



UNSW Course Outline

AGSM9271 Approaches to Change (WEB Weekly) - 2024

Published on the 19 Dec 2023

General Course Information

Course Code : AGSM9271

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : AGSM MBA Programs

Delivery Mode : Online

Delivery Format : Standard

Delivery Location : Online - Asynchronous

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

NOTE: *This course was previously identified as MBAX6271.*

Our broad aim in Approaches to Change is to help you strengthen your effectiveness as a change

agent, defining 'change agent' very broadly as:

'a person who attempts to positively influence organisational change through their own actions and through influencing the actions of others'.

The course focuses on:

- concepts, frameworks and theories that you can use to guide your thinking and practice as a change agent
- tools and methods that you can use in critically important change processes such as:
 - diagnosing what needs to be changed
 - deciding on the best change to make
 - building the required level of commitment to support and enact the change
 - understanding and handling resistance.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Use the action learning cycle to continually examine and strengthen your approaches to managing and leading change.	• PLO7 : Leadership Development
CLO2 : Work flexibly with a more expansive and diverse repertoire of ideas and perspectives - sometimes selecting particular perspectives for particular purposes, at other times working with multiple perspectives.	• PLO1 : Business Knowledge
CLO3 : Apply a systematic approach to change management that you can explain and justify to others.	• PLO2 : Problem Solving
CLO4 : Analyse and constructively critique a variety of different approaches to managing and leading change, and the ideas and assumptions that underpin them.	• PLO2 : Problem Solving
CLO5 : Apply ideas and tools from the course to analyse the needs and opportunities for change, design changes and change processes, and devise effective ways of managing change.	• PLO2 : Problem Solving
CLO6 : Consider cultural and social dimensions of organisational change in your change-management practice	• PLO6 : Global and Cultural Competence
CLO7 : Understand others' approaches to leading and managing change.	• PLO4 : Teamwork
CLO8 : Clearly articulate the concepts, frameworks and theories that guide your understanding of organisational change and your practices in managing change.	• PLO3 : Business Communication
CLO9 : Identify and consider ethical, environmental and/or sustainability issues in making decisions about organisational change.	• PLO5 : Responsible Business Practice

Course Learning Outcomes	Assessment Item
CLO1 : Use the action learning cycle to continually examine and strengthen your approaches to managing and leading change.	<ul style="list-style-type: none"> • Assessment 1: Participation in online dialogues • Assessment 2: Action learning reviews • Assessment 3: De-biasing diagnosis and decision-making • Assessment 4: Analysis and evaluation of a change agent's effectiveness
CLO2 : Work flexibly with a more expansive and diverse repertoire of ideas and perspectives - sometimes selecting particular perspectives for particular purposes, at other times working with multiple perspectives.	<ul style="list-style-type: none"> • Assessment 1: Participation in online dialogues • Assessment 2: Action learning reviews • Assessment 3: De-biasing diagnosis and decision-making • Assessment 4: Analysis and evaluation of a change agent's effectiveness
CLO3 : Apply a systematic approach to change management that you can explain and justify to others.	<ul style="list-style-type: none"> • Assessment 1: Participation in online dialogues • Assessment 2: Action learning reviews • Assessment 3: De-biasing diagnosis and decision-making • Assessment 4: Analysis and evaluation of a change agent's effectiveness
CLO4 : Analyse and constructively critique a variety of different approaches to managing and leading change, and the ideas and assumptions that underpin them.	<ul style="list-style-type: none"> • Assessment 1: Participation in online dialogues • Assessment 2: Action learning reviews • Assessment 3: De-biasing diagnosis and decision-making • Assessment 4: Analysis and evaluation of a change agent's effectiveness
CLO5 : Apply ideas and tools from the course to analyse the needs and opportunities for change, design changes and change processes, and devise effective ways of managing change.	<ul style="list-style-type: none"> • Assessment 1: Participation in online dialogues • Assessment 2: Action learning reviews • Assessment 3: De-biasing diagnosis and decision-making
CLO6 : Consider cultural and social dimensions of organisational change in your change-management practice	<ul style="list-style-type: none"> • Assessment 4: Analysis and evaluation of a change agent's effectiveness • Assessment 1: Participation in online dialogues • Assessment 2: Action learning reviews • Assessment 3: De-biasing diagnosis and decision-making
CLO7 : Understand others' approaches to leading and managing change.	<ul style="list-style-type: none"> • Assessment 4: Analysis and evaluation of a change agent's effectiveness • Assessment 1: Participation in online dialogues • Assessment 3: De-biasing diagnosis and decision-making

CLO8 : Clearly articulate the concepts, frameworks and theories that guide your understanding of organisational change and your practices in managing change.	<ul style="list-style-type: none"> • Assessment 2: Action learning reviews • Assessment 4: Analysis and evaluation of a change agent's effectiveness • Assessment 1: Participation in online dialogues • Assessment 3: De-biasing diagnosis and decision-making
CLO9 : Identify and consider ethical, environmental and/or sustainability issues in making decisions about organisational change.	<ul style="list-style-type: none"> • Assessment 2: Action learning reviews • Assessment 4: Analysis and evaluation of a change agent's effectiveness • Assessment 1: Participation in online dialogues

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

In this delivery of the course:

- an introductory videoconference will provide an opportunity to get to know other course participants and your Facilitator, and to clarify the assessment requirements and learning processes in the course
- six week-long online dialogues and two additional videoconferences provide the main platforms for you to engage with other course participants and your Facilitator, as you explore and apply the ideas and tools in the course
- the online dialogues offer opportunities to share your experiences as a change agent and your reflections on the challenges of organisational change, and to report about how you are applying what you are learning from the course in your work
- your contributions to the online dialogues comprise the first assessment in the course.

You will be encouraged to:

- continually apply course concepts to your work as a change agent, and to analyse and evaluate how change is led and managed in your organisation and other organisations
- use the action learning cycle to translate your reflections into action plans - either for your own development or for influencing the approaches others use to lead and manage change - and then to implement some of your plans during the course.

There are three written assessments:

- The first provides an opportunity to examine your own approaches to change - in particular, your approaches to influencing and motivating others to change.
- In the second written assessment, you will analyse and evaluate some biases in organisational diagnosis and decision-making, suggest some hypotheses to explain the

biases, and outline some measures to reduce or eliminate the biases.

- In the final written assessment, you will interview an experienced change agent about a change in which they played a significant managerial or leadership role and write an analysis and evaluation of their approaches to change.

These three assessments will enable you to practise and improve your skills in:

- diagnosis (identifying change issues that need to be addressed) and decision-making (deciding on changes to address the issues)
- analysing and evaluating approaches to change - your own and others'
- framing well-formulated plans for improved approaches - for your own development as a change agent, and for improved approaches to change in your organisation.

Learning partner or study group

You are strongly encouraged to seek out a learning partner or study group. A learning partner or study group can add a great deal of value to your learning in the course.

In forming your learning partnership/study group, it will be helpful to read the introductions that members of the class post in the online classroom. Once you have selected a learning partner/study group, spend some time discussing your learning goals for the partnership/group and the ways in which you will be working together, as well as the timing and location of your meetings.

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

Additional Course Information

The central goals of the course are to encourage and enable you to:

- critically examine the concepts, frameworks and theories that have previously influenced your approaches to leading and managing change
- extend and enrich your repertoire of ideas and perspectives
- analyse, evaluate and improve your own approaches to change and the approaches used in your organisation
- expand your change agent toolkit and repertoire and develop the situational judgement to choose the best tools for particular challenges.

The course has a strong focus on practical application. The online dialogues, videoconferences and written assessments provide many opportunities to apply the course concepts - to yourself and your own practice as a change agent, to approaches to change used in your organisation, and to organisational case studies.

Structure:

Introduction

Unit 1 sets the scene by outlining a framework for understanding the variety of processes involved in organisational change. We look at some distinctions between different types of change and at the different roles that change agents can play in organisational change. The Unit concludes with an examination of the reasons for the high failure rates in change programs.

Section 1: Influencing change

Unit 2 outlines some theories about the factors that influence human behaviour and discusses the implications of these theories for the change agent. In Unit 3, we look at the sources of power and the influencing methods that a change agent might use to bring about change.

Section 2: Perspectives on change

In this section, we examine some perspectives and theories that have significantly influenced thinking and practice about organisational change and how best to lead and manage it.

Unit 4 outlines the strategic perspective and the systems-thinking approach to understanding organisational change. In Unit 5, we explore a variety of perspectives on change and how a change agent could operate with multiple theories and perspectives.

Section 3: Diagnosis and prescription

Units 6 and 7 outline methods and tools for diagnosing the core change issues that need to be addressed, and for deciding on the best change to address these issues.

Section 4: Creating momentum for change

In Unit 8, we examine a variety of approaches to building commitment to change and, in Unit 9, ways of understanding resistance to change and constructively responding to it.

Unit 10 reviews some models of change leadership.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Assessment 1: Participation in online dialogues Assessment Format: Individual	35%	Due Date: Weeks 1, 3, 5, 7, 9 & 10	• PLO2 : Problem Solving • PLO3 : Business Communication • PLO4 : Teamwork
Assessment 2: Action learning reviews Assessment Format: Individual	15%	Due Date: Monday of Week 5 by 3pm Sydney time	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development
Assessment 3: De-biasing diagnosis and decision-making Assessment Format: Individual	22%	Due Date: Monday of Week 9 by 3pm Sydney time	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication
Assessment 4: Analysis and evaluation of a change agent's effectiveness Assessment Format: Individual	28%	Due Date: Monday of Week 12 by 3pm Sydney time	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development

Assessment Details

Assessment 1: Participation in online dialogues

Assessment Overview

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

Course Learning Outcomes

- CL01 : Use the action learning cycle to continually examine and strengthen your approaches to managing and leading change.
- CL02 : Work flexibly with a more expansive and diverse repertoire of ideas and perspectives -

sometimes selecting particular perspectives for particular purposes, at other times working with multiple perspectives.

- CLO3 : Apply a systematic approach to change management that you can explain and justify to others.
- CLO4 : Analyse and constructively critique a variety of different approaches to managing and leading change, and the ideas and assumptions that underpin them.
- CLO5 : Apply ideas and tools from the course to analyse the needs and opportunities for change, design changes and change processes, and devise effective ways of managing change.
- CLO6 : Consider cultural and social dimensions of organisational change in your change-management practice
- CLO7 : Understand others' approaches to leading and managing change.
- CLO8 : Clearly articulate the concepts, frameworks and theories that guide your understanding of organisational change and your practices in managing change.
- CLO9 : Identify and consider ethical, environmental and/or sustainability issues in making decisions about organisational change.

Assessment Length

Each posting not to exceed 200 words

Assessment 2: Action learning reviews

Assessment Overview

You will draw on concepts from the course to reflect on the approaches that you use as a change agent to influence people, analyse and evaluate two approaches that you think need to be improved, and frame plans for improving each of them.

Course Learning Outcomes

- CLO1 : Use the action learning cycle to continually examine and strengthen your approaches to managing and leading change.
- CLO2 : Work flexibly with a more expansive and diverse repertoire of ideas and perspectives - sometimes selecting particular perspectives for particular purposes, at other times working with multiple perspectives.
- CLO3 : Apply a systematic approach to change management that you can explain and justify to others.
- CLO4 : Analyse and constructively critique a variety of different approaches to managing and leading change, and the ideas and assumptions that underpin them.
- CLO5 : Apply ideas and tools from the course to analyse the needs and opportunities for change, design changes and change processes, and devise effective ways of managing change.
- CLO6 : Consider cultural and social dimensions of organisational change in your change-management practice
- CLO8 : Clearly articulate the concepts, frameworks and theories that guide your understanding of organisational change and your practices in managing change.

- CLO9 : Identify and consider ethical, environmental and/or sustainability issues in making decisions about organisational change.

Assessment Length

1,000 words

Assessment 3: De-biasing diagnosis and decision-making

Assessment Overview

Drawing on concepts from the course, you will devise a brief case study of a group that exhibits two or three biases in their approach to diagnosis and/or decision-making, propose some hypotheses to explain the biases, and some measures to avoid or mitigate them.

Course Learning Outcomes

- CLO1 : Use the action learning cycle to continually examine and strengthen your approaches to managing and leading change.
- CLO2 : Work flexibly with a more expansive and diverse repertoire of ideas and perspectives - sometimes selecting particular perspectives for particular purposes, at other times working with multiple perspectives.
- CLO3 : Apply a systematic approach to change management that you can explain and justify to others.
- CLO4 : Analyse and constructively critique a variety of different approaches to managing and leading change, and the ideas and assumptions that underpin them.
- CLO5 : Apply ideas and tools from the course to analyse the needs and opportunities for change, design changes and change processes, and devise effective ways of managing change.
- CLO6 : Consider cultural and social dimensions of organisational change in your change-management practice
- CLO7 : Understand others' approaches to leading and managing change.
- CLO8 : Clearly articulate the concepts, frameworks and theories that guide your understanding of organisational change and your practices in managing change.

Assessment Length

1,500 words

Assessment 4: Analysis and evaluation of a change agent's effectiveness

Assessment Overview

You will analyse and evaluate a change agent's approaches in managing and leading an organisational change, based on interviews with the change agent; and outline two lessons learned from the interview, with a step for implementing each lesson.

Course Learning Outcomes

- CL01 : Use the action learning cycle to continually examine and strengthen your approaches to managing and leading change.
- CL02 : Work flexibly with a more expansive and diverse repertoire of ideas and perspectives - sometimes selecting particular perspectives for particular purposes, at other times working with multiple perspectives.
- CL03 : Apply a systematic approach to change management that you can explain and justify to others.
- CL04 : Analyse and constructively critique a variety of different approaches to managing and leading change, and the ideas and assumptions that underpin them.
- CL06 : Consider cultural and social dimensions of organisational change in your change-management practice
- CL07 : Understand others' approaches to leading and managing change.
- CL08 : Clearly articulate the concepts, frameworks and theories that guide your understanding of organisational change and your practices in managing change.
- CL09 : Identify and consider ethical, environmental and/or sustainability issues in making decisions about organisational change.

Assessment Length

2,000 words

General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Topic	Unit 1: Change management and change agents
	Other	Videoconference 1 (recorded for those who are unable to attend)
	Assessment	Assessment 1: Participation in online dialogues
Week 2 : 19 February - 25 February	Topic	Unit 2: Theories of human behaviour
Week 3 : 26 February - 3 March	Topic	Unit 3: Power and influence in organisational change
	Assessment	Assessment 1: Participation in online dialogues
Week 4 : 4 March - 10 March	Topic	Units 4: Perspectives on change
Week 5 : 11 March - 17 March	Topic	Unit 5 Working with multiple perspectives
	Assessment	Assessment 1: Participation in online dialogues Assessment 2: Action learning reviews due on Monday by 3pm Sydney time
Week 6 : 18 March - 24 March	Topic	Unit 6: Diagnosis
	Other	Videoconference 2 (recorded for those who are unable to attend)
Week 7 : 25 March - 31 March	Topic	Unit 7: Deciding on the best change to make
	Assessment	Assessment 1: Participation in online dialogues
Week 8 : 1 April - 7 April	Topic	Unit 8: Building commitment to change
Week 9 : 8 April - 14 April	Topic	Unit 9: Resistance to change
	Assessment	Assessment 1: Participation in online dialogues Assessment 3: De-biasing diagnosis and decision-making due on Monday by 3pm Sydney time
Week 10 : 15 April - 21 April	Topic	Unit 10: Change leadership
	Other	Videoconference 3 (recorded for those who are unable to attend)
	Assessment	Assessment 1: Participation in online dialogues
Week 11 : 22 April - 28 April	Other	Independent study
Week 12 : 29 April - 5 May	Assessment	Assessment 4: Analysis and evaluation of a change agent's effectiveness due on Monday by 3pm Sydney time

Attendance Requirements

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

Course Resources

Prescribed Resources

Course materials

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

Each Unit comprises outlines of a range of topics, with exercises and readings. The outlines and readings provide concepts, frameworks and theories to help you reflect on your practice as a change agent and the approaches to change used in organisations, and to devise plans to

improve your effectiveness as a change agent. The exercises in the Units encourage you to continually apply the course ideas to yourself and to your work as a change agent, and to explore their practical implications for your development. All course materials are posted in your Moodle online classroom, where you will also find other resources, e.g. guidance about writing assessments and details of assessment criteria.

Your Class Facilitator

Your Class Facilitator will support your learning by:

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

Course Evaluation and Development

Course participants valued the opportunities provided in the dialogues to engage with their course colleagues and to deepen the learning experience. One student wrote that the dialogues were 'a highlight' in the course.

Favourable comments on the course materials included 'content was great', 'course packed with interesting content', and 'wide variety of change topics'.

Concerns were expressed about the need for more clarity about the requirements for dialogue contributions and about the demands of the final assessment.

In the next iteration of the course, more detailed guidance will be provided about online dialogue contributions and more timely and comprehensive advice will be provided about the preparation of the final assessment.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator in charge	Geoffrey Mor timore					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.