CONTENTS

Mission statement 2

Welcome messages 3
   Welcome from Professor Nelson Philips, Dean of Imperial College Business School 3
   Welcome from Dr Edgar Meyer Associate Dean Undergraduate Studies 4

Programme overview 5

Information for students 7
   Programme Director and Programme Team contact details 7

Teaching staff 8

Programme Structure 9

Programme Assessment 11

THE MODULES 18

BS0601 – ACCOUNTING 19

BS0603 - BUSINESS STRATEGY 21

BS0509 - HEALTH INFORMATICS 23

BS0612 – ORGANISATIONAL BEHAVIOUR AND HUMAN RESOURCE MANAGEMENT 25

BS0618 - SUSTAINABLE BUSINESS 27

BS0611 - MARKETING 29

BS0510 - MANAGING HEALTH CARE ORGANISATIONS 30

BS0606 - ENTREPRENEURSHIP 32

BS0507 - SOCIAL RESEARCH METHODS 34

BS0506 - HEALTH ECONOMICS 40

BS0500 - GROUP PROJECT 42
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 Professor Nelson Philips,
Dean of Imperial College Business School

I am delighted to welcome you to Imperial College Business School. We receive a large number of excellent applicants for our programmes, so you have won your place in competition with many well qualified applicants. Congratulations on your success and thank you for choosing us.

You are embarking upon a rewarding, academically challenging and transformative year. I encourage you to grasp every opportunity which studying at Imperial College offers. You are now a member of a world class university. We pride ourselves on the quality of our students, our faculty – international experts in their fields – and our teaching.

Last year, more than 75 nations were represented in our programmes, and we expect a similar number in the class of 2016-17. It is a tremendous opportunity to spend a year learning in an environment characterized by the wide range of perspectives provided by such diversity and I very much hope you will take advantage of the special environment that this creates.

This year, you will gain unique insights from world class faculty and industry experts with direct experience of major corporates, consultancies, investment banks and city firms, venture capitalism and the public sector. Together, we will be able to bridge the divide between theory and practice, creating the platform from which you can launch – or further develop – your career. I know that your time here will give you the knowledge and inspiration to build a successful career when you leave us.

Let me urge you to take advantage of all that the School offers while you are here. We have an excellent Imperial Business Insights series, run with KPMG as its Principal Partner, and each programme organises a range of exciting speakers and other events appropriate for the special interests of each programme. As a result, you have the opportunity to hear from senior individuals from global companies, government, and civil society organizations.

When you complete your programme, you will become a member of our growing alumni network of over 12,000 individuals in more than 120 countries. I invite you to join this community and look forward to its reputation increasing still further through your success.

In conclusion, let me once again welcome you. I look forward to meeting you and hope that you have a very special year with us.
Welcome from Dr Edgar Meyer Associate Dean Undergraduate Studies

I am delighted to welcome you to Imperial College Business School and the academic year 2016/17. We are fortunate to have the opportunity of contributing to the development of your managerial skill sets, which is vital in today’s environment, irrespective of one’s own professional background. You are embarking on an exciting and challenging year where we will introduce you to a range of ideas, concepts, and models relevant to working successfully in organisations. The faculty have designed modules that will stimulate your thinking and demonstrate to you how theory and practice interact. By working hard and engaging with the materials and the faculty, you will develop knowledge and skills that will stand you in good stead in your future endeavours. You will experience different learning styles, aimed at building a broader range of skills that you can use beyond your year with us.

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

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

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

I wish you all a successful and enjoyable academic year.

Dr Edgar Mayer
e.meyer@imperial.ac.uk
Associate Dean Undergraduate Programmes
Programme overview

Aims, Objectives, Learning Outcome and Skills Mapping

Intercalated BSc: Aims and objectives

Our BSc Programme aims to equip future clinicians for a career in the health system.

Students who successfully complete the Programme should be able to:

• Understand the management issues facing the health system
• Demonstrate the capability to apply this knowledge
• Continue to develop their personal skill set.

Skills Mapping

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.

Skills Table for Intercalated BSc Programme

<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>Preparing and delivering presentations</td>
</tr>
<tr>
<td>Technical and Analytical</td>
<td>Essential workplace tools and techniques beyond curriculum teaching</td>
<td>Data analysis using Excel</td>
</tr>
<tr>
<td>Ethical</td>
<td>Key skills that make an effective, responsible and ethical manager</td>
<td>Learning how to adopt a responsible attitude towards business and management</td>
</tr>
</tbody>
</table>
### Personal Skills Development for Individual Modules

<table>
<thead>
<tr>
<th></th>
<th>Written</th>
<th>Presentations</th>
<th>Spreadsheets</th>
<th>Analytical &amp; Critical Reasoning</th>
<th>Verbal</th>
<th>Teamwork</th>
<th>Personal</th>
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<tbody>
<tr>
<td>Accounting</td>
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<td></td>
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<tr>
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<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisational Behaviour &amp; HRM</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainable Business</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
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<td></td>
</tr>
<tr>
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<tr>
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<td></td>
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<tr>
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<td></td>
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<td></td>
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</tr>
<tr>
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</tr>
<tr>
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<td></td>
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</tr>
</tbody>
</table>
Information for students
Programme Director and Programme Team contact details

Students should familiarise themselves with the programme and school regulations which can be found on the Hub in the Key Information section. Throughout the programme the programme team and the lecturers will communicate with students mainly via the hub and email.

The Outlook calendar will be populated with your timetable, lecture times and venues. Please note you should refresh regularly and monitor the hub for any last minute changes.

Students can contact the Programme Director for academic issues and they should contact the Programmes Team for all other issues.

Programme team
E: jh.ibsc@imperial.ac.uk

Dr Edgar Meyer
Programme Director
T: +44 (0) 20 7594 7160
Level 1 Business School

Edina Hamzic-Maguire
Assistant Programme Director
T: +44 (0)20 7594 2075
Level 1 Business School

Rose Brown
Programme Coordinator
T: +44 (0)20 7594 1696
Level 1 Business School
# Teaching staff

<table>
<thead>
<tr>
<th>Lecturer details</th>
<th>Module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bot-Vos, Jolande</td>
<td>Accounting</td>
</tr>
<tr>
<td>Cox, Benita</td>
<td>Health Informatics</td>
</tr>
<tr>
<td>De Preux, Laure</td>
<td>Health Economics</td>
</tr>
<tr>
<td>Heymann, Timothy</td>
<td>Managing Health Care Organisations</td>
</tr>
<tr>
<td>Jasmand, Claudia</td>
<td>Marketing</td>
</tr>
<tr>
<td>Lee, Jaemin</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Love, Colin</td>
<td>Business Strategy</td>
</tr>
<tr>
<td></td>
<td>Sustainable Business</td>
</tr>
<tr>
<td>Meyer, Edgar</td>
<td>Organisational Behaviour &amp; Human Resource Management</td>
</tr>
<tr>
<td></td>
<td>Group Project</td>
</tr>
<tr>
<td>Meyer, Edgar</td>
<td>Social Research Methods</td>
</tr>
<tr>
<td>Barrenho, Eliana</td>
<td></td>
</tr>
</tbody>
</table>
Programme Structure

Programme Structure

Modules on the Intercalated BSc Programme are run in 5 week blocks. There will be 4 hours’ tuition in each subject each week.

**Autumn Term – (Monday 10 October 2016 – Friday 16 December 2016)**
*(Week 1: 3rd – 7th Oct: Induction Week)*

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

Examinations for these modules take place at the beginning of the Spring Term.

**Spring Term – (Monday 16 January 2017 – Friday 24 March 2017)**
*(Week 15: 9th – 13th Jan Exam Week)*

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

Examinations for these modules will take place at the beginning of the summer term.

**Summer Term – Saturday 22 April 2017 - Friday 26 May 2017**
*(Week 30: 24th – 28th April: Exam Week)*

Group Project work will start towards the end of the Autumn Term with a selection of project titles. Then identification and development of the project proposal will start at the beginning of Spring Term. The project will occupy the whole of Summer term with a final submission deadline **Friday 26th May 2017**
**Weightings**

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

<table>
<thead>
<tr>
<th></th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accounting</td>
</tr>
<tr>
<td>2</td>
<td>Health Informatics</td>
</tr>
<tr>
<td>3</td>
<td>Business Strategy</td>
</tr>
<tr>
<td>4</td>
<td>Organisational Behaviour &amp; Human Resource Management</td>
</tr>
<tr>
<td>5</td>
<td>Social Research Methods</td>
</tr>
<tr>
<td>6</td>
<td>Marketing</td>
</tr>
<tr>
<td>7</td>
<td>Managing Health Care Organisations</td>
</tr>
<tr>
<td>8</td>
<td>Health Economics</td>
</tr>
<tr>
<td>9</td>
<td>Sustainable Business</td>
</tr>
<tr>
<td>10</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>11</td>
<td>Group Project</td>
</tr>
</tbody>
</table>
Programme Assessment

Each subject is assessed on the basis of a final examination and coursework excluding Social Research Methods which is assessed by coursework only, and the Group Project which will be assessed by a presentation and report.

Module Leaders will provide you with specimen questions and outline answers, or illustrative examples of how you might address the question. Specimen questions might be from a previous exam paper(s), or mock questions representative of the type of questions that would come up on an exam (in the case of a new module for example). Past examination papers or specimen questions are provided to guide students on content only. The format is subject to change and the Module Leader will provide full information during the module.

If candidates have experienced serious illness or other major problems which they consider to have affected their academic performance, they should complete a mitigating circumstances form and provide documentary evidence. Details regarding this and also how to apply for reasonable adjustments can be found in the ‘Academic Regulations and Policies’ document on The Hub.

Formal Examinations – These dates may be subject to change

Autumn Term Examinations dates week commencing Monday 9 January 2017.

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

Spring Term Examinations dates week commencing Monday 24 April 2017.

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

EXAMS

The Board of Examiners is made up of all members of the School's academic staff who teach on the programme (called 'internal examiners') plus a number of external examiners drawn from other universities. The external examiners are appointed for no more than four consecutive years. They are, or have in the past been, drawn from LBS, Manchester, Cranfield, Lancaster, City, Open University and LSE. Each external is allocated a number of subjects in their area of expertise. The Board Chairman is the Programme Director.

This year, the external examiners for Joint Honours and Intercalated BSc are as follows:

<table>
<thead>
<tr>
<th>Professor/Educational Institution</th>
<th>University of Warwick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Elena Novelli</td>
<td>City University London</td>
</tr>
<tr>
<td>Dr Jonathan Atkins</td>
<td>University of Hull</td>
</tr>
<tr>
<td>Dr Petros Vourvachis</td>
<td>Loughborough University</td>
</tr>
<tr>
<td>Professor Nick Lee</td>
<td>University of Warwick</td>
</tr>
<tr>
<td>Dr Andrew Urquhart</td>
<td>University of Southampton</td>
</tr>
</tbody>
</table>

The details provided above are for information only. Please note that it is not appropriate for students to contact the externals directly regarding their studies.
Any issues that you have in relation to your assessment should be raised internally with your Programme Team in the first instance or with the College Registry if necessary. Issues can only be raised with College Registry once the External Examiners’ meeting has taken place and results have been released by Registry.

All examination scripts will be first-marked and a second marker will undertake sample check marking to ensure that the mark awarded is appropriate.

A sample of scripts is then sent to an External Examiner from another institution to ensure that the standard of marking at Imperial College Business School is commensurate with elsewhere in the UK. External Examiners also approve draft examination questions prior to the examination being set.

EXAM RESIT PERIOD

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

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

PROCEDURE FOR DETERMINING FINAL DEGREE CLASSIFICATION FOR BORDERLINE CANDIDATES ON THE IBSc MANAGEMENT PROGRAMME

Business School IBSc programme is aligning its process for considering borderline students with the School of Medicine and is no longer offering Viva Voce examinations as of 2016-17.

Vivas are open to bias and there may be issues with consistency of process across different BSc pathways. In considering quality assurance and fairness, a more automatic procedure using the data gathered for each major individual form of assessment eliminates the potential bias of a viva and provides a reliable indicator of a candidate's performance over the whole BSc programme.

For each borderline case the decision as to whether the candidate should be awarded the degree according to their programme average, or whether there is sufficient evidence to justify awarding a degree of higher classification, will be based on the proportion of individually assessed work falling in the higher class. In this way a consistent pattern of behaviour and performance is rewarded.

The formula method of determining the final degree classifications for Borderline candidates and Mitigating Circumstances candidates on the IBSc Management programme for 2016-17 is outlined below.

For Borderline Candidates (within 2.5% of an overall boundary):

Candidates will receive uplift in classification if more than 50% of their individual assessment marks are in the higher category.

(N.B. Where a module is assessed by multiple individual assessments the averaged individual assessment grade will be used for the above calculation.)

For candidates with mitigating circumstances (normally within 5% of a boundary and with approved cases of mitigation):

Should the mitigation cover one piece of assessment that assessment will be excluded and if the candidate then falls within 2.5% of a boundary the above formula will be applied.
It should be noted that if mitigating circumstances impact on a candidate over a broad range of assessments and/or involve complex circumstances, the Programme Director, Chair of Examination Board and Senior Tutor will review all material and consult with the External Examiner to reach a decision to uplift the grade or not.
Rules and Degree Classification

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 Exams & Assessment Manager prior to the date of your first examination.

Summary of marks and their interpretations for undergraduate degree classification:

**Undergraduate Criteria for Classes of Assessment**

The undergraduate work submitted by students is marked to the following:

**First**  
70 – 100%

Outstanding work, wide knowledge of the material, accurate, arguments concisely and clearly presented, clear evidence of critical thought and enquiry, evidence of originality, insight and superior critical and reflective abilities.

**Upper Second**  
60 – 69%

Work well organized, good knowledge of the material, logical, sufficiently detailed and clearly presented, evidence of an enhanced capacity to develop and apply their own grounded and informed perspectives to their work, evidence of problem solving competence, ability to explore alternative solutions, to demonstrate critical evaluation and integrate theory and practice.

**Lower Second**  
50 – 59%

Work displays a satisfactory knowledge of the material, substantial recall of relevant facts but little evidence of enquiry beyond lecture notes or prescribed texts, manipulations and/or calculations competently performed to a reasonable but not necessarily entirely correct solution.

**Third**  
40 – 49%

Work displays a limited knowledge of the material, essential elements of solution correct, sufficient factual recall, ability to perform routine calculations, arguments developed but incompletely.

**Fail (with significant shortcomings)**  
35 – 39%

Work with serious inadequacies, very limited knowledge of material, poor presentation, minimal ability to formulate arguments and results presented in incomplete form and/or with errors.

**Fail (with major shortcomings)**  
0 – 35%

Solution basically incorrect, defective recall of basic facts, little or no understanding of relevant principles, failure to develop from starting point to result, obvious failures and/or mistakes in manipulation, or work not submitted.
**COURSEWORK**

Coursework should be submitted via the HUB unless otherwise instructed. Submissions by hand or by email will not be accepted. It is important that all work is legible and should be produced using Arial font size 11. Adequate margins should be left on each side of the paper. A single colour of ink should be used.

Assignments are not always marked electronically by staff and if printed, will be printed in black ink, and so any references to coloured text might be overlooked.

It is also important that you produce your work in a printable format. Use the ‘print preview’ function to ensure that the work will print exactly as you would expect. Assignments will be printed in batches and time will not be spent by School staff re-formatting work.

It is recommended that you put your name in a header or footer so that it appears on every page. There are further guidelines relating to submitting in the Key Information section Information Guide document on the Hub, please take the time to read it.

**Policy on Penalties for Late Submission of Assessed Work**

Electronic submission for an assignment will close at the cut-off deadline. Late submissions will receive a mark of zero. This is the default penalty for late submissions of assessed work and will be deviated from only in exceptional circumstances at the discretion of the Programme Director.

If a student requires an extension for an assignment, they should complete the extension approval request form, which is available on the Hub, and submit this to their Programme Team in advance of the submission date (a minimum of 24 hours prior to the submission deadline). Please note that individual lecturers cannot grant 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.

**Assignment Feedback**

With each returned assignment, a written evaluation will be provided. Lecturers will strive to return marked work as soon as is practically possible.

**Plagiarism**

Plagiarism is the presentation of another person’s words, ideas, judgement or data as though they were your own. For example:
• not referencing the source of your ideas or arguments when they are derived from your reading,
• taking verbatim the words of someone else’s work and putting it into your work without quotation marks and referencing,
• taking whole sections out of books, articles, lecture notes, other reports or students’ work, and including them in your report uncited.

When submitting your assessed coursework, via the Hub or in hardcopy, you will be required to confirm that you have read and understood the definition of plagiarism. Submitting the assignment will certify that the work presented is entirely your own, except where indicated. This includes your final project or essay as well as all other assessed work.

In relation to group work, you should be aware that you have a collective responsibility for the integrity of the piece of group work submitted for assessment. This means that if part of the work is plagiarised, all group members will be held accountable unless proof can be provided by each member of their contribution. You should, therefore, retain an audit trail of your contribution for this purpose.

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

We strongly advise that you attend the Library referencing sessions and read the Harvard Referencing Guide, which can be found at http://www.imperial.ac.uk/admin-services/library/learning-support/reference-management/harvard-style/ Additional support and guidance is available from the Business Library Team (libbpd@imperial.ac.uk)

**Use of Surveys or Questionnaires in Student Projects**

If you use surveys or questionnaires whilst undertaking your project, you must retain the completed versions for inspection by your project supervisor or external examiner. You do not need to submit these with your final project or include them in the appendices but you need to have them available in case they are requested. **Any attempt to generate or to make changes to primary data to influence the results of your project is considered to be a serious academic offence and will be severely penalised.**

**MODULE EXCELLENCE SURVEYS (MODES)**

At the end of every module you will receive a survey (either by e-mailed link or paper hard copy), asking you to provide feedback on the content, instructor, learning environment and module overall. The School issues a survey per instructor and at the end of each term students are also asked to score and comment on the term as a whole.

The MODES feedback is taken very seriously and is used to identify examples of good practice and highlight areas that could be improved. The School really appreciates your support in completing the surveys. If only a small number of students respond, the feedback will not truly reflect the general thoughts of the cohort and therefore be less valid. MODES results are passed onto the lecturers, Programme Directors, Programme Managers, Department Heads, the Dean and the Associate Dean. Your feedback is completely anonymous and is not given to Faculty until they have completed and submitted their marking, so you can be assured that the feedback you provide will have no influence on the grades you receive. Once they have received the feedback, your Programme Director will post a response to the themes and issues raised in the MODES on the Hub.
At the end of each term the programme with the highest average response rate across the modules will be awarded a prize, details of which will be passed on by the Programme Team during the term.

**PRIZES**

**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 Report on the BSc Management Programme**
- Awarded annually to the best group project performance - £250

**ICBS Prize for Best Health Management Performance on the BSc Management Programme**
- Awarded annually for best individual performance across the four specialist subjects on the Intercalated BSc Management programme - £200

**Joan Woodward Undergraduate Memorial Prize (shared with Joint Honours)**
- Awarded annually for the best performance in the Organisational Behaviour and Human Resource Management Module - £300
THE MODULES
MODULE LEADER:
Name: Jolande Bot-Vos
Room: 4.03A 53 PG,
Floor: 4th Floor, Prince’s Garden
Ext: 0207 594 3041
E-mail: j.vos@imperial.ac.uk

MODULE AIMS

The aim of this module is to develop certain accounting related skills, by explaining the techniques of financial accounting and management accounting, and examining their relevance to the broader issues of financial decision-making and management control in organizations. The module gives students a basic insight into the way that business performance is measured, and how business decisions can be structured and analysed.

KNOWLEDGE OBJECTIVES

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

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

SKILL OBJECTIVES

The module will facilitate the student development of:

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

LEARNING OUTCOMES

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

- Identify the major issues raised by financial and costing accounting data
- Take an effective involvement in business operations
TEACHING METHODS
Teaching is by lectures and tutorials, and will encourage student participation.

ASSESSMENT
- Weekly online quizzes consisting of 5 multiple choice questions (10%)
- One multiple-choice test (probably on Part A) (20%) will take place during week 4 or 5. Date to be confirmed
- An examination of 2 hours duration (70%)

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

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

- Dyson, J R *Accounting for Non-accounting Students* (8th edition), Financial Times Prentice Hall

MODULE OUTLINE
The module is structured in two parts:
Part A - Management Accounting
Part B - Financial Accounting
Accounting, costing, and financial issues are addressed with varying degrees of emphasis throughout the module.

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

Part B - Financial Accounting
- The nature and roles of financial accounting
- The balance sheet
- Equity and trading
- Profit determination
- Stock valuation
- Provisions and valuation of fixed assets
- The cash flow statement
- Types of ratios
- Ratio analysis and further analysis of accounts
BS0603 - BUSINESS STRATEGY

MODULE LEADER
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MODULE AIMS

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

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

LEARNING OBJECTIVES

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

TEACHING METHODS

The module will be delivered through ten, two-hour integrated lecture/workshop sessions.

The module will involve the discussion and analysis of case studies related to the lecture theme. Students are expected to have read the relevant case in advance of each session.

The related academic readings are supplementary and I strongly suggest you read these as we proceed; they are mainly included for exam preparation purposes. Students are also expected to be active participants in classroom discussions. Questions alone are not considered participation, nor is merely coming to class and listening to the discussion. You are expected to know the facts as stated in cases and readings and offer meaningful analysis and convincing arguments for positions taken. Students are generally divided into teams for case work and will be expected to give pre-planned presentations on a regular basis.

A key element of the module will be a business strategy simulation exercise (BOS) where teams (your syndicate group) will compete in an industry to develop a company for the future. The simulation will consist of in class briefings and presentation, together with non-class preparation of strategy development.
ASSESSMENT

The module assessment will consist of

1. a team-based simulation exercise (BOS) (30%) to be completed at the end of the Autumn term
2. a written examination (70%) in the Spring term

SIMULATION EXERCISE OVERVIEW:

BOSS – Blue Ocean Simulation Strategy

A leading edge simulation exercise based on the key foundations of Red Ocean / Blue Ocean thinking will run across the last two weeks of the term.

Full details will be presented in the first half of the module. Completion of the simulation will require the use of strategic models covered in the module.

Submission elements will consist of templates from the simulation model accompanied by management board minutes for each ‘simulation round’.

TEXTBOOKS AND OTHER REFERENCES

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

Recommended Texts

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

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

*Any of the above is acceptable. Please note that none are compulsory purchase.

Read on a regular basis – The Times, FT, Economist
BS0509 - HEALTH INFORMATICS

MODULE LEADER
Name: Dr Benita Cox
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Ext: 49164
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MODULE AIMS
The aim of the module is to consider the role and importance of information and information systems in providing effective healthcare; the application of stable management principles to attain maximum benefit from information and information systems and pertinent computer, communication and imaging systems of relevance to healthcare provision.

LEARNING OBJECTIVES
On completion of this module students will be able to:
  o develop an information systems strategy
  o manage information systems implementations
  o assess the value of information systems to an individual and/or their organisation

TEACHING METHODS
This is a 20 hour module. The delivery of the module will be through the use of lectures, case studies, guest speakers, videos and web-interaction. The module is highly interactive and students are expected to make a positive contribution to classroom discussion.

ASSESSMENT
The module will be assessed through a written examination and course work consisting of a group presentation. Apportionment of marks is as follows:

Examination  70%
Coursework   30%

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

Coiera, E. Guide to Health Informatics, Arnold, 2003
De Dombal, F.T. Medical Informatics, the Essentials, Reed Educational & Professional Publishers, 1996.
Haux, R. Strategic information management in hospitals: an introduction to hospital information systems, Springer, 2004


JOURNALS

International Journal of Health Informatics
British Journal of Healthcare Computing and Information Management
Journal of the American Medical Informatics Association
Health Informatics Journal
Informatics in Primary Care
BMJ
e-Health Insider
BS0612 – ORGANISATIONAL BEHAVIOUR AND HUMAN RESOURCE MANAGEMENT

MODULE LEADER
Name: Dr Edgar Meyer  
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MODULE AIMS

The focus of this module is on developing your understanding of modern organisations and the tools you will need to contribute effectively in them. Much of your success as leaders, managers, and professionals will depend on how well you work with and get things done through others. The organisations best prepared to succeed in the competitive global marketplace are those that engender full participation and promote teamwork through enabling leadership.

The study of organisational behaviour involves examining processes at the individual, group and organisational levels. The module design reflects these three levels of inquiry. 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 develop theory together, which relies substantially on extensive class participation – this will enable you to see the relevance and applications of the ideas, models, and concepts. Hence, the module will feature a substantial amount of class discussion and experiential exercises.

MODULE OBJECTIVES

Knowledge Objectives

Having completed the module, you will be able to:
- Explain key ideas and concepts relevant to organisational behaviour and human resource management.
- Articulate how good HRM and OB practices can support the performance of organisations.

Skill Objectives

The module will give you the opportunity to:
- Develop analytical skills that will be used in identifying, diagnosing and evaluating key organisational issues;
- Apply theoretical concepts to real life organisational scenarios through the use of case studies in class; and
- Work productively in a team situation to produce a team assignment.

LEARNING OUTCOMES

On completion of this module, students will be able to:
- Describe key aspects of organisational behaviour and human resource management
- Illustrate the relation of key concepts to organisational functioning and performance.

TEACHING METHODS

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

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

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

**TEXTBOOK SUGGESTION:**
- McShane, Steven & Von Glinow, Mary Ann. *Organizational Behaviour*, McGraw Hill
- Pearce, Jone L. *Real Research for Real Managers*, Melvin & Leigh.

**ASSESSMENT**
- Team Project: 25%
- Final Exam: 70%
- Individual Participation (Quizzes and Surveys): 5%

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

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

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

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

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

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

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

**Active Involvement:** Participation in the Class and the Hub is pivotal and encouraged.
MODULE LEADER
Name: Colin Love
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MODULE OVERVIEW

The concept of Sustainable Business is at the forefront of contemporary global business practice and the development of business strategies for the benefit of PEOPLE, PLANET and PROFIT. Central is the establishment of medium to long term thinking, encompassing the needs of a broad stakeholder base, as opposed to short term commercial results for shareholders (a sub set of stakeholders).

The key objective is to sensitise students to the interaction between global business, government and society. This module will therefore critically examine the impact that contemporary global business has upon society and the environment, whilst delivering profitable sustainable businesses. It is therefore relevant to scientists, engineers, clinicians and business managers alike.

The course develops the following central themes:

Corporate Social Responsibility - an essential element of modern corporate strategy and a foundation concept that future managers must be familiar with. Understanding that the profit motive is a necessary, but not sufficient, condition for current and future business operations. This area provides the background and elucidates the key concepts that all modern managers need to appreciate, and will allow complex normative and ethical dilemmas / alternatives to be successfully negotiated.

Sustainability – an introduction to concept of business sustainability on three dimensions - the company, society and the planet. The area will explore strategic options to develop an understanding of credible sustainable business practice which satisfy the demands of all stakeholders, encompassing the need for a stable financial base together with ethical business practice for the 21st century

Ethics and Governance in contemporary business practice – the evolution of Corporate Social Responsibility and Business Sustainability has brought a change of focus with respect to ethical behaviour in business and the governance of business practice. This complex area is not subject to uniform global treatment but may be regarded as the overarching business concept directly supporting sustainability. Students will explore contemporary ‘ethical’ and ‘governance’ cases to develop views of best practice.

MODULE AIMS

The module will develop new insights to the development of corporate strategies within the context of responsible international business behaviour, and will explore potential conflicts between business and non-business stakeholders. The responsibility of business will be explored within a frame work of ethics and corporate governance.

MODULE OBJECTIVES:
Knowledge Objectives:
During the module students will develop an understanding of:
- the origins and development of corporate social responsibility in a global context
- the development and importance of sustainable business practice as described by Elkington’s Triple Bottom Line of People Planet and Profit
- the complexity of managing diverse stakeholder interests and conflicts - short term versus long term goals
- how business ethics and corporate governance have developed with the Triple Bottom Line
- changing global business and environmental priorities
**Skill Objectives:**

The module will equip the students with the ability to:

- understand how companies can operate globally and formulate sustainable global business strategies
- understand and manage conflicting stakeholder requirements
- incorporate sustainable and corporately responsible goals and objectives in a company’s strategic plan
- evaluate the impact of sustainable business strategies on the firm, society and the global environment
- critique sustainable business strategies of leading global companies – corporate examples from all business sectors will be reviewed – finance / manufacturing / energy / pharmaceuticals / consumer products

**LEARNING OUTCOMES:**

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

**TEACHING METHODS:**

The module will consist 20 hours of face to face lectures delivered over 5 weeks. Lectures will consist of:

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

**ASSESSMENTS:**

The module will be assessed by:

- Group assignment end of course group assignment – the development of a Business Sustainability Strategy for a global company (web based format) (30%)
- Individual Examination (70%)

During the module we will take the opportunity to discuss current ‘sustainable business’ issues and events, therefore we will use class/workshop time in a flexible manner depending on the scale and importance of current issues – i.e. sustainable business recovery from world events/issues

It is important that students should read the *Times / FT / Economist* on a daily / weekly basis to develop an informed view to participate in such discussions. Students should note that it is important to be able to refer to current issues and events in answering examination questions.

**TEXTBOOKS AND OTHER REFERENCES**

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

**Required reading**

- *The Economist Pocket World in Figures*

**Additional Reading**

- Gore, A (2009) *Our Choice – a plan to solve the climate crisis*. Bloomsbury
- Dicken, Peter (2007) *Global Shift* (Sage Publications)
MODULE LEADER
Name: Claudia Jasmand
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MODULE AIMS

More than 90% of all new ideas fail in the marketplace. That is, they are not taken up by others. Often organisations spend significant amount of resources developing and marketing new products/services only to discover that consumer response is far less ecstatic than initially expected. The reality is that in most cases consumers are simply indifferent about various business’ offerings. To succeed business must make a more compelling case than it is today - in terms of consumer experience, deeper purpose, social value, and greater inspiration for consumers as well as employees. Effective marketing management requires a clear understanding of consumers and the market in general. The aims of this module are to help participants understand how marketing contributes to a business’ competitiveness and survival and to provide participants with critical marketing insights, tools, and techniques.

Throughout the module students will gain an understanding of the contingent conditions under which various marketing techniques work most effectively. The module will also introduce new marketing concepts associated with brand management, marketing channels, and services marketing. Short case studies during lectures underscore the critical value of marketing strategies in creating successful and profitable customer relationships. Findings from current research will be part of, and examined throughout, the lectures.

MODULE OBJECTIVES

Knowledge Objectives: The main knowledge objectives of the module are to help participants understand:

- The role of marketing in creating value for consumers and organisations
- How marketing contributes to the competitiveness and survival of (for profit as well as not-for profit) organisations
- How marketing strategies can be implemented and augmented over time

Skill Objectives: The main skill objectives of the module are to enable participants to develop:

- Diagnostic and analytical skills to critically analyse current business practices
- Skills in defining problems and examining market opportunities in the context of different consumer markets
- Technical skills to assess strategies that provide customer value and that result in sustainable competitive advantage for organisations

LEARNING OUTCOMES

The module will help participants to:

- Understand contingent conditions under which various marketing techniques work
- Evaluate the success of product and service strategies based on their understanding of consumer behaviour, product positioning, pricing, and distribution
- Critically examine the development of new business opportunities including brand extension and relationship marketing strategies
- Manage the optimal mix of relationship marketing strategies needed to create superior value for consumers and business organisations

TEACHING METHODS
Lectures, case studies, group assignments

ASSESSMENT
Coursework (30% weighting)
Exam (70% weighting)
MODULE AIMS

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

COURSE OBJECTIVES

Knowledge Objectives

Key concepts and future trends in

- services operations
- demand management
- quality structures
- inventory control
- value chain application
- decision making techniques
- negotiation approaches
- NHS structures and function

with a perspective on current and likely future developments within the National Health Service in England

Skills Objectives

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

Learning Outcomes

Students who complete the course successfully will be able to

- explain issues of demand management in healthcare
- describe and evaluate quality initiatives in the delivery of health care
- identify good practice in service delivery and inventory management in a healthcare setting
- approach negotiations with greater confidence
- understand how the NHS functions, the pressures it faces and how it is responding

TEACHING METHODS

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

ASSESSMENT

- Closed book examination (70%)
- Course work (30%)

The exam paper will be in two parts. You will be asked to answer 1 question in Part A from a choice of 2 and 1 question in part B, from a choice of 3. Part A and Part B carry equal marks.
Marks will be awarded for answers that are focused on the specific question asked, draw on material discussed in class and support discussion by way of reference to suggested readings and other relevant material. Students will be heavily penalised if their answers do not specifically address the question asked or are difficult to read.

Course work

For course work students will work in syndicate groups to put together and make a short presentation based on topics covered and/or tasks set during the module. The allocation of topics/tasks will be at random and done in class, probably by lot though these details are subject to change. Students will be expected to present in the session in which their work is presented. The presentation will attract a maximum of 15% of the total module mark; a subsequent written summary of no more than three pages a maximum of the remaining 15%. The written submission should be submitted via the Hub Date to be confirmed and will be assessed and returned to students before the end of term.

Further details will be made available at the start of the first lecture of the module.

READING LIST

A list of reading suggestions will be distributed at the start of term
BS0606 - ENTREPRENEURSHIP

MODULE LEADER
Name: Jaemin Lee
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MODULE AIM

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

The objective of this course is to provide students with the basic knowledge and skills for carrying out these tasks. Although grounded in theory in Management, Sociology, and Economics, the focus of the course is highly practical and class participation is actively encouraged. Participants will learn how to identify what is a good idea and to protect it, how to research and test a new product proposition, how to evaluate the strategic context in which they are operating, how to price a product and bring it to market, and how to access capital.

MODULE OBJECTIVES

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

LEARNING OUTCOMES

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

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

MODULE STRUCTURE

The course comprises:

a. Seven regular sessions
b. An online lecture (no class)
c. One feedback session
d. Final presentations

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

In the feedback session, each team will be given a slot (10-15”) to discuss the in-progress business projects. Each team will present informally the progress made and will have the opportunity to discuss with the module leader.

In the final session, the team will make formal, final presentations of their business plans (8-minute presentation + 5 minutes for Q&A).
MODULE OUTLINE
1. Introduction – entrepreneurial opportunities
2. Customer discovery and development
3. Market and industry analysis
4. Protection (this is an online lecture available here – no class)
5. New venture strategy
6. Workshop for discussing your team projects
7. Business models
8. Sources of financial capital and valuation
9. Financial planning
10. Final presentations

READING LIST
- To be confirmed, but here is some useful recommendation (which can be possibly used for the module)
  - Additional material posted to the HUB.

ASSESSMENT
Assessment will be based on: a team coursework (70%) and an exam (30%), which will be taken at the end of the course.

1 Team Coursework (70%)
- Each team will be assessed on an 8-minute presentation (max 12 slides), followed by a 5-minute questions and answers session, plus a 3500 word (plus exhibits) business plan.
- All group members should attend the presentation.

2. Exam 30%
- The exam will be closed book and may involve calculations.
- There will be four questions out of which the students should answer two.

Students will be expected to demonstrate a detailed understanding of the course materials, including the selected readings posted to the HUB.
MODULE OBJECTIVES

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

Module outline

Social research methods have become part of the key skill set of modern clinicians. Even actively practicing clinicians are nowadays often expected to venture beyond their clinical work and conduct, assess, or commission research into health services and management, health policy and health economics. Improved data availability and the growing expectation to conduct research and publish papers are fuelling this development, and the number of published papers in traditional clinical journals that use relatively sophisticated quantitative and qualitative social research methods has increased significantly over the past decade.

Social Research Methods is an introductory module that aims to introduce you to the methods that you will need to complete the group work at the end of your study at the Business School, and it will also lay the foundations for the skills that you will need later in your career. The module is targeted at undergraduate students with a clinical background. It is a challenging module that aims to equip you in a short time with a solid basis of the research skills, and it covers qualitative and quantitative research methods, systematic literature reviews, data collection, survey and questionnaire design, and dissemination of research results. The module focuses on the methods that are commonly used by health services research papers in peer-reviewed journals, and is taught by lecturers that are actively involved in research.

The module places great emphasis on learning by doing, and half of the module consists of practice session where you will apply what you have learned. For the quantitative lectures, there will be lecturer-guided exercises at the computer that introduce you to the statistical software package STATA, for the qualitative lectures there will be small group work, and for the literature review you will design an outline of a review using online search engines. The module aims to familiarise you with the recommended module textbooks, to enable you to acquire in self-study the more sophisticated methods that are required for the research projects later in the module. Most research nowadays is conducted by teams of researchers with varied skill sets. To foster team working skills, at the end of the module, an assessed group research project will be conducted in groups of between 5 to 8 students. Assessment will further be based on a multiple-choice test, undertaken at the end of the module.

Skills and Learning Outcomes

By the end of the module, you will have acquired or improved the following set of skills:
Research skills:
- Understanding of basic social sciences research methods
- Practical ability to use a basic set of quantitative and qualitative methods
- Proficiency in acquiring via self-study more sophisticated skills, as required for a publishable paper
- Ability to appraise critically the quality of studies against appropriate methodological criteria
- Ability to undertake a research project from conception of idea to final dissemination of results

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

The module consists of 20-hour module over five weeks of the Autumn term, with 2x2 hour lectures per week. Generally, in the lecture on Monday you will learn about concepts and theories, and in the lecture on Tuesday you will apply your newly acquired skills with practical exercises.

In each lecture, we will give plenty of examples to show applicability of the material to real-life problems, and we will use case studies to illustrate research issues that we encountered in our work. During the lectures, we will actively encourage group discussions around particular studies and methods, and to ensure an element of interaction and participation. You will also work in a self-directed manner individually or in small groups to prepare the group project. In some lectures, we will conduct short multiple-choice tests that will help you to understand where there are gaps in your knowledge. These tests are not assessed. Because this is an interactive group-supported module, you are expected to attend every session and do preparatory reading as required.

PREREQUISITES

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

ASSESSMENT – Assessment will be through two pieces of coursework:

1. **Group project**
   The group project will contribute 40% to your overall module mark. In your syndicate teams you will conduct a small research project. Your performance as a team member will be evaluated by your colleagues and will contribute to the 40% to your overall mark. The submission of the projects is scheduled date to be confirmed.

2. **Multiple choice test**
   The MCQ will contribute the other 60% to your overall module mark. It will cover all material taught during the module, the exact date will be confirmed at the start of lectures. This will be a closed-book exam with a part of multiple-choice questions that will cover the quantitative part and an essay style part that will cover the qualitative part.

TIMES, ROOMS AND PRACTICALITIES

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<tbody>
<tr>
<td>Mon</td>
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<td>ICBS LTUG</td>
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<tr>
<td>Tue</td>
<td>14:30 – 16:30</td>
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The module starts on Monday 14 November 2016

MODULE TEXTBOOKS

Quantitative part:

and

There are further resources, including data files and answers to selected exercises, on the dedicated website: [http://principlesofeconometrics.com/poe4/poe4.htm](http://principlesofeconometrics.com/poe4/poe4.htm)
Qualitative part:

Literature review:

General:
THE TEAM OF LECTURERS

Dr Eliana Barrenho (module leader)

Eliana is currently a Research Fellow at the Imperial College Business School. Her main research interests are innovation in health care markets, the quantitative evaluation of health policy, and applied micro-econometrics. She holds a PhD in Health Economics from Imperial, a Master degree in Health Economics from University of York and a first degree in Economics from Universidade Nova de Lisboa. She is also affiliated to Hospinnomics at the Paris School of Economics, where she has spent one year as post-doctoral fellow, and Nova Healthcare Initiative.

Dr Edgar Meyer (qualitative analysis)

Edgar is the Associate Dean for Undergraduate Programmes at Imperial College Business School. Most of his research over the last 15 years has been undertaken in Health and Social Care. He has undertaken large service evaluations and many qualitative studies looking at issues related to training and development, innovation, and leadership for Junior Doctors. He holds a PhD from the University of Southampton and is still affiliated with Southampton Business School where he is a Professorial Fellow in Management and supervisor of PhD students.

Dr Elena Pizzo (systematic literature review)

Elena holds a PhD in Economics and Management from Padua University, a Master degree in Economics and Management of Health Care Services from Ferrara University and a first degree in Economics from Padua University. She is currently a Senior Research Associate at the Department of Applied Health Research, University College London. Prior to that she was a Research Associate at the Imperial College Business School, working on the economic evaluation of the Collaborations for Leadership in Applied Health Research and Care (CLAHRC) for Northwest London.
Lecture 1: Introduction and basic principles of social research

Monday 14th November 12.00 – 14.00, ICBS LTUG
Lecturer: Eliana Barrenho

Objectives of this module and explanation of the module structure
What is social science?
Research in health care management and health policy
Types of knowledge, epistemology and philosophy of research
Introduction to quantitative and qualitative research methods
Types of data and survey methods
Data generation and data collection techniques

Lecture 2: Literature Review

Tuesday 15th Nov 14.30 – 16.30, ACEX 555
Lecturer: Elena Pizzo

Purpose and types of literature reviews
Development of the review protocol
Sources of information and databases
Case study of a literature review using online search engines
Design of a search string and extracting records from a database
Identify studies to include and exclude
Defend the choice of studies

Lecture 3: Quantitative Analysis Theory - The Simple Linear Regression Model

Monday 21st Nov 12.00 – 14.00, ICBS LTUG
Lecturer: Eliana Barrenho

Economic and Econometric Models
The Simple Linear Regression Model
Estimating the Regression Parameters
Estimating the Variance of the Error Term

Lecture 4: Quantitative Analysis Practice - The Simple Linear Regression Model

Tuesday 22nd Nov 14.30 – 16.30, ACEX 555
Lecturer: Eliana Barrenho

Based on the textbook Using STATA for Principles of Econometrics, we will guide you through practice exercises on topics learned during lecture 3.

Lecture 5: Qualitative Analysis Approaches

Monday 28th Nov: 12.00 – 14.00, ICBS LTUG
Lecturer: Edgar Meyer

Fundamental concepts of qualitative research
Qualitative methods and designs (e.g. ethnography)
Designing qualitative material (e.g. developing an interview schedule)
Fundamental concepts of qualitative analysis (e.g. inductive/deductive reasoning)
Qualitative analysis approaches (e.g. thematic analysis)
Critical evaluation of qualitative studies
Lecture 6: Qualitative Analysis Practice

**Tuesday 29th Nov: 13:45 – 15.45, ICBS LTG**
Lecturer: Edgar Meyer

Exercise 1 – Designing your own qualitative study:
- Thinking of a qualitative research question
- Choosing qualitative design & methods
- Writing a topic guide

Exercise 2 – Delivering your qualitative research:
- Conducting focus groups/interviews

Exercise 3 - Conducting qualitative analysis
- Analysing a case study transcript

Lecture 7: Quantitative Analysis Theory - The Multiple Regression Model and Prediction

**Monday 5th Dec: 12.00 – 14.00, ICBS LTUG**
Lecturer: Eliana Barrenho

The Economic and Econometric Model
The Multiple Regression Model
Least Squares Prediction
Estimating the Parameters of the Multiple Regression Model
Sampling Properties of the Least Squares Estimator
Interval Estimation and Hypothesis Testing
Rejection of Regions for Specific Alternatives
The p-Value

Lecture 8: Quantitative Analysis Practice - The Multiple Regression Model and Prediction

**Tuesday 6th Dec 14.30 – 16.30, ACEX 555**
Lecturer: Eliana Barrenho

Based on the textbook *Using STATA for Principles of Econometrics*, we will guide you through practice exercises on topics learned during lecture 7. At the beginning of the lecture there will be a short multiple-choice test on the material learned during lectures 3 and 4. This will not count towards your assessment.

Lecture 9: Interpreting evidence and reporting findings, Q&A and revisions

**Monday 12th Dec: 12.00 – 14.00, ICBS LTUG**
Lecturer: Eliana Barrenho

The research process
Translating research evidence into output
Giving Presentations and writing reports and scientific research papers
Introduction to the group research project
Data storage and ethical issues

Lecture 10: Quantitative Analysis Practice - The Multiple Regression Model and Prediction (continued), Revisions and Q&A

**Tuesday 13th Dec 14.30 – 16.30, ACEX 555**
Lecturer: Eliana Barrenho

Based on the textbook *Using STATA for Principles of Econometrics*, we will guide you through practice exercises on topics learned during lecture 7. The second half of the lecture will consist of revisions and a question and answer session on the quantitative material learned.
AIMS

• To analyse principles of micro economics and their application to health care
• To examine issues of efficiency and equity and their application to health care

Knowledge Objectives

To give students an understanding of:
• The nature of the demand for health and health care
• The nature of the supply of health care
• Markets and market failures in health care
• The agency relationship and the possibility of supplier induced demand
• Reasons for caring about the health of other people
• How to evaluate a new treatment or drug
• Issues in the rationing of health care

Skill Objectives

Through the module students should develop the ability to:
• Apply the key tools of microeconomics to health care
• Comment knowledgeably from an economics perspective on health policy
• Critically appraise economic evaluations of health care technologies

Learning Outcomes

On successful completion of the module students will be able to:
• Understand how markets work in theory and how the assumptions of a perfect market are often violated in health care
• Understand the nature of the doctor-patient agency relationship
• Understand the factors that explain differences in health care expenditure
• Explain how the demand for health care is derived from the demand from health
• Define different types of economic evaluation and identify the situations in which they can be used
• Discuss how the results of economic evaluations can be used to inform resource-allocation decisions
• List the factors besides cost-effectiveness that are important determinants of how to allocate scarce health care resources

Teaching Methods

Each session will comprise a lecture and class discussion. Students must participate in class discussion.

Course Outline

1. Introduction. The definition of health, health care and the health care market.
2. Demand for health care. Demand and supply of health care.


7. **Health insurance and health care financing.** Risk and uncertainty. Market for health insurance and market failure.


**Assessment**
- Written Assessment (30%)
- Examination (70%)

For instructions on in course assessment please consult assignment instructions on the hub.
All students will contribute to a group project. Typically the groups will consist of 6 students. Each group will be supervised by a School faculty member - not necessarily one who is involved in the formal teaching of the programme. The project occupies part of the Spring Term and the whole of the Summer Term, culminating in a group presentation and submission of report in May 2017.

PROJECT OBJECTIVES

The objectives of the different projects may vary, but are likely to include:

• an application of management techniques, principles or concepts to the analysis of a specific problem arising in some health care organisation or
• analysis of a particular health related industry or aspect of the economy or
• further development of a generalised technique or model or
• a deeper understanding and explanation of the literature relating to a pertinent area of health care management,
• experience of working in a team

LEARNING OUTCOMES

On completion of the project, students should be able to:

• employ management techniques, principles and concepts to real life managerial problems in the broad arena of healthcare
• analyse an area of management practice as relevant to healthcare
• formulate reasoned arguments that address the healthcare management problem under investigation.

TEACHING METHOD

1. Students will self-select groups and will be asked to start considering what they would like to do for their project in the Spring Term. The project will either be one proposed by a member of staff, or one devised by the student group.

2. **All student groups must submit a one-page description of their proposed project, intended methodology etc.** This is to be submitted electronically via the HUB at the beginning of the Spring Term for approval. Groups will then be assigned a member of staff to supervise them.

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

4. Students start to work full-time on their projects after the exams in the Summer Term. Over a period of four or five weeks, they work intensively – conducting a literature review, collecting and analysing data, and preparing a presentation and written report.

5. **Presentations will take place on Thursday 25th May 2017. Students must attend all presentations as part of the assessment.** The presentation will be assessed.

6. The final report (25,000 max words in length) will be submitted immediately after the presentation for assessment. The groups should provide a statement of their effectiveness as a group. Care should be taken to achieve consistency in presentation.
ASSESSMENT

The assessment of the group project is by group presentation and group report. The final report will be assessed by the supervisor and another member of staff, and a mark agreed. It is essential that each member of the group contributes equally. During the previous years of the programme, the importance of working together as a team has been constantly emphasised. This final test should demonstrate this!