



UNSW Course Outline

AGSM9272 Change Skills (WEB Weekly) - 2024

Published on the 18 Dec 2023

General Course Information

Course Code : AGSM9272

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : AGSM MBA Programs

Delivery Mode : Online

Delivery Format : Standard

Delivery Location : Online - Asynchronous

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

NOTE: *This course was previously identified as MBAX6272.*

The focus in *Change Skills* is on you and your skills development as a change agent.

In order to gain maximum benefit from the course, it is important to:

- use the Change Skills Audit to evaluate your skills and to obtain feedback from others who have seen something of your work as a change agent
- continually apply the ideas in the course in reflecting on your skills, on ways of more skilfully handling the challenges of organisational change, and on ways to develop your skills
- translate your reflections into action plans
- create or take opportunities to implement your action plans during the course.

Relationship to Other Courses

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Draw on a wide range of ideas and techniques for self-management, facilitating individual and group learning, communicating persuasively, dealing with differences, and teamwork.	• PLO1 : Business Knowledge
CLO2 : Analyse, critique and improve the methods that you, or others, use to develop change agent skills.	• PLO2 : Problem Solving
CLO3 : Analyse, critique and improve the way you handled particular challenges in managing and leading organisational change.	• PLO2 : Problem Solving
CLO4 : Write lucid and well-argued analyses, evaluations and improvement plans for the ways you have handled particular challenges and for the development of particular change agent skills.	• PLO3 : Business Communication
CLO5 : Use dialogue and process facilitation skills to facilitate group learning.	• PLO4 : Teamwork
CLO6 : Critically review your skills as a change agent and frame well-crafted development plans for expanding and enriching your skills repertoire.	• PLO7 : Leadership Development
CLO7 : Analyse and critique the values and purposes that guide you in your work as a change agent.	• PLO5 : Responsible Business Practice
CLO8 : Analyse and understand mindsets (your own and those of others) that enable or restrict learning and change.	• PLO6 : Global and Cultural Competence

Course Learning Outcomes	Assessment Item
CLO1 : Draw on a wide range of ideas and techniques for self-management, facilitating individual and group learning, communicating persuasively, dealing with differences, and teamwork.	<ul style="list-style-type: none"> • Contribution to online dialogues • Analysis and evaluation of your self-management practice • Analysis and evaluation of your use of process facilitation skills in coaching • Skill development plan
CLO2 : Analyse, critique and improve the methods that you, or others, use to develop change agent skills.	<ul style="list-style-type: none"> • Contribution to online dialogues • Analysis and evaluation of your self-management practice • Analysis and evaluation of your use of process facilitation skills in coaching • Skill development plan
CLO3 : Analyse, critique and improve the way you handled particular challenges in managing and leading organisational change.	<ul style="list-style-type: none"> • Contribution to online dialogues • Analysis and evaluation of your self-management practice • Analysis and evaluation of your use of process facilitation skills in coaching • Skill development plan
CLO4 : Write lucid and well-argued analyses, evaluations and improvement plans for the ways you have handled particular challenges and for the development of particular change agent skills.	<ul style="list-style-type: none"> • Contribution to online dialogues • Analysis and evaluation of your self-management practice • Analysis and evaluation of your use of process facilitation skills in coaching • Skill development plan
CLO5 : Use dialogue and process facilitation skills to facilitate group learning.	<ul style="list-style-type: none"> • Contribution to online dialogues
CLO6 : Critically review your skills as a change agent and frame well-crafted development plans for expanding and enriching your skills repertoire.	<ul style="list-style-type: none"> • Analysis and evaluation of your self-management practice • Analysis and evaluation of your use of process facilitation skills in coaching • Skill development plan • Contribution to online dialogues
CLO7 : Analyse and critique the values and purposes that guide you in your work as a change agent.	<ul style="list-style-type: none"> • Analysis and evaluation of your self-management practice • Analysis and evaluation of your use of process facilitation skills in coaching • Skill development plan • Contribution to online dialogues
CLO8 : Analyse and understand mindsets (your own and those of others) that enable or restrict learning and change.	<ul style="list-style-type: none"> • Analysis and evaluation of your self-management practice • Analysis and evaluation of your use of process facilitation skills in coaching • Skill development plan • Contribution to online dialogues

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Approach to learning and teaching in the course:

The ten Units in the course present a variety of concepts, frameworks, theories, methods and tools to help you to:

- progressively develop some core self-management and communication skills for change management
- develop and practise an effective approach to systematically building your change agent skills.

Students are encouraged to use a variety of learning activities to reflect on these ideas, theories and methods and to identify ways of applying them in their work as change agents. These learning activities include:

- completing the exercises in each Unit
- engaging in the online dialogues and the videoconferences
- interacting with others in learning partnerships or study groups
- preparing your written assessments, which - in the case of Assessment 3 - includes conducting two coaching sessions.

In these learning activities, one of the resources on which you will be able to draw will be the feedback from your Change Skills Audit about your change agent skills.

Learning activities and teaching strategies:

Online dialogues

There are five assessed online dialogues in Change Skills, together counting towards 35% of the grade. Each dialogue is an important forum for sharing your ideas, experiences and learning with fellow students and with your Facilitator.

- Week 2: Dialogue 1, Units 1 & 2
- Week 4: Dialogue 2, Units 3 & 4
- Week 6: Dialogue 3, Units 5 & 6
- Week 8: Dialogue 4, Units 7 & 8
- Week 10: Dialogue 5, Units 9 & 10

Detailed advice about how to get the most value from the online dialogues will be posted in your

Moodle class site.

Videoconferences

There will be three videoconferences with your Facilitator during the course:

- **Week 1 videoconference** - an opportunity to clarify course requirements, learning processes and resources, to discuss reflections on Unit 1, and to clarify the requirements for Assessment 2
- **Mid-term videoconference** - a discussion of the use of process facilitation skills in coaching, to help you prepare for conducting the two coaching sessions that will provide the basis for writing Assessment 3
- **Third videoconference** - an opportunity to share learnings from the course and to discuss topics for the skill development plan that you will outline in Assessment 4.

These videoconferences will be recorded for students who are unable to attend.

Additional Course Information

Structure:

Becoming a more effective change agent

Unit 1 outlines a mindful approach to learning and skill development, using the action learning cycle. This is a core learning method in the course. We discuss some possible impediments to skills development and ways of avoiding them.

Values

Unit 2 invites you to review the values that guide you in your work as a change agent, to identify your core ethical values and principles, and to examine how you apply your values in ethical decision-making. The Unit aims to help you understand the diversity of ethical perspectives that you might encounter in your work, including the ethical perspective that focuses on sustainability and corporate responsibility.

Self-management skills

Units 3 and 4 consider the contribution of self-management to a change agent's effectiveness. Unit 3 focuses on skills for aligning your choices and actions with your values, and on skills for ensuring that you are in an enabling rather than a restrictive mindset. Unit 4 examines skills for managing your performance, for managing stress and for building important elements of

'psychological capital' such as resilience and confidence.

Communicating to influence

Units 5, 6, 7 and 8 focus on skills for building productive relationships and communicating to influence.

- Unit 5 (Communications skills) provides an overview of core communication skills, including setting your communication goals, relationship-building, advocacy, inquiry, listening and process facilitation.
- Unit 6 (Coaching skills) focuses on the use of process facilitation skills in coaching - assisting someone in their learning and development by facilitating their processes of reflection, diagnosis, solution-finding and action-planning.
- Unit 7 (Skills in inquiry and listening) looks more closely at the skills involved in inquiry and active listening.
- Unit 8 (Communicating to influence) applies and extends the ideas explored in Units 5, 6 and 7 to explore the challenges of communicating persuasively. The Unit examines some suggested recipes for successful persuasion and how we might need to adapt our communication to key characteristics of the people we intend to influence, e.g. their decision-making styles and their cultures.

Dealing with differences

Unit 9 outlines some ways of analysing and understanding the roots and dynamics of conflict and some alternative approaches to managing conflict, including the process of mediation. The Unit outlines a model of a principled, collaborative, interests-focused, problem-solving approach to negotiation and examines the skills required for using the model.

Working with teams

Unit 10 examines a number of key factors impacting on team effectiveness. The Unit starts by looking at the design of the team and the taskwork processes used to complete its tasks. However, the primary focus of the Unit is on teamwork processes, i.e. the communication and interpersonal processes that a team uses in working together to complete its tasks and achieve its goals.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Contribution to online dialogues Assessment Format: Individual	35%	Due Date: Weeks 2, 4, 6, 8 & 10	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO4 : Teamwork • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development
Analysis and evaluation of your self-management practice Assessment Format: Individual	20%	Due Date: Monday of Week 6 by 3pm Sydney time	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development
Analysis and evaluation of your use of process facilitation skills in coaching Assessment Format: Individual	30%	Due Date: Monday of Week 10 by 3pm Sydney time	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development
Skill development plan Assessment Format: Individual	15%	Due Date: Monday of Week 12 by 3pm Sydney time	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development

Assessment Details

Contribution to online dialogues

Assessment Overview

The online dialogues provide opportunities for you to engage with other course participants and the class Facilitator as you explore and apply the ideas from the course.

Course Learning Outcomes

- CL01 : Draw on a wide range of ideas and techniques for self-management, facilitating individual and group learning, communicating persuasively, dealing with differences, and teamwork.
- CL02 : Analyse, critique and improve the methods that you, or others, use to develop change agent skills.
- CL03 : Analyse, critique and improve the way you handled particular challenges in managing and leading organisational change.
- CL04 : Write lucid and well-argued analyses, evaluations and improvement plans for the ways you have handled particular challenges and for the development of particular change agent skills.
- CL05 : Use dialogue and process facilitation skills to facilitate group learning.
- CL06 : Critically review your skills as a change agent and frame well-crafted development plans for expanding and enriching your skills repertoire.
- CL07 : Analyse and critique the values and purposes that guide you in your work as a change agent.
- CL08 : Analyse and understand mindsets (your own and those of others) that enable or restrict learning and change.

Assessment Length

Maximum length of each post - 200 words

Analysis and evaluation of your self-management practice

Assessment Overview

In this assessment, you are required to analyse one of your self-management strengths, identify an area that needs improvement in your self-management and devise a plan for managing yourself more skilfully.

Course Learning Outcomes

- CL01 : Draw on a wide range of ideas and techniques for self-management, facilitating individual and group learning, communicating persuasively, dealing with differences, and teamwork.
- CL02 : Analyse, critique and improve the methods that you, or others, use to develop change agent skills.

- CLO3 : Analyse, critique and improve the way you handled particular challenges in managing and leading organisational change.
- CLO4 : Write lucid and well-argued analyses, evaluations and improvement plans for the ways you have handled particular challenges and for the development of particular change agent skills.
- CLO6 : Critically review your skills as a change agent and frame well-crafted development plans for expanding and enriching your skills repertoire.
- CLO7 : Analyse and critique the values and purposes that guide you in your work as a change agent.
- CLO8 : Analyse and understand mindsets (your own and those of others) that enable or restrict learning and change.

Assessment Length

1,500 words

Analysis and evaluation of your use of process facilitation skills in coaching

Assessment Overview

This assessment requires you to analyse your effectiveness as a coach and process facilitator during coaching sessions and how you can apply your process facilitation skills in your practical work experience.

Course Learning Outcomes

- CLO1 : Draw on a wide range of ideas and techniques for self-management, facilitating individual and group learning, communicating persuasively, dealing with differences, and teamwork.
- CLO2 : Analyse, critique and improve the methods that you, or others, use to develop change agent skills.
- CLO3 : Analyse, critique and improve the way you handled particular challenges in managing and leading organisational change.
- CLO4 : Write lucid and well-argued analyses, evaluations and improvement plans for the ways you have handled particular challenges and for the development of particular change agent skills.
- CLO6 : Critically review your skills as a change agent and frame well-crafted development plans for expanding and enriching your skills repertoire.
- CLO7 : Analyse and critique the values and purposes that guide you in your work as a change agent.
- CLO8 : Analyse and understand mindsets (your own and those of others) that enable or restrict learning and change.

Assessment Length

2,000 words, maximum

Skill development plan

Assessment Overview

You will outline a SMART+ goal and a SMART+ plan for developing a skill covered in this course.

Course Learning Outcomes

- CLO1 : Draw on a wide range of ideas and techniques for self-management, facilitating individual and group learning, communicating persuasively, dealing with differences, and teamwork.
- CLO2 : Analyse, critique and improve the methods that you, or others, use to develop change agent skills.
- CLO3 : Analyse, critique and improve the way you handled particular challenges in managing and leading organisational change.
- CLO4 : Write lucid and well-argued analyses, evaluations and improvement plans for the ways you have handled particular challenges and for the development of particular change agent skills.
- CLO6 : Critically review your skills as a change agent and frame well-crafted development plans for expanding and enriching your skills repertoire.
- CLO7 : Analyse and critique the values and purposes that guide you in your work as a change agent.
- CLO8 : Analyse and understand mindsets (your own and those of others) that enable or restrict learning and change.

Assessment Length

1,000 words

General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Topic	Unit 1: Becoming a more effective change agent
	Other	Videoconference 1 (recorded for those who are unable to attend)
Week 2 : 19 February - 25 February	Topic	Unit 1: Becoming a more effective change agent Unit 2: Values
	Assessment	Assessment 1: Contribution to online dialogues
Week 3 : 26 February - 3 March	Topic	Unit 3: Self-management: • Values-guided action • Restrictive and enabling mindsets Unit 4: Self-management: • Managing your performance • Managing stress • Building your resources
Week 4 : 4 March - 10 March	Topic	Unit 3: Self-management: • Values-guided action • Restrictive and enabling mindsets Unit 4: Self-management: • Managing your performance • Managing stress • Building your resources
	Assessment	Assessment 1: Contribution to online dialogues
Week 5 : 11 March - 17 March	Topic	Unit 5: Communication skills Unit 6: Coaching skills
Week 6 : 18 March - 24 March	Topic	Unit 5: Communication skills Unit 6: Coaching skills
	Assessment	Assessment 1: Contribution to online dialogues Assessment 2: Analysis and evaluation of your self-management practice due on Monday by 3pm Sydney time
Week 7 : 25 March - 31 March	Topic	Unit 7: Skills in inquiry and listening Unit 8: Communicating to influence
	Other	Videoconference 2 (recorded for those who are unable to attend)
Week 8 : 1 April - 7 April	Topic	Unit 7: Skills in inquiry and listening Unit 8: Communicating to influence
	Assessment	Assessment 1: Contribution to online dialogues
Week 9 : 8 April - 14 April	Topic	Unit 9: Dealing with differences Unit 10: Working with teams
Week 10 : 15 April - 21 April	Topic	Unit 9: Dealing with differences Unit 10: Working with teams
	Assessment	Assessment 1: Contribution to online dialogues Assessment 3: Analysis and evaluation of your use of process facilitation skills in coaching due on Monday by 3pm Sydney time
Week 11 : 22 April - 28 April	Other	Videoconference 3 (recorded for those who are unable to attend)
Week 12 : 29 April - 5 May	Assessment	Assessment 4 : Skill development plan due on Monday by 3pm Sydney time

Attendance Requirements

Students must engage in five week-long online asynchronous dialogues. There are some optional webinars or drop-in group video calls (recorded for those who cannot attend).

Course Resources

Prescribed Resources

In *Change Skills*, the following resources are available to you:

- the online Moodle classroom
- course materials

- the Change Skills Audit
- your Facilitator
- your Learning Partner/Study Group.

The online classroom

Within your Moodle class site, you will be able to access course materials, engage in dialogue with your colleagues and the class facilitator, and find guidance about the course.

Course materials

The course materials comprise the Course Outline, the Assessment Details document, and 10 Units.

Each Unit comprises outlines of a variety of topics, together with associated exercises and readings. The outlines and readings provide concepts, frameworks and theories, plus methods and tools, to help you to reflect on your skills and devise plans to improve your effectiveness as a change agent. The exercises encourage you to continually apply the course ideas to yourself and to your work as a change agent, and to explore their practical implications for your development.

All course materials are posted in your Moodle class site.

The Change Skills Audit

The Change Skills Audit (details provided in your Moodle class site) will provide a systematic way for you to evaluate your skills and obtain evaluative feedback from others about your skills.

Your Facilitator

Your Facilitator will support your learning by:

- conducting the three videoconferences
- facilitating the five online dialogues
- giving guidance about course content and assessment requirements
- providing feedback on the assessments that you complete during the course
- assessing your progress through the course.

Your Facilitator can be contacted by email or via Moodle, and can assist you with any matters to do with course content or the learning processes in the course.

Learning partner/study group

Your learning partner/study group will add a great deal of value to your learning in the course. In forming your learning partnership/study group, it will be helpful to read the introductions that members of the class post in the online classroom.

The timing and frequency of meetings is for you to decide. Weekly meetings are helpful in providing an incentive to keep up with your reading and reflections, and preparing for the online dialogues.

Other resources

BusinessThink is UNSW's free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business then go to the [BusinessThink website](#).

Course Evaluation and Development

Course participants valued the way in which course content could be readily applied in their skill development, the quality of the feedback given about their work in the course, and the support provided by the facilitator.

Concerns were expressed about the challenges of navigating the online dialogues and about the workload pressure in the final weeks of the course.

In the next iteration of the course, a different dialogue structure and process will be trialled and the tasks in the final assessment have been modified to reduce the pressure in the final weeks of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator in charge	Geoffrey Morimore					No	Yes

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [key policies and support](#) page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support](#) page. For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Submission of Assessment Tasks

SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise

them you are unwell and submit screenshots of your conversation along with your medical certificate and application.

7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under “Special Consideration” on the [key policies and support](#) page.

LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the ‘wrong’ assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-

specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.