



UNSW

UNSW Course Outline

ECON5206 Financial Econometrics - 2024

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General Course Information

Course Code : ECON5206

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : School of Economics

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course provides the framework for modelling financial time series data, such as commodity/asset prices, interest rates or exchange rates. You will learn the key characteristics of financial data, concepts of volatility and risk, modelling time varying volatility, risk

management, and relationships among financial series. The knowledge and methods acquired in this course are particularly useful and sought after in the public and private macroeconomic and financial sectors.

Course Aims

The course aims to provide students with the basic framework for modelling financial time series data. In particular, it will benefit students in terms of:

1. Developing their ability to model the expected mean and volatility in financial data as a means to a more informed assessment of the risk and return associated with different investment strategies;
2. Developing an awareness of the empirical evidence supporting alternative models of asset price determination;
3. Developing their proficiency with the computer skills required to actually model financial data in practice. By the end of the course, students should be proficient in a software package commonly used to analyse financial data.

Relationship to Other Courses

This course is offered as part of the Master of Commerce degree (MCom) and the Master of Applied Economics degree (MAppEc). The prerequisite for ECON5206 is ECON5248 Business Forecasting (or equivalent).

A good grasp of basic mathematical statistics is necessary for succeeding in the course. A previous course in time series is not required. However, a basic knowledge of estimation and inference in linear regression models will be assumed.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Describe the underlying assumptions, concepts, principles, and methodologies underlying time series models for financial data.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO6 : Global and Cultural Competence
CLO2 : Employ learned statistical techniques and skills acquired to proficiently analyse, interpret and present relevant data.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO3 : Business Communication• PLO6 : Global and Cultural Competence
CLO3 : Apply financial econometric and programming tools to proficiently model, estimate, make inference and forecast of financial data.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO3 : Business Communication• PLO6 : Global and Cultural Competence
CLO4 : Create comprehensive written work that demonstrates logical and professionally presented ideas.	<ul style="list-style-type: none">• PLO3 : Business Communication
CLO5 : Engage in critical evaluation of empirical econometric work.	<ul style="list-style-type: none">• PLO3 : Business Communication
CLO6 : Effectively communicate and disseminate comprehensible results to a non-technical audience.	<ul style="list-style-type: none">• PLO3 : Business Communication• PLO4 : Teamwork• PLO7 : Leadership Development
CLO7 : Collaboratively engage in a task to demonstrate teamwork and cooperation towards achieving completion.	<ul style="list-style-type: none">• PLO4 : Teamwork• PLO7 : Leadership Development
CLO8 : Identify and critically evaluate ethical considerations in problems in economics, finance, and business.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO5 : Responsible Business Practice• PLO6 : Global and Cultural Competence
CLO9 : Articulate and formulate economic and business interactions using analytical terms and employ theoretical tools to analyse and assess these interactions.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO5 : Responsible Business Practice• PLO6 : Global and Cultural Competence

Course Learning Outcomes	Assessment Item
CLO1 : Describe the underlying assumptions, concepts, principles, and methodologies underlying time series models for financial data.	<ul style="list-style-type: none"> • Quiz • Group Project • Final Exam
CLO2 : Employ learned statistical techniques and skills acquired to proficiently analyse, interpret and present relevant data.	<ul style="list-style-type: none"> • Quiz • Group Project • Final Exam
CLO3 : Apply financial econometric and programming tools to proficiently model, estimate, make inference and forecast of financial data.	<ul style="list-style-type: none"> • Quiz • Group Project • Final Exam
CLO4 : Create comprehensive written work that demonstrates logical and professionally presented ideas.	<ul style="list-style-type: none"> • Group Project • Final Exam
CLO5 : Engage in critical evaluation of empirical econometric work.	<ul style="list-style-type: none"> • Group Project • Final Exam
CLO6 : Effectively communicate and disseminate comprehensible results to a non-technical audience.	<ul style="list-style-type: none"> • Group Project
CLO7 : Collaboratively engage in a task to demonstrate teamwork and cooperation towards achieving completion.	<ul style="list-style-type: none"> • Group Project
CLO8 : Identify and critically evaluate ethical considerations in problems in economics, finance, and business.	<ul style="list-style-type: none"> • Group Project
CLO9 : Articulate and formulate economic and business interactions using analytical terms and employ theoretical tools to analyse and assess these interactions.	<ul style="list-style-type: none"> • Group Project

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

The philosophy underpinning this course and its teaching and learning strategies is based on the Guidelines on Learning that Inform Teaching at UNSW. Specifically, the lectures, tutorials and assessment have been designed to appropriately challenge students and support the achievement of the desired learning outcomes. A climate of inquiry and dialogue is encouraged between students and teachers and among students (in and out of class). The course convenor aims to provide meaningful and timely feedback to students to improve learning outcomes.

This is not a course where you can become proficient just by observing. You will need to get involved in class activities - evaluating information, and asking and answering questions. You also must learn to organise your independent study and practice enough problems to gain a thorough understanding of concepts and how to apply them. You must get your hands dirty and

learn by doing.

Students are expected to:

- Put a consistent effort into learning activities throughout the term by preparing for the regular tutorial tasks;
- Take a responsible role in participating in tutorials;
- Develop communication skills through engaging in discussion forums and preparing for video presentation and project milestones;
- Concentrate more on understanding how and why to use formulas, and less on memorising them.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Quiz Assessment Format: Individual	25%	Due Date: week 3 and week 9
Group Project Assessment Format: Group	25%	Due Date: Sunday, week 7
Final Exam Assessment Format: Individual	50%	Due Date: University Exam Period

Assessment Details

Quiz

Assessment Overview

The quiz will have compute and short-answer questions. The quiz will cover the lecture and tutorial materials for all weeks preceding the week of the quiz.

Course Learning Outcomes

- CLO1 : Describe the underlying assumptions, concepts, principles, and methodologies underlying time series models for financial data.
- CLO2 : Employ learned statistical techniques and skills acquired to proficiently analyse, interpret and present relevant data.
- CLO3 : Apply financial econometric and programming tools to proficiently model, estimate, make inference and forecast of financial data.

Detailed Assessment Description

Quiz 1 weight - 12%

Quiz 2 weight - 13%

Quizzes 1 and 2 can be taken on Moodle at any time during week 3 and week 9, respectively.

Assessment Length

1 hour per quiz

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

Group Project

Assessment Overview

This group project will give students opportunities to demonstrate their understanding of the learned principles/techniques and their ability to apply them to practical problems. It also will provide an environment for students to cooperate in a team.

Course Learning Outcomes

- CLO1 : Describe the underlying assumptions, concepts, principles, and methodologies underlying time series models for financial data.
- CLO2 : Employ learned statistical techniques and skills acquired to proficiently analyse, interpret and present relevant data.
- CLO3 : Apply financial econometric and programming tools to proficiently model, estimate, make inference and forecast of financial data.
- CLO4 : Create comprehensive written work that demonstrates logical and professionally presented ideas.
- CLO5 : Engage in critical evaluation of empirical econometric work.
- CLO6 : Effectively communicate and disseminate comprehensible results to a non-technical audience.
- CLO7 : Collaboratively engage in a task to demonstrate teamwork and cooperation towards achieving completion.
- CLO8 : Identify and critically evaluate ethical considerations in problems in economics, finance, and business.
- CLO9 : Articulate and formulate economic and business interactions using analytical terms and employ theoretical tools to analyse and assess these interactions.

Detailed Assessment Description

This group project simulates the workflow of a financial analyst. Beyond honing your analytical skills, the project will also help you manage teamwork dynamics and negotiate collaboratively with your team members to complete the tasks. You'll be required to conduct empirical analysis using Python, and working together will ensure that everyone becomes proficient in coding.

Assignment submission Turnitin type

Not Applicable

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](#).

Final Exam

Assessment Overview

The final exam will include a mixture of theoretical and numerical questions designed to test your knowledge, analytical skills, and problem-solving ability. It will cover all materials in the course.

Course Learning Outcomes

- CLO1 : Describe the underlying assumptions, concepts, principles, and methodologies underlying time series models for financial data.
- CLO2 : Employ learned statistical techniques and skills acquired to proficiently analyse, interpret and present relevant data.
- CLO3 : Apply financial econometric and programming tools to proficiently model, estimate, make inference and forecast of financial data.
- CLO4 : Create comprehensive written work that demonstrates logical and professionally

presented ideas.

- CLO5 : Engage in critical evaluation of empirical econometric work.

Assessment Length

90 min

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

General Assessment Information

Grading Basis

Standard

Requirements to pass course

In order to pass this course students must:

- Achieve a composite mark of at least 50 out of 100
- Engage actively in course learning activities and attempt all assessment requirements
- Meet any additional requirements specified in the assessment details

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	Understanding Financial Data - Brooks Ch.1 + lecture notes Basic statistical and mathematical concepts - Brooks Ch.2 + lecture notes Brooks Ch.3 & 5 + lecture notes
Week 2 : 16 September - 22 September	Lecture	Linear regression Model and Financial Data Basic statistical and mathematical concepts - Brooks Ch.2 + lecture notes Brooks Ch.3 & 5 + lecture notes
	Seminar	Seminar based on the Week 1 lecture material Introduction to Python Group discussion: try to talk to your peers about teaming up!
Week 3 : 23 September - 29 September	Lecture	Univariate Time Series Analysis Building ARMA models - Brooks Ch.6 (6.3-6.7, 6.11-6.12) + lecture notes Estimation of ARMA models - Brooks Ch.6 (6.8) + lecture notes Additional References: Enders Ch.2; Gujarati Ch. 21 & 22; Hamilton Ch. 3&4; Johnston Ch. 7 Forecasting with ARMA models -Brooks Ch.6 (6.11-6.12) + lecture notes ML Estimation - Brooks Ch.9.9 + lecture notes Additional References: Enders Ch.2; Gujarati Ch. 21&22; Hamilton Ch. 3&4; Johnston Ch. 7
	Seminar	Seminar based on the Week 2 lecture material Python Activity: Linear regression Application: Portfolio Choice and Testing the Capital Asset Pricing Model
Week 4 : 30 September - 6 October	Lecture	Univariate Time Series Analysis (cont.). Multivariate Time Series Models - Vector Auto Regression (VAR) Brooks Ch. 7.10-7.16
	Seminar	Seminar based on the Week 3 lecture material Python activity: linear regression Group formation: Finalising groups!
Week 5 : 7 October - 13 October	Lecture	Long-run relationships: Cointegration and error correction models Python activity: ARMA modeling Cointegration Analysis - Brooks Ch. 8.4 + lecture notes Error Correction models - Brooks Ch. 8 (8.5-8.7) + lecture notes
	Seminar	Seminar based on the Week 4 lecture material
Week 6 : 14 October - 20 October	Other	NO LECTURES/SEMINAR
Week 7 : 21 October - 27 October	Lecture	Risk and volatility analysis ARCH/GARCH - Brooks Ch. 9 (9.2-9.10) + lecture notes EGARCH - Brooks Ch. 9.13 + lecture notes
	Seminar	Seminar based on the Week 5 lecture material
Week 8 : 28 October - 3 November	Lecture	Risk measures and extensions of GARCH models Value at Risk (VaR) - Brooks Ch. 13.9.1 and 14.3.5 GJR/GARCH in mean - Brooks Ch. 9 (9.12-9.15) + lecture notes Stochastic Volatility - Brooks Ch. 9.20
	Seminar	Seminar based on the Week 7 lecture material Python activity: Volatility modeling
Week 9 : 4 November - 10 November	Lecture	Simulation methods in Finance and Summary Brooks Ch. 13
	Seminar	Seminar based on the Week 8 lecture material
Week 10 : 11 November - 17 November	Seminar	Seminar based on the Week 9 lecture material

Attendance Requirements

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

Course Resources

Prescribed Resources

The main textbook for this course is:

- Brooks, Chris, *Introductory Econometrics for Finance*, Cambridge University Press. Fourth (2019) Edition.

This book is recommended, but it is not mandatory. The book is written at an introductory level and covers most of the material we will discuss in class.

Additional Useful References

- *Handbook of Financial Econometrics Volume 1* by Yacine Ait-Sahalia and Lars Peter Hansen ISBN-13: 978-0444508973
- [BBL] Breitung, J., Brueggemann, R. and H. Lutkepohl, 2004, "Structural vector autoregressive modeling and impulse responses." in *Applied Time Series Econometrics*, H. Lutkepohl and M. Kratzig (eds), Cambridge University Press, pp 159-196.
- [Diebold] *Forecasting in Economics, Business, Finance and Beyond*, by Francis X. Diebold, Edition 2015, available for free download at <http://www.ssc.upenn.edu/~fdiebold/Teaching221/Forecasting.pdf>
- [Johnston] Jack Johnston and John Dinardo, *Econometric Methods* (fourth edition), McGraw-Hill, 1997.
- "Autoregressive Modeling and Impulse Responses", in *Applied Time Series Econometrics*, Lutkepohl, H. and M. Kratzig (eds.), Chapter 4.
- [Enders] Enders, W., 2010, *Applied Time Series Analysis* (third edition), Wiley,
- [Gujarati] Gujarati, D.N., and D.C. Porter, 2009, *Basic Econometrics* (5th edition), McGraw-Hill,
- [Lutkepohl] Lutkepohl, H., 2004, "Vector Autoregressive and Vector Error Correction Models", in *Applied Time Series Econometrics*, Lutkepohl, H. and M. Kratzig (eds.)
- [Verbeek] Verbeek, M., 2012, *A Guide to Modern Econometrics* (fourth edition), John Wiley & Sons
- Campbell, J.Y., A.W. Lo, and A.C. MacKinlay (1997). *The Econometrics of Financial Markets*. Princeton University Press.
- Tsay, Ruey S. (2002), *Analysis of Financial Time Series*, John Wiley & Sons.

Journal Articles (Advanced level but accessible)

- Berndt, E., Hall, B., Hall, R. & Hausman, J. (1974), 'Estimation and inference in nonlinear structural models', *Annals of Economic and Social Measurement* 3/4, 653-665;
- Bollerslev, T. (1986), 'Generalized autoregressive conditional heteroskedasticity', *Journal of Econometrics* 31, 307-327;
- Cont, R., (2001) Empirical properties of asset returns: stylized facts and statistical issues, *Quantitative Finance* 1, 223–236;
- Diebold, F. X. & Mariano, R. S. (1995), 'Comparing predictive accuracy', *Journal of Business*

- and Economic Statistics 13(3), 253-263;
- Engle, R.F., (2001) GARCH 101: The Use of ARCH/GARCH Models in Applied Econometrics, Journal of Economic Perspectives, 15(4), 157-168;
 - Kunze, F. Predicting exchange rates in Asia: New insights on the accuracy of survey forecasts. Journal of Forecasting. 2020; 39: 313–333. <https://doi.org/10.1002/for.2628>
 - Lee T.-H. & Bao Y., Saltoglu B., (2007) Comparing density forecast models, Journal of Forecasting, 26(3), 203-225;
 - Engle (1982), 'Autoregressive conditional heteroscedasticity with estimates of the variance of united kingdom inflation', Econometrica 50, 987-1007;
 - Giacomini, R. & White, H. (2006), 'Tests of conditional predictive ability', Econometrica 74(6), 1545-1578;
 - Ng, S. & Perron, P. (2005), 'A note on the selection of time series models', Oxford Bulletin Of Economics And Statistics 67, 115-134.
 - Sharpe, W.F., (1991) Capital Asset Prices with and without Negative Holdings, Journal of Finance, 46(2), 489-509;

COMPUTING

An essential component of this course is learning to apply financial analysis tools to real financial data. You will use software to execute all the tasks needed for the tutorial problems and the group project.

There are many statistical software packages that are suitable for the analysis of time-series data in general, and financial data in particular. In this course we aim to equip students with strong computing skills by the completion of the term. We therefore encourage learning and using a top-of-league software like Python. Python is one of the leading software packages used in industry and financial companies. Having experience with software like Python on your CV will send a clear signal to employers.

Python learning resources

- A comprehensive coverage of Python in time series: <https://www.machinelearningplus.com/time-series/time-series-analysis-python/>
- Introduction to Python for econometrics, statistics and data analysis: <https://www.kevinsheppard.com/files/teaching/python/notes/pythonintroduction2019.pdf>
- Python for econometrics: <https://pyecon.org/down/pyecon.pdf>
- Econometrics with Python: <https://www.jstor.org/stable/pdf/40206298.pdf?refreqid=excelsior:a18086e020b8461e81472f23e0b6fd50>

Course Evaluation and Development

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#),

which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

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

The LIC takes students' feedback very seriously and welcomes every constructive comment. The course continues to adapt and change to meet students' expectations and aspirations.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Tutor	Martin Eftim oski					No	No
Convenor	Valentyn Pa nchenko			0290651096	Tuesady 12pm-1pm or by appointment	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 [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 Plagiarism

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

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 submitted.

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.