MGMT5701
EMPLOYMENT RELATIONS

Course Outline
Semester 1, 2016

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
Course Coordinator and Lecturer:

Dr Kyoung-Hee Yu
Email: khyu@unsw.edu.au
Phone: 9385 9725
Consultation: Anytime by appointment
Room: Business 564

Workshops are also instructed by Dr. Yu.

Students are encouraged to contact the instructor in person and by phone and e-mail. Administrative announcements will be made over e-mail: please make it your responsibility to check your UNSW inbox for these.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures: Fri 13:30-15 (OMB 230)
Workshops: Fri 10:30-12 (Quad G031)
              Fri 15-16:30 (RedC M010)

Lectures start in Wk 1 and go to Wk 13. Workshops start in Wk 2 and go to Wk 13. There are no classes in Wk 4 due to Easter holidays.

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Course Aims and Relationship to Other Courses
Understanding employment relations is essential for managing and representing today’s workforce. This course aims to enable students to analyse national systems in employment relations as well as understand and manage representation and dispute resolution at the workplace level. The course schedule is equally divided between these two levels at which today’s managers must operate intellectually. For HR majors, this course is a requirement towards fulfilling Australian Human Resource Institute’s (AHRI) accreditation.

2.4 Student Learning Outcomes
On successful completion of this course, a student should be able to:

1. Develop a solid understanding of different employment relations as part of varieties of capitalisms.
2. Compare and contrast labour and employment relations characteristic of specific types of economies.
3. Understand the role of globalization and MNCs in shaping employment relations.
4. Become familiar with the workings of different forms of worker representation at the workplace and their implications for workers and employers.
5. Be able to effectively design and participate in workplace representation and dispute resolution systems.
6. Be able to make informed decisions about new issues in employment relations.
7. Develop critical thinking, analytical, and communications skills.

**Course Learning Outcomes and Program Learning Goals**

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 in tutorials and other activities):

<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><strong>This course helps you to achieve the following learning goals for all Business postgraduate coursework students:</strong></td>
<td><strong>On successful completion of the course, you should be able to:</strong></td>
<td><strong>This learning outcome will be assessed in the following items:</strong></td>
</tr>
<tr>
<td><strong>1</strong> Knowledge</td>
<td>Develop a solid understanding of different employment relations as part of varieties of capitalisms. Be able to make informed decisions about new issues in employment relations.</td>
<td>ER comparative analysis Case written report Case presentation</td>
</tr>
<tr>
<td><strong>2</strong> Critical thinking and problem solving</td>
<td>Compare and contrast labour and employment relations characteristic of specific types of economies. Be able to effectively design and participate in workplace representation and dispute resolution systems. Be able to make informed decisions about new issues in employment relations.</td>
<td>ER comparative analysis Case written report Case presentation</td>
</tr>
<tr>
<td><strong>3a</strong> Written communication</td>
<td>Become familiar with the workings of different forms of worker representation at the workplace and their implications for workers and employers. Be able to effectively design and participate in workplace representation and dispute resolution systems. Develop critical thinking, analytical, and communications skills.</td>
<td>ER comparative analysis Case written report</td>
</tr>
<tr>
<td><strong>3b</strong> Oral communication</td>
<td>Be able to effectively design and participate in workplace representation and dispute resolution systems. Develop critical thinking, analytical, and communications skills.</td>
<td>Case presentation</td>
</tr>
<tr>
<td><strong>4</strong> Teamwork</td>
<td>Be able to effectively design and</td>
<td>Not specifically</td>
</tr>
</tbody>
</table>
**3 LEARNING AND TEACHING ACTIVITIES**

This course involves lectures, interactive case analysis, and visual media. With the exception of Week 1, each week of instruction comprises of a one-and-a-half hour lecture and a workshop of equal duration.

**Lectures**

Lectures are approximately equally distributed so that one half addresses the different models of capitalism in which employment relations is embedded and the other half addresses key themes in employment relations such as globalization and labour, workplace representation, and dispute resolution. Lectures aim to build the analytical foundation for the practice of employment relations. Students are expected to have done the required readings to engage in an informed discussion during lecture. Lecture content and assigned readings are designed to enhance students’ learning in the workshop conducted during the same week.

**Workshops**

Weekly workshops are designed around discussion and analysis of a case that exemplifies the analytical framework covered in that week’s lecture. **You must read each case and come to class ready to discuss it.** All cases covered with the exception of three are real-life examples of dilemmas faced by today’s companies and countries with respect to employment relations. The rest of the cases are simulated scenarios, role-plays, and extended briefs on a specific topic, such as ‘employment at will’. These cases, sourced from the Harvard repository of cases as well as from major events in employment relations world-wide, form the basis for more in-depth case analyses that students will write and deliver presentations on.
4 ASSESSMENT

Formal Requirements

In order to pass this course, students must:
- Achieve a composite mark of at least 50; and
- Submit all assessments (see below).

Assessment Details

<table>
<thead>
<tr>
<th>Item</th>
<th>Weighting (% final grade)</th>
<th>Maximum Length* &amp; References</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid term exam</td>
<td>20%</td>
<td>5 short answer questions</td>
<td>8 April (Week 5 lecture)</td>
</tr>
<tr>
<td>ER comparative analysis</td>
<td>25%</td>
<td>1,500 words, 4 references</td>
<td>29 April (Week 8 lecture)</td>
</tr>
<tr>
<td>Case written report</td>
<td>35%</td>
<td>2,000 words, 6 references</td>
<td>15 June</td>
</tr>
<tr>
<td>Case presentation</td>
<td>10%</td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td></td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

- **NOTE:** On all assessments, a deduction of 1% will be made from the final mark for each 1% beyond a 10% margin from the maximum word limit. So, for an 800 word-limit assessment, no penalties are incurred up to 880 words. Every 1% beyond the 880 words will incur a 1% deduction in marks.

**IMPORTANT:** References in Assessments

To be counted as a 'reference', a reading must come from this course outline. One reading counts as one reference (i.e. you can cite the same reading multiple times, but it will count as one 'reference'). Individual chapters of a book are counted as separate references. The Harvard reference style is preferred, but students may use any reference style as long as it is done correctly and consistently.

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

**Mid-term exam (20%)**

The examination will test students' knowledge and understanding of the approaches to studying employment relations systems (discussed in weeks 1-2), as well as the ER systems in ‘liberal market economies’ (LMEs), and as an example of an LME, the Australian ER system (discussed in weeks 3-4). The exam will cover content in lectures and required readings during weeks 1-4 (no optional readings will be covered).

This examination will be comprised of 5 short answer questions, be of 1 hour and 15 minutes’ duration, and will be held in class during Week 5 lecture.

**Comparative analysis of employment relations systems (25%)**
1,500 words (optional appendix up to 200 words), 4 references

Students will compare and contrast two country cases, each selected from one of the three typologies of ER systems covered in this course: liberal market economies (including Australia), coordinated market economies, and Asian economies. Some guiding questions to structure your analysis are:

- Compare and contrast the two societies in terms of the literature on comparative institutions. Describe the main characteristics of ER in each country and compare their roles within each society.
- What is the role of unions and other structures of workplace representation in each country, and how are they different?
- How is the ER system in each country changing if at all? What are the current challenges?

The comparative analysis report is due on 29 April, before lecture in Week 8. A hard copy is due in class, and the electronic file must also be uploaded through Turnitin in Moodle. Students are not expected to do their own research on this topic beyond the material in the course outline (required and optional readings).

Case written report (35%)
2,000 words (optional appendix up to 400 words), 6 references

Five contemporary real-world cases with implications for employment relations in today’s workplace have been chosen for your analysis. They are:

1. The debate around reforming ER in Australia as represented by the Productivity Commission Report on Australian Workplace Relations
2. International buyer-supplier agreements in the Bangladeshi textile sector triggered by the Rana Plaza disaster
3. Ikea’s Global Sourcing Challenge
4. Qantas’ labour dispute of 2011 and its aftermath; and
5. The share economy and jobs

Doing research of your own beyond the class material provided, your task is to provide the following:

- A brief history and context of the case through which you show the significance of this case.
- What is the current state of the case? Who are the actors affected by the case and how are their interests represented, if at all?
- What are the prognostics for the future? If you were a neutral consultant on this case, what solutions or policy recommendations would you recommend in order to safeguard both economic productivity and workers’ voice and welfare? Refer to theories and concepts learned in class in order to justify your prescription.

Examples of the type of background research expected from students are: published research, mainstream media sources, and government, union, and company sources of information. Web-based sources whose legitimacy is not readily verifiable (e.g. private blogs) are not recommended. You may discuss the case with classmates; however, please note this is an individual assignment and you must do your own work.
The case report is due by 5pm on Wednesday, 15 June. A hard copy should be submitted in the School of Management Assignment Box (5th floor Business building) and the electronic file must also be uploaded through Turnitin in Moodle.

Case presentation (10%)

On the day that your chosen case is covered during the workshop, you will give a ten-minute presentation on the background and summary of the case. The presentation primarily aims to develop your communication skills. You are NOT expected to have completed your research and analysis of the case—this is what the written report is for.

Participation

To obtain outstanding participation marks, a student must have:

- Contributed to class discussion with insight;
- Been prepared for, actively engaged in and facilitated the engagement of others in in-class analysis of cases;
- Attended most lectures and workshops except where excused;
- Conducted oneself maturely and acted respectfully towards peers and instructors.

Assessment format

All assessments should be double-spaced with 1-inch margins, and use Times New Roman font size 12. Assessments that are two or more pages in length must be stapled—folded corners or loose pages are not acceptable.

Assessment submission

All assessments are to be submitted both in hard copy to the workshop instructor at the beginning of the relevant workshop and electronically via the Moodle course site. On Moodle, your file submission is automatically screened by Turnitin, a software that detects similarity between your submission and a variety of internet and non-internet based sources, including past student submissions in this course.

In case of conflicts in submission time, whichever assessment you turned in earlier (hard copy or electronic file) will constitute your submission time. Detailed instructions on handing in the final exam will be provided later in the semester.

Please download the assessment cover sheet from Moodle and attach to all assessments. Be sure to fill out the word count. The first page of files you upload to Moodle must be the assessment cover sheet (this will not count towards the word limit or be a source of trouble in detecting plagiarism).

Late Submission

Daily penalty of 5% except where previously excused.

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
Prescribed Readings

A full list of readings for each week is provided in Section 7 of this outline. The readings come from the textbook, three other books that have been placed in the library’s High Use Collection, and from sources that have been placed online in Moodle.

1. Textbook

The textbook is


It is available for purchase in the bookstore. However, you are NOT required to buy it – only some chapters are required reading – and copies have also been placed on the High Use Collection in UNSW libraries, allowing you to borrow them for a few hours each time.

2. Books in High Use Collection

In addition to Bamber, Lansbury & Wailes 2015 above, copies of the following have also been placed in the library’s High Use Collection.


3. Moodle

This course makes extensive use of Moodle as its on-line environment. All assessments must be submitted both on Moodle and in hard copy (see Assessment Submission). In addition, you can find the following information there:

- The course outline;
- All lecture slides (posted on the Thursday morning before each lecture);
- All readings except for those in the textbook or the High Use Collection;
- All material related to cases discussed in workshops;
- Additional information for assessment items;
- Updates and new information relevant to the course.

6 COURSE EVALUATION AND DEVELOPMENT

This course has been developed out of extensive research of world-wide practice in teaching employment relations, as well as UNSW’s own previous courses in industrial relations.

Each year, feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. In this course, we seek your feedback through regular communications with the course coordinator, and formally through the UNSW Course and Teaching Evaluation and Improvement (CATEI) process at the end of the term.
7 COURSE SCHEDULE
* Sources for readings are marked as follows:
HUC (High Use Collection in the UNSW library); W (Moodle course website)
HUC/T (High Use Collection/Textbook)

** All readings are required except where marked as optional.

Week 1  Introduction to course and overview


Week 2  Approaches to Employment Relations Systems + Liberal Market Economies and their ER

Workshop Case: Employment at Will


Optional:


Week 3  Australia and its ER

Workshop Case: Productivity Commission Report on Australian ER


Optional:


Week 5

Coordinated Market Economies and their ER

Workshop Case: Denmark: Globalization and the Welfare State.


Optional:


Week 6

Mid-term exam

Workshop Case: Chinese Businesses in Africa

Week 7

Asian economies and their ER

Workshop Case: Rana Plaza


Optional:


**Week 8**  
Globalization, Labour Rights, and Multinational Corporations

**Workshop Case:**  
IKEA’s Global Sourcing Challenge: Indian Rugs and Child Labor (A)


Optional:


W. IKEA’s Global Sourcing Challenge: Indian Rugs and Child Labor (B)

**Week 9**  
Workplace Representation

**Case:**  
Central Falls High School


Week 10

Workplace Dispute Resolution

Workshop Case: Qantas.


Optional:


Week 11

Flexibility, Gender, and Diversity

Workshop Case: Diversity role play


Optional:


Week 12  
Technology and Work

Workshop Case: Tiger Creek

Pessimism

The Economist Oct 4th 2014, Technology isn’t working (click here)

Chesley, N. “Workplace technology use may increase both employees’ distress and productivity”. Work in Progress, Blog of the American Sociological Association, Section on Organizations, Occupations, and Work (click here)

Optimism (new focus around manufacturing)


The Economist April 19, 2012. “A Third Industrial Revolution” (click here)

Optional:


Week 13  
The Future of Work

Workshop Case: The share economy and jobs


Optional:

# Course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Workshop Cases/Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 Mar</td>
<td>Introduction and Overview</td>
<td>No workshops</td>
</tr>
<tr>
<td>2</td>
<td>11 Mar</td>
<td>Approaches to Employment Relations Systems&lt;br&gt;Liberal Market Economies and their ER</td>
<td>Employment at Will&lt;br&gt;The Problem of American Capitalism</td>
</tr>
<tr>
<td>3</td>
<td>18 Mar</td>
<td>Australia and its ER</td>
<td>Productivity Commission Report on Australian ER</td>
</tr>
<tr>
<td>4</td>
<td>25 Mar</td>
<td>Public holiday—no classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid-term Exam</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>8 April</td>
<td>Coordinated Market Economies and their ER</td>
<td>Denmark: Globalization and the Welfare State</td>
</tr>
<tr>
<td>6</td>
<td>15 April</td>
<td><strong>Mid-term Exam</strong></td>
<td>Chinese Businesses in Africa</td>
</tr>
<tr>
<td>7</td>
<td>22 April</td>
<td>Asian economies and their ER</td>
<td>Governing Global Value Chains: Rana Plaza</td>
</tr>
<tr>
<td>8</td>
<td>29 April</td>
<td>Globalization, Labour Rights, and Multinational Corporations</td>
<td>IKEA: Indian Rugs and Child Labor (A)</td>
</tr>
<tr>
<td>9</td>
<td>6 May</td>
<td>Workplace Representation</td>
<td>Central Falls High School</td>
</tr>
<tr>
<td>10</td>
<td>13 May</td>
<td>Workplace Dispute Resolution</td>
<td>Qantas dispute</td>
</tr>
<tr>
<td>11</td>
<td>20 May</td>
<td>Flexibility, Gender, and Diversity</td>
<td>Diversity role play&lt;br&gt;Fair Work Australia &amp; equal pay</td>
</tr>
<tr>
<td>12</td>
<td>27 May</td>
<td>Technology and Work</td>
<td>Tiger Creek</td>
</tr>
<tr>
<td>13</td>
<td>3 June</td>
<td>The Future of Work</td>
<td>The share economy and jobs</td>
</tr>
</tbody>
</table>
**PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT**

**8 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 and are sought after by employers.

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.

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>Business 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>
</tbody>
</table>

| **2. Critical thinking and problem solving:** Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. |
| 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. |

| **3. Communication:** Our graduates will be effective communicators in professional contexts. |
| You should be able to: |
| a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and |
| b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose. |

| **4. Teamwork:** Our graduates will be effective team participants. |
| 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. |

| **5. Ethical, social and environmental responsibility:** Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice. |
| You should be able to: |
| a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and |
| b. Consider social and cultural implications of business and/or management practice. |
9 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: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz

10 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.

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program’ webpages: https://student.unsw.edu.au/program.

10.1 Workload

It is expected that you will spend at least nine to ten hours per week studying 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.

Information on expected workload: https://student.unsw.edu.au/uoc

10.2 Attendance

Your regular and punctual attendance at lectures and seminars, as well as in online activities, is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

10.3 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://student.unsw.edu.au/conduct
10.4 Health and Safety
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://safety.unsw.edu.au/.

10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. 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.

11 SPECIAL CONSIDERATION
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 for undergraduate and postgraduate courses:
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 > 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://student.unsw.edu.au/special-consideration
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.
12 STUDENT RESOURCES AND SUPPORT

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

- **Business School Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU provides academic writing, study skills and maths support specifically for Business 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.

- **Business 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. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  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

- **IT Service Centre**

- **UNSW Counselling and Psychological Services**
  https://student.unsw.edu.au/wellbeing 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

- **Student Equity & Disabilities Unit**
  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