UNSW Course Outline

COMM5040 Entrepreneurial Ecosystems - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : COMM5040
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : UNSW Business School
Academic Unit : UNSW Business School
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

Entrepreneurship in the 21st century is rapidly evolving. Disruptive changes in technology, manufacturing, supply chains, talent, communication, and capital markets have led to the rise of global startup ecosystems. Governments, corporates and universities are recognising the

potential for the next wave of economic growth to emerge from disruptive startup enterprises, and are working together to nurture them via grants, tax incentives, direct funding, subsidised space, education, competitions, purchasing policies, mentoring and partnerships.

This course provides exposure to the fundamentals of global entrepreneurship ecosystems and the practical aspects of identifying, evaluating, and moving business ideas forward in them. The course inspires students to critically think about how entrepreneurs identify opportunities, understand customer needs, harness resources, create innovative business models, attract capital and solve real-world challenges.

The course addresses key contemporary topics in entrepreneurship ecosystems and their application in any field—from business and design to healthcare and product development. The course aims to provide foundational knowledge of entrepreneurship ecosystems, lean startup and design thinking methodologies applied in startups. Students will explore the rise of Sydney as one of the world's emerging entrepreneurial cities through experiential learning, employing the latest in VR and AR technologies.

This course provides an initial overview of entrepreneurship ecosystems that can be built on with courses from the Innovation and Entrepreneurship specialisation including MGMT5611 Entrepreneurship and New Venture Management.

This course also provides a pathway into the UNSW Founders Program. For more information visit: https://founders.unsw.edu.au

Course Aims

The course aims to provide foundational knowledge of the entrepreneurship ecosystem, and lean startup and design thinking methodologies applied in startups.The course explores key issues in the development of ecosystems and the intersection of startups, innovation and entrepreneurship.

Students will work in cross-disciplinary teams to identify entrepreneurs and startups that thrive in the Sydney ecosystem and critical analyse their defining characteristics. Students will develop applied skills in networking, pitching and strategic analysis.

The course combines theory and practice with the aim of encouraging active learning and self-reflection to enhance student learning and professional practice.

Relationship to Other Courses

COMM5040 aims to provide postgraduate students with foundational knowledge and skills in entrepreneurship, lean startup and design thinking methodologies applied in startups.The course explores key issues in the development of ecosystems and the intersection of startups, innovation and entrepreneurship.

COMM5040 provides a pathway into the UNSW Founders Program. For more information visit: https://founders.unsw.edu.au.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Describe the interdependencies, opportunities and challenges of startups within ecosystems.	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication
CLO2 : Adopt a global perspective when assessing startup ecosystems	• PLO1 : Business Knowledge • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence
CLO3 : Critically reflect on your own practise as an emerging entrepreneur.	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO5 : Responsible Business Practice • PLO7 : Leadership Development
CLO4 : Apply research skills to the analysis of emerging startups/social enterprise opportunities	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication

Course Learning Outcomes	Assessment Item
CLO1 : Describe the interdependencies, opportunities and challenges of startups within ecosystems.	• Solving an entrepreneur's ecosystem problem • Participation
CLO2 : Adopt a global perspective when assessing startup ecosystems	• Ecosystem comparative analysis
CLO3 : Critically reflect on your own practise as an emerging entrepreneur.	• Reflection • Video
CLO4 : Apply research skills to the analysis of emerging startups/social enterprise opportunities	• Solving an entrepreneur's ecosystem problem • Ecosystem comparative analysis

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

The overall pedagogical philosophy of this course is based on the belief that learning is an active process, requiring engagement and immersion. Due to the dynamic nature of entrepreneurship the course has a strong experiential-learning focus. The course combines theory and practice with the aim of encouraging active learning and self-reflection to enhance student learning and professional practice. Using online activities, students will explore the rise of Sydney as one of the world's emerging entrepreneurial cities through experiential learning, employing the latest technologies.

The course assumes the ability and willingness of students to actively engage in online classes and on a virtual field trip and to take on a multi-disciplinary approach.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Solving an entrepreneur's ecosystem problem Assessment Format: Group	30%	Start Date: 18/11/2023 10:00 AM Due Date: 18/11/2023 04:00 PM	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO4 : Teamwork • PLO5 : Responsible Business Practice • PLO7 : Leadership Development
Reflection Assessment Format: Individual	10%	Start Date: Not Applicable Due Date: 18/11/2023 04:00 PM	• PLO4 : Teamwork • PLO5 : Responsible Business Practice
Video Assessment Format: Individual	20%	Start Date: Not Applicable Post Date: 21/10/2024 04:00 PM	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO4 : Teamwork • PLO7 : Leadership Development
Ecosystem comparative analysis Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: 23/10/2023 04:00 PM	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO6 : Global and Cultural Competence
Participation Assessment Format: Individual	20%	Start Date: 16/09/2023 10:00 AM Due Date: 18/11/2023 04:00 PM	• PLO2 : Problem Solving • PLO3 : Business Communication • PLO7 : Leadership Development

Assessment Details

Solving an entrepreneur's ecosystem problem

Assessment Overview

An entrepreneur (or similar) will present on their business and their challenges on Wk 1 of the

course. Students will provide some solutions to their problem in final week of course.

Course Learning Outcomes

- CLO1 : Describe the interdependencies, opportunities and challenges of startups within

ecosystems.

- CLO4 : Apply research skills to the analysis of emerging startups/social enterprise opportunities

Detailed Assessment Description

You will present your ideas that provide an analysis and solution to the problem presented by an entrepreneur in the Sydney region in Week 1 of the course. Your job is to analyse the problem or the situation that is presented with special focus on the entrepreneurial ecosystem:

- Interdependencies, opportunities and challenges
- Apply lean startup and design thinking
- Apply entrepreneurial thinking and skills
- Clear concise logic is applied
- Use of course material
- Use of research ideas

The marker's world will be rocked if the following is done exceptionally well:

- Depth and breadth of research
- Quality of analysis and evaluation
- Use of course material
- Strength of pitch
- Soundness of findings and convincingness (what evidence do you have?)
- Ideas and narrative are expressed in a logical framework with clear and precise language

Assessment Length

Provisionally 12 mins + 3 mins for questions

Submission notes

Please submit your powerpoint slides.

Assignment submission Turnitin type

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

Generative AI Permission Level

Assistance with Attribution

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.
Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

Reflection

Assessment Overview

You will submit a peer assessment of the efforts of self and other team members

Course Learning Outcomes

- CLO3 : Critically reflect on your own practise as an emerging entrepreneur.

Detailed Assessment Description

You will submit a peer assessment on the overall team experience by reflecting on the efforts of self and other team members in terms of an overall assessment based on:

- Attendance at meetings
- Level of preparedness
- Willingness to contribute to analysis, decisions and presentation
- Timeliness
- Quality of contribution and of feedback to others
- Attendance at presentation rehearsals
- Leadership support

Be sensitive to people who have not been well!

Submission notes

Submit through moodle

Assignment submission Turnitin type

This is not a Turnitin assignment

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Video

Assessment Overview

Make two videos. Use app to go on a tour of Sydney and make a video. Also make a video of a prototype business idea that is of interest to you.

Course Learning Outcomes

- CLO3 : Critically reflect on your own practise as an emerging entrepreneur.

Detailed Assessment Description

Your reflective journal should contain your own ideas and thoughts regarding some of the learnings associated with the course.

You must do this topic as a video:

1. The Great Sydney Treasure Hunt (**you must do this topic physically by using the Sydney Treasurehunt app – details on moodle page)**. Explore the Sydney ecosystem in your own time. We consider this is important so that you can see, feel, hear and even smell what it is like to be part of the Sydney world. You will go on a tour of Sydney and collect information at specific locations about the Sydney entrepreneurial ecosystem. **You will make a video assessment.** In your critical review, think about what you've gained and learned from taking part in the two tours. **This is compulsory and must be a video assessment.**

   - NOTE: Be sensible and if you physically undertake the tour do so with a view to looking after your own safety – follow all safety rules, social isolation etc. and only do the tour if legally allowed
   - All you have to do is go to the street. You should NOT have to locate a specific building or enter a building.
   - THE VIDEO SHOULD NOT EXEED THE 3 MINS MAXIMUM
   - Use course content to provide a framework for the reflection
   - *See Moodle for the details of how to access the treasure hunt*

And

1. Make a prototype of something central to a business idea you are keen on and explain how you will make a business manufacturing it. Your prototype could be a physical product, software or a service. You could use a 3D printer, sowing machine, cardboard etc. You can show drawings of screens for software. You can show drawings or photos of your service. This is a written or video assessment. You could use the MCIC makerspace if it is available where there is a wide selection of proptyping tools available (but this is just an idea):

- Information here: https://www.making.unsw.edu.au/mcic/facilities/mcic-makerspace/
- Induction here: https://www.making.unsw.edu.au/get-started/

Required content:

- Take photos / drawings / mindmaps of you and your proptyping process as appropriate to your video
- Reflect on your proposed business
- How would you attract customers?
- How would you manufacture your product?
- Analyse only with regards to course content

Assessment Length

2 x 3 mins

Submission notes

Submit through moodle

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

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your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

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Ecosystem comparative analysis

<u>Assessment Overview</u>

Compare the entrepreneurial ecosystem of Sydney with your closest home city (or preferred city)

<u>Course Learning Outcomes</u>

- CLO2 : Adopt a global perspective when assessing startup ecosystems
- CLO4 : Apply research skills to the analysis of emerging startups/social enterprise opportunities

<u>Detailed Assessment Description</u>

You will conduct a comparative analysis of the Sydney ecosystem with your closest home city. If Sydney is your home city, then conduct your comparative analysis with a city that you would like t live in versus Sydney. You should use course material as the basis for structuring your work. **You are advised (but it is not compulsory) to focus on just one business sector (or some other analytical frame) of your choice.**

You will:

- Identify and clearly analyse the industry sector to which you are appealing (be clear about needs, importance, prospects, problems etc). Be succinct as this just sets the scene.
- Describe the interdependencies, opportunities and challenges of startups within their respective ecosystems
- Adopt a global perspective when assessing the startup ecosytems

More specifically:

- Identify and clearly analyse the relevant entrepreneurial ecosystem of your comparative city in relation to Sydney
- Consider how and why the cities differently cater to the needs of the business sector
- Analyse their respective competitive dynamics and the future plans
- Develop and analyse the opportunity in each ecosystem (marketing, operations, finance, government)
- Analyse sources of help, inspiration, human capital etc. for the sector
- Consider how the sector contributes to the ecosystem
- Consider the social impact of the sector to the ecosystem
- Problems and obstacles to the ecosystems and how they can be overcome
- Provide an understanding of how all this fits together within the context of the city, why it is as it is, and how to make things better.

1200 words

Assignment submission Turnitin type

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

Generative AI Permission Level

Assistance with Attribution

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Participation

Assessment Overview

Take leadership and contribute to at least one of the classes.

Course Learning Outcomes

- CLO1 : Describe the interdependencies, opportunities and challenges of startups within ecosystems.

Detailed Assessment Description

Students will be assessed by their tutor on their contribution to the active learning experience based on:

- Regular contribution to discussion of fieldwork, willingness to answer question, make suggestions and be actively involved
- Engaging in frequent reading and engagement with course material and presentation of that material in class
- Respectful and supportive dialogue, encouragement of other peoples' contributions and

discussion in class.

How will this be assessed?

Each week (1,4,7,10) the LIC/Tutor will pick randomly 25% of the students and assess them on contribution using the following rubric. Students will be told on the day that they are being assessed. You can still contribute on the days when you are not being assessed!

To assist, it is imperative that students ensure the LIC is familiar with their name, so students should say their name when contributing or simply make sure that names are visible.

If absent, then the student will have a second chance but will be penalized in having a maximum of 50% of the total weight of this assessment.

Assessment Length

n/a

Submission notes

LIC will maintain the assessments

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

Assistance with Attribution

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General Assessment Information

Grading Basis

Standard

Requirements to pass course

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Blended	Read Introductory material Watch: • Maureen Murphy • Jack Wang • Herlihy and Neale Attend class Entrepreneurial ecosystems and government policy Participate in • Team activities • Team discussion • Make your team Listen to the problem set for Assignment 1 • Meet the entrepreneur (for assignment 1)
	Assessment	Assignment 4: Contribution to class
Week 2 : 16 September - 22 September	Blended	Watch in Week 2: • Charles Tuchtan • "Jono" • Naomi Vowels Independent (must be completed by Week 8) • The Great Sydney Treasure Hunt – see Modle site for details
Week 3 : 23 September - 29 September	Blended	Watch in Week 3 from moodle • Culture and innovation by Charlotte Rush Independent (must be completed by Week 8) • The Great Sydney Treasure Hunt – see Modle site for details
Week 4 : 30 September - 6 October	Blended	Watch • Nick Fortune • James Cameron • David Blakely Attend class • How to map the entrepreneurial ecosystem and Systems thinking • International ecosystems Attend workshops • Research methods and incubators • Space ecosystem (or student selected) International ecosystems
	Assessment	Assignment 4: Contribution to class
Week 5 : 7 October - 13 October	Online Activity	Watch • Alisha King • Lynda Coker
Week 6 : 14 October - 20 October	Other	Reading week
Week 7 : 21 October - 27 October	Blended	Watch UNSW startups: • Akshat Agarwal • Luther Poier Attend class • Role of Finance in ecosystems • Role of Education in ecosystems Attend workshop • The Northcott Housing estate
	Assessment	Assignment 3: Ecosystem comparative analysis due Assignment 4: Contribution to class
Week 8 : 28 October - 3 November	Online Activity	Watch UNSW startups: • Caleb Gibbons • Vanessa Zhao

	Assessment	Assignment 5: Reflective video journal due
Week 9 : 4 November - 10 November	Online Activity	Watch UNSW MBA startups • Bruce Levine • Mike Pretlove • Perler
Week 10 : 11 November - 17 November	Blended	Watch • Matthew Franklin • Rebekah Campbell Attend class • Managing ecosystems • Developing the mindset Present group presentations (Assignment 1)
	Assessment	Assignment 1 - group presentation Assignment 2 - group reflection Assignment 4 - Contribution to class

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

General Schedule Information

This is an experiential, discussion and workshop style course. You need to attend in person for all class sessions

Course Resources

Prescribed Resources

Links to all required and optional resources are on the reading list for your course in the UNSW Library's Leganto system, which you can access via your Moodle course. Please note you will need to login, and may be required to enter your UNSW zID and zPass in order to access the library site.

Required readings consist of core texts and their applications. Readings are chosen to provide both theoretical foundation and to illuminate their meaning and usage in professional contexts. The readings are not to be studied in detail, but designed to initiate thinking and understanding of key themes in entrepreneurial ecosystems.

Recommended reading includes:

- The Lean Startup, Eric Reis

- The Art Of The Start, Guy Kawasaki
- Entrepreneurial Ecosystems, Volume 2 Sophie Boutillier, Denis Carré and Nadine Levratto
- Startup Communities: Building an Entrepreneurial Ecosystem in Your City, Brad Feld
- Creative Confidence: Unleashing The Creative Potential In Us All, David and Tom Kelley.

Recommended Resources

week 1

1. D. Isenberg. 2014. What an entrepreneurship ecosystem actually is.
2. Liedtka, J. (2018). Why design thinking works. Harvard Business Review, 96(5), 72-79
3. Niharika Hariharan, J., Khan, H., & Rab, I. (2021). A design-led approach to embracing an ecosystem strategy. London: McKinsey & Company.
4. Stam, E., & Van de Ven, A. (2021). Entrepreneurial ecosystem elements. Small Business Economics, 56(2), 809-832.

Week 4

1. Guide for Mapping the Entrepreneurial Ecosystem
2. W. Judge. Organizational Capacity for change dimension 5: Systems thinking. Harvard Business Review.
3. E. Aleisa. (2013). Startup ecosystems. A study of ecosystems around the world; focusing on Silicon Valley, Toronto and Moscow. (In Moodle).

http://www.janrecker.com/wp-content/uploads/2013/02/20130213_FinalReport_Startup-Ecosystems.pdf

1. Jacobides, M. G. (2020). The Delicate Balance of Making an Ecosystem Strategy Work. Harv. Bus. Rev, 12, 7372.
2. Baboolall, D., Cook, K., Noel, N., Stewart, S., & Yancy, N. (2020). Building Supportive Ecosystems for Black-Owned US Businesses. McKinsey & Company.

Week 7

1. W. Kerr, R. Nanda & J McQuade. 2014. Financing entrepreneurial ventures. Harvard Business Review
2. P. Gompers et al. 2021. How Venture Capitalists Make Decisions. Harvard Business Review.
3. P. Orlando & B Rostoker. 2018. Incubators and their role in growing entrepreneurial ecosystems. Harvard Business Review

Week 10

1. Wagner, J. et al. Evolution of innovation districts. https://www.giid.org/the-evolution-of-innovation-districts-download/
2. Isenberg, D. J. (2016). Applying the ecosystem metaphor to entrepreneurship: Uses and abuses. The Antitrust Bulletin, 61(4), 564-573.
3. Pidun, U. 2021. How do you succeed as a business ecosystem contributor.
4. M. Ihrig & I MacMillan. How to get ecosystem buy-in.

Course Evaluation and Development

Previous course evaluations have been analysed and will be acted upon to achieve a balance between frameworks, theory, practice and student discussion.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Lecturer	Christopher Jackson		518 Management & Governance, Business School		By email	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 Policies and Guidelines 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 Policies and Guidelines page. For PG Research PLOs, including MPDBS, please refer to 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 Code of Conduct with respect to academic integrity, the University may take disciplinary action. 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 Code of Conduct, 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

SHORT EXTENSIONS

Short Extension is a new process that allows you to apply for an extended deadline on your assessment without the need to provide supporting documentation, offering immediate approval during brief, life-disrupting events. Requests are automatically approved once submitted.

Short extensions are ONLY available for some assessments. Check your course outline or Moodle to see if this is offered for your assessments. Where a short extension exists, all students enrolled in that course in that term are eligible to apply. Further details are available the

UNSW Current Students page.

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. Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Applications can only be made online and will NOT be accepted by teaching staff. 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. The majority of applications will be processed within 3-5 working days.

For further information, and to apply, see Special Consideration on the UNSW Current Students 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. In the case of an approved Equitable Learning Plan (ELP) provision, special consideration or short extension, the late penalty applies from the date of approved time extension. After five days from the extended deadline, the assessment cannot be submited.

An assessment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assessment 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.