UNSW Course Outline

COMM8100 Foundations of Business Research - 2024

Published on the 31 Jan 2024

General Course Information

Course Code : COMM8100
Year : 2024
Term : Term 1
Teaching Period : T1
Is a multi-term course? : No
Faculty : UNSW Business School
Academic Unit : School of Management and Governance
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 covers the foundations of business research. The course has three parts. The first part of the course covers the intellectual foundations of research - i.e., thesis strategy, topic choice, humanities of science, theory building, academic writing, and research methods. The

second part covers qualitative research design. The third and final part covers statistical methods - i.e., probability models, estimation, hypothesis testing, and regression analysis.

Course Aims

This course aims to give all Business School Doctoral students a strong background in business research and statistical methods.

Relationship to Other Courses

COMM8100 provides a foundation for a variety of other courses in the program (e.g., COMM8101, COMM8102, COMM8103).

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Understand problems and solutions associated with humanities of science, thesis strategy, topic choice, theory building, academic writing and reviewing, and research design options.	• PLO2 : Academic Excellence
CLO2 : Demonstrate ability to analyse qualitative data.	• PLO1 : Research Excellence
CLO3 : Demonstrate understanding of quantitative research methods.	• PLO1 : Research Excellence
CLO4 : Demonstrate oral and written communication skills appropriate for a research context.	• PLO2 : Academic Excellence

Course Learning Outcomes	Assessment Item
CLO1 : Understand problems and solutions associated with humanities of science, thesis strategy, topic choice, theory building, academic writing and reviewing, and research design options.	• Quizzes • Quantitative assessment • Participation
CLO2 : Demonstrate ability to analyse qualitative data.	• Qualitative assignment • Quantitative assessment • Participation
CLO3 : Demonstrate understanding of quantitative research methods.	• Qualitative assignment • Quantitative assessment • Participation
CLO4 : Demonstrate oral and written communication skills appropriate for a research context.	• Quantitative assessment • Participation

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

This course combines theory and practical application to give students a foundation for business research. A variety of instructors from units of the Business School will be involved to provide depth and breadth of expertise.

Other Professional Outcomes

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Additional Course Information

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Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Quizzes Assessment Format: Individual	30%	Start Date: 15/02/2024 04:00 PM Due Date: 07/03/2024 04:05 PM	• PLO2 : Academic Excellence
Qualitative assignment Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Week 6: 18 March - 24 March Post Date: 22/03/2024 03:00 PM	• PLO1 : Research Excellence
Quantitative assessment Assessment Format: Individual	30%	Start Date: 29/04/2024 12:00 PM	• PLO1 : Research Excellence
Participation Assessment Format: Individual	20%	Start Date: 12/02/2024 12:00 PM Due Date: 19/04/2024 03:00 PM	• PLO3 : Leadership

Assessment Details

Quizzes

Assessment Overview

For Weeks 1-4 (starting from our second seminar), you'll draw on the required reading(s) to

answer 4-5 quiz questions.

Course Learning Outcomes

- CLO1 : Understand problems and solutions associated with humanities of science, thesis strategy, topic choice, theory building, academic writing and reviewing, and research design options.

Detailed Assessment Description

Quizzes will occur during the first 5mins of seminars 2-8 (i.e., during the first 4 weeks of this course).

Quiz questions increase accountability and ensure that everyone shows up prepared for a great discussion. Experience and empirical evidence show that they improve discussion quality and the amount learned.

Each quiz will include up to 5 questions. Each question will be either multiple choice or require a very short answer, covering anything from the assigned (not optional) reading for that day (not prior week's readings).

The quiz questions will assess your grasp of declarative knowledge, which is the foundation of the development and application of your insights on the topic of the week.

When designing quizzes, instructors generally aim to craft questions that are:

- Non-obvious – i.e., the answer reveals important insights from the assigned readings or class discussions beyond common sense
- Concrete – i.e., has to have an objectively correct answer
- Differentiates – i.e., based on level of understanding of course concepts
- Relevant – i.e., knowing this fact is expected to be somehow helpful to students.

A suggested strategy to prepare for quizzes is to imagine the quiz questions you would craft if you were leading this class. As you're reading, ask yourself: is this something that is non-obvious, concrete, is likely to differentiate, and useful for students to learn? If your answers to these questions are yes or maybe, then note it as a possible quiz question.

An element of procedural justice is correctability. In the event that you believe there is an error on the quiz – e.g., two equally correct answers – please email Peter Heslin explaining your concerns. If he agrees that there is a problem, the marking of the challenged question will be changed for you and for everybody else.

Assessment Length

5min

Assignment submission Turnitin type

Not Applicable

Qualitative assignment

Assessment Overview

This assignment will involve interviewing someone, transcribing the interview, and reflecting on the themes uncovered. It will be based on the content covered in Weeks 5 through 6.

Course Learning Outcomes

- CLO2 : Demonstrate ability to analyse qualitative data.
- CLO3 : Demonstrate understanding of quantitative research methods.

Detailed Assessment Description

Conducting and analysing an interview

The purpose of this assignment is to provide you with practical experience in designing, conducting, and analyzing a qualitative interview. By using NVIVO, a qualitative data analysis tool, students will gain a better understanding of what qualitative data collection and analysis look like in practice.

To start, it is recommended that you select a phenomenon of interest or experience. This will enable you to personalize your research and utilize their prior experiences to inform your approach to data collection and interpretation of findings. For this assignment, the objective is to comprehend the opportunities and challenges of being a graduate student at UNSW. You will design and conduct an interview with a fellow graduate student to explore their views and strategies on this topic. You will then transcribe and analyse the interview and report your findings.

Activities:
1. Selecting the Informant: Select a fellow graduate student to be your informant for this interview. Emphasize the importance of obtaining informed consent and ensuring confidentiality. Provide clear instructions for obtaining informed consent from the informant and how to ensure confidentiality throughout the research process.
2. Developing Interview Questions: Develop open-ended, non-leading interview questions that are focused on the research objectives. Consider the interviewee's background and experiences

while developing the questions. The interview should last approximately 30 minutes.
3. Conducting and Recording the Interview: Schedule a mutually convenient time for the interview, conduct the interview, and record it. Take notes during the interview to capture any nonverbal cues or observations. Ensure that the informant is comfortable and at ease during the interview process.
4. Transcribing the Interview: Transcribe the interview verbatim, ensuring that all relevant details are captured.
5. Analyzing and Summarizing Data: Use NVIVO to help you analyze and summarize the key points of your research task. Identify early themes, patterns, and trends that emerge from the interview data. Provide a summary report of your findings, including direct quotes from the informant that support your analysis.

Submit the following:
1. The first page is a cover page with your name and z number.
2. Background of Interviewee.
3. Description of the issues/opinions (topics) shared by the interviewee (include quotes).
4. Findings (Headings: Opportunities, Challenges, and Strategies).
5. Concluding remarks about what you have learned from this task.
6. Appendix: Interview transcript (Stylized Template on moodle) and any relevant details (not part of the word count). Include 1-2 screenshots of your NVIVO analysis (codes).

Name: _____ z_____. Date_____

Assessment Criteria

The following are some brief answers to questions that you might have.

1. Do we only need to interview one PhD student? ANS: Yes.

2. Can this PhD student be studying in any other universities in Australia, or does he/she need to be studying in UNSW?
ANS: The interview can come from other universities.

3. For the notes (observation, comments) during and after the interview that we need to submit, do we just document our feeling and what we observed in the interview? ANS: Yes, document your observation during and after the interview.

4. Is there any specific guideline as to how you expect us to analyse the interview result? ANS:

For this exercise, you must analyse your data using NVIVO, but feel free to also using mind-mapping or any qualitative analysis software if relevant.

Assessment Length

1500-2000 words

Submission notes

Submit via the course Moodle page.

Assignment submission Turnitin type

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

Quantitative assessment

Assessment Overview

This 90-minute open-book exam will occur in Week 12, and will be based on the content covered in Weeks 7 through 10.

Course Learning Outcomes

- CLO1 : Understand problems and solutions associated with humanities of science, thesis strategy, topic choice, theory building, academic writing and reviewing, and research design options.
- CLO2 : Demonstrate ability to analyse qualitative data.
- CLO3 : Demonstrate understanding of quantitative research methods.
- CLO4 : Demonstrate oral and written communication skills appropriate for a research context.

Detailed Assessment Description

This open-book exam will assess your grasp of the material covered between Wk 7, Sem 13 -> Wk 10, Sem 19.

It is an open-book exam with a judicious mix of multiple choice, short, and long answers.
The examination will be in-class.

The seven lectures on which the open-book exam is based are conceptualized as a "flipped classroom". This basically means that I expect you to have read the reading assignments before attending the lectures. Most of the reading assignments do not make for easy reading; but it is important that you give it a serious try (i.e., between 4 – 7 hours depending on your background for each lecture). There is no expectation that you understand every itsy-bitsy part of the readings; but, you are expected to know definitions and symbols before you

come to class and have some idea what the material is about.

About half of the lecture will typically draw on the assigned (online) textbook and the other half on additional readings. Often these additional readings will be discussed in groups by means of guiding questions.

After the Wk7 - Sem 14, Wk8 - Sem 16, Wk9 – Sem 18, and Wk10 – Sem 19, I will post so-called “worksheets” that you are encouraged to work on in groups. The worksheets will heavily draw on the readings, lectures, and guiding questions of the week. To make this encouragement incentive-compatible, the open-book exam will heavily draw on the worksheets.

Assignment submission Turnitin type

Not Applicable

Participation

Assessment Overview

Participation will be assessed by your instructors, but will be informed by a process of peer evaluation. Specifically, each person will provide anonymous evaluations of the proactive participation of ~5 classmates. If you miss a class, it will hurt your participation mark unless you have been granted special consideration.

Course Learning Outcomes

- CLO1 : Understand problems and solutions associated with humanities of science, thesis strategy, topic choice, theory building, academic writing and reviewing, and research design options.
- CLO2 : Demonstrate ability to analyse qualitative data.
- CLO3 : Demonstrate understanding of quantitative research methods.
- CLO4 : Demonstrate oral and written communication skills appropriate for a research context.

Detailed Assessment Description

Class participation pertains to the quality and extent of your engagement during our seminars. Effective academics are fully engaged with the task at hand. Being an effective academic involves deep engagement with your colleagues, teachers, readings, and other potential sources of insight offered by this course. When you are fully prepared, present, and proactively participate in class, we all benefit!

Participation will be assessed primarily by your instructors, though informed by anonymous feedback on your contributions from ~5 of your classmates. This approach helps capture participation that occurs in small group discussions.

Participation is worth 20% of your overall mark.

Your class contributions will be assessed against three criteria.

Criterion #1. Make a positive contribution to a group-based learning process [35%]: Engaged class contributors share the responsibility of creating a supportive, safe, stimulating, and educational classroom environment.

Criterion #2: Demonstrate understanding and personal application of course concepts [35%]: Our class discussions will also provide you with the opportunity to demonstrate your understanding and application of course concepts to support your own and your colleagues' intellectual development.

Criterion #3: Provide high-quality peer evaluations [30%]: You are required to provide high-quality, confidential peer evaluations of the extent to which a few of your class colleagues met the first two criteria.

Tips for meeting these criteria and details regarding how they will be assessed are outlined on Moodle.

Submission notes

Please perform this task immediately after each class meeting on the Google Sheet sent to you.

Assignment submission Turnitin type

Not Applicable

General Assessment Information

Short extensions are NOT available for these assessments. Requests for extensions can only be applied for through UNSW's Special Consideration process.

Grading Basis

Standard

Requirements to pass course

You need to attend every class unless you have serious extenuating circumstances that you discuss with the academic leading the class you will miss.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Seminar	Introductions and Becoming a Scholar Mon 12th Feb LED BY: Peter Heslin (MGMT) No assessments
	Seminar	Humanities of Science Thurs 15th Feb LED BY: Will Felps (MGMT) READ PRIOR TO CLASS: • Scotland (2012) Quiz at start of class
Week 2 : 19 February - 25 February	Seminar	Theory Building Mon 19th Feb LED BY: Peter Heslin (MGMT) READ PRIOR TO CLASS: • Locke (2015) • Lange & Pfarrer (2017) Quiz at start of class
	Seminar	Theoretical Contributions and Research Topic Choice Thurs 22nd Feb LED BY: Peter Heslin (MGMT) READ PRIOR TO CLASS: • Hollenbeck (2008) • Campbell & Wilmot (2018) Quiz at start of class
Week 3 : 26 February - 3 March	Seminar	Academic Writing Thurs 26th Feb LED BY: Peter Heslin (MGMT) READ PRIOR TO CLASS: • APA Publication manual 7th Edition (2020) – Chapter 1 – Scholarly writing and publishing principles • Grant and Pollock (2011) • Ragins (2011) Quiz at start of class.
	Seminar	Intro to Methodology – Types of Validity Mon 29th Feb LED BY: Peter Heslin (MGMT) READ PRIOR TO CLASS: • Shadish, Cook, and Campbell (2002) - Chapters 2 & 3 Quiz at start of class
Week 4 : 4 March - 10 March	Seminar	Reviewing Mon 4th March LED BY: Peter Heslin (MGMT) READ PRIOR TO CLASS: • Köhler et al. (2020) • Ragins (2015) Quiz at start of class.
	Seminar	Academic Career Success Thurs 7th March LED BY: Peter Heslin (MGMT) READ PRIOR TO CLASS: • Bedian (1996) • Kraimer et al. (2019) Quiz at start of class
Week 5 : 11 March - 17 March	Seminar	Qualitative: Overview of assumptions and research designs Mon 11th March LED BY: Michael Cahalane (INFS) READ PRIOR TO CLASS: • Bansal & Corley (2011).
	THUR, 16th Mar: 4-6pm	Qualitative: Case research Thurs 14th March LED BY: Michael Cahalane (INFS) READ PRIOR TO CLASS:

		• Pan & Tan (2011)
Week 6 : 18 March - 24 March	Seminar	Qualitative: Phenomenon-based Research Mon 18th March LED BY: Michael Cahalane (INFS) READ PRIOR TO CLASS: • Von Krogh et al (2012).
	Seminar	Qualitative: Demonstrating research impact Thurs 21st March LED BY: Michael Cahalane (INFS) READ PRIOR TO CLASS: • Pan & Pee (2020). Qualitative Assignment due by Friday, March 25th at 3pm
Week 7 : 25 March - 31 March	Seminar	Quantitative: Introduction, probability, & regression Mon 25th March LED BY: Andreas Ortmann (ECON) READ PRIOR TO CLASS: • Cunningham (2020). Causal inference: The mixtape. Chapters 1 and 2. [See Moodle for reading access and any additional readings]
	Seminar	Quantitative: Graphical causal models Thurs 28th March LED BY: Andreas Ortmann (ECON) READ PRIOR TO CLASS: • Cunningham (2020). Chapter 3. [See Moodle for reading access and any additional readings]
Week 8 : 1 April - 7 April	Other	MONDAY CLASS CANCELLED 1st April - (EASTER HOLIDAY)
	Seminar	Quantitative: Potential Outcomes Causal Model // NHST and statistical power Thurs 4th April LED BY: Andreas Ortmann (ECON) READ PRIOR TO CLASS: • Cunningham (2020). Chapter 4. • Schimmack (2017) • Rogers (2013) [See Moodle for reading access and any additional readings]
Week 9 : 8 April - 14 April	Seminar	Quantitative: IVs // Data analytic flexibility Thurs 11th April LED BY: Andreas Ortmann (ECON) READ PRIOR TO CLASS: • Cunningham (2020). Chapter 7. • Silberzahn et al. (2018) • Huntington-Klein et al (2021) [See Moodle for reading access and any additional readings]
	Seminar	Quantitative: Matching, subclassification, regression discontinuity design // Confirmatory vs non-confirmatory testing and the need for pre-registration Mon 8th April LED BY: Andreas Ortmann (ECON) READ PRIOR TO CLASS: • Cunningham (2020). Chapter 5 & 6 [See Moodle for reading access and any additional readings]
Week 10 : 15 April - 21 April	Seminar	Quantitative: Difference-in-differences // TBD Mon 15th April LED BY: Andreas Ortmann (ECON) READ PRIOR TO CLASS: • Cunningham (2020). Chapter 9. [See Moodle for reading access and any additional readings]
	Seminar	Quantitative: Wrapping up Cunningham // TBD Thurs 18th April LED BY: Andreas Ortmann (ECON) READ PRIOR TO CLASS: • Cunningham (2020). Chapter 11. [See Moodle for reading access and any additional readings]

Week 11 : 22 April - 28 April	Other	No Class. Study Period Week
Week 12 : 29 April - 5 May	Assessment	Quantitative assessment LED BY: Andreas Ortmann (ECON) Open book exam on quantitative methods The exam will take place during regular class time either on the Monday or the Thursday.

Attendance Requirements

As noted earlier, you need to attend every class unless you have serious extenuating circumstances that you discuss with the academic leading the class you will miss.

General Schedule Information

Note: for more information on the UNSW academic calendar and key dates including study period, exam, supplementary exam and result release, please visit: https://student.unsw.edu.au/new-calendar-dates

Course Resources

Prescribed Resources

See Moodle for information about accessing readings.

If you cannot access Moodle for some reason, the UNSW IT Service Centre is the support point for students requiring assistance with Moodle-related technical issues. For information on getting started with Moodle please visit the Moodle Support for Students (https://www.student.unsw.edu.au/moodle/support).

Recommended Resources

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Additional Costs

NA

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	Peter Heslin		Rm 550 Business School	+61478103355	By appointment	No	Yes
	Andreas Ortmann		Rm 452, UNSW Business School building		By appointment	No	No
	Michael Michael Cahalane		Level 2, West Wing, Quadrangle Building (E15)		By appointment	No	No

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.