COMM5008
Global Workplace Practice

Course Outline
Semester 1, 2015

Part A: Course-Specific Information

Part B: Key Policies, Student Responsibilities and Support
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge:
Eva Chan
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Consultation Times – by appointment

Lecturer:
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Manager, Careers and Employment
Phone: 9385 5429
Email: t.morris@unsw.edu.au
Consultation Times – by appointment

2 COURSE DETAILS

2.1 Teaching Times and Locations

<table>
<thead>
<tr>
<th>Three-day Program</th>
<th>Face to face</th>
<th>Wk 1</th>
<th>Wed 4 – Fri 6 Mar, 9am – 5pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Activities</td>
<td>Online</td>
<td>Wk 2-8</td>
<td></td>
</tr>
<tr>
<td>Australian Workplace Experience (50 hrs)</td>
<td>Face to face</td>
<td>Wk 5-9</td>
<td>Time and date to be confirmed with supervisor</td>
</tr>
<tr>
<td>Assessment Discussion Forum and Final Assessment Submission</td>
<td>Online</td>
<td>Wk 8-13</td>
<td></td>
</tr>
</tbody>
</table>

Refer to Section 7: Course Schedule for more detailed timetable.

2.2 Units of Credit
The course is worth 6 units of credit.
There is no parallel teaching in this course.

2.3 Summary of Course
Global Workplace Experience equips Master of Commerce (Extension) students with the employability skills needed to successfully enter the global workplace. They will gain a practical understanding of workplace contexts, cultures, recruitment practices and expectations of the global workplace through a practical workplace experience and work integrated learning activities. By combining this with relevant career theories and relating this to their own career planning students will be better positioned to become ethical and competent global business professionals.
2.4 Course Aims and Relationship to Other Courses
Global Workplace Practice is designed to enhance students' capabilities and skills to pursue their professional careers by preparing and providing them with formal, structured work-based opportunities.

Global Workplace Practice prepares students to enter the workplace by providing a deeper understanding of workplace contexts, cultures, recruitment practices and expectations of professionals across a range of industries. They will develop reflective capabilities in assessing their personal interests and strengths as well as the ability to articulate these to potential employers.

Global Workplace Practice also guides and supports students to gain exposure to the world of work through practical experience that will help their career development and improve their graduate recruitment prospects. They will systematically reflect upon and develop their knowledge, skills and capabilities as professional practitioners, team players, future leaders and global citizens.

Assessment tasks in Global Workplace Practice are designed to engage students in active and productive learning. Students will develop a career portfolio for recruitment and networking purposes, including documents such as a resume, cover letter and online profile as well as developing their interview and networking skills.

2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed throughout the course):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all ASB postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>
| 1 Knowledge | • Apply current disciplinary or inter-disciplinary knowledge applicable in local and global contexts.  
• Identify and apply current knowledge of career theory and professional practice to business in local and global environments. | Reflective journal on workplace experience  
Organisational analysis  
Face to face interview |
| 2 Critical thinking and problem solving | • Develop critical thinking and problem-solving skills applicable to business and management practice or issues.  
• Utilise self-assessment tools to critically reflect on their personal strengths, capabilities and areas for development and apply this knowledge in their workplace experience. Students will critically reflect on the social and cultural aspects of their global workplace experiences and develop comparative insights. | Develop a career portfolio  
Reflective journal on workplace experience  
Organisational analysis |
| 3a Written communication | • Be effective communicators in professional contexts.  
• Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose. | Reflective journal on workplace experience  
Develop a career portfolio  
Organisational analysis |
| 3b Oral communication | • Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose. In particular, they will be able to articulate in writing and orally their strengths and capabilities to potential employers in professional language through the recruitment process. | Face to face interview |
| 4 Teamwork | Not specifically assessed in this course |
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

Global Workplace Experience was created and is delivered by UNSW Careers and Employment. Teaching will be based around student-centred and active learning approaches engaging students in learning through participation in seminars, a workplace opportunity with additional input from industry and alumni guest speakers, and online activities to enrich and integrate their learning. This ‘blended learning’ delivery mode supports student-centred approaches to learning without prescribing a particular pedagogical approach or framework for all students.

The intensive mode delivery component is a seminar to prepare students to enter the workplace with a deeper understanding of workplace contexts, cultures, recruitment practices and expectations of professionals across a range of industries.

3.2 Learning Activities and Teaching Strategies

The course is taught in three stages:

Stage 1
Three-day intensive seminar to prepare students for their workplace opportunity including:
- Knowledge of employer expectations in the global workplace
- Business communication, business writing, cultural competencies and professional etiquette skills
- Contemporary job search and transition learning skills

Stage 2
A 50 hour Australian workplace experience

Stage 3
6 hours/week (13 weeks) online participation in forums and online posts to provide an opportunity to critically reflect on their workplace experience in a scaffolded manner, integrate their learning with relevant careers theories and research professional workplace concepts such as:
- Business writing
- The professional workplace
- Networking and mentoring
- Building an online profile
4 ASSESSMENT

4.1 Formal Requirements

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 (see below).
- Attend at least 90% of the 3 day intensive seminar Wed 4 - Fri 6 March, 9am - 5pm

4.2 Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Details</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview (20%)</td>
<td>Wk 4</td>
<td>20%</td>
</tr>
<tr>
<td>Organisational Analysis (20%)</td>
<td>Wk 8</td>
<td>20%</td>
</tr>
<tr>
<td>Career Portfolio (30%)</td>
<td>Wk 11</td>
<td>30%</td>
</tr>
<tr>
<td>Reflection Report (30%)</td>
<td>Wk 12</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

4.3 Assessment Details

**Career Portfolio (30%)**

Developing a professional profile is the first step in securing an employment opportunity. In this assignment, students will integrate results from their self-assessments and apply their career development competencies to create a professional portfolio for recruitment and networking purposes. The portfolio may include an achievement based resume, a cover letter, a professional biography, a database of key skills statements, a LinkedIn profile and a business card.

**Interview (20%)**

Grant Wiggins (1993) describes authentic assessment as 'engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.'

The students will be interviewed for their workplace experience opportunity as an authentic assessment.
Students participate in mock interviews and receive formative feedback (Shute, 2008) from peers and lecturers during the course. The workplace opportunity interview is a summative assessment and is marked using an assessment rubric.

Organisational Analysis (20%)
In this assignment, students are required to perform online research and conduct two information interviews to develop an individual career action plan drawing on the DOTS Model of Career Development.

Findings are to be presented in a report format and marked using an assessment rubric.

Reflective Journal (30%)
Students will produce a reflection on their workplace experience, focusing on the social and cultural aspects of their experience, as well as how it has enhanced their employability in relation to relevant careers theories. The assessment design is based on the framework for reflective practice (Rolfe et al 2001).

1. Description of placement - achievements, consequences, responses, feelings, and challenges
2. Reflection on learning (personal strengths, capabilities and areas for development) and understanding of the connection to their career pathways and the Key to Employability Model
3. Identification of what action needs to be taken in order to achieve career goals.

Feedback will be given prior, during and after the completion of the reflection in the following formats:
- Formative feedback dialogue in online forums and tasks
- Written feedback and evaluation based on the assessment rubric.

4.4 Late Submission

Late submission of an assessment without prior (i.e. at least 24 hours) written permission from the course convener is NOT acceptable. Ten percent of the assessment value will be deducted for each 24 hour cycle (including weekends and public holidays) where an assessment is late without written permission.
Applications for an extension of time should be made to the course co-ordinator in writing. You will be required to substantiate your application with appropriate documentary evidence such as medical certificates, accident reports etc. Please note that work commitments, other academic commitments and computer failures are not grounds for an extension.

**Quality Assurance**
The ASB 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 ASB programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

**Prescribed Resources**

1. Using Social Networking Sites During the Career Management Process (Article)
   Authors: Richmond, N., Rochefort, B. & Hitch, L.
   Publisher: Higher Education Administration with Social Media Cutting-Edge Technologies in Higher Education
   Year: 2010, Location of Article 2,147-164.

2. The Effects of Applicant Resume Contents on Recruiters Hiring Recommendations: The mediating roles of recruiter fit perceptions. (Article)
   Authors: Tasi, W., Chi, N., Huang, T. & Hsu, A
   Publisher: Applied Psychology: An International Review
   Year: 2011, Location of Article 60(2), 231-254.

3. Initial Evaluations in the Interview: Relationships with subsequent interviewer evaluations and employment offers. (Article)
   Authors: Barrick, M., Swider, B. & Stewart, G.
   Publisher: Journal of Applied Psychology
   Year: 2010, Location of Article 95(6), 1163-1172.

4. Learning the art of networking: A critical skill for enhancing social capital and career success. (Article)
   Authors: de Janasz, S. C., & Forret, M. L.
   Publisher: Journal of Management Education
   Year: 2008, Location of Article 32, 629-650.

5. The Key to Employability: Developing a practical model of graduate employability. (Article)
   Authors: Pool, L. D., Sewell, P.
   Publisher: Education + Training
   Year: 2007, Location of Article 49(4), 277-289.

[COMM5008 – Global Workplace Practice]
6. The Impact of Organizational Culture on Attraction and Recruitment of Job Applicants. (Article)
Authors: Catanzaro, D., Moore, H. & Marshall, T. R.
Publisher: Journal of Business and Psychology
Year: 2010, Location of Article 25, 649-662.

7. The Start-Up of You (Book)
Authors: Hoffman, R., Casnocha, B.
Publisher: Random House
Year: 2012
Additional Details ISBN 978-1-847-94079-7

8. I Got My Dream Job and So Can You: 7 Steps to Creating Your Dream Job After College (Book)
Authors: Leibman, P.
Publisher: Amazon
Year: 2012
Additional Details ISBN 978-0-8144-2020-1

9. The Graduate Edge (Book)
Authors: Mackenzie, J
Publisher: Development Beyond Learning International
Year: 2011
Additional Details ISBN 978-0-9871859-0-7

Recommended Resources

1. Everything You Need to Know at Work (Book)
Authors: Woods, C
Publisher: Prentice-Hall
Year: 2003

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we may seek your feedback through CATEI.
# COURSE SCHEDULE

This section provides an outline of the course structure, details are subject to change.

## COURSE CONTENT

<table>
<thead>
<tr>
<th>Wk 1  Three Day Program</th>
<th>Australian Workplace Experience (Face to Face)</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 4 March, 9am-5pm</td>
<td>Wk 5-9 Australian Workplace Experience</td>
<td>Submit Draft Resume, Course Questionnaire and Business Card Tuesday 3 March, 12pm noon</td>
</tr>
<tr>
<td>Thurs 5 March, 9am-5pm</td>
<td>Mon 30 March – Mon 8 May Complete 50 hours</td>
<td></td>
</tr>
<tr>
<td>Fri 6 March, 9am-5pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance is compulsory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Wk 2 Online

- Resume and Cover Letters

## Wk 3 Online

- Interviews

## Wk 4 Face to Face

- Professional Interview
  - Attendance is compulsory

## Wk 5 Online

- LinkedIn

## Wk 5-9 Australian Workplace Experience

- Mid placement catch up
- Network for Success
  - Attendance is compulsory

## MID-SEMESTER BREAK

## Wk 6 Online

- The professional workplace

## Wk 7 Face to Face

- Mid placement catch up
- Network for Success
  - Attendance is compulsory

## Wk 8 Online

- Assessment discussion forum

## Wk 9 Online

- Assessment discussion forum
  - Submit Final Organisational Analysis Report (20%)
  - Thursday 30 April, 5pm

## Wk 10 Online

- Assessment discussion forum

## Wk 11 Online

- Assessment discussion forum
  - Submit Career Portfolio (30%)
  - Thursday 21 May, 5pm

## Wk 12 Online

- Assessment discussion forum
  - Submit Final Reflective Journal (30%)
  - Thursday 28 May, 5pm

## Wk 13 Online

- Assessment discussion forum
Course Outline
Semester 1, 2015

Part B: Key Policies, Student Responsibilities and Support
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3.2 Attendance ........................................................................... 4  
3.3 General Conduct and Behaviour ............................................ 4  
3.4 Occupational Health and Safety ............................................ 4  
3.5 Keeping Informed .................................................................. 4  
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PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

7 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>ASB Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge:</strong> Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td><strong>2. Critical thinking and problem solving:</strong> Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.</td>
</tr>
<tr>
<td>You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td><strong>3. Communication:</strong> Our graduates will be effective communicators in professional contexts.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
</tr>
<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td><strong>4. Teamwork:</strong> Our graduates will be effective team participants.</td>
</tr>
<tr>
<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
<tr>
<td><strong>5. Ethical, social and environmental responsibility:</strong> Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business</td>
</tr>
</tbody>
</table>
decision-making and practice, and
b. Consider social and cultural implications of business and/or management practice.

8 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: [http://www.lc.unsw.edu.au/plagiarism/index.html](http://www.lc.unsw.edu.au/plagiarism/index.html) as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: [http://subjectguides.library.unsw.edu.au/elise](http://subjectguides.library.unsw.edu.au/elise)

To see if you understand plagiarism, do this short quiz: [http://www.lc.unsw.edu.au/plagiarism/plagquiz.html](http://www.lc.unsw.edu.au/plagiarism/plagquiz.html).

For information on how to acknowledge your sources and reference correctly, see: [http://www.lc.unsw.edu.au/onlib/ref.html](http://www.lc.unsw.edu.au/onlib/ref.html).

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (ASB > Learning and Teaching > Student services > Referencing and plagiarism).

9 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.


9.1 Workload

It is expected that you will spend at least 50 hours on work placement and a further 6 hours per week for 13 weeks for this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.
9.2 Attendance

Your regular and punctual attendance is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. You are required to attend 90% of the 3 day intensive workshop.

9.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

9.4 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

10 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), **not** by tutors.

5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.

6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

### 11 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)**
  Click on ‘Student Services’. Provides academic writing, study skills and maths support specifically for ASB students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **ASB Student Centre** [http://www.asb.unsw.edu.au/requests](http://www.asb.unsw.edu.au/requests)  
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**  
  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre** [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)  
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**  
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**  
  Provides technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)  

- **UNSW Counselling and Psychological Services**  
  [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)  
  Provides free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping with Stress’ and ‘Procrastination’. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)  
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au