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Welcome from Dr Benita Cox, Programme Director

Welcome to the MSc International Health Management programme at Imperial College Business School.

I encourage you to look forward to the year ahead, which will be an enjoyable, fulfilling and rewarding journey into various aspects of health management, supported along the way by a strong network of students and alumni allowing you to form valuable connections for the future.

You will find answers to all your queries in the Information Guide on The Hub. You may, of course, have additional questions, and the MSc International Health Management programme team will be happy to help.

We continually make improvements to the programme, taking account of student views, and we hope you will continue to give us feedback in order to ensure the best experience possible.

Please also make use of the College’s welcome information for new students. This can be found at: www.imperial.ac.uk/students/newstudents

We hope that the programme lives up to your expectations and that you enjoy your time with us.

With best wishes,

Baggy Cox
Welcome from Professor Nelson Phillips, Dean of Imperial College Business School

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

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

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

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

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

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

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

Aims
The overall aim is to provide a one-year programme in international healthcare management that will equip students with the knowledge and skills to effectively manage and lead healthcare in both public and private domains or to pursue further academic study (doctoral research). Experienced entrants (typically practitioners) will be prepared to move into management or to accelerate their managerial careers.

Objectives
Knowledge objectives
Students will understand the key drivers for change in health systems; the theory and principles of health economics; the techniques of financial and management accounting; organisational behaviour and models of organisational change and key people management processes; the strategic and entrepreneurial skills needed to create and market health organisations; the key principles, theories and tools of modern integrated service management and understand how these differ from previous health theories and practice; the role of the change agent to plan and implement successful projects; the principles of effective information systems management; the functions within provider organisations and issues that affect provider performance.

Skill objectives
An important theme on the MSc International Health Management programme is not just about knowing, but actually doing. Here at Imperial College Business School, you have the opportunity to develop a wide range of professional skills through a variety of different media. These skills will not only aid your personal development but also make you more competitive within the marketplace. These skills permeate the entire programme and are developed (i.e. taught, practised and/or assessed) in all modules, and will continue to contribute to your personal and professional development after you graduate.

In order to rationalise the approach to developing these skills, we have created a matrix outlining the different categories and the methods in which you will learn them. This provides you with the chance to identify the structure of skills learning and how useful they can be in the workplace. Note that an additional table summarising the personal skills you will develop on individual modules can be found at the end of this document.

Skills table for MSc International Health Management

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development</td>
<td>Personal effectiveness on an operational level. This includes the dynamics of working individually or as a member of a group</td>
<td>Working in teams or time management</td>
</tr>
<tr>
<td>Communication</td>
<td>Verbal, non verbal and written skills</td>
<td>Preparing and delivering presentations</td>
</tr>
<tr>
<td>Technical and Analytical</td>
<td>Essential workplace tools and techniques beyond curriculum teaching</td>
<td>Data analysis using Excel</td>
</tr>
<tr>
<td>Ethical</td>
<td>Key skills that make an effective, responsible and ethical manager</td>
<td>Learning how to adopt a responsible attitude towards business and management</td>
</tr>
<tr>
<td>Professional Skills Type</td>
<td>Core Modules(1)</td>
<td>Practical Modules(2)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| **Personal Development** | • Manage resources and time effectively in order to achieve intended goals  
• Learn independently with open-mindedness and critical enquiry  
• Learn effectively for the purpose of continuing personal development  
• Reasoning and problem solving  
• Work effectively as a team member | • Work effectively on a individual basis  
• Present a business case to a panel of judges  
• Pitch a business plan | • Learn how to build professional networks  
• Identify skills and career interests and self evaluate career potential | |
| **Communication** | • Research and construct written reports  
• Prepare and deliver professional presentations  
• Design and create posters  
• Create videos | • Conduct a literature review and communicate the results in a clear and concise manner  
• Use relevant information and communications technology  
• Develop a business plan  
• Apply management skills to situations in the workplace  
• Produce creative and realistic solutions to complex problems | • Develop professional and interpersonal skills  
• Develop key communication skills for career progression  
• Develop interview techniques for different professional environments | |
| **Technical and Analytical** | • Learn how to evaluate the business implications of ethics in different scenarios  
• Learn how to adopt a responsible attitude towards business and management | • Critically review evidence including its reliability, validity and significance | • Learn how to write effective CVs and complete job application forms | |
| **Ethical** | | | | |

(1) “Core modules” include all core modules (Accounting, Contemporary Topics in Health Policy, Entrepreneurship, Foundations for Health Management Consulting, Global Business Strategy for Healthcare Professionals, Health Economics, Health Informatics, Health Systems Policy and Financing, Management Challenges of Healthcare Organisations, Managing Change and Innovation in Healthcare, Organisational Behaviour)

(2) “Practical modules” include the Business Plan Competition and the Healthcare Sector Project

(3) “Report module” refers to the Healthcare Report and the Personal Career Journey
Learning outcomes
Students who complete the programme successfully will:

- demonstrate relevant knowledge and understanding of organisations, the external context in which they operate and how they are managed, with particular reference to health sector organisations
- apply analytical techniques to the decision making processes of health sector organisations and present their analyses in a clear and persuasive manner
- demonstrate critical awareness of current issues in the health sector
- have begun to develop a set of personal development and lifelong learning skills applicable to the international health management environment.

Subjects

**Autumn Term**
Monday 3 October 2016 – Friday 16 December 2016

- Accounting
- Global Business Strategy for Healthcare Professionals
- Health Informatics
- Organisational Behaviour

Examinations for these modules will take place at the beginning of the spring term, during the week of 9 – 13 January 2017.

**Spring Term**
Monday 16 January 2017 – Friday 24 March 2017

- Contemporary Topics in Health Policy
- Health Economics
- Health Systems, Policy and Financing
- Management Challenges of Healthcare Organisations
- Managing Innovation and Change in Healthcare

Examinations for these modules will take place at the beginning of the summer term, during the week of 24 – 28 April 2017.

**Summer Term and Summer Period**
Monday 1 May 2017 – Friday 1 September 2017

- Entrepreneurship
- Business Plan Competition
- Foundations for Health Management Consulting
- Healthcare Sector Project
- Healthcare Report or Personal Career Journey

Modules taking place in the summer term and summer period will be assessed by coursework only and no examinations will be required.

Module outlines and materials will be posted on The Hub.
Programme assessment

Formal examinations

Examinations for modules taken in the autumn term
w/c Monday 9 January 2017
- Accounting
- Global Business Strategy for Healthcare Professionals
- Health Informatics
- Organisational Behaviour

Examinations for modules taken in the spring term
w/c Monday 24 April 2017
- Contemporary Topics in Health Policy
- Health Economics
- Health Systems, Policy and Financing
- Management Challenges of Healthcare Organisations
- Managing Change and Innovation in Healthcare

Rules and degree classification

The programme is assessed through coursework and examination. The modules in the autumn and spring terms will be assessed by coursework and written examination. Modules in the summer term and summer period (Entrepreneurship, Business Plan Competition, Foundations for Health Management Consulting, Healthcare Sector Project, and Healthcare Report or Personal Career Journey) will be assessed by coursework only.

The scheme of examination

Assignments
All assignments will be submitted electronically via The Hub. As part of the requirements, all assignments may be inspected by the Board of Examiners. We retain copies of work submitted for this purpose, but it is essential that students keep all work that is returned to them until the MSc has been completed, incase another copy should be required. 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.

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. A representative of the College Registry also normally attends Board meetings. 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 examiner is allocated a number of subjects in their area of expertise. The Board Chairman is the Programme Director.

The external examiners (subject to change) for this programme are:
Professor Amanda Burls, City University London
Dr Joanne Lord, University of Southampton
Dr Franz Huber, Privatuniversität Schloss Seeburg
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.

The examination process is as follows:

- The internal examiner prepares an exam paper for their subject. This is checked for errors and clarity by a different internal examiner.

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

- Following the examination itself, the papers (which are identified by candidate number only and not student name) are marked in detail by the module leader with a second marker undertaking sample check marking to ensure that the mark awarded by the module leader is appropriate. In the event of a disagreement in the marks, there will be a discussion between the internals, and if necessary a third internal examiner will be consulted. If required, there will be adjudication by an external examiner.

- The proposed marks for all candidates together with a sample of scripts are sent to the external examiner from another institution to ensure that the standard of marking at Imperial College Business School is commensurate with elsewhere in the UK. The sample will normally include all scripts with a mark of under 50%, and 10% of all remaining passing scripts, including a merit/ distinction borderline. The purpose of the sample is threefold:
  
  i. to allow the external examiner to ensure that the overall standard of performance is accurately reflected in the marks awarded
  ii. to give a third (and usually conclusive) judgement in marginal cases
  iii. to ensure that proper procedures have been followed in the examining process

A sample of coursework is also sent to the external examiners for each module.

- When all marks are available, an Internal Board of Examiners will review the marks prior to the External Examiners’ meeting.

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 and provide documentary evidence. Details regarding this and also how to apply for reasonable adjustments can be found in the ‘Academic Regulations and Policies’ document on The Hub. 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 re-sit in the September re-sit period, and/or during the next academic year.

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%.

**Important information about re-sitting and re-submitting**

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

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

This also applies to re-submissions (for example, if a student has to re-submit their final report).

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

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

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

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

Further information on assessment can be found in the Academic Regulations and Policies document on The Hub.
Marking schemes

All modules are equally weighted with the exception of Global Business Strategy for Healthcare Professionals, which is doubly weighted.

There are three elements:
- 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 element
- At least 40% in each examination
- At least 50% in all modules assessed by coursework only*

Merit
- An aggregate mark of 60% or greater across the programme as a whole
- An average of 60% or above in each element
- At least 40% in each examination
- At least 50% in all modules assessed by coursework only*

Distinction
- An aggregate mark of 70% or greater across the programme as a whole
- An average of 70% or above in each element
- At least 40% in each examination
- At least 50% in all modules assessed by coursework only*

Master’s level marking criteria for exams and coursework at Imperial College Business School

<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 pass performance demonstrating a clear grasp of the relevant concepts and facts</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>Marks represent a pass performance demonstrating an adequate grasp of most of the relevant concepts and facts</td>
</tr>
<tr>
<td>40 – 49%</td>
<td>Marks represent a fail performance</td>
</tr>
<tr>
<td>30 – 39%</td>
<td>Marks represent a fail performance (with significant shortcomings)</td>
</tr>
<tr>
<td>0 – 29%</td>
<td>Marks represent a fail performance (with major shortcomings)</td>
</tr>
</tbody>
</table>

Prizes
A number of prizes are awarded each year to reward excellent performance:

*Best Overall Performance*
Awarded to the student with the best overall performance for MSc International Health Management.

*Best End of Year Report*
Awarded to the student with the best end of year report for MSc International Health Management.

*Dean’s List for Academic Excellence*
The Dean’s List comprises the top 10% of students (+/- 2%) from each Business School taught programme. Inclusion is subject to satisfactory completion of the award and achievement of a mark of 70% or greater overall.

*Dean’s Community Award for Students*
The Dean’s Community Awards encourage and recognise citizenship amongst Business School students who excel in extra-curricular activities.
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/](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 emailed 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.
THE MODULES
Module outline

**Module leader**
Name: Jeremy Fernando  
Email: j.fernando@imperial.ac.uk  
Location: 5.01b, 53 Princes Gate  
Phone: 020 7594 3130

**Module aims**
The module aims to develop the participant’s managerial potential by explaining the techniques of financial and management accounting and examining their relevance to the broader issues of management evaluation and decision-making in any sector, but with specific references to Healthcare Management.

**Module objectives**

*Knowledge objectives*
During the module, participants should develop the ability to:

- distinguish between the different users of accounting data and their informational requirements, including information about Corporate Social Responsibility and Governance, and Business Sustainability
- recognise and apply different accounting conventions, formats and practices
- identify the uses and shortcomings of published financial accounts and command a basic knowledge of the underlying accounting information systems
- evaluate the costing principles underlying the classification and processing of cost accounting data
- distinguish between the informational requirements of short-run and long-run financial decision techniques, and appreciate the contribution of management accounting data to the satisfaction of these requirements
- specify the organisational context of management accounting, and evaluate strengths and limitations of management accounting data in improving effectiveness, responsibility and sustainability in Healthcare Management

*Skill objectives*
Students should develop the ability to:

- read and make sense of companies' annual reports and other published corporate material
- evaluate the financial situation, performance and potential of an organisation using ratio and strategic analyses and interpretation of the annual report and other published corporate material, referring also to the company's impact on its environment, in the International Health Management sector
- evaluate the impact of using different accounting policies (e.g. in depreciation, impairment and stock valuation) upon performance measurement
- design budget processes and produce simple projected cash budgets
- address essential issues regarding manufacturing and service firms' performance
- devise and apply appropriate techniques to the solution of simple short and long-run financial decision problems by selecting and utilizing relevant information

**Learning outcomes**
By the end of this course participants 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 processes where accounting based information may be an important input

**Teaching methods**
Methods used will include lectures, case studies and readings via The Hub. Where cases are assigned it is essential for the quality of class discussion that students have prepared carefully in advance of class.

**Assessment**
Component 1 – Individual – Weighting 70%
   Examination: A two hour unseen examination. The questions will test both computational and analytical understanding of the module material
Component 2 – Individual – Weighting 10%
   For each week of the module there will be a series of multiple-choice questions on The Hub to be completed by the specified deadline.
Component 3 – Group – Weighting 20%
   One syndicate group based assignment analysing published accounts.
BS0435 Health Informatics
Module outline

Module leader
Name: Dr Benita Cox
Email: b.cox@imperial.ac.uk
Location: 389
Phone: 020 7594 9164

Module aims
The aim of the module is to consider the role and importance of information and information systems in providing effective healthcare; the application of stable management principles to attain maximum benefit from information and information systems and pertinent computer, communication and imaging systems of relevance to healthcare provision.

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

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

Assessment
The module will be assessed through a written examination and group coursework.
Apportionment of marks is as follows:
Examination 70%
Coursework 30%

Reading list
There is no one recommended textbook because, in my view, there is nothing that covers the area completely and satisfactorily. The module syllabus is defined by the materials and lecture notes available on The Hub.
BS0452 Global Business Strategy for Healthcare Professionals

Module outline

Module leader
Name: Colin Love
Email: c.love@imperial.ac.uk
Location: 284
Phone: 020 7594 7439

Introduction
The global healthcare industry (clinical services, pharmaceuticals and supporting organisations) generates in excess of $7 trillion to Global Gross Product. The effective management of this industry is a critical success factor for both developed and developing economies. The delivery of its outputs has a direct impact upon managing sustainable business solutions for the global environment.

Module aims
- Business Strategy is the process of setting the long-term direction for an organisation, whether for ‘profit’ or ‘not for profit’. It is concerned with how an organisation prepares for the future and how its strategy is formulated and deployed. This module will make full use of key models and concepts of business strategy and demonstrate their application to the global healthcare industry.
- It is observed that a key element of the development and execution of a business strategy is marketing. Marketing concepts will be embedded in the module and demonstrate the critical contribution of service marketing to clinical care together with the specialised nature of the development and delivery of pharmaceutical products.
- The focus of the module is on contemporary issues and practices that the global healthcare industry faces. This is framed by the complexity of a hi-tech / R&D driven industry. In order to prepare the students for the 21st century, this module further aims to raise their awareness of strategic challenges of global healthcare with numerous examples of organisations operating in different parts of the world.

Learning outcomes
By the end of the module students should be able to:
- Understand and describe the key strategic issues facing senior healthcare management and relate to ‘strategic / marketing analytical tools
- Evaluate an organisation’s current strategic position, its immediate operating environment and its future strategic options, using analytical concepts appropriate to the organisation’s situation
- Develop and defend recommendations as to the choice of a given organisation’s future strategic direction and implementation
- Fully appreciate the supporting role of marketing in a global company
- Apply the concepts of strategic management and marketing to the special requirements of global healthcare
- Demonstrate the vital contribution of global healthcare to global sustainability

Teaching methods
The module will be delivered by 20 x 2 hour face-to-face lectures over a 10 week period in the autumn term.

Lectures will include:
- academic subject content via Power Point slides as core / base material
- supporting video material – caselets / corporate web material
• discussion and analysis of case studies related to a particular theme
• in support of case studies, each student group will be briefed to prepare an in-class presentation with a specific special focus (assessed)

To supplement the main texts, further recommended reading suggestions will be provided. In order to benefit from and contribute to class exercises, it is critical that students prepare for sessions and read the case studies and other learning material assigned for the session in advance.

Active and thoughtful class participation will be critical to individual and cohort learning. Students should expect to be “cold called” during any discussion.

Module structure
The module will be delivered in three blocks:

Block 1: Red Ocean Base (weeks 1-4)
• Healthcare scale and scope
• Key generic ‘strategic and marketing ‘concepts
• Classical strategic analysis / evaluation models
• Marketing – customers versus patients
• Service marketing
• The competitive environment and corporate leverage
• Special focus
  o Critical importance of M&A activity
  o Pharmaceutical new product development
  o Pricing controls – market distortions

Block 2: Blue Ocean Breakout (weeks 5-7)
• Breakout strategies versus generic growth
• Creating uncontested market space
• Blue Ocean thinking and application to global healthcare
• Special Focus
  o Medical tourism
  o OTC versus prescription drugs
  o Healthcare branding

Block 3: Green Space (weeks 8-10)
• Corporate social responsibility and the development of sustainable business
• Triple bottom line – people, planet, profit
• Green marketing
• Healthcare – ethical behaviour and expectations
• Special focus
  o Healthcare as a special case of TBL / CSR
  o Group presentations


Assessment

The module assessment will consist of two elements, equivalent to a double-weighted module:

- **Coursework (45%)**
  1) Group report (10%)
  2) Group in-class presentation (10%)
  3) Group presentation (10%)
  4) In-class MCQ test (15%)

- **Examination (55%)**
  1) Written examination in the spring term (55%)

Reading list

A list of core and additional readings will be provided and students are encouraged to supplement this with other literature sources.
BS0441 Organisational Behaviour
Module outline

Module leader
Name: Dr. Sankalp Chaturvedi
Room: 287, Tanaka Building, Business School
Email: 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 for identifying, diagnosing and evaluating key organisational issues;
- apply theoretical concepts to real life organisational scenarios through the use of case studies in class; and
- work productively in a team situation to produce a team assignment.

Learning outcomes
On completion of this module, students will 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 discussion, and to share findings of group discussions with the class as a whole.

The module will not tell you what to do as a manager; rather, it is designed to exercise, challenge, and enrich your ‘managerial mind’, 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.

Reading
Subject specific tasks and readings will be uploaded to The Hub prior to classes. The following are suggested readings:

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

Assessment

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<tr>
<td>Group project</td>
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<tr>
<td>Final exam</td>
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<td>Individual participation (quizzes and surveys)</td>
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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 The Hub is appreciated and encouraged.
BS0437 Management Challenges of Healthcare Organisations

Module outline

Module leader
Name: Dr Tim Heymann
Email: t.heymann@imperial.ac.uk
Location: 378
Phone: 020 7594 9131

Module aims
To module aims to draw on theory and practical examples from hospitals and other industries to provide students with a theoretical and practical understanding of the challenges in the management of healthcare providers and how the product they offer is evolving.

Module objectives
Knowledge objectives
Key concepts and future trends in:
• Services operations
• Demand management
• Quality management and reengineering
• Inventory management and contracting
• Negotiation management and decision making

Skill objectives
• Communication skills: aural, oral and written
• Team working through class and syndicate discussions
• The application of knowledge in practical contexts

Learning outcomes
Students who complete the module successfully will be able to:
• explain the issues of demand management in healthcare
• describe and evaluate quality initiatives in the delivery of healthcare
• identify good practice in service delivery and inventory management in healthcare
• understand the patient journey

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

Assessment
Examination (70%)
Group coursework (30%)

Reading list
A list of reading suggestions will be distributed at the start of term.
BS0443 Managing Change and Innovation in Healthcare

Module outline

Module leader
Name: Professor James Barlow
Email: j.barlow@imperial.ac.uk
Location: 394
Phone: 020 7594 5936

Module aims
Healthcare is one of the most complex and fast moving sectors of the economy. New technologies are driving new services and practices, but they are often hard to introduce and hard to spread across health systems. The module introduces the latest thinking in why this is the case and how to manage healthcare innovation more effectively.

Using real-life examples of technology and service based innovations in healthcare from the UK and other countries, you will:
- learn why innovation in healthcare services and policy is critical, and perhaps even more today so given the new economic circumstances
- develop an appreciation of leadership, strategic, organisational and team-based skills necessary for driving innovation processes in healthcare
- learn why it is not enough simply to adopt innovation – embedding it within everyday practices on a sustainable basis is more important, but more challenging

Module objectives
To provide students with a theoretical and practical understanding of the challenges in managing organisational and technological innovation within healthcare systems.

Knowledge objectives
You will learn about key concepts in:
- healthcare innovation trends and their impact on services
- adoption, implementation and diffusion of healthcare innovation
- basic tools for managing innovation, such as project management
- measurement of innovation impacts

Skill objectives
- communications skills: aural, oral and written
- team working through class and syndicate discussions
- the application of knowledge in practical contexts

Learning outcomes
Students who complete the module successfully will be able to:
- explain the issues of innovation management in healthcare
- describe and evaluate challenges in the implementation of healthcare innovations
- identify good practice in innovation management in a healthcare setting

Structure
The module will address the following topics:
- What are the big healthcare challenges that require innovative thinking, both in the developed and developing countries?
- What do we know about innovation processes in general? The fundamentals from the research literature.
• Is healthcare ‘different’ and does this impact on its innovation processes?
• Looking to the future – what are the big new innovation trends in healthcare?
• What mechanisms are used to stimulate innovation in healthcare? Is ‘open innovation’ beneficial? What is the role of government?
• How can we ensure healthcare innovations are embedded into organisations and practices? Why do we have a problem with ‘pilot’ projects in healthcare?
• Learning from healthcare innovations developing countries – can we transfer lessons from India and elsewhere to developed health systems?

Teaching methods
The module will involve a combination of lectures on key topics in innovation management and syndicate group work. Some lectures will include guest speakers with practical experience in implementing innovative healthcare projects, subject to their availability.

Module notes are distributed to students via The Hub for note taking at each lecture. Students are expected to engage in class discussions and exercises related to the topic of each week’s session.

Assessment
Closed book final examination (70%)
Group coursework (30%)
Module outline

Module leader
Name: Dr Marisa Miraldo
Email: m.miraldo@imperial.ac.uk
Location: 391
Phone: 020 7594 9764

Module aims
The aim of the module is to analyse principles of microeconomics and their application to healthcare, and to examine issues of efficiency and equity and their application to healthcare.

Module objectives

Knowledge objectives
To give students an understanding of:
- markets and market failures in healthcare
- uncertainty and the operation of health insurance markets
- the agency relationship and the possibility of supplier induced demand
- reasons for caring about the health of other people
- the nature of the demand for health
- the nature of the supply of healthcare
- how to measure and value the benefits of healthcare
- issues in the rationing of healthcare

Skill objectives
Throughout the module students should develop the ability to:
- apply the key tools of microeconomics to healthcare management issues
- comment knowledgeably from an economics perspective on health policy
- read reports of applied microeconomic studies and to appreciate their implications for health policy and management
- critically appraise economic evaluations of healthcare technologies
- place the economic evaluation of healthcare in a wider ethical framework

Learning outcomes
On successful completion of the module students will be able to:
- apply key microeconomic concepts to the healthcare sector
- understand how markets work in theory and how the assumptions of a perfect market are often violated in healthcare
- explain how health insurance markets operate
- understand the nature of the doctor-patient agency relationship
- define different types of economic evaluation and identify the situations in which they can be used
- list the key characteristics of a well-conducted economic evaluation
- discuss how the results of economic evaluations can be used to inform resource-allocation decisions
- list the factors besides cost-effectiveness that are important determinants of how to allocate scarce healthcare resources

Structure
This module consists of 20 hours of lectures over a five-week period, supported by tutorials.
Teaching methods
The emphasis in this module is very much on the application of microeconomic theory to healthcare. Each session will comprise a lecture and class discussion.

Assessment
Group coursework (30%)
Written examination (70%)
Module outline

Module leader
Name: Franco Sassi, Professor of International Health Policy and Economics
Email: f.sassi@imperial.ac.uk
Location: 380
Phone: 020 7594 9157

Module aims
The aim of the module is to provide an introduction to contemporary issues in health policy, with a focus on major global challenges and on the roles of different stakeholders in addressing them. The emphasis will be on currency: the selection of topics will be adopted to cover ‘live’ issues in health systems and policy at national and international levels. Topics will be illustrated with reference to current debates and knowledge. Policy options will be explored for each of the issues addressed in the module, assessing the case for action, the expected policy impacts, the political economy issues involved, the key enabling factors and implementation barriers.

Module objectives
Knowledge objectives
Students will develop an understanding of:
• the sustainability of health care systems
• competition and regulation of health care markets
• trends in health care innovation
• the economics of global health challenges
• social wellbeing, health and individual behaviour
• social and environmental determinants of health
• the roles of different stakeholders in health policy making

Skill objectives
Students should develop the ability to:
• apply diagnostic and analytical skills
• enhance verbal skills via class and syndicate discussions
• build up judgement and interpretation skills
• learn how to evaluate different options

Learning outcomes
At the end of this module students should be able to:
• to demonstrate understanding and make critical assessments of current issues in health policy
• understand the role they may be playing in addressing such issues in their future careers
• apply theories, concepts and empirical evidence in their work
• know where to go to get more information on similar issues

Teaching methods
The delivery of the module will be through a series of lectures and the use of case studies. The module is highly interactive and students are expected to make a positive contribution to classroom discussion.
Assessment
Closed book examination 70%
Group coursework 30%
BS0434 Health Systems, Policy & Financing

Module outline

Module leader
Name: Dr Pedro Rosa Dias
Email: p.rosa-dias@imperial.ac.uk
Location: 389

Module aims
To introduce students to the elements of health systems and international trends in health systems policy.

Module objectives
Knowledge objectives
Students will develop an understanding of:
- Health system goals and objectives
- The elements of the health systems, namely; financing, stewardship and organisational arrangements, financing, resource allocation, provider payment systems and service provision
- Key health reform initiatives

Skills objectives
Students will be introduced to analytical frameworks for analysing health systems and the context within which health policy exists. Through lectures, class discussions and case studies, the module will enable students to develop and strengthen critical conceptual and analytical skills.

Learning outcomes
By the end of the module students will:
- Be familiar with goals and objectives of health systems and be introduced to concepts such as equity, efficiency, effectiveness and choice
- Understand how health systems are organised and financed; how priorities are identified, resources allocated and providers paid
- Appreciate advantages and disadvantages of different structural arrangements, financing and provider payment methods and delivery systems
- Be able to identify key challenges faced by health systems
- Be familiar with international health system development trends

Assessment
The module is assessed by:
- Coursework (30%)
- Written examination (70%)
BS0446 Entrepreneurship
Module outline

Module leader
Name: Dr HeeJung Jung
Email: hj.jung@imperial.ac.uk
Phone: 0207 594 9227
Location: 387

Module aims
This module introduces the essentials of new venture formation and entrepreneurship, with an emphasis on high-tech business. It combines a practical approach – giving students a basic toolkit for creating new businesses – with an intellectual inquiry into the how and why of entrepreneurial activity. Students will be able to understand the role of teams, the key aspects of entrepreneurial finance and business planning. We will explore the life cycle of the entrepreneurial venture, from defining the opportunity, through to business growth stages, and finally, reaping the harvest upon exit.

The Entrepreneurship module precedes the Business Plan Competition module, where students will further develop their business concept and translate their ideas into a pitch for venture investment.

Learning outcomes
On completion of the module, students will be able to:
• Evaluate the viability of a business idea
• Produce and present the business case for a new venture
• Understand how to recruit, select and incentivise an entrepreneurial team
• Analyse a new or growing venture from the perspective of an investor
• Understand how to finance a new venture
• Plan an appropriate exit route

Teaching methods
The module incorporates classes over three weeks in May.

Assessment
100% group coursework consisting of a case study presentation and written report.

Reading list
BS0447 Business Plan Competition
Module outline

Module leader
Name: Dr HeeJung Jung
Email: hj.jung@imperial.ac.uk
Phone: 0207 594 9227
Location: 387

Module aims
The introductory module, Entrepreneurship, immerses students in key aspects of new business planning. The Business Plan Competition follows on from the Entrepreneurship module and involves the group of students refining their business case and orienting their pitch towards early stage equity investors. Students will present their business case to their peers and a panel of academic and investor judges.

Learning outcomes
By the end of the module, students will be able to:
• work effectively within a team
• further research and develop a novel business case
• present a business case to a panel of investors/judges

Teaching methods
The Business Plan Competition module has two basic components:

• Group coaching sessions:
  Each group will have coaching sessions with an academic mentor.

• Group presentations:
  Each group will deliver an investment pitch to a panel of academic and investor judges. The presentations will be run in the form of a competition, with the winning team receiving a £1,000 prize.

Assessment
100% group coursework consisting of a presentation and written executive summary.
BS0449 Healthcare Sector Project

Module outline

Module leader
Name: Dr Benita Cox  
Email: b.cox@imperial.ac.uk
Location: 389
Phone: 020 7594 9164

Module aims
The module aims to contribute to the development of the participant’s managerial potential by explaining and applying problem solving techniques in complex and challenging healthcare situations. The focus is on developing the students’ skills in managing a real project, drawing on the knowledge and skills achieved in all modules of the MSc International Health Management programme.

Module objectives
Knowledge objectives
Participants should develop the ability to:
• analyse a real-world healthcare problem
• apply their knowledge to a real-life healthcare scenario
• integrate theoretical knowledge with practical skills relevant to the healthcare sector

Skill objectives
Participants should develop the ability to:
• carry out research and analysis and evaluate their results
• deliver value through the project to the sponsor

Learning outcomes
Upon completion of the module, participants will have developed:
• problem solving skills in relevant healthcare situations
• analytical skills to select and use relevant information for the purpose of producing healthcare projects

Structure
The project scenario will be introduced early in the summer term and students will be given a list of projects to choose from. The work will be undertaken over 6 weeks in June/July culminating in a group report and presentation.

Assessment
100% Group coursework consisting of a presentation and written report.
BS0445 Foundations for Health Management Consulting

Module outline

Module leader
Name: Professor James Barlow
Email: j.barlow@imperial.ac.uk
Location: 394
Phone: 020 7594 5936

Module aims and objectives
The module introduces students to the key skills required to undertake the Healthcare Sector Project and equips with the foundation skills to pursue a career in health management consulting.

Knowledge and skill objectives
By the end of the module, students will have a basic understanding of consulting strategies, approaches and skills, and the key activities that add value in consulting projects.

Students will be able to:
- demonstrate oral, aural and written communication skills
- apply problem solving and decision making skills
- demonstrate negotiation and team-working skills
- demonstrate presentation skills
- develop key skills in communicating, advocating and implementing consulting recommendations for clients
- demonstrate research skills for report writing

Learning outcomes
Students who complete the module successfully will be able to:
- understand the key activities that add value in consulting projects
- identify key skills and analytical frameworks required for effective consulting
- understand the key steps in managing consulting projects and delivering client value from defining the problem, structuring and performing the analysis

Module structure
The module consists of a mixture of consulting skills workshops, lectures and practical coaching sessions delivered in the summer term.

Assessment
100% coursework
BS0450 Healthcare Report
Module outline

Module leader
Name: Dr Benita Cox  
Email: b.cox@imperial.ac.uk  
Location: 389  
Phone: 020 7594 9164

Module aims
The Healthcare Report is a 5000-word essay on a relevant healthcare topic. Students will be able to choose from a number of essay titles put forward by the academics on the programme or choose their own title.

Module objectives
Knowledge Objectives
Students should develop the ability to:
• apply their knowledge from across the whole programme to analyse a healthcare theme
• integrate theoretical knowledge with evaluation skills relevant to a healthcare theme

Skill Objectives
Students should develop the ability to:
• identify, appraise, synthesise and interpret existing literature related to a healthcare theme
• effectively express in writing their opinion and critical evaluation on a healthcare theme
• carry out unsupervised tasks and manage their time effectively

Learning objectives
Students who complete the module successfully will:
• demonstrate relevant knowledge and understanding of organisations, the external context in which they operate and how they are managed: with particular reference to health sector organisations
• apply analytical techniques to the decision making processes of health sector organisations and present their analyses in a clear and persuasive manner
• demonstrate critical awareness of current issues in the health sector
• have begun to develop a set of personal development and lifelong learning skills applicable to the international health management environment

Structure
A list of themes will be proposed for students to choose from. Students will carry out their essay unsupervised and will receive final feedback upon submission.

Assessment
Individual coursework: 5,000-word report
**BS0451 Personal Career Journey**

**Module outline**

**Module leader**
Name: Dr Benita Cox  
Email: b.cox@imperial.ac.uk  
Location: 389  
Phone: 020 7594 9164

**Module aims**
The module enables students to draw together all the knowledge and skills gained across the whole MSc programme together with careers advice and personal careers research to map their desired career path and identify forward steps to achieve this goal. It also allows students to understand the key factors that have influenced the success of others along with the sacrifices they needed to make to get to where they are now.

**Module objectives**

**Knowledge objectives**
Students should develop the ability to:
- apply knowledge, skills and careers research from across the whole programme to analyse a relevant healthcare career path
- demonstrate relevant knowledge and understanding of a chosen healthcare management position

**Skill objectives**
Students should develop the ability to:
- approach and communicate effectively with senior level managers in the healthcare sector
- plan and conduct effective interviews to extract key information in a limited time
- demonstrate effective communication, written and analytical skills
- effectively express in writing their opinion and evaluation of a chosen healthcare career path
- carry out unsupervised tasks and manage their time effectively

**Learning objectives**
By the end of this module students will be able to:
- develop a self-reflective stance in relation to future career goals, by analysing own key skills, attributes and values and exploring own marketability
- identify areas for personal, academic and professional development
- demonstrate awareness of attitudes crucial to the achievement of one’s goals
- devise a short/medium/long-term career development action plan
- be aware of the need to develop a strong network of contacts and to maintain a strong support network
- demonstrate critical awareness of current issues in the health sector which may act as a barrier/enabler to a chosen career path, strategies for addressing them and adapting goals accordingly
- have begun to develop a set of personal development and lifelong learning skills applicable to the international health management environment

**Assessment**
Individual coursework: Report no more than 5,000 words
## Personal skills development for individual modules

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