Contents

Welcome from Dr. Anu Wadhwa (Programme Director) .................................................. 3
MSc Innovation, Entrepreneurship and Management Programme ..................................... 4
Programme Assessment ................................................................................................ . 9
Social Media .................................................................................................................. 15
The Modules .................................................................................................................. 16
Personal Skills Development Table .................................................................................. 49
Welcome from Dr Anu Wadhwa, Programme Director

Dear Student,

Welcome to the MSc Innovation Entrepreneurship and Management (IEM) programme. The fact that you are here now means that you must be a bright and talented individual standing at the beginning of an exciting future. No doubt you have dreams, a vision of who you want to become and what you want to achieve five or ten years from now. Perhaps you want to become an agent of innovation in an incumbent company and contribute to transforming its business to be sustainable in the future. Perhaps your ambition is to start your own venture, or to join a promising entrepreneurial team. Whatever your personal goal might be, the coming year is an exciting opportunity to prepare yourselves to realise your potential. Our goal is to equip you with the needed tools in order to accomplish exactly that dream.

We will do this by playing our roles as teachers and coaches and by opening up to you two key resources – the knowledge and the networks that the Business School has to offer. The School provides you with the newest learning technology, innovative teaching techniques and a world-leading research environment, which extends beyond the School into the wider campus and into our network of industrial contacts.

Achieving this goal also includes challenging you. Accepting these challenges and engaging in problem solving to overcome the hurdles presented while receiving feedback on your performance can make for powerful and rich learning experiences. During this year you will work under pressure and from time to time you may have to operate under high uncertainty as well. You will work in teams to learn how to communicate effectively and leverage your teammates’ strengths. You will also experience the power of the diversity of backgrounds that permeates this programme and which will be reflected in the student teams.

The key to success in this programme is not just talent, intelligence or creativity. All these things help, but the key success factor is your active engagement with the programme and taking full responsibility for your own learning. This will help you perform better, use resources better, communicate better and co-operate better. And you will have more fun along the way.

I hope that you will enjoy and make the most of your MSc Innovation, Entrepreneurship and Management Programme. All the best and I look forward to welcoming you on campus!

Anu Wadhwa
Associate Professor of Strategy and Entrepreneurship
Director MSc Innovation, Entrepreneurship and Management Programme
MSc Innovation, Entrepreneurship and Management Programme

Programme Aims
The aim of the Programme is to educate and train individuals for careers leading technology-based organisations and new ventures, enhancing their strategic and operational management skills. More specifically, on completion of the programme, students will be able to:

- demonstrate relevant knowledge and understanding of the innovative organisation and new venture, the external context in which they operate, and how they are managed
- apply analytical techniques to decision making in building and supporting new businesses and ventures
- demonstrate critical awareness of current issues in innovation and entrepreneurship informed by leading-edge research and practice in the field;
- enhance lifelong learning skills and personal development, and be able to work with self-direction
- develop skills to launch and support new business ventures and exploit opportunities arising from new ideas to create new sustainable business models and create economic and social value.

Objectives

Knowledge Objectives
Students will master the complexity of organisations and the key issues in contemporary human resource management; how companies create, maintain, and reinforce organisational purpose, direction and accomplishment; key concepts and evidence of effective marketing so that businesses serve customers better; the consumption of new products and services and adoption and diffusion processes; how to choose from a range of possible alternatives, focusing on decision-making within a firm and its market environment; the main economic models and their utilisation; financial analysis (both accounting and risk assessment) suitable for those wishing to specialise in innovation and entrepreneurship; the main issues in innovation strategy, an awareness of the key features of success, an appreciation of the relevant skills needed to manage innovation at both strategic and operational levels, and evidence of the success of different approaches; the forms of intellectual property (IP) available to innovators and entrepreneurs, examining how to obtain and enforce different forms of IP, such as trade secrets, patents and copyrights, in order to capture the maximum value from IP, either now or in the future; how the success of some businesses stem from application of new technologies, but others from new ways in which to package and charge for services that existing technologies can deliver; changing skills, technologies and methods of design and new product/service development, and how these are opportunities to manage innovation in products, services and solutions; the venturing process from idea to company creation and all the steps in the middle.

Skill Objectives
Students will be able to give professional presentations; apply analytical techniques to the decision making process in business, both systematically and creatively, and present analysis in a clear and persuasive manner; produce creative and realistic solutions to complex problems; use contemporary models and techniques to develop sustainable strategies for organisations; manage change and innovation in the workplace; apply knowledge and skills learnt on the programme to situations in the workplace; retrieve information; launch, manage or invest in successful new ventures on a global level; incorporate entrepreneurial thinking into the management of existing organisations; to construct business models and explore new models; use processes of project selection,
assess and manage project teams, stage gate processes and evaluate projects; assess and communicate the value of new ideas.

Students will be able to integrate, analyse and evaluate data and situations, using a wide range of appropriate techniques, in order to transform such data and concepts into options and solutions. Students will be able to use conceptual, analytical and quantitative skills for responsible and successful decision-making and apply innovative thinking and ethical leadership to problem solving.

Students will be able to communicate effectively in context through oral presentations, computer processing, presentations and written reports; critically review evidence including its reliability, validity and significance; use relevant information and communications technology; manage resources and time effectively in order to achieve intended goals in a responsible way; learn independently with open-mindedness and critical enquiry; learn effectively for the purpose of continuing professional development; work effectively as a team member; and clearly identify criteria for success and evaluate their own performance against those criteria.

Learning Outcomes
On completion of the programme, students will be able to:

- demonstrate relevant knowledge and understanding of the innovative organisation and new venture, the external context in which they operate, and how they are managed
- apply analytical techniques to decision making in building and supporting new businesses and ventures
- demonstrate critical awareness of current issues in innovation and entrepreneurship informed by leading-edge research and practice in the field
- enhance lifelong learning skills and personal development, and be able to work with self-direction
- develop skills to launch and support new business ventures and exploit opportunities arising from new ideas to create new business models and capture economic value
<table>
<thead>
<tr>
<th>Professional Skills Type</th>
<th>Core Modules (1)</th>
<th>Practical Modules (2)</th>
<th>IEM Report</th>
<th>Career &amp; Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Development</strong></td>
<td>• Manage resources and time effectively in order to achieve intended goals</td>
<td></td>
<td></td>
<td>• Learn how to build professional networks</td>
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<td></td>
<td>• Learn independently with open-mindedness and critical enquiry</td>
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<td></td>
<td>• Identify skills and career interests and self-evaluate career potential</td>
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<td></td>
<td>• Learn effectively for the purpose of continuing personal development</td>
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<td></td>
<td>• Reasoning and problem solving</td>
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<tr>
<td></td>
<td>• Work effectively as a team member</td>
<td>• Work effectively on an individual basis</td>
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<td></td>
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<tr>
<td><strong>Communication</strong></td>
<td>• Research and construct written reports</td>
<td></td>
<td></td>
<td>• Develop professional and interpersonal skills</td>
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<tr>
<td></td>
<td>• Prepare and deliver professional presentations</td>
<td></td>
<td></td>
<td>• Develop key communication skills for career progression</td>
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<tr>
<td></td>
<td>• Design and create posters</td>
<td>• Pitch a Business Plan</td>
<td>• Carry out, interpret, evaluate and synthesise existing literature related to a managerial theme</td>
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<tr>
<td></td>
<td>• Create YouTube videos</td>
<td>• Present a business case to a panel of judges</td>
<td></td>
<td>• Develop interview techniques for different professional environments</td>
</tr>
<tr>
<td><strong>Technical and Analytical</strong></td>
<td>• Use relevant information and communications technology such as Excel</td>
<td>• Develop a Business case and plan</td>
<td>• Critically review evidence including its reliability, validity and significance</td>
<td>• Learn how to write effective CVs and complete job application forms</td>
</tr>
<tr>
<td></td>
<td>• Apply management skills to situations in the workplace</td>
<td>• Produce creative and realistic solutions to complex problems</td>
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</tr>
<tr>
<td></td>
<td>• Develop a Business case and plan</td>
<td></td>
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<tr>
<td><strong>Ethical</strong></td>
<td>• Learn how to evaluate the business implications of ethics in different scenarios</td>
<td>• Critically review evidence including its reliability, validity and significance</td>
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<td>• Learn how to keep up-to-date with CSR policy in the business sector</td>
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<td></td>
<td>• Learn how to adopt a responsible attitude towards business and management</td>
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(2) "Practical modules” include Entrepreneurship, the Consulting Project, Work Placement, Business Start-up and International Study Tour
Programme Structure and Approach

It has been acknowledged that students’ learning achievements on the programme must be applicable to their employability. Therefore, an integrated approach to employability runs throughout the MSc Innovation, Entrepreneurship and Management programme. The underlying idea is that each module contributes to different but complementary aspects in preparing a wholly rounded employable graduate.

The above is achieved by giving the MSc Innovation, Entrepreneurship and Management programme a spine which supports the Programme from beginning to end and culminates in the practical modules in the summer term. The Programme’s main features are that:

- All taught and practised subjects are linked to the summer modules, which makes your learning experience relevant to your career goals and integrated from the beginning to the end of the Programme. With the intention of replicating entrepreneurial, corporate and consulting experience, the summer modules will provide a competitive environment with realistic insights into the decision making processes of the business world.

- The Programme is structured in such a way that you move from a more controlled learning environment in the autumn and spring terms, to a more independent mode of learning in the summer term. This is obtained by scheduling learning activities that require more autonomous thinking and subjective application towards the summer term.

- Career and professional development skills represent a core module, which includes plenty of opportunities for contact with the corporate environment.

- In the first two terms you are given the opportunity to take specialist innovation and entrepreneurship modules in Design Thinking for Innovation, Innovation Management, Entrepreneurship, Business Models and Intellectual Property, and Venture Capital and Growth Finance.

- At the end of the spring term, you will be offered the opportunity to go on an International Study Tour. Based on the concept of experiential and field learning, the tour is the opportunity to make your experience global, by being exposed to a different business environment.

- During the summer term, the practical part of the Entrepreneurship module will require you to formulate and present a business plan to academics and venture capitalists. The formulation and presentation of your business plan will be assessed by business leaders, and you will be expected to produce a high quality idea and business model that is achievable, sustainable and well researched and developed.

- Over the summer, you can choose to undertake a Consulting Project or Work Placement which will provide an opportunity for you to apply your learnt theoretical knowledge with practical skills relevant to a real life business problem. You will be expected to manage your client, solve a real world business problem, and deliver a value proposition to your client. Alternatively you can work on developing your own Business Start-up.
Subjects

Autumn term
Monday 5 September 2016 - Friday 16 December 2016

- Accounting and Corporate Reporting Analysis
- Business Economics
- Design Thinking for Innovation
- Organisational Behaviour and Human Resource Management
- Strategic Management

Spring term
Monday 9 January 2017 - Friday 24 March 2017

- Business Models and Intellectual Property
- Entrepreneurship
- Innovation Management
- International Marketing
- Venture Capital and Growth Finance
- International Study Tour (optional and unassessed)

Summer term and summer period
Monday 24 April 2017 - Thursday 31 August 2017

- Entrepreneurship (continued)
- Project Management
- ONE of the following:
  o Consulting Project and Innovation, Entrepreneurship and Management Report
  o Work Placement
  o Business Start-up

Module outlines, detailed lecture notes and further information will be made available on the Communication Hub. The Programme specifications can be found at:

https://www.imperial.ac.uk/business-school/elearning/hub/
Programme Assessment

The programme is assessed through a mixture of coursework and examination. The compulsory modules in the autumn and spring terms will be assessed by coursework and written examination with the exception of Design Thinking for Innovation and Business Models and IP which will be assessed by coursework only. Modules in the summer term (Project Management, Consulting Project, Work Placement, Business Start-up and Innovation, Entrepreneurship and Management Report) will be assessed by coursework only.

Formal Examinations

Examinations for modules taken in the autumn term
w/c Monday 12 December 2016

- Accounting and Corporate Reporting Analysis
- Business Economics
- Organisational Behaviour and Human Resource Management
- Strategic Management

Examinations for modules taken in the spring term
w/c Monday 24 April 2017

- Entrepreneurship
- Innovation Management
- International Marketing
- Venture Capital and Growth Finance

Assignments

As part of the requirements, all assignments may be inspected by the Board of Examiners. We retain copies of work that you submit for this purpose but it is essential that you keep all work that is returned to you until the MSc Innovation, Entrepreneurship and Management has been completed, should another copy be required. All assignments will be submitted via the Hub.

Assignment Submission Guidelines

Please see the corresponding section in the student information area on the Hub.
The Examination Process

The following describes the process for examined modules. The essentials of this process are laid down by the College and are requirements that apply to all taught postgraduate programmes.

The Board of Examiners is made up of all members of the School's academic staff who teach on the programme (called 'internal examiners') plus a number of external examiners drawn from other universities. The external examiners are appointed for no more than four consecutive years. 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 MSc Innovation, Entrepreneurship and Management are as follows:

- Dr Franz Huber, Privatuniversität Schloss Seeburg
- Professor Nalan Gupinar, Warwick Business School
- Dr Stefania Zerbinati, City University London
- Professor Ranko Jelic, University of Sussex

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 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. 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.

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.

To ensure consistency from year-to-year, the Board normally applies the marking guidelines 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 the candidate to pass even though 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 a mitigating circumstances form. Please see the relevant section of the Academic Regulations and Policies document on the Hub.

Candidates who are judged to have failed at this stage are allowed by College regulations ONE further entry to the examinations. Students who need to re-sit will be given the option to either re-sit in the August re-sit period, or during the next academic session. Students with more than one re-sit exam will need to choose whether to re-sit exams either in August or in the next academic year. At the discretion of the Programme Director, students are allowed to
split re-sit exams between the August re-sit period and the next academic year. Students will still only have one re-sit opportunity per examination.

A candidate may be required to re-sit for the following reasons:

- where failure arises from an examination mark below 40% and the candidate passes on all other criteria. In this instance 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 average of all the examination and coursework marks. In this instance a candidate must re-sit any examination in which they achieved less than 40%, and is given the opportunity to re-sit any examination in which they have achieved less than 50% in order to increase their overall average above 50%.

Information on re-sitting examinations, resubmitting coursework, examination feedback and reasonable examination adjustments can be found in the Academic Regulations and Policies document on the Hub.
MSc Innovation, Entrepreneurship and Management Marking Scheme
2016/17

The Pass Mark for all postgraduate taught modules is 50%. Students must pass all components in order to be awarded a degree. Students who fail a first attempt and re-sit or resubmit a piece of work are not eligible for the award of a Merit or Distinction.

All modules are equally weighted, with the exception of Entrepreneurship which is triply weighted, and the Work Placement and Business Start-up modules which are doubly weighted.

There are three components:
- Autumn Term Modules
- Spring Term Modules
- Summer Term and Summer Period Modules

Pass
- An aggregate mark of 50% or greater across the programme as a whole
- An average of 50% or above in each component
- At least 40% in each examination
- At least 40% in all modules and at least 50% in all modules assessed by coursework only*
- A pass mark for the Career and Professional Development module

Merit
- An aggregate mark of 60% or greater across the programme as a whole
- An average of 60% or above in each component
- At least 40% in each examination
- At least 40% in all modules and at least 50% in all modules assessed by coursework only*
- A pass mark for the Career and Professional Development module

Distinction
- An aggregate mark of 70% or greater across the programme as a whole
- An average of 70% or above in each component
- At least 40% in each examination
- At least 40% in all modules and at least 50% in all modules assessed by coursework only*
- A pass mark for the Career and Professional Development module

* includes Design Thinking for Innovation, Business Models and IP, Consulting Project, Project Management, Business Start-up, Work Placement, and the Innovation, Entrepreneurship and Management (IEM) Report
Master’s Level Marking Criteria for Exams and Essays in Imperial College Business School

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</td>
</tr>
<tr>
<td></td>
<td>concepts and facts</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>Marks represent a pass performance demonstrating an adequate grasp of most of</td>
</tr>
<tr>
<td></td>
<td>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>

Student Awards

Prizes

A number of prizes are awarded each year to reward excellent performance on the programme. There are also a number of School wide prizes available, details of which are in the Information Guide on the Hub.

ICBS prize for the best overall performance on the MSc Innovation, Entrepreneurship and Management programme

Awarded annually to an MSc Innovation, Entrepreneurship and Management student for the best overall performance

ICBS prize for the best end of year report on the MSc Innovation, Entrepreneurship and Management programme

Awarded annually to an MSc Innovation, Entrepreneurship and Management student for the best end of year report performance

ICBS prize for the best overall performance in innovation and entrepreneurship on the MSc Innovation, Entrepreneurship and Management programme

Awarded annually to the MSc Innovation, Entrepreneurship and Management student with the highest combined mark for Innovation Management, Entrepreneurship, Venture Capital & Growth Finance, Design Thinking for Innovation and Business Models and Intellectual Property (IP).
Dean’s List for Academic Excellence

The Dean’s List recognises students whose overall performance in their programme is above 70% and is within the top 10% of the cohort from each Business School taught programme.

Dean’s Community Awards for Students

The Dean’s Community Awards encourage and recognise citizenship amongst students who excel in extra-curricular activities that have made a significant contribution to the Business School community or wider society.

There are five Dean’s Community Award Categories:

1. Improving Society – someone with strong social awareness who makes a positive contribution to society.
2. The Power of Innovative Thinking – someone who thinks outside of the box, demonstrating creative thinking.
3. Inspiring Brilliant Minds – someone who has organised an activity that will broaden the minds of other students.
4. Pioneering Practical Solutions – someone who identifies a problem and takes the initiative to resolve it.
5. Sustainable Business Thinking – someone who actively promotes an environmentally friendly culture both in the College and the wider community.

Plagiarism and Cheating

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).

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.

Social Media

Facebook: https://www.facebook.com/groups/msciem1617/
Twitter hashtag: #IBIEM
The Modules
BS1416 Career and Professional Development Workshops

Module Outline

Module Leader
Name: Career and Professional Development Service
E-mail: icbs.careers@imperial.ac.uk

This unique module will be delivered by a combination of the Career and Professional Development Service, external consultants and professionals working across a variety of sectors. The two components that make up the module are the Management & IEM Careers Course (MICC) running throughout September, and the further professional development sessions that will take place across the autumn, spring and summer terms. There will also be many opportunities to meet potential employers and gain an insight into their organisations.

A variety of sessions covering the full spectrum of the job search process from CVs to interviews and assessment centres will help students maximise their chances of success. Professional development workshops will develop skills such as networking and presentation skills. In addition, there will be several careers fairs to give students a chance to meet a wide variety of other employers from across consulting, banking, asset management, professional services and multinational corporates.

Module Aims
An exploration of possible careers paths, guidance on how to tackle the recruitment process and professional skills development for ongoing career success

The aims of the module are to give students:

- an understanding of various career paths and how to go about identifying which one is most suitable for them; to help students answer the following questions: What opportunities are there for graduates? What do organisations actually do? What does the day to day role look like? What skills and competencies are required in these roles? How can I go about applying for such opportunities? What do I need to do in order to be successful in the recruitment processes?
- an understanding of how to market skills, experience and interests effectively to appropriate potential employers.
- an opportunity to meet and network with future employers via a number of different employer-led sessions on and off campus.
- an opportunity to develop key professional skills, such as presentation skills, negotiation, networking, and leadership skills, that will contribute to continued career success

Module Objectives

Knowledge Objectives
By the end of this module, students will know:

- what career options exist for candidates with their skills and qualifications
- what makes a successful CV, cover letter and application form
- how to make the right impact at interview and assessment centre
- what makes an effective networker
- what professional development skills are key to their individual short term and long term career goals

Skills Objectives
By the end of this module, students should develop the ability to:
- write a CV and Cover letter
- network with professionals and present themselves effectively in a networking setting
- apply professional development and leadership skills in multiple contexts

The module is a mixture of theory and practical elements.

**Learning Outcomes**
The purpose of the module is to provide students with the tools they need to research the opportunities out there and effectively market themselves; it is not a placement service.

**Assessment**
Pass/fail based on 100% attainment of all the elements below:

- Attendance at all compulsory workshops in MICC. This is a pass/fail course - failure will result in an individual presentation to a senior member of the careers team.
- Approved VMOCK CV on Symplicity (C&PDS system) by the end of September.

**Teaching Methods**
Students will attend career workshops, which will be delivered by the careers team as well as outside providers.

Students can also book one to one sessions with careers consultants that will be tailored to their individual needs, for example, tailoring a CV, practicing interview technique through mock interviews and assessment centres.

**Research Sources**
To keep up to date with job opportunities and also to support career preparation students should regularly reference:

- The careers team weekly bulletin
- Symplicity for events and 1:1 sessions
- The resources section on the C&PDS website [www.imperial.ac.uk/business-school/cpds](http://www.imperial.ac.uk/business-school/cpds)
- The Times
- FT
- Economist
- Imperial College ‘jobslive’ [http://www3.imperial.ac.uk/careers/resources/jobslive](http://www3.imperial.ac.uk/careers/resources/jobslive)
- ‘Symplicity’ [https://imperial-csm.symplicity.com/students](https://imperial-csm.symplicity.com/students)
- Inside Careers - [http://www.insidecareers.co.uk/](http://www.insidecareers.co.uk/)
- Milkround - [www.milkround.com](http://www.milkround.com)
- Prospects - [www.prospects.ac.uk](http://www.prospects.ac.uk)
- Target Jobs - [http://targetjobs.co.uk/](http://targetjobs.co.uk/)
- e-financial Careers - [www.efinancialcareers.co.uk](http://www.efinancialcareers.co.uk)
BS1411 Accounting and Corporate Reporting Analysis

Module Outline

Module Leader
Name: Jeremy Fernando
E-mail: j.fernando@imperial.ac.uk

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

To this end the module is:
- relevant to the students’ career goals
- instrumental to the applied modules in the summer term

Module Objectives

Knowledge Objectives
During the module, students will develop the ability to:
- explain the aims and scope of corporate annual reports
- explain the different uses of financial and management accounting information in decision making in the area of financial performance, corporate social responsibility, governance, and business sustainability
- evaluate the uses and shortcomings of published financial accounts, having a command of the basic accounting concepts and principles underlying accounting information systems
- explain the application of different cost analysis techniques and discounting in short-run and long-run management decisions
- evaluate the strengths and weaknesses of management accounting information and systems in supporting management control of organisational effectiveness, responsibility and sustainability

Skill Objectives
Students should develop the ability to:
- select and analyse relevant information from corporate annual reports
- evaluate the financial position, performance and potential of an organisation in its environment using ratio and strategic analyses
- evaluate the impact of using different accounting policies and practices upon performance evaluation
- identify and apply relevant management accounting techniques in addressing both short and long run analyses of management decisions
- interpret accounting information to support management control in organisations

Learning Outcomes
Upon completion of the module, students will have developed:
- critical skills in relation to the use of information for the purpose of organisational performance evaluation
- the ability to participate in managerial decision making processes where accounting based information may be an important input
- the ability to use accounting tools useful for:
  - developing a business plan (such as in the Entrepreneurship module)
- finding the solution to a consulting problem (such as in the Consulting Project module)

**Teaching Methods**
All students must have completed the Accounting Primer module before starting. Thereafter, the module is based upon pre-lecture study, lectures, support classes, module notes, team studying and further reading. Extensive use of real corporate annual reports will be encouraged.

**Assessment**

*Coursework:*
*Component 1 – Individual coursework (10%)*
For each week of class there will be five multiple-choice questions on the Hub. These must be completed before the deadline set for that week.

*Component 2 – Team coursework (20%)*

*Examination: Two-hour examination (70%)*
The examination will assess the students’ ability to meet the module objectives as defined above and will include computational, analytical and qualitative questions.

Section A – (30%) Financial Reporting
Section B – (40%) Management Accounting multiple choice questions
Section C – (30%) Management Accounting [2 out of 3 x 15%]

**Reading**

*Key textbook:*

*The third edition is substantially different to previous editions, in particular because it includes International Financial Reporting Standards, which are relevant to this module*
BS1412 Business Economics
Module Outline

Module Leader
Name: Professor David Shepherd
E-mail: david.shepherd@imperial.ac.uk

Module Aims and Objectives
The performance of any business is heavily influenced by the market environment in which it operates and a proper understanding of business behaviour requires an appreciation of the forces that shape this operating environment, including both domestic and international factors and government policy initiatives. The aim of this module is to develop the framework and tools of analysis needed to explain how market conditions are determined and why the business environment changes over time. The overall objective is to develop an understanding of economic principles and the ability to apply economic analysis to problems related to business strategy and managerial decision-making. The module focusses on microeconomic behaviour and is particularly concerned with: the nature of demand and supply interactions in markets, the behaviour of firms and consumers, strategic pricing issues, and the sources and consequences of market failure.

Learning Outcomes
By the end of the module, students should have acquired the following:
- critical awareness of the economic constraints affecting business decision-making
- ability to assess the nature of markets, and demand and supply interactions
- understanding of the determinants of production and consumption decisions
- appreciation of the nature of market competition and how revenue and cost conditions are used to make production decisions
- ability to analyse the determinants of market structure and how competition influences business pricing decisions
- critical awareness of market interdependence and the nature of strategic pricing decisions
- an understanding of the nature of market failure and an awareness of the opportunities and limitations of government policy initiatives
- ability to factor ethics and corporate social responsibility into business economics analysis

Structure
The module consists of 10 two-hour lectures with support classes. The support classes provide an opportunity to discuss the material covered in the lectures and to work through some assigned exercises. The following topics are covered in the teaching sessions:

1. The Economic Framework: concepts and methods
2. Understanding Markets
3. Consumer Behaviour: preferences, choices and constraints
4. Production Conditions and Production Costs
5. Business Objectives and Decisions: revenues, costs and profits
6. Market Structures: monopoly and competition
7. Oligopolistic Markets: competition among the few
8. Strategic Behaviour: production and pricing strategies
9. Factor Input Markets: capital, labour and employment
10. Market Failure and Government Intervention
Assessment
The module is assessed by a two-hour written examination (which accounts for 70% of the final mark) and a coursework component (which accounts for the remaining 30% of the final mark). The written exam includes a multiple choice section and a section containing long answer and problem-type questions. The coursework component comprises a series of online multiple choice tests.

Reading
The main textbook for this module is:
Useful supplementary texts are:
BS1414 Organisational Behaviour and Human Resource Management

Module Outline

Module Leader
Name: Dr Sankalp Chaturvedi
E-mail: sankalp.chaturvedi@imperial.ac.uk

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 developed. Theory development will be based on class lectures, discussion, class activities and assigned readings. While I will take a large share of the responsibility for theory development, I expect extensive class participation for the applications part. Hence, the module will feature a substantial amount of class discussion and experiential exercises.

Module Objectives

Knowledge Objectives
Students will be able to draw on concepts and themes from the diverse disciplines that contribute to our understanding of human behaviour in organisational settings. We will explore key issues, frameworks for analysis and strategies for action.

Skill Objectives
The module will give the students 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
- work productively in a team situation to produce a team assignment

Learning Outcomes
On completion of this module, students will have developed an understanding of key aspects of organisational behaviour and human resource management and their relation 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 discussions, 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’, that is the frameworks with which 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. I will try to play the role of the facilitator in the process. Each student is expected to finish the research article selected for the particular topic before coming to the class.
Structure

Session 1 Introduction to OB
- Fulmer (2003) “Are the 100 Best Better”

Session 2 Personality and Individual Differences

Session 3 Motivation

Session 4 Working Together: Team Processes and Creativity
- Katzenbach & Smith: “The discipline of teams”

Session 5 Leadership

Session 6 Power and Influence

Session 7 Organizational Culture

Session 8 Organizational Change

Session 9 Selected themes in Human Resource Management

Session 10 Syndicate Team presentations

Reading

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

Assessment

Team Project 25%
Individual Participation (Communication Hub) 5%
Final Exam 70%

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 and supporting rationale. I look for similar elements when evaluating the written work you submit:

- **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., text, reading, interviews). 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, I reward attempts at creativity and thinking “outside-the-box”.

• **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 on the Communication Hub is appreciated and encouraged. Individual participation marks (5%) are based on an individual’s participation on the Discussion Board of the Communication Hub, which is monitored based on the “quality” and “quantity”.


BS1402 Design Thinking for Innovation
Module Outline

Module Leader
Name: Dr Ileana Stigliani
E-mail: i.stigliani@imperial.ac.uk

Module Aims
This module aims at exposing students to an alternative approach to innovation called Design Thinking to help them generate effective ideas, both on the programme and in their future careers.

Innovation has become increasingly important because of the rapid evolution in products, services, technologies and business models and the ever more complicated world in which businesses and organisations operate. Innovation is about seeing the world not as it is, but as it could be. Therefore, the ability to innovate rests upon the exploration of problems whose solutions cannot always be found in past experience and proven by data.

Design Thinking is a structured and systematic human-centred process aimed at solving these complex and ambiguous problems (the so-called "wicked problems"), and at identifying opportunities for innovation. It can be used both for developing new business ideas and for unlocking hidden value in existing products, services and technologies, and it can reap benefits like significant economic value creation for stakeholders, meaningful differentiation of products and services, and improved customer experience. As such, Design Thinking not only represents a powerful way to unleash the creative potential of managers and leaders in organisations, but it is also rapidly becoming a new management paradigm for value creation.

This module, therefore, will help students develop innovative thinking skills as well as a Design Thinking mind-set conducive to innovation.

Module Objectives
Knowledge Objectives
This module will introduce students to Design Thinking and its main characteristics, guiding them through the disciplined process behind it in a step-by-step fashion. Design methodologies, innovation tools and cognitive frameworks for innovation will be critically discussed and practically applied.

Skill Objectives
This module will help students develop innovative thinking and problem-solving skills especially when facing complex and systemic problems. These include the ability to gain deep insights about users (the core of Design Thinking), to define and reframe problems, and to generate solutions or alternative approaches that are more effective than those that already exist. Furthermore, students will develop a strong ability to clearly articulate ideas and concepts visually as well as verbally, and a mind-set that embraces uncertainty, and seeks new opportunities by exploration and experimentation.

Learning Outcomes
This module will:
- help students think more expansively, creatively, and effectively through all phases of an innovation project
- strengthen students' individual and collaborative capabilities to identify customer needs, create sound concept hypotheses, collect appropriate data, and develop a prototype that allows for meaningful feedback in a real-world environment
teach students to translate broadly defined opportunities into actionable innovation possibilities and recommendations for client organisations

Structure
The module is based on 7 highly interactive sessions and takes the view that Design Thinking for innovation can be learned through repeated practice. As a consequence, the module will combine traditional lecturing, independent fieldwork, and in-class team exercises to help students familiarise themselves with the fundamental concepts and tools of Design Thinking, and apply these tools to generate innovative solutions.

Assessment
The assessment of this module is based on coursework only. There will be no final exam.

During the module students are expected to work on a team project aimed at solving a business problem (that each team will identify) using Design Thinking tools and techniques. Participation in the in-class exercises will be monitored and assessed. The final class of the module will be dedicated to communicating in a presentation format the process and outcomes of each project. After the end of the module, students will submit a team assignment called the Project Process Journal (PPJ).

The percentage breakdown of the assessment will be as follows:

- Design Thinking team project with written reflective PPJ: 60%
- Final presentation 20%
- Class Participation: 20%

Reading
Readings will be released on the Hub closer to the module start date. The module has no textbook, but relies on a selection of articles outlining some fundamental ideas in Design Thinking. Reading the readings in advance is highly recommended as it will help students follow the content of the lectures.
Module Aims
The central question of strategic management is how to enhance the performance of the firm. We will explore this question by examining the variety of issues that confront managers as they strive to enhance the performance of their firms. Some issues include: defining what the firm “does,” whom the relevant competitors are, how the firm can try to gain an “edge” over its competitors, and whether and how the firm can try to retain that “edge” over time.

The goal of this module is to provide you with the tools and concepts necessary to analyse and understand how to formulate and implement the appropriate policies and strategies for a firm. In order to do so, you will be taking a general management, as opposed to a functional (e.g., accounting, finance, marketing), perspective in this module and thus will need to think of how each action, decision or event will affect the firm as a whole. By the end of this module, you should be able to actively and critically use module concepts to diagnose, manage, design, change and generally make sense of the various firms in which you will participate through the module of your lives.

A different area of strategic management will be explored during each class, and we will examine how it can be used to anticipate, understand and resolve different problems that arise for managers. Class discussions, exercises and readings from the textbook and business press will be used to link strategic management concepts with real world issues and problems. Because actively applying these concepts is such a central part of the module, the conceptual topics covered may also be applied to cases that are assigned subsequently. Case analysis and discussion are integral parts of the module. The cases are designed to test and sharpen the ability of students to identify module concepts in actual business settings and apply these concepts in decision-making.

Module Objectives
Knowledge Objectives
- understand the central concepts in strategic management
- understand which frameworks and tools to utilise for internal and external analyses
- understand the relationship between the different strategic management concepts

Skill Objectives
- ability to apply concepts and frameworks to business cases and real-life firms
- ability to conduct an industry analysis
- ability to analyse a firm’s resources and capabilities
- ability to determine what business strategy might be appropriate for the firm, given its internal and external context
- enhanced skills in written and verbal communication, teamwork, analytical thinking, decision-making, project planning and general management

Learning Outcomes
By the end of this module, you should be able to actively and critically use module concepts to diagnose, manage, design, change and generally make sense of various types of firms and firm situations.
Teaching Methods and Structure
This is not a traditional lecture-based module. Although I will frequently have short lectures to clarify and extend ideas from the readings, the majority of class time will generally be spent discussing both the readings and the cases. I expect that you will have read the assigned module material, analysed the assigned case, and be thoroughly prepared to discuss both for each class period. In essence, the readings provide the basic ideas, and we will use the class period to clarify and extend the ideas, as well as apply them in discussing the case. Consequently, it will be difficult for you to follow along with the material or participate in any meaningful way if you have not done the reading assignments beforehand.

You are expected to be an active participant in the class discussions. Participation in class discussion is not only an opportunity for you to apply module concepts to demonstrate your knowledge and analytical skills, but also gives me a chance to assess how well you and your classmates understand a particular concept and whether or not I need to cover it in more detail. If all class members are well-prepared for and actively participate in each class discussion, we will all learn more from each other and the module will be more enjoyable as well. In addition to class discussions, you will be expected to participate in any in-class exercises that we have during the module.

Assessment
The module evaluation is as follows:
- **Final exam** 60%
- **Group project** 30%
- **Participation** 10%

Reading
You are required to prepare the following readings:
- Textbook (selected chapters): “Contemporary Strategy Analysis” (8th edition, Blackwell Publishing) by Robert Grant. Please, see the “Module Schedule” section for the indication of what chapters are required (found on the Hub).
- Additional articles and readings
- Cases
- Lecture slides

Additional readings will be released on the Hub closer to the module start date.
BS1420 Entrepreneurship
Module Outline

Module Leader
Name: Jaemin Lee
E-mail: TBC

Introduction
Entrepreneurship is a pattern of behaviour that enables us to recognise, evaluate and exploit opportunities starting from the resources we currently control (at least our own knowledge or network) and quickly building more value from that and beyond that. The mission the entrepreneur embarks on is both complex and challenging as he/she constantly has to make decisions under high uncertainty. Opportunities are fleeting and often difficult to evaluate, customers are fickle or unaware, resources are scarce and there exists the ever present threat of competition. In this harsh commercial environment the entrepreneur needs to be flexible, but proceed with caution. He/she needs intuition and self-confidence, but it is equally important to recognise that no-one can achieve great things alone and that reality can rarely be captured accurately on a first impression.

Module Aims
This module provides students with a stimulating and integrated view on the practice of entrepreneurship and new venture creation. The central aim of the module is to de-mystify entrepreneurship and to demonstrate that many of the skills and competencies required to launch and grow a successful business can be learned and practiced. Some of these attributes students will already have acquired in other modules, others will be taught and practiced during this module. This module will bring all these elements together and make them applicable and accessible for venturing under uncertainty.

Our starting point is that the majority of entrepreneurs are made, not born, and that most people have a choice about the behaviour they display. It assumes no prior knowledge of the specific subject area and only basic generic prior knowledge. Students go through the entrepreneurial journey step by step, guided by lectures, skills workshops, the Online Toolbox and an intense programme of pitching workshops and team coaching. Teams present a final business plan (or negative business case) to their peers and a panel of academic and investor judges in a competition held at the end of the summer term.

Module Objectives
The objective of this module is to guide students through the exciting challenge of successfully taking an idea or a technology to market. The concepts, skills, tools and behaviours taught on this module apply equally to the for-profit, public and not-for-profit sectors of the global economy, for as far as growth is intended.

In the practical part of this module, students are provided with the live experience of researching and developing a novel business case and making it ready for investment. This comprises the use of entrepreneurial market research, entrepreneurial finance, business modelling, talking professionally to customers and partners, presentation skills and team work.

Knowledge Objectives
On completion of the module, the student will understand how to:

- explain the steps in the entrepreneurial journey, both for technology push and demand pull ideas
- scout and ideate venture ideas
• consider the viability of a new business idea, from a combined ethical, social and business point of view
• make a sale and communicate well with partners and customers
• make use of the different forms of prototyping
• recruit, select and incentivise an entrepreneurial team

Skills Objectives
On completion of the module, the student will be able to:
• produce an opportunity assessment for a new venture
• perform entrepreneurial market research, industry analysis and build a business model
• develop an initial financial plan and an operational roadmap
• structure a business plan
• pitch an idea

Learning Outcomes
Students who successfully complete the module will be able to:
• evaluate the ethical, social and business viability of a business idea, detecting upfront breaking points
• use tools and frameworks to constantly evaluate, improve, change and develop ventures and business cases
• carry out effective client communication
• apply lo-fi prototyping in idea assessment and development
• work effectively, ethically and responsibly within a team under pressure and uncertainty
• develop and deliver an entrepreneurship pitch for a new venture and present a business idea to a panel of investors/judges

Structure
The module consists of two parts – a “taught” part, a “practical” part. The taught part of the module will equip students with much of the knowledge, skills, confidence and inspiration required to launch and manage a high potential new venture. The practical part focuses on skills and experience. It involves students selecting and researching a real business idea and either writing a business plan, or writing a report explaining the insights that have led to a negative business case, i.e. abandoning an entrepreneurial idea. The module culminates in the Final Pitch (Business Plan Competition) held at the end of the summer term.

Teaching Methods
The taught part of the module is made up of 20 hours of lectures giving a general introduction to tools and frameworks which are useful in the process of creating an entrepreneurial venture. The lectures are highly interactive, with a large part of class time devoted to discussion of cases. It is expected that all students prepare for class by reading the key readings and cases in advance in order to make the quality of the discussion as high as possible. In addition to these lectures, there will be a number of supporting workshops to help students develop the skills necessary to succeed, both in the module and as future entrepreneurs.

The practical part of the module includes the development of a business idea into a fully-fledged business plan (or negative business case) through a number of team coaching sessions, pitching workshops, and two assessed pitches (an initial Light Pitch and the Final Pitch). This part of the module uses a “flipped classroom” approach, where students lead the learning experience guided by their coach. Students use the online Toolbox http://icl.thesmartentrepreneur.net which contains the steps and processes needed for the development of their business case. They use the Toolbox as a knowledge base, and also
as a step-by-step guideline through the entrepreneurial journey. Involvement of the coaches is 100% via coaching (face-to-face or as part of the workshop panels).

**Reading and Learning Materials**

The key reading for this module is *The Smart Entrepreneur* by Bart Clarysse and Sabrina Kiefer. Each part of the module is loosely based around one or more chapters from the book.


Additional readings for each lecture will give students a more in-depth understanding of the relevant concepts and theories. Cases and additional reading material will be published on the Hub closer to the module start date.

The core teaching material for the practical part of the module is the online Toolbox: [http://icl.thesmartentrepreneur.net/](http://icl.thesmartentrepreneur.net/), which students should explore and study before and during the Entrepreneurship module.

**Assessment**

The module evaluation is as follows:

- Final exam: 30%
- Light Pitch: 5%
- Classroom participation: 15%
- Final Pitch: 20%
- Written business plan or negative case study: 30%
BS1404 Innovation Management
Module Outline

Module Leader
Name: Dr Paola Criscuolo
E-mail: p.criscuolo@imperial.ac.uk

Module Aims
Innovation management is one of the most challenging and exciting areas of managerial practice. In many industries, the ability to innovate is critical to building and sustaining competitive advantage. It provides the means to allow organisations to grow and prosper. Innovation is about more than generating ideas; it is also about implementing these ideas and capturing value from them. Although innovation is inherently complex and uncertain, there are a range of tools and practices that can help organisations be more successful at the developing of new products, processes and services.

Drawing on the experiences of leading innovators, this module aims to equip students with the skills to organise and shape the innovation process within modern organisations. The module draws on insights from the Business School’s vast research programme, as well as our experiences working with leading innovators, such as IBM, Arup, Nokia, P&G, HP, and others. By the end of the module, students should be able to understand and interpret managerial strategies associated with different types of innovation. They should know the different ways organisations seek to profit from their innovations and how best to organise the innovation process within the firm.

Module Objectives
Knowledge Objectives
- understand the definitions and concepts of invention, research, technological development and innovation
- explore the main models of innovation
- use and apply tools of innovation management
- appreciate the main mechanisms to capture value from innovations

Skill Objectives
- diagnostic and analytical skills
- to think creatively about how best to manage complex and uncertain efforts
- enhance verbal skills via class and group discussions
- build up judgemental and interpretation skills
- learn how to evaluate different strategic options
- assess and resolve managerial challenges

Learning Outcomes
At the end of this module students will be able to:
- assess and interpret the innovation process
- develop and formulate managerial strategies to shape innovative performance
- utilise tools of innovation management to map and measure innovative activities
- diagnose different innovation challenges and make effective recommendations for resolving them
- employ different ethically and socially sound mechanisms to profit from innovative efforts
Teaching Methods
The module will be delivered through lectures, videos, class discussion and case-based exercises. Students will be expected to complete the required reading before the lectures and to engage in debates and other exchanges related to the topics of each week’s session.

The teaching philosophy is based on “active learning” whereby students are active participants in the learning process and create their own experiences through independent and interactive inquiry and analysis.

There will be a message board for the module. Students are welcome to post questions on this board and these discussions will be monitored and facilitated by the lecturer.

Guest Speakers
There will be one or two guest speakers from outside the university.

Reading
Textbook
There is a textbook for the class and we will follow it closely. You are strongly advised to purchase this book for the class.


Another book that provides an excellent overview of the management of innovation:


A full reading list will be posted on the Hub closer to the module start date.

Assessment
Exam (70%)
Coursework (25%)
Answers quizzes (5%)

The assessment methods will provide ample opportunity for the students to demonstrate their achievement of the learning outcomes. The exam will be made up of a mixture of multiple choice, short and long answer questions. Students will be required to demonstrate knowledge of the module materials and the ability to think creatively about some of the major managerial challenges associated with innovation management.
BS1413 International Marketing
Module Outline

Module Leader
Name: Dr Claudia Jasmand
E-mail: c.jasmand@imperial.ac.uk

Module Aims
The aim of the module is to demonstrate that International Marketing is essentially about understanding the ways in which organisations can serve their customers better than their competitors in their local market and foreign markets, and continue to do so over time. More specifically the aim is to introduce key marketing concepts, to understand the principles of marketing analysis, and how marketing is an essential element of global business strategic planning.

Module Objectives

Knowledge Objectives
Students will develop a sound understanding of the following concepts and issues in an international context:
- principles of marketing, market orientation and globalisation
- consumer behaviour and decision making
- competitor analysis
- market analysis, segmentation, targeting, and positioning
- market(ing) research
- the marketing mix
- differentiation of marketing goods and services
- marketing channels and market entry strategies
- brand management and customer based brand equity

Skill Objectives
Students will learn:
- to appreciate that the key to successful marketing starts with effective market research and analysis
- how to use the necessary tools and concepts to be able to undertake such an analysis
- how to develop coherent marketing strategies that provide relevant differentiation and result in sustainable competitive advantage / profit in a national and international context

The module is practical and managerial, and focuses on marketing-related criteria which customers use to differentiate between competitive offerings, how they make purchasing decisions, and to what extent marketing can influence their choice.

Learning Outcomes
On completion of this module students will be able to:
- evaluate which analytical tools and framework to apply in analysing marketing challenges
- critically evaluate which modules of action would be most relevant and ethically and socially sound to recommend in an international marketing context
- develop a greater understanding of the marketing perspective in international business
- develop critical skills in interacting successfully with marketers and marketing departments internationally
Assessment

*Coursework:* Team assignment (30%)
*Examination:* Individual examination (70%)

Teaching Methods

Each week there will be two 2-hour sessions, including lectures, class discussions (e.g., short cases), and in-class exercises. Syndicate team presentations will be required.

Reading

Readings will be released on the Hub closer to the module start date.
BS1405 Venture Capital and Growth Finance

Module Outline

Module Leaders
Name: Professor Miguel Meuleman / Dr Charles Donovan
E-mail: m.meuleman@imperial.ac.uk / c.donovan@imperial.ac.uk

Module Aims
Growing their ventures poses both exciting and frustrating challenges for entrepreneurs, none more so than raising finance. Entrepreneurs in growing firms are typically unable to generate the funds they need for growth from their own revenues and resources but must seek external funding. This means they have to persuade investors such as business angel investors and venture capital firms to provide substantial amounts of money to support what may be little more than an idea or often at best a venture with a limited track record. They are also likely to have to trade some of their ownership of the venture for the opportunity to achieve greater returns. Accessing growth finance is therefore complex and uncertain. The module aims to demystify this process by showing how venture capital providers go about making their investments and explaining how entrepreneurs in growing firms can make their ventures investor ready.

The module builds on the earlier modules in the module and on the experiences of leading financiers and entrepreneurs and aims to provide students with the expertise to understand and access finance within growing ventures.

The module draws on insights from the Business School’s world leading research programmes on high growth entrepreneurs, venture capital and private equity, including the Centre for Management Buyout Research as well as our experience working with organizations involved in the funding of high growth ventures such as the British and European Venture Capital Associations, NESTA, Barclays Private Equity, Ernst & Young, and many other venture capital and private equity firms. By the end of the module, students should be able to understand entrepreneurs’ financing needs in growing ventures, what the financiers of growing ventures look for in deciding to invest and how financiers assess, value structure, monitor and exit their investments. Students should know about different ways to growth and the different types of providers of growth finance.

Module Objectives

Knowledge Objectives
- to provide an overview of the different financing options available to entrepreneurs including accelerators, crowdfunding, business angel investors, and professional venture capital.
- to provide an understanding of the operation of growth finance markets from the perspectives of both the investor and the entrepreneur
- to consider the issues relating to growth finance for both growing new start-ups and established businesses in order to prepare a venture to become investor-ready
- to understand what deals investors are looking for to achieve their objectives, how venture capital firms screen and select their investment targets, as well as negotiate and structure transactions.

Skill Objectives
- to think creatively about how to position entrepreneurial ventures within the funding ecosystem
- to gain awareness about how to negotiate with venture capital firms
- to critically evaluate entrepreneurial financing options
to assess and ultimately resolve managerial, financial and entrepreneurial challenges that arise during the period of the investment

**Learning Outcomes**
At the end of this module students will be able to demonstrate the ability to evaluate, and make critical assessments of the following:

- how to adjust the financing mix to the lifecycle of a growing venture
- the factors looked for by growth financiers such as business angel investors and venture capital firms in assessing, structuring and monitoring investments
- the essential tools required to assess, value, structure and monitor venture capital investments

**Teaching Methods**
The module will be taught in 8 two and half hour sessions including lectures, testimonials, team work and discussion. In each session, there will be an in-class case exercise relating to aspects of the venture growth finance process. The exercises are designed to deepen the student’s knowledge of topics raised in the lectures. All students are expected to participate in the exercises, but they will not be graded. The details of the exercises will be explained in class and the findings of the exercises will be also discussed during the class or the following week.

Students are expected to come to class having thoughtfully studied the required materials. During the lectures, students are encouraged to ask questions and contribute to the class discussion.

**Reading Textbook**
Students will be provided with a dedicated module pack of essential readings including articles, blogs, and reports as there is not really an overall textbook. However, students can download for free the following monograph which provides much of the basics relating to venture capital and private equity:


**Assessment**
Exam (70%)
Coursework (30%)

The assessment methods should provide ample opportunity for the student to demonstrate their achievement of the learning outcomes.
BS1401 Business Models and Intellectual Property

Module Outline

Module Leader
Name: Professor Erkko Autio
E-mail: erkko.autio@imperial.ac.uk

Module Aims
Business models explain how a business creates, delivers and captures value. They are about designing what the business does – and with whom – to create and deliver value for customers. Business model innovation – i.e., the art of coming up with new and better ways to create, deliver and capture value – is rapidly emerging as arguably the single most important form of innovation for entrepreneurial and established businesses alike. While entrepreneurial opportunities abound, the secret for success is designing viable businesses that offer superior value propositions, profit formulas, resources and processes.

Intellectual property – e.g., new technologies, brands, processes, and designs – resides at the core of successful value creation. The protection of intellectual property, or IP for short, is often at the core of successful value capture. An essential component of entrepreneurial success is ensuring that the entrepreneur captures the value from the underlying new technology or idea. This is effected through IP protection. Understanding different forms of IP, and how they can be leveraged effectively for value creation and capture, is therefore vital for entrepreneurial success.

This module teaches students how to design and implement innovative business models, and also, examines different forms of IP and how they can be leveraged for value creation and capture. The module relies on case discussions drawn from diverse industries, allowing the students to gain a deep, practice-based understanding of business model innovation in IP-intensive businesses.

Module Objectives
At the end of this module, students will be able to demonstrate understanding, critical assessment, and application of the following:

- business model anatomy and design
- value propositions
- external connectivity of business models and ecosystem leverage
- types of IP and their applicability in different situations
- IP licensing and competition
- sustainable business models
- social business models

Teaching Methods
This module will be offered through 10 in-class sessions of 2 hours. Business models come in many varieties, depending on, e.g., industry sector, purpose of the business and technology context. Linked to the proliferation of business models, also IP practices are evolving rapidly. This module is designed to expose students to different approaches to business model planning, paying particular attention to the different roles different types of IP can play in these. We will analyse these issues in different situations, with the aim of becoming proficient at thinking through the possibilities and pitfalls of alternative approaches to entrepreneurial value creation in different situations.

It is important that students prepare ALL cases and participate in the discussion of each case.
This is not a module where you can learn by simply skimming the case right before the session and then expecting to pick up a few useful points from class discussion conducted by others. You will only learn effectively if you study the cases carefully before each session, thinking through alternative solutions and identifying key issues, and reaching your own conclusions that you can share with others in class. Working on the cases in small groups will likely prove very helpful.

**Assessment**

**Coursework (100%)**

The final project is a group-based analysis of the role of IP in an existing business model of your choice. The project deliverable should be in the form of a report. The maximum 4000-word report consists of a description of the business model, and a detailed discussion of the types of IP available to the business, their pros and cons in the context of the business model, and a recommended IP strategy for the business model.

The project will be marked on the basis of research material and content (40%), analysis and its implications (40%), and organisation, clarity, presentation and structure (20%). Insightful application of concepts, analyses, and models studied over the module is rewarded.

All members of the team will receive the same mark, regardless of individual contributions.

**Reading**

There is no core text for this module. Each lecture will consist of some prescribed reading and a case study, and you are expected to have read and prepared both for discussion in class.

However, two books you may find as useful as resources into the future, and are recommended although not compulsory reading, are:

- **Business Model Generation**, A. Osterwalder, Y. Pigneur, A. Smith, and 470 practitioners from 45 countries, self-published, 2010

BS1417 International Study Tour
Module Outline

Module Leader
Name: Dr Anu Wadhwa
E-mail: a.wadhwa@imperial.ac.uk

Module Aims
The International Study Tour is an optional non-assessed module. The aim of the International Study Tour is to give students a chance to experience first-hand the social and cultural dynamics of business in another country. The tour will consist of a number of visits to different companies across a range of industry sectors, as well as social and cultural activities. Moreover, students will receive the opportunity to network with local Imperial alumni and professionals.

Module Objectives
Knowledge Objectives
During the module, students will develop the ability to:
- learn about the socio-economic and business environment of another country
- gain real life exposure to a variety of international sectors and functions
- apply their knowledge from other modules to a real international business issue

Learning Objectives
Upon completion of the module, students will be able to:
- appreciate the social and cultural dynamics of business in another country
- develop further international business experience
- contextualise and apply knowledge gained to their future working practices

Structure
The tour runs at the end of the spring term. Students are expected to fund the tour themselves.
Module Leaders
Name: Professor Andrew Davies / Dr Stefano Miraglia
E-mail: a.c.davies@ucl.ac.uk / s.miraglia@ucl.ac.uk

Module Aims
The module provides students with an understanding of project management and its role as one of the principal managerial tools and approaches, by which organisations adapt, innovate and grow in a rapidly changing and uncertain environment. It aims to demonstrate how project management can be used to:

- delineate, design and execute projects to achieve successful project outcomes
- adapt the approach to project contingencies and the external environment
- achieve operational and strategic objectives
- drive and deliver innovation in products, services, processes and business models
- support entrepreneurial change, learning and capability development.

Case studies of major projects and leading international firms will be used to examine the real-world challenges facing project-based organisations in different industries and sectors. The module challenges some of the underlying assumptions of traditional project management, such as the focus on time, cost and quality (the 'triple constraints') and the 'one-size-fits-all' approach. While traditional project management tools and techniques are essential, students will be introduced to new concepts, frameworks and models that show how an adaptive approach to project management is increasingly important in the delivery of current offerings while responding quickly to new challenges and innovative opportunities. Team-based leadership and problem-solving skills will be relevant to both managing projects in start-ups and leading entrepreneurial ventures in large organisations.

Module Objectives

Knowledge Objectives
Students will acquire knowledge of the core concepts, frameworks and models in project management from both operational as well as strategic project management perspectives. Using real-life cases and examples, the module will demonstrate how this integrative approach to project management can be applied to conceive, manage and assess projects, project-based ventures and project-driven organisations.

Skill Objectives
Students should develop an appreciation of managerial and personal skills including:

- core operational skills in project design, execution and evaluation
- project leadership and flexible teamwork skills
- integrative skills to analyse projects from innovation and entrepreneurial perspectives
- strategic project-as-business management skills
- presentation, communication and team-management skills

Learning Outcomes
Upon completion of this module, students will be able to:

- apply basic tools of project management to projects likely to be encountered in practice
- plan, design and manage projects beyond the triple constraints of time, cost and quality
- select a project management approach fit to the specifics of a given project
- assess and provide solutions to the challenges and opportunities arising in the management of projects and project-based organisations
- apply project and portfolio management approaches and tools to balance the need to
develop current offerings and foster innovation in new markets
- develop a project-as-business perspective for learning and capability development.

The module will also provide students with skills that can be used in some of the applied spring and summer term modules, in particular Consulting Projects and Work Placements.

Structure
The module consists of ten sessions over two weeks including:
- interactive classroom sessions including lectures, in-class discussions and seminar-type case analyses on topics in project management, and
- a team-based poster presentation session.

Teaching Methods
The module is interactive and relies on self-study, lectures, module notes, team work and in-class discussions and case analyses. The topics covered during the module are illustrated with examples of prominent projects carried out in both private and public sectors, with a particular emphasis on project management in entrepreneurial and innovation-driven settings. The use of cases and practical examples is aimed at highlighting some of the principal practices and strategic challenges of managing projects, creating project-based businesses and leading project-based organisations in a real-world context.

Students will be provided with module notes covering the reading material listed below (the notes will be posted in advance shortly before the start of each respective session). Students are expected to actively engage in class discussions and contribute to the learning process through questions and analysis of project cases that illustrate the topic of each session.

Assessment
The tasks for the team-based work assignments include:
Project analysis with a poster presentation (50%)
Report supporting the poster presentation (50%)

Project analysis and presentation
The task for a team-based work assignment is to examine the management of a real-life strategically important project. The exercise is designed to uncover both challenges involved in managing a project to drive innovation in products, services or business models. It should specifically assess the strategic importance and entrepreneurial implications of the project to the firm (or group of firms) involved, as well as to a broader set of stakeholders (if relevant). Drawing on project and company information from personal experience and/or secondary sources, the poster presentation should reveal interesting project events, leadership and challenges. The assessment of this exercise is based on the production of a poster and presentation to the module convenors (with accompanying notes).

Project report
Each team will write a 3,000 word (maximum) report to accompany the poster presentation, cover issues raised in the presentation, and provide an opportunity for a more in-depth narrative and deeper analysis of the project.

In preparation for the team-based project analysis and report, each team will be provided with one coaching session with the module’s Teaching Assistant and/or Module Leader.

Reading
The module is based on the following readings (selected chapters from each):

These readings will be supplemented with selected case material from academic and business press.
**BS1409 Consulting Project**

**Module Outline**

**Module Leader**
Name: Dr Anu Wadhwa  
E-mail: a.wadhwa@imperial.ac.uk

**Module Aims**
The Consulting Project module aims to contribute to the development of the participant’s managerial potential by explaining and applying problem solving techniques in complex and challenging business situations. The focus is on developing the students’ skills in managing a real consulting project from inception to completion, drawing on the knowledge and skills achieved in other modules of the MSc Innovation, Entrepreneurship and Management programme. The module will give students, who have no or little exposure to industrial situations, the opportunity to experience and operate in a real world situation.

**Module Objectives**

**Knowledge Objectives**
Participants should develop the ability to:
- analyse a real consultancy problem
- apply their knowledge from other modules to solve a real consultancy problem
- integrate theoretical knowledge with practical skills relevant to industry

**Skill objectives**
Participants should develop the ability to:
- carry out research and industry analysis and evaluate their results
- analyse and interpret real world business problems
- manage clients’ expectations
- deliver value through the project to the client

**Learning Objectives**
Upon completion of the module, participants will have developed:
- problem solving skills in relevant business situations
- analytical skills to select and use relevant information for the purpose of producing consulting projects
- delivery skills to write a report that could be used by practicing managers
- project management skills to deliver to a pre-assigned set of requirements, external time frame and the highest ethical values.

**Structure**
The project scenario will be introduced at the end of the spring term and students will undertake the bulk of the work in July. Students will be given guidance through support classes in Consulting Skills and advice by corporate representatives. Students will present their results to a panel of judges made of academics and corporate representatives and the final report will be submitted at the end of July. The project may require the students to go to corporate sites overseas.

**Assessment**
**Team coursework**  
3000-word project report and team presentation
BS1418 Work Placement
Module Outline

Module Leader
Name: Dr Anu Wadhwa
E-mail: a.wadhwa@imperial.ac.uk

Module Aims
Work Placements contribute to the development of the student’s managerial potential by applying problem solving techniques to a challenging business situation in which the student is fully immersed. The focus is on developing the students’ skills in managing real business tasks in one specific business context, drawing on the knowledge and skills achieved in other modules of the MSc Innovation, Entrepreneurship and Management programme. The module will give students who have had little or no exposure to the corporate environment, the opportunity to experience and operate in a real world situation.

Module Objectives
Knowledge Objectives
Participants should develop the ability to:
- analyse real business related problems
- apply their knowledge from other modules to solve real business tasks
- integrate theoretical knowledge with practical skills relevant to industry
- understand the dynamics of the industry that the firm operates in

Skill objectives
Participants should develop the ability to:
- carry out business related tasks and analysis and evaluate their results
- analyse and interpret real world business problems
- manage line manager’s, peer and clients’ expectations
- deliver value through the completion of tasks to the organisation they work for

Learning Outcomes
Upon completion of the module, participants will have developed:
- problem solving skills in a business situation
- analytical skills to select and use relevant information for a given task
- communication / presentation skills to produce a report
- project management skills to deliver to a pre-assigned set of requirements, external time frame and the highest ethical values.

Structure
Those students who choose to take this module must secure their own work placements and submit details of their work placement to the Programme Team by the end of March. The Programme Director will vet all proposals by evaluating if the work placement is relevant to the programme and its learning outcomes and is carried out by a credible organisation.

Assessment
An individual assessment consisting of two parts:
1) A portfolio containing sufficient evidence and self-evaluation of the achievement of each learning outcome.
2) An analysis of the industry that the business operates in.
BS1419 Business Start-Up

Module Outline

Module Leader
Name: Dr Anu Wadhwa
E-mail: a.wadhwa@imperial.ac.uk

Module Aims
The Business Start-Up module contributes to the development of the student’s entrepreneurial and managerial potential by applying problem solving techniques to a challenging business situation in a start-up created by the student. The focus is on developing the students’ skills in managing real business tasks in a new venture context, drawing on the knowledge and skills achieved in other modules of the MSc Innovation, Entrepreneurship and Management programme. The module will give students have already launched their own start-ups a chance to apply their knowledge and skills to a specific aspect of the business development.

Module Objectives

Knowledge Objectives
Participants should develop the ability to:
- analyse real business related problems
- apply their knowledge from other modules to solve real business tasks
- integrate theoretical knowledge with practical skills relevant to the start-up

Skill objectives
Participants should develop the ability to:
- carry out business related tasks and analysis and evaluate their results
- analyse and interpret real world business problems
- manage peer and stakeholder expectations (where applicable)
- deliver value to the start-up through the completion of tasks

Learning Outcomes
Upon completion of the module, participants will have developed:
- problem solving skills in a business situation
- analytical skills to select and use relevant information for a given task
- communication / presentation skills to produce a report
- project management skills to deliver to a pre-assigned set of requirements, external time frame and the highest ethical values.

Structure
Those students who choose to take this module must submit details of their start-up and a strategy for how they plan to develop it to the Programme Team by the end of March. The Programme Director will vet all proposals by evaluating if the proposal is relevant to the programme and its learning outcomes. If the proposal is accepted, students will be allocated a supervisor to monitor their progress during the module. Students may not choose a start-up that is already being developed in the Entrepreneurship module.

Assessment
An individual portfolio containing sufficient evidence and self-evaluation of the achievement of each learning outcome.
BS1410 Innovation, Entrepreneurship and Management Report
Module Outline

Module Leader
Name: Dr Anu Wadhwa
E-mail: a.wadhwa@imperial.ac.uk

Module Aims
The Innovation, Entrepreneurship and Management Report is a 5,000-word unsupervised report which requires students to apply the knowledge that they have learnt in the rest of the programme to explore a topic in some considerable depth and across several management disciplines.

Module Objectives
Knowledge Objectives
During the module, students should develop the ability to:
• apply their knowledge from other modules to analyse a managerial theme
• integrate theoretical knowledge with evaluation skills relevant to an innovative and entrepreneurial theme

Skill Objectives
During the module, students should develop the ability to:
• carry out an analysis of, interpret, evaluate and synthesise existing literature related to an innovative and entrepreneurial theme
• effectively express in writing their opinion and critical evaluation on an innovative and entrepreneurial theme
• carry out unsupervised tasks and manage their time effectively

Learning Outcomes
Upon completion of the module, students will be able to:
• demonstrate relevant knowledge and understanding of the innovative organisation and new venture, the external context in which they operate, and how they are managed
• apply analytical techniques to decision making in building and supporting new businesses and ventures
• demonstrate critical awareness of current issues in innovation and entrepreneurship informed by leading-edge research and practice in the field
• enhance lifelong learning skills and personal development, and be able to work with self-direction
• develop skills to launch and support new business ventures and exploit opportunities arising from new ideas to create new sustainable business models and create economic and social value

Structure
• a list of themes will be proposed to all students for them to choose from
• students will carry out their essay unsupervised and will receive final feedback upon submission

Assessment
Individual coursework 5,000-word report
### Personal Skills Development for Individual Modules

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<tr>
<th>Core Modules</th>
<th>Written</th>
<th>Presentations</th>
<th>Spreadsheets</th>
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<th>Verbal</th>
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