UNSW Course Outline

ECON2403 Empirical Methods - 2024

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General Course Information

Course Code : ECON2403
Year : 2024
Term : Term 1
Teaching Period : T1
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 : Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This course will provide an introduction to empirical methods used in scholarship across the social sciences. The course is self-contained and presumes no explicit prior knowledge beyond an understanding of basic statistical concepts. The goal of the course is to equip students to

become sophisticated consumers of empirical social science research, rather than necessarily becoming producers of that work. Each topic will use a research article to illustrate different empirical methods, and also the range of topics that these methods are useful for analysing. Substantive topics will include: poverty, economic growth, public health, democracy, corruption, judicial behaviour, anti-discrimination law, wage determination, and education.

Course Aims

This course emphasises an understanding of causal inference, rather than simply statistical methods and their use. In this way it steps beyond introductory econometrics or statistics courses to focus on modern methods used in identifying causal effects.

Relationship to Other Courses

This course emphasises an understanding of causal inference, rather than simply statistical methods and their use. In this way it steps beyond introductory econometrics or statistics courses to focus on modern methods used in identifying causal effects.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Understand the basic statistical concepts underpinning empirical work in the social sciences.	• PLO1 : Business Knowledge
CLO2 : Understand the tools used in causal inference to identify treatment effects in empirical work	• PLO1 : Business Knowledge • PLO2 : Problem Solving
CLO3 : Be able to read an academic paper and assess its efficacy in identifying a causal effect.	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication
CLO4 : Be able to sketch a strategy for identifying a causal effect on an important policy issue.	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication
CLO5 : Construct written work which is logically and professionally presented.	• PLO3 : Business Communication
CLO6 : Communicate ideas in a succinct and clear manner.	• PLO3 : Business Communication
CLO7 : Work collaboratively to complete a task.	• PLO4 : Teamwork

Course Learning Outcomes	Assessment Item
CLO1 : Understand the basic statistical concepts underpinning empirical work in the social sciences.	• Short Question & Answer Assignment • Response Paper • Class participation • Final exam
CLO2 : Understand the tools used in causal inference to identify treatment effects in empirical work	• Short Question & Answer Assignment • Response Paper • Class participation • Final exam
CLO3 : Be able to read an academic paper and assess its efficacy in identifying a causal effect.	• Response Paper • Class participation • Final exam
CLO4 : Be able to sketch a strategy for identifying a causal effect on an important policy issue.	• Response Paper • Final exam
CLO5 : Construct written work which is logically and professionally presented.	• Response Paper • Final exam
CLO6 : Communicate ideas in a succinct and clear manner.	• Short Question & Answer Assignment • Class participation • Response Paper • Final exam
CLO7 : Work collaboratively to complete a task.	• Short Question & Answer Assignment • Class participation

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

The goal of the course is to equip students to become sophisticated consumers and critics of empirical social science research. We will use a combination of verbal and econometric argument, live coding demonstrations and close reading of published research articles to illustrate different empirical methods, and also to showcase the range of topics that these methods are useful for analysing.

Lectures and tutorials will be conducted in person unless otherwise specified.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Short Question & Answer Assignment Assessment Format: Individual	20%	Start Date: Week 2 - thursday Due Date: Week 3 - thursday	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication
Response Paper Assessment Format: Individual	30%		• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication
Class participation Assessment Format: Individual	20%		• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO4 : Teamwork
Final exam Assessment Format: Individual	30%	Due Date: UNSW Exam Period	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication

Assessment Details

Short Question & Answer Assignment

Assessment Overview

A short question and answer assignment designed to develop and test verbal understanding and expression of foundational concepts in probability, statistics and causal inference.

Assesses: PLO1, PLO2, PLO3.

Course Learning Outcomes

- CLO1 : Understand the basic statistical concepts underpinning empirical work in the social sciences.
- CLO2 : Understand the tools used in causal inference to identify treatment effects in empirical work
- CLO6 : Communicate ideas in a succinct and clear manner.
- CLO7 : Work collaboratively to complete a task.

Detailed Assessment Description

A short question and answer assignment will cover the lecture material from week 1 and 2 to ensure a solid foundation in the basics of statistical reasoning and causal inference. Students are encouraged to discuss the assignment and work in groups but must each submit a unique

and original solution set. The assignment will be released at the end of week 2 and will be due in week 3, with marks and feedback provided by week 4.

Response Paper

Assessment Overview

A response paper offers a critical assessment of the reading/paper. It will succinctly summarise the paper and offer an assessment of its academic merit and importance, as well as constructive criticisms.

Assesses: PLO1, PLO2, PLO3.

Course Learning Outcomes

- CLO1 : Understand the basic statistical concepts underpinning empirical work in the social sciences.
- CLO2 : Understand the tools used in causal inference to identify treatment effects in empirical work
- CLO3 : Be able to read an academic paper and assess its efficacy in identifying a causal effect.
- CLO4 : Be able to sketch a strategy for identifying a causal effect on an important policy issue.
- CLO5 : Construct written work which is logically and professionally presented.
- CLO6 : Communicate ideas in a succinct and clear manner.

Detailed Assessment Description

A response paper offers a critical assessment of the reading/paper. It will succinctly summarise the paper and offer an assessment of its academic merit and importance, as well as its applicability to policy questions. This must include constructive criticisms and a discussion of any weaknesses or concerns about the paper. You must make reference to core concepts from all relevant course topics in your discussion, and you are expected to go beyond what is discussed or covered regarding the paper in lectures and tutorials and form your own additional reflections and conclusions.

In this course you are required to submit 1 response paper of length 3-4 pages (though longer is not necessarily better). You may choose any paper from any listed reading in Topics 3, 4, and 5 (you may not choose papers from topics 1,2, or 6). You may submit the paper at any time from the start of week 4 to the end of week 9.

In the event that students are unhappy with their grade on this assessment, they will have the opportunity to submit a second response paper for assessment, and the better of the two grades

will be taken. To exercise this option however the first paper must have been submitted by the end of week 7 (as this will receive feedback by the end of week 8, and the last opportunity for submission is the end of week 9).

Class participation

Assessment Overview

Active discussions in class are useful in this course and participation marks will be based on that.

Assesses: PLO1, PLO2, PLO3, PLO4.

Course Learning Outcomes

- CLO1 : Understand the basic statistical concepts underpinning empirical work in the social sciences.
- CLO2 : Understand the tools used in causal inference to identify treatment effects in empirical work
- CLO3 : Be able to read an academic paper and assess its efficacy in identifying a causal effect.
- CLO6 : Communicate ideas in a succinct and clear manner.
- CLO7 : Work collaboratively to complete a task.

Detailed Assessment Description

Active discussions in class are a core feature of this course and participation marks will be based on that.

Students who do not attend class, are evidently unprepared for discussion, do not regularly contribute to discussions, contribute irrelevant or incorrect information, or do not consistently adopt an inquisitive, open, constructively critical style of discussion will lose marks in this assessment item.

Final exam

Assessment Overview

The final exam will involve a short question and answer section as well as reading and writing about a new article not provided early in the course. The assignment and response paper are good practice for the final exam.

Assesses: PLO1, PLO2, PLO3

Course Learning Outcomes

- CLO1 : Understand the basic statistical concepts underpinning empirical work in the social sciences.
- CLO2 : Understand the tools used in causal inference to identify treatment effects in empirical work
- CLO3 : Be able to read an academic paper and assess its efficacy in identifying a causal effect.
- CLO4 : Be able to sketch a strategy for identifying a causal effect on an important policy issue.
- CLO5 : Construct written work which is logically and professionally presented.
- CLO6 : Communicate ideas in a succinct and clear manner.

Detailed Assessment Description

The final exam will involve reading and writing about a new article not provided in the course. The response papers are good practice for the final exam. The exam must be completed entirely alone and unassisted.

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
- 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 : 12 February - 18 February	Topic	Topic 1 (Week 1): Introductory Probability Theory and Statistical Reasoning. Introduction to random variables, probability distributions, statistical inference, hypothesis testing, p values and OLS regression. We will focus on verbal reasoning and intuition, but where necessary we will use mathematics and code to understand these topics better. Readings: Class notes.
Week 2 : 19 February - 25 February	Lecture	Topic 2 (Week 2): Causal Inference, Exogeneity and Randomized Controlled Trials (RCTs) Introduction to the concepts of causal inference, including exogeneity, identification, treatment versus selection effects, and the gold-standard in causal inference (RCTs) Readings: Yunus, Muhammed, Nobel Lecture, Oslo, December 10, 2006. https://www.nobelprize.org/prizes/peace/2006/yunus/lecture/ Banerjee, Abhijit, Esther Duflo, Rachel Glennerster, and Cynthia Kinnan. 2015. "The Miracle of Microfinance? Evidence from a Randomized Evaluation." American Economic Journal: Applied Economics, 7 (1): 22-53. DOI: 10.1257/app.20130533 https://pubs.aeaweb.org/doi/pdfplus/10.1257/app.20130533 Glewwe, Paul, Michael Kremer, and Sylvie Moulin. 2009. "Many Children Left Behind? Textbooks and Test Scores in Kenya." American Economic Journal: Applied Economics, 1 (1): 112-35. DOI: 10.1257/app.1.1.112 https://pubs.aeaweb.org/doi/pdfplus/10.1257/app.1.1.112
	Tutorial	Topics from lectures in Week 1.
Week 3 : 26 February - 3 March	Lecture	Topic 3: Instrumental Variables in RCTs and Natural Experiments (Weeks 3 & 4) Building on our understanding of exogeneity, we now explore instrumental variables, a technique for filtering the variation in our data to isolate only the component suitable for causal inference. Readings: Angrist, Joshua D., and Alan B. Krueger. “Does Compulsory School Attendance Affect Schooling and Earnings?” The Quarterly Journal of Economics 106, no. 4 (1991): 979–1014. https://doi.org/10.2307/2937954. Finkelstein, Amy, Sarah Taubman, Bill Wright, Mira Bernstein, Jonathan Gruber, Joseph P. Newhouse, Heidi Allen, Katherine Baicker, Oregon Health Study Group, “The Oregon Health Insurance Experiment: Evidence from the First Year*”, The Quarterly Journal of Economics, Volume 127, Issue 3, August 2012, Pages 1057–1106, https://doi.org/10.1093/qje/qjs020
	Tutorial	Topics from Lectures in Week 2.
Week 4 : 4 March - 10 March	Lecture	Topic 3: Instrumental Variables in RCTs and Natural Experiments (Weeks 3 & 4) Building on our understanding of exogeneity, we now explore instrumental variables, a technique for filtering the variation in our data to isolate only the component suitable for causal inference. Readings: Angrist, Joshua D., and Alan B. Krueger. “Does Compulsory School Attendance Affect Schooling and Earnings?” The Quarterly Journal of Economics 106, no. 4 (1991): 979–1014. https://doi.org/10.2307/2937954. Finkelstein, Amy, Sarah Taubman, Bill Wright, Mira Bernstein, Jonathan Gruber, Joseph P. Newhouse, Heidi Allen, Katherine Baicker, Oregon Health Study Group, “The Oregon Health Insurance Experiment: Evidence from the First Year*”, The Quarterly Journal of Economics, Volume 127, Issue 3, August 2012, Pages 1057–1106, https://doi.org/10.1093/qje/qjs020
	Tutorial	Topics from lectures in Week 3.
Week 5 : 11 March - 17 March	Topic	Topic 4: Differences in Differences and Fixed Effects in Panel Data (Weeks 5 & 7) We now explore data and methods which enable the construction of counterfactuals by assuming that part of the temporal variation in policies or variables of interest is exogenous. Readings: Card, D. (1990). The Impact of the Mariel Boatlift on the Miami Labor Market. ILR Review, 43(2), 245-257. https://doi.org/10.1177/001979399004300205 Borjas, G. J. (2017). The Wage Impact of the Marielitos: A Reappraisal. ILR Review, 70(5), 1077-1110. https://doi.org/10.1177/0019793917692945 David Card and Alan B. Krueger. (2000). “Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania,” American Economic Review 84(4), 2000, 772-793. https://www.jstor.org/

		stable/pdf/2677856.pdf
	Tutorial	Topics from lectures in Week 4.
Week 6 : 18 March - 24 March	Topic	Flexibility Week -- No scheduled activities
Week 7 : 25 March - 31 March	Topic	Topic 4: Differences in Differences and Fixed Effects in Panel Data (Weeks 5 & 7) We now explore data and methods which enable the construction of counterfactuals by assuming that part of the temporal variation in policies or variables of interest is exogenous. Readings: Card, D. (1990). The Impact of the Mariel Boatlift on the Miami Labor Market. ILR Review, 43(2), 245-257. https://doi.org/10.1177/001979399004300205 Borjas, G. J. (2017). The Wage Impact of the Marielitos: A Reappraisal. ILR Review, 70(5), 1077-1110. https://doi.org/10.1177/0019793917692945 David Card and Alan B. Krueger. (2000). "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania," American Economic Review 84(4), 2000, 772-793. https://www.jstor.org/stable/pdf/2677856.pdf
	Tutorial	Topics from lectures in Week 5.
Week 8 : 1 April - 7 April	Lecture	Topic 5: Commonly Non-standard Problems: Clustering across space and time, limited outcome variables, nonlinearity and generalisation (Weeks 8 and 9) We now explore common empirical situations in which the statistical and causal inference is non-standard and for which the previous methods and intuitions require substantial adjustment. We focus on clustering in the data across units and time, limited or binary outcome variables, nonlinear treatment effects and claims of generalisability. Acemoglu, Daron, Suresh Naidu, Pascual Restrepo, and James A. Robinson. "Democracy does cause growth." Journal of political economy 127, no. 1 (2019): 47-100. Awasthi S, Peto R, Read S, Clark S, Pande V, Bundy D; DEVTA (Deworming and Enhanced Vitamin A) team. "Vitamin A supplementation every 6 months with retinol in 1 million pre-school children in north India: DEVTA, a cluster-randomised trial." Lancet. 2013 Apr 27;381(9876):1469-77. doi: 10.1016/S0140-6736(12)62125-4. Epub 2013 Mar 14. PMID: 23498849; PMCID: PMC3647148. https://pubmed.ncbi.nlm.nih.gov/23498849/ Fabregas, Raissa, Michael Kremer, Matthew Lowes, Robert On, Giulia Zane, "Digital Information Provision and Behavior Change: Lessons from Six Experiments in East Africa", Working paper, February 5, 2022, https://drive.google.com/file/d/1cDqxx-0RNf6GA2QIPq3pIdm5loAw6GP8/view
	Tutorial	Topics from lectures in Week 7.
Week 9 : 8 April - 14 April	Lecture	Topic 5: Commonly Non-standard Problems: Clustering across space and time, limited outcome variables, nonlinearity and generalisation (Weeks 8 and 9) We now explore common empirical situations in which the statistical and causal inference is non-standard and for which the previous methods and intuitions require substantial adjustment. We focus on clustering in the data across units and time, limited or binary outcome variables, nonlinear treatment effects and claims of generalisability. Acemoglu, Daron, Suresh Naidu, Pascual Restrepo, and James A. Robinson. "Democracy does cause growth." Journal of political economy 127, no. 1 (2019): 47-100. Awasthi S, Peto R, Read S, Clark S, Pande V, Bundy D; DEVTA (Deworming and Enhanced Vitamin A) team. "Vitamin A supplementation every 6 months with retinol in 1 million pre-school children in north India: DEVTA, a cluster-randomised trial." Lancet. 2013 Apr 27;381(9876):1469-77. doi: 10.1016/S0140-6736(12)62125-4. Epub 2013 Mar 14. PMID: 23498849; PMCID: PMC3647148. https://pubmed.ncbi.nlm.nih.gov/23498849/ Fabregas, Raissa, Michael Kremer, Matthew Lowes, Robert On, Giulia Zane, "Digital Information Provision and Behavior Change: Lessons from Six Experiments in East Africa", Working paper, February 5, 2022, https://drive.google.com/file/d/1cDqxx-0RNf6GA2QIPq3pIdm5loAw6GP8/view
	Tutorial	Topics from lectures in Week 8.
Week 10 : 15 April - 21 April	Topic	Topic 6: Machine Learning, Artificial Intelligence, and other frontiers in empirical methods (Week 10) We now explore the potential — and potential problems — of using Machine Learning and Artificial Intelligence for statistical and causal inference. Along the way we will revisit core concepts we have learned, and introduce some frontier problems in applied practice such as p-hacking, model selection and multiple testing. Readings: Mullainathan, Sendhil, and Jann Spiess. 2017. "Machine Learning: An Applied Econometric Approach." Journal of Economic Perspectives, 31 (2): 87-106. DOI: 10.1257/jep.31.2.87 https://www.aeaweb.org/articles?id=10.1257/jep.31.2.87

		Broderick, Tamara, Andrew Gelman, Rachael Meager, Anna L. Smith, and Tian Zheng. "Toward a taxonomy of trust for probabilistic machine learning." Science Advances 9, no. 7 (2023): eabn3999. https://www.science.org/doi/epdf/10.1126/sciadv.abn3999
	Tutorial	Topics from Lectures in Week 9.

Attendance Requirements

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

General Schedule Information

Learning Activities and Teaching Strategies

The course will be lectured-based with tutorials. Lectures will contain a combination of delivered material and Q&A.

Class participation in tutorials is actively encouraged and assessed.

Course Resources

Prescribed Resources

There is no textbook for this course. Resources and suggested readings will be posted on the Moodle site which is the website for the course.

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.

The School of Economics strives to be responsive to student feedback. If you would like more information on how the design of this course and changes made to it over time have taken students' needs and preferences into account, please contact the Director of Education at the School of Economics.

Consent for De-Identified Data to be Used for Secondary Research into Improving Student Experience

To enhance your student experience, researchers at UNSW conduct academic research that involves the use of de-identified student data, such as assessment outcomes, course grades, course engagement and participation, etc. Students of this course are being invited to provide their consent for their de-identified data to be shared with UNSW researchers for research purposes after the course is completed.

Providing consent for your de-identified data to be used in academic research is voluntary and not doing so will not have an impact on your course grades.

Researchers who want to access your de-identified data for future research projects will need to submit individual UNSW Ethics Applications for approval before they can access your data.

A full description of the research activities aims, risks associated with these activities and how your privacy and confidentiality will be protected at all times can be found here.

If you **consent** to have your de-identified data used for academic research into improving student experience, you do not need to do anything. Your consent will be implied, and your data may be used for research in a format that will not individually identify you after the course is completed.

If you **do not consent** for this to happen, please email the opt-out form to seer@unsw.edu.au to opt-out from having your de-identified data used in this manner. If you complete the opt-out form, the information about you that was collected during this course will not be used in academic research.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Rachael Me ager		BUS 433		Tuesdays 3-4pm in BUS 433 of E12 and by 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 Plagarism

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.