their progress and performance and thus provides a basis for developing a strategy of continuous improvement; second, it may provide an indication to others about ability and quality.

We place great emphasis on both these elements. Throughout the programme you will be subject to frequent assessment in relation to coursework, and ultimately in the exams and grading of your project.

You will also be asked to continuously assess our performance, at both individual lecturer level and at Business School level. This is done through regular Module Excellence Surveys (MODES) and through the Staff & Student Committee.

Coursework Feedback
With each returned item of coursework, a written evaluation is provided. Lecturers will strive to return marked work as soon as is practically possible. However you should expect to receive your feedback and marks within four weeks of submission.

Student Feedback
If you have any general comments/questions/complaints to make about the GMBA Programme, we encourage you to contact us directly by emailing Anna Townsend (anna.townsend@imperial.ac.uk).

At the end of each term, you are invited to complete and return electronically, anonymous questionnaires showing your evaluation of lecturer performance on a five point scale. You are also invited to provide written comments on the utility of each of the modules. Please take time to complete these forms, including suggestions for improvement. We take your opinions very seriously indeed.

If concerns arise in relation to the conduct of the programme in general you should first contact the Senior Programme Coordinator, Anna Townsend, to discuss your concerns. More serious issues will then be referred to the Assistant Director, Hannah Daniels.

If you have any concerns relating to the lectures themselves and you feel that the matter requires immediate action, you should always approach the lecturer first. If you feel for some reason that you cannot approach the lecturer directly, you should approach the Senior Programme
Coordinator or Manager, whose role is to act as an advocate on your behalf. If the concern is one of a general nature expressed by many participants, you should raise the issue with your student representatives (see below). If you feel that this process is failing to yield the necessary improvement, you should approach your Senior Programme Coordinator who will, in turn, involve the Programme Manager where necessary.

Our aim is to be as responsive as possible to your concerns, and this is the reason for setting out these procedures, even though we trust that the majority of you will not feel the need to initiate them. However, if you do, then it is important that you follow the outlined procedures; otherwise we may fail to respond effectively to your concerns.

We will ask you during the first term to elect a GMBA Staff Student Committee (SSC). The SSC fulfils a variety of social and pastoral functions. The SSC meets formally with the staff on a regular basis, as well as maintaining informal contacts. One aspect of an SSC representative’s function is to act as a channel of communication for the cohort’s views.

Staff Student Committee meetings are held once per teaching block. SSC meetings are your chance to raise any concerns or issues or make suggestions. This is also an opportunity for both staff and students to provide feedback.
ASSESSMENT
This section provides details of how assessment is conducted for each element of the programme.

In judging performance, the examiners will apply the following guidelines:

Pass
Core Modules (50% weighting: Core subjects - 40% and IE&D – 10%)
- An average of 50% or above in the combined mark with respect to the sum of examinations (where applicable) and coursework marks.
- At least 40% in each of the examinations
- An average of 50% overall for Innovation, Entrepreneurship & Design (IE&D)
- A pass mark for the Personal Leadership Journey

Electives (25% weighting)
- An average of 50% or above in the combined mark
- At least 50% in each module

Project (25% weighting)
- An least 50% in the Report

Merit
- An average of 60% or above in each of the three elements – Core Subjects, Electives and Project

Distinction
- An average of 70% or above in each of the three elements – Core Subjects, Electives and Project

Failure: Marginal fails in up to three examinations can be re-taken the following year. More than three fails results in the student having to re-sit the following academic year.

Students who fail a first attempt and re-sit or re-submit a piece of work are not eligible for the award of a Merit or Distinction.
SCHOOL MARKING SCHEME

All postgraduate work is marked to the following Scheme:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>85+</td>
<td>Marks represent an exceptional distinction performance</td>
</tr>
<tr>
<td>70 – 84%</td>
<td>Marks represent a distinction performance</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>Marks represent a merit performance demonstrating a clear grasp of the relevant concepts and facts</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>Marks represent a pass performance demonstrating an adequate grasp of most of the relevant concepts and facts</td>
</tr>
<tr>
<td>40 – 49%</td>
<td>Marks represent a fail performance</td>
</tr>
<tr>
<td>30 – 39%</td>
<td>Marks represent a fail performance (with significant shortcomings)</td>
</tr>
<tr>
<td>0 – 29%</td>
<td>Marks represent a fail performance (with major shortcomings)</td>
</tr>
</tbody>
</table>

In addition, the following guidance is provided to staff in relation to projects:

70% +  A mark of this level corresponds to a distinction

The Report indicates exceptional success in tackling the Project. All the Project’s objectives have been met as fully as could reasonably be expected. The student has shown initiative and been rigorous in the collection and use of data. Where appropriate, relevant literature has been critically evaluated. The standard of the Report presentation is very high.

A mark of this level should be reserved for Reports of exceptional merit which has something extra and which surprises. The supervisor will be required to justify why a distinction has been awarded in the section provided.

60 - 69% A mark of this level corresponds to a merit

The student has tackled the problem conscientiously and logically and has produced sound conclusions. Presentation is of good standard.

50 - 59% The student’s work has been no more than moderate overall or would have deserved a higher grade but for areas of significant weakness.

< 50% The student’s work has failed to reach a satisfactory standard. A mark below 50% should be used to indicate a “fail” in the Project.

The College Registry will issue a transcript showing the percentage mark for each core module, the integrative modules, electives and your project after the final Examiners’ meeting.
EXAMS AND ASSESSMENTS

IMPORTANT INFORMATION ABOUT RE-SITTING AND RESUBMITTING

If it is agreed at the External Examiners’ meeting at the end of the year that a student has to re-sit an exam (or exams) or resubmit a piece of work, the mark the student will receive once they have re-sat/resubmitted will be capped at the bare pass mark (i.e. 50%). For example:

- A student receives 25% in their first attempt at an exam. As this is below the pass mark they must re-sit the exam the following year.
- The next year the student re-sits the exam. The raw mark they receive is 62%.
- This is then capped and recorded as 50% by the Exams Office.

This also applies to resubmissions (for example, if a student has to resubmit their final project).

If the relevant examination board accepts a student’s mitigating circumstances and agrees they may sit the exam or resubmit a final project as a first attempt this result will not be capped at 50%.

If a student receives a lower mark than 50%, the lower mark will stand it will not be increased to 50%.

Please note that in circumstances where a student receives a lower mark for their second attempt than they did for their first attempt, the second lower mark will be the final mark for that piece of work or exam.

Students who fail a first attempt and re-sit or re-submit a piece of work are not eligible for the award of a Merit or Distinction.

EXAMINATION DATES

Block One exams will be held on 22nd April 2016.

Block Two exams will be held on 12th August 2016.

Block Three exams will be held on 16th December 2016.

Exam schedules will be released closer to the time.

SPECIAL ARRANGEMENTS FOR EXAMINATIONS

If you require special examination arrangements, for example because of dyslexia, you should contact the School’s Head of Exams & Assessment, Anique Varleigh, as soon as possible after you have started the MBA programme. This should be done no later than six weeks before your first assessment as it may take a while to gain approval from the College for these arrangements. Supporting medical documentation will be required. Anique can be contacted on +44 (0)20 7594 9689 or e-mail on a.varleigh@imperial.ac.uk.
MITIGATING CIRCUMSTANCES

If you experience serious illness or other major problems that you feel has affected your academic performance you should complete a ‘mitigating circumstances’ form. Further details on mitigating circumstances can be found in the ‘Academic Regulations and Policies’ document on the Hub.

Attendance at examinations is compulsory. Any student who fails to present him/herself for examination will be deemed to have failed the entire year and will be required to re-present themselves for all elements of the programme in the following session. Deferral of examinations can only be agreed on medical grounds and applications must be made to the Examination Officer, Joanne Chaffin, prior to the date of your first examination.
## PRIZES

The following are academic prizes available to GMBA students.*

<table>
<thead>
<tr>
<th>Prize Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBM Innovation, Entrepreneurship and Design Project Prize</td>
<td>Awarded annually to the team producing the best Innovation, Entrepreneurship and Design project.</td>
</tr>
<tr>
<td>ICBS prize for the best end of year report on the Global Online MBA programme</td>
<td>Awarded annually to a Global Online MBA student for the best end of year report performance</td>
</tr>
<tr>
<td>ICBS Prize for Best Overall Performance on the Global Online MBA Programme</td>
<td>Awarded annually to a Global Online MBA student with the best all round performance in examinations, specialisation and project taken together.</td>
</tr>
<tr>
<td>The David Begg Prize for Outstanding Performance in Economics</td>
<td>Awarded annually to a Global Online MBA student with the most outstanding performance in Economics</td>
</tr>
</tbody>
</table>

* Subject to Senate approval.
THE EXAMINATION PROCESS

The following describes the examination process for the examined core modules.

The essentials of this process are laid down by the College and are requirements that apply to all taught post-graduate modules. Other aspects reflect decisions, within its discretion, taken in the past by the Board of Examiners for the Executive MBA programme itself.

The Board of Examiners is made up of all members of the School's academic staff (called 'internal examiners') plus six external examiners drawn from other universities. A representative of the College Registry also attends most of the Board's meetings. The external examiners are permitted to serve for no more than four consecutive years. They are or have been drawn from, among others, LBS, Manchester, Cranfield, Lancaster, City, Open, LSE etc. Each external 'shadows' subjects in their area of expertise. The Board Chairman (to use College terminology) is the Programme Director. The current list of external examiners is as follows:

- Professor Richard Taffler  University of Warwick
- Dr Peter Hamilton   University of Durham
- Professor George Kapetanios             Queen Mary, University of London
- Professor Claire Leitch              Lancaster University
- Professor Phil Megicks              Plymouth University
- Dr Howard Viney   Open University

The details provided above are for information only. **Please note that it is not appropriate for students to contact the externals directly regarding their studies.** Any issues that you have in relation to your assessment should be raised internally with your Programme Team in the first instance or with the College Registry if necessary.

The process is as follows:

- The internal examiners prepare a proposed exam paper for subject X. This is checked for errors and clarity by a further internal examiner.

- The proposed paper is sent to the designated external who further checks for clarity but also ensures that the paper is appropriate in terms of standard, coverage of the syllabus, consistency with previous papers and generally acts as a 'watchdog' for quality and fairness to candidates. Any perceived problems or issues are discussed with the internal examiners and, if necessary, with the Chairman, and agreement reached.

- All examination scripts will be marked in detail by the Module Leader with a second marker undertaking sample check marking to ensure that the mark awarded by the Module Leader is appropriate. In the event of a disagreement in the marks, there may then be discussion between the internals, then if necessary reference to a third internal and then if necessary, adjudication by an external examiner.

- The proposed marks for all candidates together with a sample of scripts are sent to the designated external. The sample will normally include scripts that are marginal at a pass/fail or merit/distinction boundary, a selection across the range and all failing scripts. The purpose of the sample is three fold:
  - first to allow the external to ensure that the overall standard of performance is accurately reflected in the marks awarded;
- second to give a third (and usually conclusive) judgement in marginal cases;
- third to ensure that proper procedures have been followed in the examining process.

A sample of coursework is also sent to the externals for each subject.

- When all marks are available, the first meeting of the Board of Examiners is held. This meeting is concerned only with reviewing candidates' performance in the core subjects and the final year candidates' performance in the IE & D Module, Electives & Study Tour and Project elements.

In considering the achieved marks, the Board will normally apply the pass-fail guidelines which are explained in the Module Assessment section.

For reasons of consistency from year-to-year, the Board normally applies these guidelines with the respect to the marks themselves, quite rigidly. However, where a candidate has suffered from illness or other circumstances that the Board believes will have had a significantly adverse effect on their performance, the Board may allow that candidate to pass where their marks would otherwise cause him/her to fail. It is fair to add, however, that the Board has used its discretion in this way only in cases of truly marginal failure.

If candidates have experienced serious illness or other major problems which they consider to have affected their academic performance they should complete the mitigating circumstances process, details of which are in the Academic Regulations and Policies document on the Hub. This would normally be before any examination that might be affected.

Candidates who are judged to have failed at this stage are allowed to complete the remainder of the MBA programme and are by College regulations only allowed ONE further entry to the examinations. The College's regulations for Master's modules normally only allow this re-entry to take place only in the following year.

The Board has a standing set of requirements in relation to re-sits. They are:

- where the failure arises only from a single examination mark below 40% but the candidate passes on all other criteria, re-entry is required only in the paper in which less than 40% is achieved. To pass, the candidate must achieve a mark of at least 40% on re-entry.

- where failure is a result of achieving less than 50% in the aggregate of the examination and individual coursework mark. A candidate is able to re-sit any examination in which they achieved less than 50% in order to increase their average above 50%

Other programme elements

For all modules, samples of coursework are sent to the corresponding external to allow him/her to judge standards required and achieved. Any candidate close to the pass/fail or merit/distinction boundary is given particular attention.

Project reports are marked separately by two internal examiners. The supervisor is normally the second marker. A sample of reports is then sent to the external examiners. This sample would include those that are marginal at one of the boundaries, a selection across the range, those that are nominated for the award of a prize and failures.
Candidates failing in the electives are normally required to submit additional work. Those failing in the project are required to re-submit their report with improvements made under the guidance of the supervisor. Where the failure in the Project arises from unsatisfactory content, re-submission must be made before the project deadline of the subsequent year.

Where the Report’s content is satisfactory but any aspect of its presentation is unsatisfactory, the candidate may re-submit with required amendments within one-month of notification by the Board. In this case, and where the amended Report is then satisfactory, the candidate will graduate without further delay.

Finally, marks are submitted to the College Registry and the Registry then provides transcripts to all candidates showing percentage marks awarded. Only the Registry has the formal authority to issue numerical marks and does so only to each candidate individually.

ASSIGNMENTS

As part of the requirements, all coursework assignments have to be available for inspection by the Board of Examiners. You will be asked to submit assignments via the Hub and these will be marked and returned to you. A plagiarism form, available on the Hub or from the programme coordinator, must accompany all coursework on submission.

All assignments must be submitted via the Hub not to the individual lecturers concerned. We strongly recommend that you request email confirmation of your submission to ensure that you have uploaded your assignment and plagiarism form correctly. It is your responsibility to keep a copy of this email/proof of submission.

In assessing your performance, the Board of Examiners will want to see the marks which you obtained for these assignments and may also need to have the actual assignments to consult if necessary. Thus it is essential that you keep all work that is returned to you, and that this work is available for submission to the Board of Examiners, if requested. The Board of Examiners may require to view the assignment files at their meeting in February.

PRESENTING ASSIGNMENTS

1. Use a uniform size of paper for submitting all assignments, using A4 paper where possible.
2. Assignments should be typed using style Arial 11pt.
3. A single colour of ink should be used. Case assignments will be printed in black and white.
4. Adequate margins should be left on each side of the paper.
5. Your NAME, date, module title and tutor MUST appear on the first page, if not every page.
6. You must ensure that your assignment is in a printable format and is uploaded on the Hub as one document (with the plagiarism form as a separate document) and the file name must be either your surname or your CID number.

As is obvious from the above, coursework plays a crucial part in the assessment.

Do not neglect your coursework.

PENALTY FOR LATE SUBMISSION OF ASSIGNMENTS

Because of the importance of timely submission of coursework, a penalty for late submission will be imposed. This penalty is a reduction of 5% of the achieved marks per week.
Where there are extenuating circumstances which lead to the late submission of work, you should complete the ‘Extension Approval for Assessed Work’ form which is available on the Hub, or from the Programme Coordinator, and pass this to the Programme Coordinator, normally before the deadline. The reasons for the request should be clearly stated and appropriate documentary evidence, where this is relevant, should be provided. Extensions are normally only granted on grounds of serious illness or bereavement. Extensions are not granted for any external commitments, computer malfunction, holiday or social events.

If your request for an extension is granted, the form will be signed and returned. The form must be attached to the piece of assessment when submitted. Work submitted without the official notification will be subject to the normal penalty.

Late work which is submitted after all other coursework has been marked and returned to fellow students will receive a zero.
EXTENSION REQUEST FORM

Extension Approval for Assessed Work

A completed and authorised version of this form must be attached to the piece of assessment when submitted, otherwise work will be subject to the normal School penalty.

Details of the penalty for late submission of assessed work are provided overleaf.

To be completed by the Student:

| Name of Student: |  |
| Programme: |  |
| Module: |  |
| Assessment Title: |  |
| Date Assessment Due: |  |
| Reason for Request: |  |

Relevant documentation (e.g. a medical certificate) should be attached.

Please continue on a separate sheet if there is insufficient space provided.

To be completed by the Programme Manager (or his/her nominee):

| Extension Granted Until: |  |
| Extension Granted by: |  |
| Signature: |  |
Policy on Penalties for Late Submission of Assessed Work
For Part-time Students

Electronic submission for an assignment will close at the cut-off deadline. Marks for late submissions (for part-time students) will incur a 5% penalty for the first seven days. For submissions received between seven and fifteen days late marks will be capped at the pass-mark. Work received over fifteen days late will receive a mark of zero. In all cases weekends and bank holidays are included. Coursework submitted after solutions have been shared with students will receive a mark of zero.

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 this extension.

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 Programme 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.
Global MBA Programme

CORE MODULE OUTLINES
BS5403 FINANCIAL AND MANAGEMENT ACCOUNTING

MODULE LEADER
Marco Mongiello – m.mongiello@imperial.ac.uk

MODULE AIDS
The module aims to develop participant’s leadership potential by adopting the language of accounting and mastering financial analysis in day-to-day and strategic decision making.

MODULE OBJECTIVES

Knowledge Objectives
During the module, participants should develop the ability to:

- appreciate the different uses of financial accounting information for a wide range of decisions relating to corporate performance, through financial, corporate social responsibility and governance, and business sustainability analysis.
- evaluate the uses, shortcomings and informational value of published financial accounts to support strategic decision making
- appreciate the contribution of different forms of cost analysis to the analysis of short-run and long-run management decisions
- evaluate the strengths and weaknesses of management accounting information and systems in supporting management control of organisational effectiveness, responsibility and sustainability

Skill Objectives
Participants should develop the ability to:

- evaluate the financial position, performance and potential of an organisation in its environment using ratio and strategic analyses to support strategic decisions
- evaluate the impact of using different accounting policies and practices upon performance measurement
- identify and apply relevant management accounting techniques in addressing both short and long run analyses of management decisions
- interpret accounting information to support management control in organizations

Learning Outcomes
By the end of this module participants will have developed:

- critical skills in relation to the use of information for the purpose of organisational performance evaluation
- the ability to lead managerial decision processes contributing with accounting based information
TEACHING METHODS

Methods used include video lectures, case studies, online interaction, online discussions and quizzes. It is essential that all students have completed the Accounting Primer before the first session.

Readings
The main textbook is

ASSESSMENT

Formal assessment:
   Examination: A two hour unseen examination (50%)

   One syndicate group based assignment analysing published accounts. (50%)
BS5405 MARKETING MANAGEMENT

MODULE LEADERS
Omar Merlo
o.merlo@imperial.ac.uk
Andreas Eisingerich
a.eisingerich@imperial.ac.uk

MODULE AIMS

Among business disciplines, marketing is the primary contact point between a business and its customers. Nearly everybody will, at some point in their career, wear a marketing hat. Understanding marketing will help you whether you are an accountant, a consultant, a programmer, a banker, or a museum curator. Appreciating customer needs and how to marshal the resources of an organisation to meet those needs are crucial skills in today’s business world. This module develops a general management viewpoint in planning and evaluating marketing decisions, from both a strategic and tactical perspectives. It will help students understand how marketing decisions contribute to business performance and are affected by organisational and environmental influences. This module will help develop the following:

- An understanding of fundamental marketing terms, concepts, principles, ideas and theories.
- An appreciation of the multifaceted role of marketing within organisations.
- An understanding of how marketing contributes to strategy.
- An understanding of the close relationship between marketing and other functions within an organisation.
- Skills in using the marketing toolkit for competitive advantage.
- Critical thinking and communication skills relating to marketing.

MODULE OBJECTIVES:

1. Knowledge Objectives: The main knowledge objectives of the module are to understand:
   - How marketing contributes to the firm’s survival and growth
   - How marketing plans are developed and implemented
   - The fundamental concepts and ideas in marketing

2. Skill Objectives: The main skill objectives of the module are to enable students to develop:
   - The conceptual, technical and interpersonal skills managers need to communicate effectively in the business world
   - The analytical skills needed to analyse a company’s customers and external environment
   - How to manage a market strategically
   - The ability to work with others in groups and solve market-related problems

TEACHING METHODS

Video lectures, case studies, group assignments, online interaction.
ASSESSMENT

There are two components making up the final grade in this module:

- Exam (70%)
- Coursework: Individual Essay (30%)

MODULE CONTENT

- Defining marketing and its boundaries: the role of marketing within the organisation; linking marketing to customer and financial value creation.
- Marketing tactics and strategy; market orientation; market driven vs driving markets approaches; consumer relevance.
- Market segmentation, targeting and positioning.
- Understanding the dynamic nature of products, product life cycle considerations, developing new products, co-creation as source of competitive advantage.
- Understanding the logic of building strong customer relationships, customer profitability, customer loyalty and retention, Internal marketing, service failure and recovery.
- Managing quality Pricing strategies, managing demand, the product mix and the marketing mix over the life cycle; the nature of marketing channels; choosing distribution channels to enhance customer value.
- Branding decisions: factors to be considered. Brand extensions. Low fit extensions and novel extension benefits; building and managing an innovation culture.
- Promotion and marketing communications; traditional and non-traditional marketing communications; digital and online marketing.

READINGS

Books

You are NOT required to purchase a textbook, but should you wish to expand on the material covered in class, the following texts represent a good starting point.


Further recommendations for books will be provided directly during lectures as topics are discussed.
1. AIMS AND OBJECTIVES

The purpose of this module is

(a) to introduce economic concepts encountered in business contexts;
(b) to provide a framework for modelling the interaction between consumers and producers;
(c) to study alternative market structures, ranging from monopoly to perfect competition;
(d) to identify and analyse strategic interaction between market participants.

Central to this module is an exploration of both micro- and macro-economics. In relation to microeconomics, the aim is to give you a better understanding of how markets operate with a particular application to business decision-making. The module also aims to analyse the macroeconomic backdrop against which businesses and government operate. Our aim is to create an understanding of central issues in monetary policy as well as analyse how the decisions of firms and consumers interact to generate the aggregate outcomes that macroeconomists focus on: total output (GDP), employment, inflation, and the balance of payments.

2. MODULE READING

Most of our chosen topics are covered in a range of textbooks and the choice amongst these is largely a matter of taste. The main recommended texts for the module are:

- Robert Pindyck and Daniel Rubinfeld, Microeconomics, 7th ed., Pearson, 2008 (named PR below). It is a very good but also long book, and I will cover only parts of it.

The following books provide a lively introduction to economics

- Steven D. Levitt & Stephen J. Dubner, Freakonomics: A Rogue Economist Explores the Hidden Side of Everything, Penguin, 2006

The following book is recommended reading for Macroeconomics

3. MODULE REQUIREMENTS

The lecture module will rely on rigorous arguments, often illustrated graphically. In many places the use of mathematical precision helps: for instance, it can help to formalize the determination of prices that allows you to maximize profits. Such analysis relies on simple calculus. The level of calculus needed for this module is relatively simple, and easily mastered (or memorized!). The main concepts needed are: functions, the derivative of a function, and the conditions required to maximise a function. These concepts will be explained in the sessions and are also covered in the online materials.

4. MODULE ASSESSMENT

The module will be assessed through coursework (25%) and a final exam (75%). The coursework will consist of online quizzes.

MODULE OUTLINE

Sessions 1-2 - Allocation by Supply and Demand Principles
Session 3 – Demand and Costs
Session 4 – Pricing with Market Power
Session 5 - Strategic interaction: Game Theory
Session 6 – Entry and Exit
Session 7 – The Language of Macroeconomics
Session 8 – Labour Market and Trade
Session 9 – Consumption and Investment
Session 10 – Money and Prices
BS5406 ORGANISATIONAL BEHAVIOUR

MODULE LEADERS
Mark Kennedy
mark.kennedy@imperial.ac.uk
Nelson Phillips
n.phillips@imperial.ac.uk

MODULE AIMS

What is organisational behaviour? Do organisations really “behave”, so to speak? Or do they sometimes also misbehave? What’s the difference?

Any time you put people into any kind of division of labour and related structures for integrating their efforts, predictable behavioural tendencies arise. Some of these tendencies make for effective organisations; others are challenges to overcome. Add in competition among organisations, changes in the environment, and competing demands from multiple stakeholders, and you have a set of problems and solutions called organisational behaviour.

This module covers major factors that shape organisational behaviour and effectiveness with the aim of developing your ability to address these factors, particularly as leaders.

Specifically, we cover material that spans the three major levels at which organisational behaviour is studied:

(1) the micro or individual level of analysis,
(2) the meso or organisational level of analysis, and
(3) macro levels of analysis such as industries and markets or cultures and nations.

We’ll be examining how activities at all three levels either come together or not to enable organisational performance and effectiveness.

MODULE OBJECTIVES

Knowledge objectives:  Students will be able to use concepts introduced in the OB module not only to understand and explain sources of organizational performance, whether exemplary or disappointing, but also to suggest and carry out changes that would improve organisational performance as needed to be competitive in a rapidly changing environment. More specifically, students will acquire tools useful for the following tasks:

• Designing and structuring organisations and teams to function effectively in an increasingly volatile and unpredictable external environment.
• Appreciating the link between organisational performance and culture, decision making, inter-group and intra-group conflict, power and politics, and wider social changes.

Skill objectives:  If you apply yourself in this module, you will develop skills in these areas:

• Analysis and diagnosis
• Problem solving
• Leadership

organisational threats and opportunities
select appropriate changes or other responses
communication and collaboration for the above
LEARNING OUTCOMES

When you successfully complete this module, you will be (more) ready for the job of …

- identifying the most pressing problems and opportunities in your organisation
- recommending a module of action that will really work
- defending your thinking against stiff challenge and/or changing module gracefully
- making the most of your position and personal strengths and weakness to lead

ASSESSMENT

There are two parts to the assessment for this module:

- Individual activities and a group assignment (50%)
- Individual Examination (50%)

TEACHING METHODS

We will talk more about this in our first class, but the material for this module is best learnt by experience rather than just by lecture. This means that we’ll rely more than is usual on exercises and cases that put us in the position of trying to solve a real management problems. We will do this in various ways and you will be expected to engage deeply with the material on your own, you will be asked to work in groups and report back, and we will have open plenary sessions when the whole class will be engaged in discussion. To get the most out of each session, you’ll want to read the materials not only for our cases and exercise, but also the readings that supply ideas useful for tacking the cases.

MODULE MATERIALS

All readings will be provided. There is no textbook for this module. The readings for each session will typically consist of some combination of a case and one or more readings that offer ideas useful for thinking about the case.

- The cases are present specific business situations that ask us to identify the most pressing problem and determine how best to address it. These cases are written to contain more than the essential information most useful to determining what is the problem or what to do about it. As in the real world (only there it’s much harder), part of your task is to winnow and sort all the conflicting stories and data down into what you think matters most, and what you would to do address the situation at hand.

- The readings offer perspectives useful to addressing the case. Again, as in the real world, solutions to difficult business are often strongest when guided by a framework or theory backed by data or research that goes beyond the war stories any single person can tell from their own personal experiences. The readings offer perspectives you can use to analyse the cases. As with the cases, however, not every aspect of each reading is equally useful in the case at hand. Part of our job together—yours in preparation and mine in lecture—is to sort out what matters from the reading and how to make good use of this in the case.
BS5408 STRATEGY

MODULE LEADERS
Yuri Mishina
y.mishina@imperial.ac.uk
Nelson Phillips
n.phillips@imperial.ac.uk

MODULE AIMS
Strategy, at its most general, refers to the purposeful allocation of resources in a competitive environment over relatively long periods of time in the pursuit of specific goals. Strategy is shaped by the underlying market conditions as well as the resources available to management (including the firm’s internal structure, systems, and culture). This integration of the external and internal perspectives provides the basic framework for strategic thinking.

The Strategic Management module is intended to give the GEMBA class a holistic view of the firm, to develop students’ ability to think beyond day-to-day business activities, and challenge them to ask the right questions about its future. These skills are essential to being an effective general manager.

MODULE OBJECTIVES
1. Knowledge Objectives
   • The role of strategy in the development of the firm
   • The key strands of strategy theory and practice
   • Current issues in strategy

2. Skill Objectives
   • Diagnostic and analytical skills
   • Communication and presentation skills through class discussion

LEARNING OUTCOMES
By the end of this module the student should be able to
- assess industry attractiveness and recognise the drivers of firms' profit-making
- design strategies that help firms achieve, sustain, and renew competitive advantage
  o nurture, recognise and exploit firm competences
  o think outside of industry boundaries and create new market space
  o understand managers’ role in the process of making strategy
- be aware of the challenges to implement a strategy once it has been formulated

ASSESSMENT
The module evaluation is as follows:
Final exam 50%
Coursework 50%

READING LIST
You are required to prepare the following:
• Readings
• Cases
• Lecture slides
BS5402 CORPORATE FINANCE

MODULE LEADER
James Sefton
Tel: 020 7594 9128
Email: j.sefton@imperial.ac.uk

MODULE OUTLINE

- Lecture 1: Introduction to Finance (not examinable)
  - Introduction to Finance and Financial Markets
- Lecture 2: Bond Markets
  - Pricing bonds, Government & corporate bond markets
- Lecture 3: Equity Markets
  - Pricing Equity, Issuing equity, Equity markets
- Lecture 4: Valuation of the firm
  - Free Cash Flows, Enterprise Value & Continuing Value
- Lecture 5: History of Equity Markets
  - History of equity markets, Risk- Return trade-off
- Lecture 6: Portfolio Allocation
  - Portfolio Diversification and the CAPM
- Lecture 7: The Cost of Capital
  - Estimating the cost of equity and debt and the weighted average cost of capital (WACC)
- Lecture 8: Capital Structure Question
  - Is there an optimal debt-equity mix?
- Lecture 9: Futures
  - Introduction to Futures
- Lecture 10: Options
  - Introduction to Options

MODULE AIMS

Financial Markets
- Give an overview of the two key financial instruments: Stocks and Bonds
- Introduce the key derivatives markets: Futures and Options

Portfolio Analysis and the risk return trade-off
- Introduce the concepts of risk and return in financial markets and how diversification influences risk and return
- Show how return is related to risk through the Capital Asset Pricing Model

Corporate Finance
- Extend understanding on company valuation and investment appraisal
- Introduce the concept of the cost of capital and how it can be calculated.
- Show how companies are financed and how to decide between different types of finance.

Real World Finance
- Most lectures will include a discussion/case study to illustrate how the lecture material is relevant to current financial trends and issues
TEXTBOOKS

Global edition but still has a US focus

Supplementary text with a UK Focus and greater detail on institutions and markets

Background Readings
The Money Machine
Phillip Coggan
Richard Roberts

For Interest Only
Capital Ideas Evolving
Peter Bernstein
When Genius Failed: The Rise and Fall of Long Term Capital Management
Roger Lowenstein
Liar’s Poker
Michael Lewis

PRE-LECTURE PREPARATION AND MATERIAL ON THE HUB

Before each lecture please read the pre-lecture material and you must do the pre-lecture test on the Hub (counts for 5% of final marks).

Some find it helpful to familiarise themselves with the material before the relevant lecture. The following is a list of the relevant chapters from the Berk and DeMarzo textbook for each lecture.

- Lecture 1: Introduction to Finance - Chapter 1.3
- Lecture 2: Bond Markets - Chapters 6.1 and 6.2
  (Please note that this material requires a basic understanding of the time value of money – Chapter 4 – but this has been covered in earlier modules)
- Lecture 3: Equity Markets – Chapters 9.1, 9.2 and 23.2
- Lecture 4: Valuation of the firm - Chapters 9.3, 9.4
- Lecture 5: History of Equity Markets- Chapters 9.5, 10.1, 10.2
- Lecture 6: Portfolio Allocation - Chapters 11.1, 11.2, 10.6, 10.7
- Lecture 7: The Cost of Capital- Chapters 10.8, 12.1, 12.4
- Lecture 8: Capital Structure – Chapters 14.1, 14.2, 15.1, 15.2
- Lecture 9 & 10: Futures and Options – Chapter 20.1, 20.2

As well as the pre-lecture material on the HUB there is:

- The lecture notes
- Self study questions & answers for each lecture
- Background material
- Assignment details
- Past Exams + summary answers (these will be added later)
MODULE ASSESSMENT

1. Quizzes prior to lectures worth 5% of total marks in total. Quizzes must be completed before the relevant lecture.
2. A syndicate group assessment exercise, details on the HUB worth 25% of final marks. To be handed in by the end of term – dates to be provided by your module coordinator.
3. A closed book exam worth 70% of Marks. (The marks will be shared equally between 20 multiple-choice questions and 2 long answer questions)

LECTURE DETAILS

This is an approximate schedule of topics that will be covered. The readings include the sections in the Berk and Demarzo core text book. The other readings are optional but should be of interest and support the material covered in the lecture.

Lecture 1 Introduction and Finance
Topics: Module Outline and Introduction, Financial Intermediation and the 3 transformations Flow of Funds Financial Markets and Institutions
Case Study: The origins of the Financial Crisis
Required Readings:
- Berk and DeMarzo, Chapter 1.3
- Arnold, Essentials of Corporate Finance, Chapter 1, pp 6-15
Additional Readings

Lecture 2 Bond Markets
Topics: Zero Coupon Pond and Yield to Maturity Coupon Paying Bonds Yield Curve Corporate Bonds and Credit Risk Trade-off between Price and Re-investment risk
Case Study: Ryanair Lowcost Expansion and their €3Bn Debt Issue Programme
Required Readings:
- Berk and DeMarzo, Chapter 6.1 and 6.2
Additional Readings
• Ryanair Debt Issue Base Prospectus available at http://www.centralbank.ie/regulation/securities-markets/prospectus/Lists/ProspectusDocuments/Attachments/20440/BaseProspectus-305286.PDF

Lecture 3  Equity Markets
Topics: Debt versus Equity
        Dividend Discount Model
        Valuation of the Market Index
        Preferred Stock
        Initial Public Offering (IPO)
        Rights Issue

Required Readings:
• Berk and DeMarzo, Chapter 9.1, 9.2 and 23.2
• Essentials of Corporate Finance, 2nd Edition, Arnold, Chapter 6 (optional)

Additional Readings
• Ellis, Katrina, Roni Michaely, and Maureen O’Hara. A guide to the initial public offering process. K. Ellis, R. Michaely and M. O’Hara, 1999. Available at
• Aswath Damadaran discussion of the recent Apple Bond Issue. Available at http://www.ft.com/cms/s/0/b1f867a4-b703-11e2-a249-00144feabcd0.html#axzz2ShoSO05S

Lecture 4  Valuation of the firm
Topics: Enterprise Value
        Discounted Cash Flow Method to Valuation
        Valuing Apple Corporation
        Method of Comparables
        Terminal Value

Case Study: Warren Buffet’s Approach to Valuation

Required Readings:
• Berk and DeMarzo, Chapter 9.3, 9.4

Additional Readings
• Aswath Damadoran website is goldmine of information on approaches to valuation http://people.stern.nyu.edu/adamodar/

Lecture 5  History of Equity Markets
Topics: Risk versus Return
        Capital Gains and Income
        Risk Premium
        Efficient Market Hypothesis

Case Study: Value Investing
Required Readings:

- Berk and DeMarzo, Chapter 9.5, 10.1, 10.2

Additional Readings


**Lecture 6 Portfolio Allocation**

Topics:
- Risk and Return in a 2 stock portfolio
- Systematic and Non-Systematic Risk
- Capital Asset Pricing Model
- Estimating Stock Betas

Case Study: Performance of Hedge Funds

Required Readings:

- Berk and DeMarzo, Chapter 11.1, 11.2, 10.6, 10.7

Additional Readings

- Cochrane, John H. New facts in finance. Working paper No. w7169, National bureau of economic research, 1999

**Lecture 7 The Cost of Capital**

Topics:
- Equity Cost of Capital
- Required return on Debt
- Weighted Average Cost of Capital
- Pure Play and Subjective approaches to estimating cost of capital

Required Readings:

- Berk and DeMarzo, Chapter 10.8, 12.1, 12.4

**Lecture 8 Capital Structure**

Topics:
- Leverage and Risk
- Home Leverage and the Law of One Price
- Modigliani and Miller Theorems
- Value of the Tax Shield
- Financial Distress
- Trade-Off Theory of Capital Stucture
- Alternative Theories
- Empirical Evidence

Required Readings:

- Berk and DeMarzo, Chapter 14.1, 14.2, 15.1, 15.2

Case Study: Investing in Private Equity and Leveraged Buyout Boom

Additional Readings

Fears on the fees demanded by Private Equity [http://www.ft.com/cms/s/0/9dd43216-0857-11e4-9afc-00144feab7de.html#axzz37Wq1oBOS](http://www.ft.com/cms/s/0/9dd43216-0857-11e4-9afc-00144feab7de.html#axzz37Wq1oBOS)

**Lecture 9&10 Futures and Options**

Topics:
- Future Markets and Margin Payments
- Hedgers and Arbitrageurs
- Cost of Carry
- Put and Call Options
- Buying and Selling Volatility
- Option Strategies

**Required Readings:**
- Berk and DeMarzo, Chapter 20.1, 20.2

**Case Study:** The Financial Crisis and The Short-Selling Ban

**Additional Readings**
BS5456 INNOVATION, ENTREPRENEURSHIP & DESIGN

Lecturers

Professor Bart Clarysse (module director)
Paola Criscuolo

Other academic guest lecturer:

Clare Brass (Royal College of Arts, London)
Llewelyn Thomas (Imperial College London)

Other non-academic lecturers:

Irene Bejenke Walsh, Director, MessageLab
Nicole Huyghe (Solutions-2)

MODULE AIMS

The IE&D (Innovation, Entrepreneurship and Design Module) is a collaboration between the School and the Royal College of Art (RCA). Next to the lectures, it offers you a business game during which you analyse the innovative needs of a large multinational brewery and develop a business case for the company to grow. This business case is as relevant to someone exploring innovation within an organisation as it is if you are planning to start your own business.

The module is a series of lectures on the topics of innovation, design and entrepreneurship, which are alternated by coaching sessions provided by a professional team of coaches and academics. The lectures introduce you in all the relevant topics of the innovation literature and give you a good introduction in the entrepreneurship and design topics.

In parallel to the lectures the module takes you through the “IE&D Innovative Business Case Journey”. You are a CIO (Chief Innovation Officer) at Unibrew and you look for innovative ideas and business cases to grow the company. Then, working in a team of fellow students that have complementary skills and personalities, you generate ideas about how to make this company grow and make a business case about how to proceed with the project as a business, either stand alone or in Unibrew.

MODULE OBJECTIVES

1. Knowledge Objectives

You will understand:

- The process of preparing a start-up
- The concept of a commercial feasibility study
- Market research and industry analysis
- The difference between a business model and business plan.
- The difference between entrepreneurial thinking and doing
- The importance of user-centric design in communicating with customers
- The importance of a strategy to innovate
2. Skill Objectives
You will develop:

- Communication skills in a multi-disciplinary team under time pressure
- The practical skills needed to assess commercial potential of new products or research under development
- Collaboration skills to work in interdisciplinary groups
- The strategic thinking required to effectively address the challenges of introducing new products to market
- The skills necessary to build a strong client-consultant relationship and deliver value through the project to the client.

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

- Perform in a multi-disciplinary team under time pressure
- Adopt a structured approach to market research and industry analysis
- Think strategically when faced with the challenges of introducing new products to market
- Evaluate the commercial potential of an idea
- Prepare a business case in a multinational environment
- Report, present and defend recommendations to an expert panel.

Teaching Methods

The IE&D module is made up of two parts, the taught module (which consists of the innovation, entrepreneurship and design module) and – in parallel – the project work.
Textbooks

- The Smart Entrepreneur by Bart Clarysse and Sabrina Kiefer (2nd Ed) Eliott & Thompson, 2011.

+ Toolbox: http://icl.thesmartentrepreneur.net/

Preparation

- Explore toolbox
- Read book
- Read exhibits (before lectures take place)

Assessment

The module is assessed via the business case which has to be presented and the business plan that has to be written to support the business case (Final Presentation and Group Report). In addition an Individual Report has to be made in which each student develops an “innovative project” for the company they work for.

1. Individual Report: 30%
2. Final Presentation and Group Report: 70% (30% on the presentation, 70% on the business plan).

Individual Report:

Define an “Innovative Project” for your own company

(a) Identify the major problems your company (or the company you work for) is confronted with (eg environmental changes, internal tensions, ….)

(b) Choose a specific problem and develop a solution using the 6-stage thinking framework introduced in class 1. Ideally you go through these stages with other students, colleagues, …

(c) Develop a mini-case (stage 6 of the framework) taking into account the classes you had. Think carefully about:

   (a) protection
   (b) value chain
   (c) entrepreneurial strategy
   (d) business model

Group Presentation and Report:

Each group must submit a copy of their presentation and their final report. The final report should be 3,500-5,000 words maximum, plus an appendix of 10 sides maximum. A bound
copy of the presentations and the report must be provided for the examiners before the final presentation.

Assessment criteria

1) For the UNIBREW Business Case

The following criteria will be taken into account when presenting the business case.

a) Elaboration of the content

• Problem statement and Articulation of the Value Proposition

• What will be offered to whom, where, why and when. Already in the idea pitch, the entrepreneurial team should have a clear outline of this.

• Industry Analysis and Business Model

• What does the upstream and downstream industry look like? Is it fragmented? Is it occupied by large players? Where is the power in the value chain? What are the risks for the idea in the given setting and how do you propose to mitigate those? What is the business model you will adopt?

• Analysis of the Market and refining the Market Approach

• Analysis of the worldwide market. Positioning of your idea in the market. Whom do you want to serve (and who not) and why? How will you exactly approach the target customer? Articulation of the market approach in line with the industry value chain.

• Visualisation of your prototype.

• Estimation of Revenue Model

• How will the company make money? Who will pay for the product/technology/service? Which model is chosen (license, product sales, consulting/services…). What will be the pricing strategy? Based upon which information?

• Portfolio

• Positioning of your project in the portfolio. Is it in line with the overall strategy of the company? How is it prioritized viz-à-viz the other projects that were presented? Which techniques are used to convince the management of the company?

b) Shape and format

Professional appearance of the report, including: table of contents, clear executive summary, clarity of structure, clear and concise paragraphs and conclusions, supporting tables and visuals.
2) Presentation
   - Content – same as under a)
   - Shape: clarity and creativity of charts
   - Style: pace, timing, leadership style, Q&A

3) Individual Report
   - Coherence of your argumentation
   - Application of models covered in class
   - Practical usefulness
BS5410 PERSONAL LEADERSHIP JOURNEY (PLJ)

MODULE LEADERS

Name: Cassie Gilbert
Room: Careers Area, Library

Name: Monica Piercy
Room: Careers Area, Library
E-mail: m.piercy@imperial.ac.uk

Name: Ayo Adegbiji
Room: Careers Area, Library
E-mail: a.adegbiji@imperial.ac.uk

MODULE AIMS

Transformation should lie at the heart of the MBA experience – a transformation in terms of new knowledge acquired, but also in terms of new attitudes, perceptions and leadership competencies. The Personal Leadership Journey (PLJ), an integral part of the Global MBA, along with the academic learning, helps facilitate that transformation. This core module of your Global MBA will enable you to: "Be yourself, more, with skill" (Goffee and Jones, “Why Should Anyone Be Led By You?”, Harvard Business Review, 2000).

The Personal Leadership Journey encompasses three elements, firstly self-awareness, through psychometric tests and 360 degree feedback. Secondly it allows students to get exposure to continuous leadership and professional development opportunities through dedicated workshops and webinars. Lastly it provides direction and tangible support for our students’ overall career acceleration.

MODULE KNOWLEDGE OBJECTIVES

By the end of this module, students will know:
- what their own skills, interests, values and motivators are
- what makes an effective leader at senior level
- what their strengths and development points are; and how they can build on these
- how they can successfully market themselves for professional opportunities

MODULE SKILLS OBJECTIVES

By the end of this module, students should develop the ability to:
- Effectively plan and time manage their own professional and career development
- progress their career either within their current company, within a new organisation and within a company they have started themselves
- Pitch their skills and abilities effectively for new professional opportunities
- Develop a lifelong learning approach to their career and leadership development

MODULE STRUCTURE

The module comprises of three elements: (a) Enhancing Self-Awareness, (b) Ongoing Leadership and Professional Development and (c) Career Strategy.
**Enhancing self-awareness**

The PLJ’s initial self-awareness element will enable you to take stock of your current work preferences, strengths and weaknesses. This is achieved via a personality assessment as well as a 360-degree feedback process which will collate feedback from stakeholders within your professional network including line managers, line reports and clients. Once this rich feedback is collated a coach will provide you with a full debrief on common themes. This will be followed by a Career Welcome Meeting to discuss next steps for your career and personal development. These two one to one meetings will take place within the first three months of your GMBA via Skype at a mutually convenient time. In addition to this the module supports students’ ongoing self-reflection through targeted exercises and assignments:

- Foundation for Career Success module
- Personality assessment, 360 feedback and one to one coaching
- Reflective exercises and assignments throughout the PLJ

**Ongoing Leadership and Professional Development**

Leadership and professional development is not something that exclusively regards MBAs and business school students. It should be part of every professional’s approach to their work, whatever their level of seniority. The PLJ part of GMBA reflects this by:

- A series of professional development webinars, such as for example on personal branding and networking
- Interview a Leader exercise: an assessed exercise that requires students to seek out and interview a senior corporate leader
- Exercises aimed at helping the student actively reflect on the relationship between themselves, their current work place, and the learning they take from the Global MBA process
- Online resources, blog posts and HUB discussions

**Career Strategy**

We will support students in formulating their post-MBA career strategy including both short-term and long-term objectives, whether that be a career change, career acceleration or something more entrepreneurial. If students are interested in a career change, we support them with tools and resources to discover and identify sectors and functions that are of interest. We also equip students with the skills and knowledge required to effectively market themselves. This will be delivered through:

- Half day induction at the start of the programme mapping out student’s own career, personal and leadership development objectives for the duration of their GMBA
- Career Welcome Meeting
- Availability of three career development pathways from year two onwards (Career Changer, Career Accelerator, Entrepreneur) with a dedicated series of webinars per pathway
- Option to access up to five one to one Career Coaching sessions
- Access to a wealth of online resources such as for example E-visors (remote consultation with a range of industry experts from around the world), Interview Stream (filmed interview practice)
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Method</th>
<th>Compulsory/ Voluntary?</th>
<th>Detail</th>
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<tbody>
<tr>
<td>Throughout</td>
<td>Foundations for Career Success</td>
<td>Online</td>
<td>Compulsory</td>
<td>Online career and personal development module to get you started on thinking about your current professional situation and future goals</td>
</tr>
<tr>
<td>Spring term</td>
<td>PLJ Induction</td>
<td>On campus</td>
<td>Compulsory</td>
<td>An initial half day session introducing the PLJ module and</td>
</tr>
<tr>
<td>Spring term</td>
<td>Personality questionnaire</td>
<td>Online</td>
<td>Compulsory</td>
<td>You will complete a personality profile to help you increase personal awareness</td>
</tr>
<tr>
<td>Spring term</td>
<td>360 questionnaire</td>
<td>Online</td>
<td>Strongly recommended</td>
<td>You will be asked to invite current or former colleagues, manager or clients to provide feedback on your effectiveness at work.</td>
</tr>
<tr>
<td>Spring term</td>
<td>Feedback meeting for Personality and 360 Questionnaire</td>
<td>Skype one to one</td>
<td>Compulsory</td>
<td>A dedicated feedback meeting with a coach will help you put the results of your personality and 360 questionnaires into context.</td>
</tr>
<tr>
<td>Spring term</td>
<td>Career Welcome Meeting</td>
<td>Skype one to one</td>
<td>Compulsory</td>
<td>You will meet with a Careers Consultant to discuss your personal and career development objectives for the PLJ</td>
</tr>
<tr>
<td>Spring term</td>
<td>Initial reflective exercise</td>
<td>Individual assignment</td>
<td>Compulsory</td>
<td>An opportunity to reflect on your current and future career and personal development goals</td>
</tr>
<tr>
<td>Throughout</td>
<td>Leadership and professional development workshops</td>
<td>Online</td>
<td>Voluntary</td>
<td>We recommend you attend at least three career workshops or events per year</td>
</tr>
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## MODULE STRUCTURE PLJ YEAR 2

<table>
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<tr>
<th>Time</th>
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<th>Method</th>
<th>Compulsory/ Voluntary?</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring term</strong></td>
<td>Interview a Leader + reflective essay</td>
<td>Individual assignment</td>
<td>Compulsory</td>
<td>In this assignment you will interview a leader about their personal leadership journey</td>
</tr>
<tr>
<td><strong>Spring term</strong></td>
<td>Career planning and Introduction to “Pathways”</td>
<td>Online</td>
<td>Voluntary</td>
<td>This online seminar will help you make career advancement the focus of the second year in your GMBA. We’ll introduce three structured development webinar series: “Advancing in your current organisation”; “Changing Careers, Changing Jobs” and “Entrepreneurship Journey”</td>
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<tr>
<td><strong>Throughout</strong></td>
<td>Careers Consultant meetings</td>
<td>In person/ via Skype</td>
<td>Voluntary</td>
<td>A career consultant can advise on career related issues including but not limited to CVs/cover letters, interviews, networking or career transitions. You can have up to five of these sessions in Year 2.</td>
</tr>
<tr>
<td></td>
<td>“Career Acceleration” Pathway</td>
<td>Online</td>
<td>Voluntary</td>
<td>A series of workshops aimed at helping you accelerate your career within your current employer</td>
</tr>
<tr>
<td></td>
<td>“Career Change” Pathway</td>
<td>Online</td>
<td>Voluntary</td>
<td>A series of workshops aimed at helping you identify and obtain a new role in a new organisation or in a new sector</td>
</tr>
<tr>
<td></td>
<td>“Entrepreneurship” Pathway</td>
<td>Online</td>
<td>Voluntary</td>
<td>A series of workshops aimed at helping you created the right skill set and professional context to help you get your business idea off the ground</td>
</tr>
<tr>
<td><strong>Throughout</strong></td>
<td>Regional networking events</td>
<td>In person / event</td>
<td>Voluntary</td>
<td>A series of regional meet ups to help you connect to your fellow colleague</td>
</tr>
</tbody>
</table>
MODULE ASSESSMENT

This module is a compulsory pass / fail element of the programme, reflecting the importance placed on leadership and wider professional skills development in addition to the more technical knowledge, skills and abilities that will be delivered through your core modules and electives.

To pass the module, you must complete all compulsory elements of the module. In addition to these compulsory elements we are providing a range of electives. These are there to provide you with a comprehensive personal development offering and can be made use of as little or as much as you see fit.

REFERENCES: