



UNSW Course Outline

FINS3655 Behavioural Finance - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : FINS3655

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : School of Banking and Finance

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

In this course, we will examine how people make predictable and repeatable mistakes in financial decision-making. We will describe the nature of these mistakes and their origin, using insights from psychology, neurosciences and experimental economics on how the human mind works.

We will consider how understanding the functioning of the human mind allows us to design a better world—in particular, better stock markets, retirement and healthcare systems. As such, this course is markedly multidisciplinary, lying at the intersection of financial economics and cognitive sciences, with both experimental and theoretical components.

Course Aims

The goal is to ensure that this course will be relevant and meaningful to you in class and after you graduate. To help achieve this objective, I have a number of teaching aims:

Create a climate of commitment, responsibility and ongoing feedback between students and lecturer regarding the content, teaching strategies, learning experiences and outcomes.

Cater for a variety of learning preferences and abilities by providing a wide range of learning activities, formats and methodological approaches: I will punctuate my lectures with discussions, will use lecture notes, papers, and movies to communicate the material of the lectures. Also, the approach of the course will be both theoretical and experimental.

Develop independent learning skills, and create an environment that provides structure and guidance, while encouraging students to extend their learning. For example, one required reading will be clearly specified each week on the reading list. Alongside this required reading, students will have the opportunity to flesh out the topics discussed during the lecture, through supplemental readings indicated in the reading list.

Develop skills in collaboration and teamwork, which is directly relevant to the skills required of a finance professional.

This course is thus designed both for students aiming to pursue research in finance, and for students planning to join the industry after graduation.

Relationship to Other Courses

This course is an elective course in finance. It introduces cognitive biases and discusses the impact of these on financial decision-making as introduced in other courses. As such, this course is intended to complement other finance courses. In particular, FINS2615 Intermediate Business Finance (formerly FINS1613 Business Finance) is a prerequisite for this course.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Understand how cognitive biases predictably and consistently affect our decisions, and how our intuitions on how the mind works are faulty.	• PLO1 : Business Knowledge
CLO2 : Understand how these biases affect the decisions of finance practitioners.	• PLO1 : Business Knowledge
CLO3 : Apply this understanding to help promote more efficient financial decisions for different categories of actors (e.g., individual investors, professional traders).	• PLO1 : Business Knowledge • PLO2 : Problem Solving
CLO4 : Explain new concepts to fellow students, bring new ideas and convince the audience of their relevance, produce remarkable oral presentations.	• PLO3 : Business Communication
CLO5 : Prepare a group discussion in collaboration and teamwork.	• PLO4 : Teamwork
CLO6 : Analyze the root cause of corporate malfeasance and suggest institutional innovations to improve modern business environments.	• PLO5 : Responsible Business Practice
CLO7 : Use knowledge learnt from this course to share with others novel insights on fundamental social questions such as: Why do some people gamble? Why do the elderly take excessive risks? Why do people save too little?	• PLO6 : Global and Cultural Competence

Course Learning Outcomes	Assessment Item
CLO1 : Understand how cognitive biases predictably and consistently affect our decisions, and how our intuitions on how the mind works are faulty.	<ul style="list-style-type: none"> • Class Contribution • Group Presentaion • Quiz 1 • Quiz 2
CLO2 : Understand how these biases affect the decisions of finance practitioners.	<ul style="list-style-type: none"> • Class Contribution • Group Presentaion • Quiz 1 • Quiz 2
CLO3 : Apply this understanding to help promote more efficient financial decisions for different categories of actors (e.g., individual investors, professional traders).	<ul style="list-style-type: none"> • Class Contribution • Group Presentaion • Quiz 1 • Quiz 2
CLO4 : Explain new concepts to fellow students, bring new ideas and convince the audience of their relevance, produce remarkable oral presentations.	<ul style="list-style-type: none"> • Class Contribution • Group Presentaion
CLO5 : Prepare a group discussion in collaboration and teamwork.	<ul style="list-style-type: none"> • Class Contribution • Group Presentaion
CLO6 : Analyze the root cause of corporate malfeasance and suggest institutional innovations to improve modern business environments.	<ul style="list-style-type: none"> • Quiz 1 • Quiz 2 • Class Contribution • Group Presentaion
CLO7 : Use knowledge learnt from this course to share with others novel insights on fundamental social questions such as: Why do some people gamble? Why do the elderly take excessive risks? Why do people save too little?	<ul style="list-style-type: none"> • Quiz 1 • Quiz 2 • Class Contribution • Group Presentaion

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

The goal is to ensure that this course will be relevant and meaningful to you in class and after you graduate. To help achieve this objective, I have a number of teaching aims:

- Create a climate of commitment, responsibility and ongoing feedback between students and lecturer regarding the content, teaching strategies, learning experiences and outcomes.
- Cater for a variety of learning preferences and abilities by providing a wide range of learning activities, formats and methodological approaches: I will punctuate my lectures with discussions, will use lecture notes, papers, and movies to communicate the material of the lectures. Also, the approach of the course will be both theoretical and experimental.
- Develop independent learning skills, and create an environment that provides structure and guidance, while encouraging students to extend their learning. For example, one required

reading will be clearly specified each week on the reading list (see Section 7). Alongside this required reading, students will have the opportunity to flesh out the topics discussed during the lecture, through supplemental readings indicated in the reading list.

- Develop skills in collaboration and teamwork, which is directly relevant to the skills required of a finance professional.

This course is thus designed both for students aiming to pursue research in finance, and for students planning to join the industry after graduation.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Class Contribution Assessment Format: Group	20%	Start Date: See detailed assessment description Due Date: See detailed assessment description	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO3 : Business Communication• PLO5 : Responsible Business Practice• PLO7 : Leadership Development
Group Presentaion Assessment Format: Group	20%	Start Date: See detailed assessment description Due Date: See detailed assessment description	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO3 : Business Communication• PLO4 : Teamwork• PLO7 : Leadership Development
Quiz 1 Assessment Format: Individual	20%	Start Date: See detailed assessment description Due Date: See detailed assessment description	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving
Quiz 2 Assessment Format: Individual	40%	Start Date: See detailed assessment description Due Date: See detailed assessment description	

Assessment Details

Class Contribution

Assessment Overview

This assignment involves experiential learning through participating in behavioral experiments and participating in in-class discussions.

Course Learning Outcomes

- CLO1 : Understand how cognitive biases predictably and consistently affect our decisions, and how our intuitions on how the mind works are faulty.
- CLO2 : Understand how these biases affect the decisions of finance practitioners.
- CLO3 : Apply this understanding to help promote more efficient financial decisions for different categories of actors (e.g., individual investors, professional traders).
- CLO4 : Explain new concepts to fellow students, bring new ideas and convince the audience of their relevance, produce remarkable oral presentations.
- CLO5 : Prepare a group discussion in collaboration and teamwork.
- CLO6 : Analyze the root cause of corporate malfeasance and suggest institutional innovations to improve modern business environments.
- CLO7 : Use knowledge learnt from this course to share with others novel insights on fundamental social questions such as: Why do some people gamble? Why do the elderly take excessive risks? Why do people save too little?

Detailed Assessment Description

Weight	Assessment Name	Assessment Due Date / Timing
20%	Class Contribution	Ongoing

Class contribution (20%)

Experiential learning through participating in behavioral experiments and participating in in-class discussions and online forums is a major component of this course. Class contribution (20% of final grade) comprises two assignments:

1. Participation in behavioural experiments (10%)

At home: Each time you're assigned to participate in a behavioural experiment at home, the assignment will be clearly indicated—with deadlines—in the corresponding section in Moodle (e.g., the instructions for the at-home experiments due during Week 2 are provided in the Week 2 section in Moodle). There will be at-home experiments in Weeks 2-4. Participating takes about 10 minutes. The data are automatically collected by the system—meaning your answers are completely anonymous. I won't know what you answered; however, I'll know whether you did answer.

Participation is open till 24 hours before the lecture on which we'll be discussing the results of the experiment (afterwards it's too late to participate). Specifically, data collection is automatically closed 24 hours before the lecture and NO EXTENSION will be given (except if you

qualify for special considerations of course).

Participation in all the at-home experiments is a critical part of the homework expected in the course. Accordingly, students who will have participated in all the at-home experiments for the course will receive the maximum number of points assigned to this assignment. That is, If you participate in all experiments, you are guaranteed to get 100% of the marks for the experiment assignment .

However, if you fail to participate in 1 experiment, you will lose 50% of your mark. If you fail to participate in 2 experiments, you will be given 25% of the maximum number of points. If you fail to participate in 3 or more experiments, you will lose all your marks, so please make sure you check the deadlines on Moodle.

During the lectures: We'll be running several behavioural experiments during our lectures. This is why it is key that you try to attend all the lectures for this course if you can. Based on student evaluation from past terms, I gather the experimental component of the course is particularly attractive to students, so I chose to further increase it this term to meet student demand: In Week 8 you will have the opportunity to participate in a real experiment in BizLab (<https://bizlab.unsw.edu.au/website/>). I hope you will enjoy the learning experience :-)

2. Participation in in-class debates and discussions (10%)

Students will be solicited for their critical thinking in a number of ways, which include in-class discussions of experimental results. They will also have the opportunity to participate in both Q&A and discussion forums (more info will be posted on Moodle).

Please note: Obtaining a grade below 5 out of 100 at the "in-class debates and discussions" component will automatically result in failing *whatever the composite grade for the course (even if the composite grade is above 50 out of 100)*.

Assessment Length

N/A

Assignment submission Turnitin type

Not Applicable

Group Presentation

Assessment Overview

The assessment requires you to choose a topic related to the course provided by the Lecturer in-charge, discuss it, and then give a brief presentation

PLO1, PLO2, PLO3, PLO4, PLO7

Course Learning Outcomes

- CLO1 : Understand how cognitive biases predictably and consistently affect our decisions, and how our intuitions on how the mind works are faulty.
- CLO2 : Understand how these biases affect the decisions of finance practitioners.
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Detailed Assessment Description

Weight	Assessment Name	Assessment Due Date / Timing
20%	Group Presentation	Week 9

You will find on Moodle a section named "Pick-Your-Brain" which contains short opinion pieces (called 'pick-your-brains') coming from a variety of sources (finance newspapers, finance magazines, financial blogs, financial podcasts, etc.). Each pick-your-brain relates to several topics studied in class. Each group (about 6-7 students per group) will choose their preferred pick-your-brain and will i) briefly explain its main points and ii) discuss them in a 10-minute oral presentation. Detailed instructions for the assignment together with a document detailing the assessment criteria are posted on Moodle (see the "Pick Your brain" section for the course).

Assessment Length

N/A

Assignment submission Turnitin type

Not Applicable

Quiz 1

Assessment Overview

Moodle Quiz 1 is an MCQ that tests the material covered during the first part of the course.

PLO1, PLO2

Course Learning Outcomes

- CLO1 : Understand how cognitive biases predictably and consistently affect our decisions, and how our intuitions on how the mind works are faulty.
- CLO2 : Understand how these biases affect the decisions of finance practitioners.
- CLO3 : Apply this understanding to help promote more efficient financial decisions for different categories of actors (e.g., individual investors, professional traders).
- CLO6 : Analyze the root cause of corporate malfeasance and suggest institutional innovations to improve modern business environments.
- CLO7 : Use knowledge learnt from this course to share with others novel insights on fundamental social questions such as: Why do some people gamble? Why do the elderly take excessive risks? Why do people save too little?

Detailed Assessment Description

Weight	Assessment Name	Assessment Due Date / Timing
20%	Quiz 1	Week 4

Moodle Quiz 1 is an MCQ that tests the material covered during the first three lectures of the course. It will feature 20 questions with a time limit of 45 minutes .

Assessment Length

45 minutes

Assignment submission Turnitin type

Not Applicable

Quiz 2

Assessment Overview

Moodle Quiz 2 is an MCQ that tests the material covered from Week 1 to Week 10.

PLO1, PLO2

Course Learning Outcomes

- CLO1 : Understand how cognitive biases predictably and consistently affect our decisions, and how our intuitions on how the mind works are faulty.
- CLO2 : Understand how these biases affect the decisions of finance practitioners.
- CLO3 : Apply this understanding to help promote more efficient financial decisions for different categories of actors (e.g., individual investors, professional traders).
- CLO6 : Analyze the root cause of corporate malfeasance and suggest institutional innovations to improve modern business environments.
- CLO7 : Use knowledge learnt from this course to share with others novel insights on fundamental social questions such as: Why do some people gamble? Why do the elderly take excessive risks? Why do people save too little?

Detailed Assessment Description

Weight	Assessment Name	Assessment Due Date / Timing
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40% Quiz 2 Final Exam Period

Moodle Quiz 2 tests material covered in the lecture notes from Weeks 1-10 (50 questions, 1 hour and 30 minutes). This will be completed during the final exam period.

Assessment Length

100 minutes

Assignment submission Turnitin type

Not Applicable

General Assessment Information

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.

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. Note that obtaining less than 55 out of 100 at the "Class Contribution" component will automatically result in failing whatever the composite mark (even if the composite mark is above 50)
- Attempt all assessment requirements and 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	Lecture	Introduction to Behavioural Finance Introduction to cognitive illusions: Visual illusions as a metaphor for irrationality, examples of cognitive illusions Explanation of the "Rules" for this Course Explanation of the different assignments, how to use the course website, etc.
Week 2 : 19 February - 25 February	Lecture	Cognitive Biases—Preferences Prospect Theory: Value function, Probability weighting function
	Assessment	At-Home Experiments 1 & 2 (N.B: there are 2 separate experiments, please make sure you do both)
Week 3 : 26 February - 3 March	Lecture	Cognitive Biases—Preferences Framing effects, Non-consequentialism: Disjunction Effect, Self-deception
	Assessment	At-Home Experiments 3 & 4 (N.B: there are 2 separate experiments, please make sure you do both)
Week 4 : 4 March - 10 March	Lecture	Cognitive Biases—Preferences Neurofinance
	Assessment	At-Home Experiments 5 & 6 (N.B: there are 2 separate experiments, please make sure you do both) Moodle Quiz 1 (45 minutes)
Week 5 : 11 March - 17 March	Lecture	Cognitive Biases—Preferences Neurofinance (cont.)
Week 6 : 18 March - 24 March	Lecture	No Class - Flexi Week
Week 7 : 25 March - 31 March	Lecture	Cognitive Biases—Beliefs Expert judgment, Learning
	Assessment	Prepare the experiment that we will run in the Bizlab on April 4-5 (read carefully the instructions document posted in the Week 7 section in Moodle)
Week 8 : 1 April - 7 April	Lecture	Cognitive Biases—Beliefs Learning (cont.), Narratives & Superstitions - Review the instructions for the experiment run at Bizlab on April 4-5
Week 9 : 8 April - 14 April	Lecture	Applications of Behavioural Insights to the Real World
	Experiment	In-Class Experiment at BizLab on April 4-5
	Assessment	Group Presentations to be held on 11 April 2024.
Week 10 : 15 April - 21 April	Lecture	- Applications of Behavioural Insights to the Real World (cont.) - Preparation of Final Quiz (Tutorial)

Attendance Requirements

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

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

Moodle course website

The course website on [Moodle](#) is the resources hub. All materials will be posted there and the discussion forums will be accessible on Moodle as well.

Students are expected to acquaint themselves with the material posted on Moodle to prepare each lecture. In particular, they should systematically consult the section corresponding to each lecture about one week before the lecture (e.g., Week 1 for Lecture 1, Week 2 for Lecture 2, etc.).

Lecture notes

One of the liberating features of the behavioural finance field is that there is not yet any full-blown textbook. In the absence of a suitable textbook, we will use my lecture notes.

Given the interactive nature of the course specifically, the fact that well be running behavioural experiments during our lectures, the lecture notes for a class wont be posted ahead of a class but the evening following the class. The reason for this is that prior to participating in an experiment, it is key that students know nothing about the scientific purpose of the experiment (and the results obtained in prior experimental sessions); otherwise their behavior in the experiment would be biased.

Please note

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The lecture notes are quite rich and it is expected that the students review the material seen during each lecture shortly after the class. When reviewing the lecture notes, ask on the course forum on Moodle any clarifying questions that you may have.

Reading list

The reading list for the course will be posted on Moodle. There is only one (1) reading that is mandatory before each course. The rest consists of supplemental readings, i.e., readings that are optional. When reading a paper on your own, try to take away the key intuitions, dont dwell on details.

The mandatory articles will be available on Moodle in a PDF format. The supplementary articles

are available for download through the UNSW network by using the direct link provided (please ask me if you have any difficulty to access an article you would like to read).

Other Resources

The other resources that we will be using include documentary movies. They be accessible on the [Moodle](#) website for the course.

Course Evaluation and Development

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. Please note that obtaining a mark below 55 out of 100 at the "Class Contribution" component automatically results in failing whatever the composite grade (even if it is above 50)
- Attempt all assessment requirements and meet any additional requirements specified in the assessment details
- Meet the specified attendance requirements of the course (see Schedule section)

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Elise Payzarn		Room 359A - UNSW Business School Building - Ref E12		TBA	Yes	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.