



UNSW Course Outline

COMM8102 Econometric Analysis - 2024

Published on the 14 May 2024

General Course Information

Course Code : COMM8102

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : School of Economics

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course aims to give you a strong econometric foundation for applications to empirical research in business and builds on COMM8100, offered in the first trimester. The course emphasizes the connection between methodology and applications, with the computing done in

R. The first part of the course is a thorough discussion of linear regression including maximum likelihood estimation, regression diagnostics, asymptotics, and regularization. This part is also important because many of the ideas introduced here will also apply more generally to a variety of econometric models. The second part of the course discusses generalized linear models (GLMs) and extends the ideas discussed in linear regression to these models. The third part of the course deals with false discovery rate, the analysis of time series. The final part of the course is about time series.

Course Aims

This course is one of the two quantitative core courses for the Master of Pre-Doctoral Business Studies. This course aims to give students a strong foundation in advanced techniques in business research. It aims to give a treatment of advanced econometrics equivalent to that offered in similar courses in other top research universities worldwide.

Relationship to Other Courses

Course Learning Outcomes

| Course Learning Outcomes | Program learning outcomes |
|---|---|
| CLO1 : Use mathematics to describe econometric models. | <ul style="list-style-type: none">PLO1 : Research ExcellencePLO2 : Academic Excellence |
| CLO2 : Apply statistical software to real economic data and interpret the results. | <ul style="list-style-type: none">PLO1 : Research ExcellencePLO2 : Academic Excellence |
| CLO3 : Introduce modern methods of fitting models such as the bootstrap, regularization and false discovery rate. | <ul style="list-style-type: none">PLO1 : Research ExcellencePLO2 : Academic Excellence |
| CLO4 : Evaluate critically any piece of empirical research. | <ul style="list-style-type: none">PLO1 : Research ExcellencePLO2 : Academic Excellence |
| CLO5 : Critically evaluate examples of empirical research. | <ul style="list-style-type: none">PLO1 : Research ExcellencePLO2 : Academic Excellence |
| CLO6 : Construct written work which is logically and professionally presented. | <ul style="list-style-type: none">PLO1 : Research ExcellencePLO2 : Academic Excellence |
| CLO7 : Communicate ideas in a succinct and clear manner. | <ul style="list-style-type: none">PLO1 : Research ExcellencePLO2 : Academic Excellence |

| Course Learning Outcomes | Assessment Item |
|---|--|
| CLO1 : Use mathematics to describe econometric models. | <ul style="list-style-type: none">Problem setsFinal examination |
| CLO2 : Apply statistical software to real economic data and interpret the results. | <ul style="list-style-type: none">Problem setsFinal examination |
| CLO3 : Introduce modern methods of fitting models such as the bootstrap, regularization and false discovery rate. | <ul style="list-style-type: none">Problem setsFinal examination |
| CLO4 : Evaluate critically any piece of empirical research. | <ul style="list-style-type: none">Problem setsFinal examination |
| CLO5 : Critically evaluate examples of empirical research. | <ul style="list-style-type: none">Problem setsFinal examination |
| CLO6 : Construct written work which is logically and professionally presented. | <ul style="list-style-type: none">Problem setsFinal examination |
| CLO7 : Communicate ideas in a succinct and clear manner. | <ul style="list-style-type: none">Problem setsFinal examination |

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Quantitative information and statistics are pervasive not only in the study of economics and

business but in understanding a wide range of phenomena. Every attempt will be made to demonstrate the relevance of the course to understanding such phenomena. This will require applying econometric and statistical methods and techniques to practical problems in a broad set of topics.

Students who are undertaking this course will have some background in basic statistics and grounding in the principles of regression analysis. Using this knowledge as a base, an extensive discussion of the use of regression theory and some of its extensions will be provided. We demonstrate how regression models can be applied to data to estimate relationships, to forecast and to test hypotheses that arise in economics and business. We also discuss common problems that arise in most economic data.

General principles or guidelines for undertaking applied work are discussed. In particular, we stress careful data analysis, the need to evaluate estimated models and the importance of the links between econometric models and the underlying substantive knowledge or theory associated with the particular application. These issues will be related to applications drawn from various fields.

It is essential that the discussion of how to use econometric tools effectively be complemented with practice in analysing data. An important aid in this particular task will be the computing component, where you can use the popular econometrics packages R, MATLAB or STATA. However, R and MATLAB are much more amenable to individual programming.

Learning and Teaching Activities

Use of your Webcam and Digital Devices: If you enrol in an online class, or the online stream of a hybrid class, teaching and associated activities will be conducted using Teams, Zoom, or similar a technology. Using a webcam is optional, but highly encouraged, as this will facilitate interaction with your peers and instructors. If you are worried about your personal space being observed during a class, we encourage you to blur your background or make use of a virtual background. Please contact the Lecturer-in-Charge if you have any questions or concerns.

Some courses may involve undertaking online exams for which your own computer or digital devices will be required. Monitoring of online examinations will be conducted directly by University staff and is bound by the University's privacy and security requirements. Any data collected will be handled accordance with [UNSW policies and standards for data governance](#). For more information on how the University manages personal information please

refer to the [UNSW Student Privacy Statement](#) and the [UNSW Privacy Policy](#).

Approach to Learning and Teaching in the Course

Quantitative information and statistics are pervasive not only in the study of economics and business but in understanding a wide range of phenomena. Every attempt will be made to demonstrate the relevance of the course to understanding such phenomena. This will require applying econometric and statistical methods and techniques to practical problems in a broad set of topics.

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Learning Activities and Teaching Strategies

The examinable content of the course is defined by the references given in the lecture schedule and the content of lectures.

Lectures

The purpose of lectures is to provide a logical structure for the topics that make up the course; to emphasise the important concepts and methods of each topic; and to provide relevant examples to which the concepts and methods are applied. Class attendance is not mandatory and lecture

recordings will be available on Moodle for those who cannot come to campus for classes.

Tutorials

In this course, in general problem sets replace tutorials. The objective of the problem sets is to practice various approaches to the assigned exercises and topics covered in the course.

However, there may be a limited number of tutorials to go over applied work.

Out-of-Class Study

While students may have preferred individual learning strategies, most learning will be achieved outside of class time. Lectures can only provide a structure to assist your study.

Learning strategies

An 'ideal' learning strategy (on which provision of the course materials is based) might include:

- Prior to attending a lecture, download and read the lecture notes for your lecture and have them available when you attend the lecture. The lecture notes are available for downloading on the course website.
- Attend the lecture. The lecture notes form the basis for the lecture. Key concepts will be emphasised and demonstrated through worked examples.
- Complement your lecture notes with the assigned readings and ask questions of the lecturer if some issues are still unclear.
- Attempt the assigned problem set questions for the week. Do not be discouraged if you cannot answer all of the questions, as some questions are more difficult than others.
Attempting the assigned problem set questions will provide a self-test of your understanding of particular topics and identify those topics that may require further attention.

Additional Course Information

Assessments

Assessment Structure

| Assessment Item | Weight | Relevant Dates | Program learning outcomes |
|--|--------|---|---|
| Problem sets Assessment Format: Individual | 40% | Start Date: A problem set will be distributed in Weeks 3, 5, 7 and 9 by the midday after the lecture. Due Date: Before class on the week the problem set is due. | • PLO1 : Business Knowledge • PLO2 : Problem Solving |
| Final examination Assessment Format: Individual | 60% | Start Date: Not Applicable Due Date: Not Applicable | • PLO1 : Business Knowledge • PLO2 : Problem Solving |

Assessment Details

Problem sets

Assessment Overview

The purpose of the problem sets is to test knowledge and understanding of econometric concepts, methodology, and interpretation of results, and the ability to apply econometric reasoning in solving a real-world problem. They will also provide a self-test of how you are doing in the course.

Problem sets also provide an important feedback mechanism for the lecturer on any major issues faced by students. These will then be addressed in lectures.

Course Learning Outcomes

- CLO1 : Use mathematics to describe econometric models.
- CLO2 : Apply statistical software to real economic data and interpret the results.
- CLO3 : Introduce modern methods of fitting models such as the bootstrap, regularization and false discovery rate.
- CLO4 : Evaluate critically any piece of empirical research.
- CLO5 : Critically evaluate examples of empirical research.
- CLO6 : Construct written work which is logically and professionally presented.
- CLO7 : Communicate ideas in a succinct and clear manner.

Detailed Assessment Description

A problem set will be distributed in Weeks 3, 5, 7 and 9 in order to review your progress; these need to be submitted in Weeks 4, 6, 8 and 10 before the lecture that week. Each problem set is worth 10% (with a 2% penalty of the total mark for every 24 hours that submission is late). You will receive the LIC's feedback on your problem sets with marks as promptly as possible. More

details on the problem sets will be provided in class and on the website. Each of the problem sets will be available on the midday after the lecture. **The solution you submit must be your own work.**

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Problem sets also provide an important feedback mechanism for the lecturer on any major issues faced by students. These will then be addressed in lectures.

Assessment Length

To be specified on the problem set

Submission notes

Problem sets due in weeks 4, 6, 8 and 10 before the lecture that week. Please submit all problem sets using Turnitin. If you submit multiple files, then put them in a zip file and submit the zip file to Turnitin.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Final examination

Assessment Overview

The purpose of the final exam is to assess knowledge of econometric concepts, methodology, and interpretation of results relating to the models reviewed in class. It is designed to test your learning and understanding of both the theoretical and empirical aspects of different econometric techniques discussed. All material covered in the lectures is examinable.

Course Learning Outcomes

- CLO1 : Use mathematics to describe econometric models.
- CLO2 : Apply statistical software to real economic data and interpret the results.
- CLO3 : Introduce modern methods of fitting models such as the bootstrap, regularization and false discovery rate.
- CLO4 : Evaluate critically any piece of empirical research.
- CLO5 : Critically evaluate examples of empirical research.
- CLO6 : Construct written work which is logically and professionally presented.

- CLO7 : Communicate ideas in a succinct and clear manner.

Detailed Assessment Description

The final exam will be a closed-book exam designed to take 2.5 hours to complete for a well prepared student. It will be held during the University's final examination period. Examples of possible exam questions will be provided and the format of the exam will be discussed in the lectures.

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Assessment Length

approx. 2.5 hours

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

General Assessment Information

Grading Basis

Standard

Requirements to pass course

In order to pass this course students must:

- Achieve a composite mark of at least 50 out of 100 and achieve at least 50% on the final exam.
- Engage actively in course learning activities and attempt all assessment requirements
- Meet any additional requirements specified in the assessment details
- Meet the specified attendance requirements of the course (see Schedule section)

Course Schedule

| Teaching Week/Module | Activity Type | Content |
|----------------------------|---------------|--|
| Week 1 : 27 May - 2 June | Lecture | Regression: model and assumptions, least squares and maximum likelihood estimation. Brief introduction to R and Latex. |
| | Reading | Class notes ISLRv2 Chapters 2 & 3 (introduction to statistical learning, Chapter 2 and 3) Hansen Econometrics, Chapters 2 to 5 Sheather (2009) Chapters 1 and 2 |
| Week 2 : 3 June - 9 June | Lecture | Regression diagnostics such as leverage, studentized residuals, normal quantile plot; robust standard errors; ; Model selection: AIC, AICc & BIC. |
| | Reading | Class notes ISLRv2 Chapters 2 & 3 Hansen Ch.3–5 Sheather (2009) Chs 3 to 6. |
| Week 3 : 10 June - 16 June | Lecture | Penalized regression and Model selection : ridge and lasso; Transforming the dependent variable; possibly cross-validation. PS1 released. |
| | Reading | Class notes ISLRv2 Chapter 6 Hansen (2022a) Chapter 29 Sheather (2009) Chs 3 to 6 |
| Week 4 : 17 June - 23 June | Lecture | Resampling methods. Simulation, bootstrap, cross-validation. |
| | Reading | Readings : Class notes ISLRv2 Chapter 5 |
| Week 5 : 24 June - 30 June | Lecture | Large sample theory (Asymptotics). Problem set 2 released. |
| | Reading | Class notes Hansen (2022) Chapters 6 to 8 |
| Week 6 : 1 July - 7 July | Lecture | Nonlinear least squares & Generalized linear models: Binary and Poisson regression, regularized glm regression. Large sample theory of time permits. |
| | Reading | Class notes ISLRv2 Chapter 4 Hansen (2022) Chapters 25, 26 |
| Week 7 : 8 July - 14 July | Lecture | Multiple testing and false discovery rate. Problem set 3 released. |
| | Reading | Class notes ISLRv2 Chapter 13 Hansen (2022) Chapter 9 |
| Week 8 : 15 July - 21 July | Lecture | Multiple testing and false discovery rate (ctd). Introduction to time series. |
| | Reading | Class notes ISLRv2 Chapter 13 Hansen (2022) Chapter 9 Hyndman and Athanasopoulos (2022) Chapters 1 to 5 Sheather (2009) Chapter 9 Hansen (2022a) Ch.14-15 |
| Week 9 : 22 July - 28 July | Lecture | Time series: Exponential smoothing and ARIMA models. Problem set 4 released. |
| | Reading | Class notes Hansen (2022) Chapter 9 Hyndman and Athanasopoulos (2022) Chapters 8, 9 Sheather (2009) Chapter 9 Hansen (2022a) Ch.14-15 |

| | | |
|------------------------------|---------|---|
| Week 10 : 29 July - 4 August | Lecture | Time series: Regression models and Dynamic models. |
| | Reading | Class notes Hansen (2022) Chapter 9 Hyndman and Athanasopoulos (2022) Chapters 7 and 10 Sheather (2009) Chapter 9 Hansen (2022a) Ch.14-15 |

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Resources

Prescribed Resources

The website for this course is on UNSW [Moodle](#).

The website contains: (a) the course outline and other course handouts; (b) lecture recordings and the lecture slides; (c) the problem sets, the data used in the problems and (possibly) a project; (d) past exam papers; and (e) course announcements.

Students should consult this website at least once a week as it contains important information about the course. It will be assumed that all students have seen any notice posted on the course website.

Textbook and readings

Required Textbooks

- Hansen, Bruce E. (2022a): Econometrics. see <https://www.ssc.wisc.edu/~bhansen/econometrics/> (This is the textbook.)
- Sheather, S. (2009): A Modern Approach to Regression with R. <https://gattonweb.uky.edu/sheather/book/> (this book is very good on linking regression methodology with applications. You can also order from Springer <https://link.springer.com/book/10.1007/978-0-387-09608-7> or Amazon)

Computing work

Computing is an integral component of econometric analysis. In this course, you will use statistical packages to perform empirical analysis using datasets to address specific economic questions and to conduct Monte Carlo simulations to illustrate the finite-sample or large-sample behaviour of various estimators. I will use R in the course as it gives you a nice computing

environment and it is free. The recommended textbooks also have extensive examples in R. Please visit the [UNSW Student Software](#) and [UNSW MyAccess](#) sites for information on other software and hardware details.

Recommended Resources

Recommended Textbooks

- Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani (2021) An Introduction to Statistical Learning with Applications in R, 2nd edition. This is available as a download from the library. <https://link.springer.com.wwwproxy1.library.unsw.edu.au/book/10.1007/978-1-0716-1418-1>
- Forecasting: Principles and Practice, 3rd edition Rob J Hyndman and George Athanasopoulos (published online in 2021). This is available online (<https://otexts.com/fpp3/>) and it is available from Amazon in hard and soft copies.
- Sheather, S. (2009): A Modern Approach to Regression with R. <https://gattonweb.uky.edu/sheather/book/> (this book is very good on linking regression methodology with applications. You can also order from Springer <https://link.springer.com/book/10.1007/978-0-387-09608-7> or Amazon
- Hansen, Bruce E. (2022b): Introduction to Econometrics. <https://www.ssc.wisc.edu/~bhansen/probability/> (This textbook mainly includes background material)

Substitute/complement textbooks:

The content and methodology of the following books may also be useful in addition to the main text

- Angrist, J. D. and Pischke, J-S (2009): Mostly Harmless Econometrics- An Empiricist's Companion. Princeton University Press.
- Wooldridge, J. M. (2013): Introductory Econometrics: A Modern Approach, 5th ed. South-Western.
- Casella, G. and R. L. Berger (2002): Statistical Inference, 2th ed. Duxbury.
- Hayashi, F. (2000): Econometrics, Princeton University Press.
- Elements of Forecasting, 4th Ed, by F.X. Diebold

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.

Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|-------------|-------|--------------------------|---------------|---|-------------------------------------|-----------------|
| Convenor | robert kohn | | UNSW Business School 446 | +6142480 2159 | office hours: 4 pm - 6 pm Wednesdays or send me an email for an appointment | 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.