Course-Specific Information

The Business School expects that you are familiar with the contents of this course outline. You must also be familiar with the School’s Course Outlines Policies webpage which contains key information on:

- Program Learning Goals and Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Student Support and Resources

This webpage can be found on the Business School website:
https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies
# Table of Contents

1 COURSE COORDINATOR AND AUTHORS  
1.1 Course Coordinator  
1.2 Course Authors  

2 COURSE DETAILS  
2.1 Teaching Times and Locations  
2.2 Units of Credit  
2.3 Summary of Course  
2.4 Course Aims and Relationship to Other Courses  
2.5 Student Learning Outcomes  

3 LEARNING AND TEACHING ACTIVITIES  
3.1 Approach to Learning and Teaching in the Course  
3.2 Learning Activities and Teaching Strategies  

4 ASSESSMENT  
4.1 Formal Requirements  
4.2 Assessment Details  
4.3 Assessment Format  
4.4 Assignment Submission Procedure  
4.5 Special Consideration, Late Submission and Penalties  
4.6 Referencing and Plagiarism  

5 COURSE RESOURCES  

6 COURSE EVALUATION AND DEVELOPMENT  

7 COURSE SCHEDULE  

8 STUDENT RESOURCES AND SUPPORT
1 COURSE COORDINATOR AND AUTHORS

1.1 Course Coordinator

Associate Professor Leanne Piggott
PhD (USyd), MPhil (Oxford), MA & BA (Hons) (USyd), Grad Cert Flexible Learning (USQ)

Email: lpiggott@unsw.edu.au
Consultation times – by appointment

Associate Professor Leanne Piggott is the Centre for Social Impact’s national Education Director. Before joining CSI Leanne was Director of Business Education at the University of Sydney Business School where she built shared value student engagement initiatives and collaborations with industry. Leanne has also worked as a public sector consultant with a specialisation in ‘dual mandate’ projects aimed at the creation of financial and social outcomes through a single business process.

Leanne’s decade of higher education experience in program development and teaching includes expertise in flexible learning (e-Learning) and the achievement of an Australian College of Educators’ National Teaching Award. In addition to Leanne’s management and educational expertise, her contribution to knowledge development spans the fields of education, e-learning, international relations, and energy and food security.

1.2 Course Authors

This course was co-designed and developed by Associate Professor Leanne Piggott, Catia Davim, Partner KPMG Australia, and Hugh Foley, Corporate Advisor.

Catia Davim, Partner KPMG Australia

Catia Davim is on a mission to make the world a better place and has taken positive action to make this a reality. In 2015, she founded the UN Social Good Summit Australia, which unites around an annual conference, a dynamic community of global and local leaders and grassroots contributors to discuss solutions for the greatest challenges of our time and unlock the potential of individuals, technology and collaboration to achieve the 17 Sustainable Development Goals.
Catia is also a Partner at KPMG Australia within the Management Consulting Practice. She has over 20 years’ experience working with public and private organisations from the 5 continents driving large scale transformation programs and assisting her clients to deliver value to organisations and society.

Hugh Foley, Corporate Advisor

Hugh Foley is an expert in corporate responsibility, shared value, partnerships, and social sector strategy. He has advised corporate and social sector leaders around the world on programs and investments that deliver measurable results for both business and society.

Over the last four years, Hugh worked in the US for FSG – a consulting firm founded by Mark Kramer and Professor Michael E Porter.

Prior to FSG, Hugh worked as a corporate lawyer at Allens law firm, and as an external relations consultant specialising in stakeholder management and communications. He is now an independent advisor, based in Melbourne.

Hugh has made several contributions to the field on role of business in society: one exploring shared value opportunities in the resources sector with the Shared Value Initiative, and another on the role of business in addressing global road safety with the National Academy of Medicine (US). He has delivered consulting engagements in India, China, Brazil, Japan, and across various countries in Africa and Europe.

2 COURSE DETAILS

2.1 Teaching Times and Locations

The course is delivered online over 12 weeks from Monday 11 September until Sunday 8 December 2017. No face-to-face attendance is required. Students are expected to be online in O week, the week beginning 4 September.

2.2 Units of Credit

The course is worth 6 units of credit and is the core course in both the Graduate Certificate in Social Impact and the MBA (Social Impact).

2.3 Summary of Course

Creating Shared Value (CSV) is a business strategy aimed at enhancing a company’s competitive advantage. A company can achieve this by finding opportunities to increase revenue or decrease costs by addressing social or environmental problems relevant to their business. As an organisation and business ethos, CSV seeks greater integration of organisational economic imperatives with the identification of social needs that can be addressed via the expansion of economic markets and business innovation. Complementing existing strategies of corporate philanthropy, corporate social responsibility and sustainability, CSV can be applied at 3 levels: reconceiving products and markets, increasing productivity in the value chain, and enabling
development of clusters of stakeholders. This course will examine the fundamentals of CSV and how businesses can create both sustainable and simultaneous financial and social value.

2.4 Course Aims and Relationship to Other Courses
This course builds on the introduction to Creating Shared Value in the core course COMM5708 Social Impact: Entrepreneurs and Social Innovation. It aims to develop your knowledge and understanding of shared value concepts, frameworks, and processes and the practical application of CSV tools to assist businesses with developing and operationalising shared value strategies. As CSV is relatively new, introduced in 2011 by Harvard strategy guru Michael Porter and his colleague Mark Kramer, there is not yet a depth of academic literature to draw on. However, as CSV builds momentum among businesses worldwide, there is a growing body of applied case studies and practitioner writings from which this course will draw. In an effort to reinforce the applied nature of the course, it has been co-designed and developed with corporate practitioners.

The course includes topics related to designing CSV initiatives and measuring shared value impact and therefore links to COMM5706 Design for Social Innovation and COMM5704 Demonstrating Social Impact.

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 all of the assessment items.

After studying this course you should be able to:

1. Demonstrate an understanding of the meaning and purpose of Creating Shared Value (CSV) as a business strategy

2. Critically analyse the ideas and practice of CSV through engaging with academic literature and CSV cases

3. Identify and describe shared value opportunities through reconceiving products and markets, increasing productivity in the value chain, and enabling development of clusters of stakeholders

4. Determine and apply key components required for designing and measuring shared value projects and programs

5. Demonstrate an informed response to the analysis of local and global CSV trends and drivers

6. Research and communicate effectively for shared value work and study

7. Work collaboratively on an applied CVS project.

The Course Learning Outcomes in this particular course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School. 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’).
The following table shows how the Course Learning Outcomes for this particular course relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed:

<table>
<thead>
<tr>
<th>Social Impact 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 postgraduate learning goals:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>Practised and/or assessed in the following:</td>
</tr>
<tr>
<td><strong>1</strong> Knowledge: Students should be able to identify and apply current knowledge of disciplinary and inter-disciplinary theory on social impact and professional practice to organisations operating within diverse situations</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Participation Critical Review Essay Final Report Project Pitch</td>
</tr>
<tr>
<td><strong>2</strong> Critical Thinking and Problem Solving: Students should be able to identify, research and analyse complex issues and problems in social impact and develop appropriate and well-justified solutions for the given context.</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Participation Critical Review Essay Group CSV Project Development Template Final Report Project Pitch</td>
</tr>
<tr>
<td><strong>3</strong> Communication</td>
<td>1, 2, 6, 7</td>
<td>Participation Critical Review Essay Group CSV Project Development Template Final Report</td>
</tr>
<tr>
<td>3a Written Communication: Students should be able to produce written documents that communicate effectively complex disciplinary ideas and information for the intended audience and social impact purpose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b Oral Communication: Students should be able to produce oral presentations that communication effectively complex disciplinary ideas and information for the intended audience and social impact purpose.</td>
<td>1, 6, 7</td>
<td>Project Pitch</td>
</tr>
<tr>
<td><strong>4</strong> Teamwork: Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified social impact outcomes.</td>
<td>1, 6, 7</td>
<td>Participation Group CSV Project Development Template</td>
</tr>
<tr>
<td><strong>5a</strong> Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and sustainability</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Participation Critical Review Essay Group CSV Project Development Template</td>
</tr>
</tbody>
</table>
considerations in social impact decision-making, processes and practices.

5b Social and cultural awareness: Students should be able to consider social and cultural implications of social impact knowledge, processes and practices within differing contexts and situations.

Final Report
Project Pitch

Participation
Critical Review Essay
Group CSV Project
Development Template
Final Report
Project Pitch

6 Leadership: Students should be able to reflect upon their own personal leadership style and the leadership styles, knowledge and practices to achieve effective social impact outcomes within a diverse range of contexts and situations.

Not assessed in this course

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
The teaching model in this course is fully online. You are encouraged to develop an inquiry-based approach to your learning with your facilitator guiding your learning. The Moodle site will provide access to multimedia resources and presentations that can provide you with the tools to examine, explore and discuss your learning with your co-participants and facilitators. The online resources will set the scene, framework and context for the topics being examined.

3.2 Learning Activities and Teaching Strategies
The course has been designed to enhance group discussion for active and interactive learning. Each unit (topic) will include a range of activities that you will complete each week. You have three major resources to help you learn:

1. The course materials comprising readings, references, insights and commentary for each unit. You will do much of your learning independently by working through the course materials and completing the learning activities, and collaboratively through online discussions and webinars.

2. Your class discussions are conducted on the online Moodle site. Your coordinator’s role is to guide your learning by conducting class discussions, answering questions that might arise after you have done the week’s work, providing insights from practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions that will occur between you and your co-participants.

3. Your co-participants are an invaluable source of rich learning content for you. Their work and life, and their willingness to question and debate the course materials, your views and those of the coordinator, represent a great learning opportunity. They bring much valuable insight to the learning.

In addition to the mandatory asynchronous Discussion Forums, the course coordinator will hold synchronous webinars with invited guests to enhance your learning experience.
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).

4.2 Assessment Details
There are five components of the assessment in this course:

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Critical Review essay</td>
<td>15%</td>
<td>1,500 words (-/+ 10% maximum variation)</td>
<td>Friday, 29 September by 11.59pm Sydney time (Week 3)</td>
</tr>
<tr>
<td>Individual task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Group CSV Project Development</td>
<td>10%</td>
<td>N/A</td>
<td>Friday, 27 October by 11.59pm Sydney time (Week 7)</td>
</tr>
<tr>
<td>Template</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3: Final Report</td>
<td>40%</td>
<td>3,000 words (-/+ 10% maximum variation)</td>
<td>Friday, 1 December by 11.59pm Sydney time (Week 12)</td>
</tr>
<tr>
<td>Individual task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4: Project Pitch</td>
<td>15%</td>
<td>5 minutes (-/+ 10% maximum variation)</td>
<td>Monday, 4 December by 11.59pm Sydney time (Week 13)</td>
</tr>
<tr>
<td>Individual task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>n/a</td>
<td>Throughout</td>
</tr>
</tbody>
</table>

Full details (including weightings and due dates for both face to face and online modes) are provided in the Assessment Details document in your class Moodle site.

4.3 Assessment Format
Full details of required formats are included in the Assessment Details document in the course Moodle site.

4.4 Assignment Submission Procedure
You are responsible for submitting all your assessment items on time and via the appropriate procedures. You should submit your written assignments by the due date **11.59pm Sydney time** via the Turnitin tool on the course Moodle site. In the unlikely event that a problem should occur when submitting assignments online, students should make sure to send their assignment to the lecturer in charge before the deadline and re-submit using Turnitin as soon as the problem is rectified. Assignments not submitted through Turnitin will not be marked. Full information about how to prepare assignments for electronic submission can be found in the Turnitin Student Guide: [http://teaching.unsw.edu.au/turnitin-students](http://teaching.unsw.edu.au/turnitin-students)
4.5 Special Consideration, Late Submission and Penalties
Late submissions are possible but will be marked as such and will be subject to late penalties of 5% of the assignment weighting for each day late. If for any reason you are unable to submit a late submission via Turnitin please contact your facilitator.

Extensions to assessment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments do not constitute grounds for an extension. Requests must be made through the special consideration process. For details about this process, see: https://student.unsw.edu.au/special-consideration

4.6 Referencing and Plagiarism
Students also need to familiarise themselves with appropriate referencing standards as well as what constitutes plagiarism (https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies for further details). Further details are available in the Assessment Details for this course.

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.

5 COURSE RESOURCES
The website for this course is on Moodle at: http://moodle.telt.unsw.edu.au

Login to Moodle with your student zID (username) and zPass (password).

If you encounter a technical problem while using Moodle, please contact the UNSW IT Service Desk via the following channels:
Website: https://www.it.unsw.edu.au/students/
Email: ITServiceCentre@unsw.edu.au
Telephone: +61 (2) 9385 1333
Phone and email support is available Monday to Friday 8am – 8pm, Saturday and Sunday 11am – 2pm. Online service requests can be made via their website.

Readings
There are no prescribed textbooks for this course. Each Unit (topic) will have mandatory and optional readings. Links to all of these 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.

If you experience any problems in accessing the readings, please try the following:
- Search directly for the **article** on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.
- Search directly for the **book excerpt** on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.

### 6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the Business School and continual improvements are made based on this feedback. UNSW’s myExperience process is one of the ways in which student evaluative feedback is gathered. In this course we will seek your feedback through end of semester myExperience evaluations.

### 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment (% weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4 September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>11 September</td>
<td>1</td>
<td>Participation in weekly dialogues will be assessed <strong>throughout</strong> the session (20%) – individual task</td>
</tr>
<tr>
<td>2</td>
<td>18 September</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>25 September</td>
<td>3</td>
<td>Critical Review Essay due on <strong>Friday 29 September</strong> by 11.59pm Sydney time (15%) – individual task</td>
</tr>
<tr>
<td>4</td>
<td>2 October*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9 October</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>16 October</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>23 October</td>
<td>7</td>
<td>CSV Project Development Template due on <strong>Friday 27 October</strong> by 11.59pm Sydney time (10%) – group task</td>
</tr>
<tr>
<td>8</td>
<td>30 October</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>6 November</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>13 November</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>20 November</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>
**Unit 1: Creating Shared Value: an introduction.** This Unit will introduce Creating Shared Value (CSV), a strategy for business competitiveness by linking societal and corporate success first developed by Harvard's Professor of strategy, Michael Porter, and his colleague Mark Kramer. We will examine CSV within the broader context of Porter's work on strategy, as well as the continuum of social and environmental activities undertaken by business, including philanthropy and Corporate Social Responsibility (CSR). We will also provide a snapshot of the three dimensions of the Shared Value actor landscape that will be examined in more detail later in the course.

**Unit 2: Creating Shared Value: a critical approach.** This Unit will investigate CSV through a critical lens, addressing some of the concerns raised by academics who have critiqued CSV from the perspective of business ethics and CSR. Drawing from this discussion, we will raise the question as to how CSR and CSV might co-exist rather than compete within an organisation's strategy and operations.

This Unit will also assist with research and analysis for your Critical Review Essay due at the end of Week 3.

**Unit 3: Identifying CSV opportunities.** This Unit will introduce how a business might identify CSV opportunities and the role that different individuals and groups within the organisation can play to embed social or environmental strategies across the business. One of the tools we will use to trigger ideas is the UN's Sustainable Development Goals and consider why corporations have taken such an active role in contributing to these global challenges.

This Unit will also introduce the Group CSV Project Development Template, which will be used for the group assessment task due in Week 7 and inform your individual CSV Project Development Template for your Final Report due in Week 12.

**Unit 4: Shared Value Actor Landscape (1): reconceiving products and markets.** This Unit will build on Unit 3 by developing your understanding of how to identify CSV opportunities across the Shared Value Actor Landscape through new products and services that meet unmet social need/s, and/or developing new markets.

**Unit 5: Shared Value Actor Landscape (2): redefining productivity in value chains.** This Unit continues to develop your understanding of identifying CSV opportunities across a company’s value chain/s.

**Unit 6: Shared Value Actor Landscape (3): enabling local cluster development.** This Unit builds further on Units 5 and 6 by examining how CSV opportunities can come from strengthening local community systems and networks.

* Monday 2 October is a public holiday in NSW

**Topics**

**Unit 1: Creating Shared Value: an introduction.** This Unit will introduce Creating Shared Value (CSV), a strategy for business competitiveness by linking societal and corporate success first developed by Harvard’s Professor of strategy, Michael Porter, and his colleague Mark Kramer. We will examine CSV within the broader context of Porter’s work on strategy, as well as the continuum of social and environmental activities undertaken by business, including philanthropy and Corporate Social Responsibility (CSR). We will also provide a snapshot of the three dimensions of the Shared Value actor landscape that will be examined in more detail later in the course.

**Unit 2: Creating Shared Value: a critical approach.** This Unit will investigate CSV through a critical lens, addressing some of the concerns raised by academics who have critiqued CSV from the perspective of business ethics and CSR. Drawing from this discussion, we will raise the question as to how CSR and CSV might co-exist rather than compete within an organisation’s strategy and operations.

This Unit will also assist with research and analysis for your Critical Review Essay due at the end of Week 3.

**Unit 3: Identifying CSV opportunities.** This Unit will introduce how a business might identify CSV opportunities and the role that different individuals and groups within the organisation can play to embed social or environmental strategies across the business. One of the tools we will use to trigger ideas is the UN’s Sustainable Development Goals and consider why corporations have taken such an active role in contributing to these global challenges.

This Unit will also introduce the Group CSV Project Development Template, which will be used for the group assessment task due in Week 7 and inform your individual CSV Project Development Template for your Final Report due in Week 12.

**Unit 4: Shared Value Actor Landscape (1): reconceiving products and markets.** This Unit will build on Unit 3 by developing your understanding of how to identify CSV opportunities across the Shared Value Actor Landscape through new products and services that meet unmet social need/s, and/or developing new markets.

**Unit 5: Shared Value Actor Landscape (2): redefining productivity in value chains.** This Unit continues to develop your understanding of identifying CSV opportunities across a company’s value chain/s.

**Unit 6: Shared Value Actor Landscape (3): enabling local cluster development.** This Unit builds further on Units 5 and 6 by examining how CSV opportunities can come from strengthening local community systems and networks.
**Unit 7: Partnering for Shared Value: government, business, and not-for-profits.** This Unit assesses the important role of partnerships in developing CSV opportunities. The value of CSV partnerships between business and government, NGOs, and the social sector more broadly can include increased scale and impact, improved positioning in the market, program innovation, diversified funding, and sustainable financing.

**Unit 8: Innovating and designing for Shared Value.** This Unit will build on lessons learned in Unit 1 about how Shared Value can hold the key to unlocking the next wave of a business’ innovation and growth to develop an understanding of how to take a CSV initiative from ‘idea to reality’, exploring how to stimulate, manage and exploit innovation for CSV design.

**Unit 9: Measuring Shared Value.** This unit will address the question of when is Shared Value actually created? We will consider how measuring Social Value differs from other approaches to social impact and the importance of linking social and business outcomes.

**Unit 10: Pitching a Shared Value business idea.** This Unit will build on your presentation skills to refine the specifics of a good business pitch.

It is intended that lessons learned from this Unit will assist in your final assessment task, the Project Pitch due Week 13.

**Unit 11: Shared Value at the Enterprise Level: embedding social purpose; shared value and brand.** This Unit will examine what Michel Porter meant by the argument that ‘the purpose of corporation must be redefined as creating shared value’ (2011) by considering the role of leadership, and entry points into brand, organisational structure and culture.

**Unit 12: CSV local and global trends and course conclusion.** This Unit will begin by considering trends in CSV in local and global markets before providing the opportunity for the class to reflect on their learnings from the course.
8 STUDENT RESOURCES AND SUPPORT

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

- **Centre for Social Impact (CSI)**
  Provides advice and direction on all aspects of admission, enrolment and graduation for Graduate Certificate in Social Impact students. Email: csistudents@unsw.edu.au Phone: 02 8936 0990.

- **AGSM – Digital Resources and Tutorials**

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)
  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 services and facilities for students**
  [https://www.library.unsw.edu.au/study/services-for-students](https://www.library.unsw.edu.au/study/services-for-students)

- **IT Service Centre:**
  [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)
  Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 9385 1333.

- **UNSW Counselling and Psychological Services**
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: counselling@unsw.edu.au

- **Disability Support Services**
  Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: disabilities@unsw.edu.au