MNGT8520
Quantitative Business Modelling

Course Outline
Session3, 2014

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PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS
Course Leader: Scott Muller
Mobile: +61 (0)404 448 187
+44 7 937 391 928
Email: scott.muller@unsw.edu.au

2. COURSE DETAILS

2.1 Teaching Times and Locations

<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Date</th>
<th>Lecture time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saturday</td>
<td>19 July 2014</td>
<td>2:00pm – 8:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>2</td>
<td>Sunday</td>
<td>20 July 2014</td>
<td>10:00am – 7:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>3</td>
<td>Monday</td>
<td>21 July 2014</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>4</td>
<td>Tuesday</td>
<td>22 July 2014</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>5</td>
<td>Thursday</td>
<td>24 July 2014</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>25 July 2014</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>7</td>
<td>Saturday</td>
<td>26 July 2014</td>
<td>2:00pm – 8:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>8</td>
<td>Sunday</td>
<td>27 July 2014</td>
<td>10:00am – 7:00pm</td>
<td>Cliftons, HK</td>
</tr>
</tbody>
</table>

2.2 Bad Weather Policy
Classes will be cancelled if a No. 8 or higher tropical cyclone warning signal or black storm warning is raised at any time from 3 hours before the start of the class. In the event of cancellation due to bad weather, make up classes may or may not be held depending on room/lecturer availability.

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

2.4 Summary of Course
This course teaches students the skills required to model, analyse and solve complex business problems that can affect a firm’s bottom line (i.e. its profit, revenue and costs).
2.5 Course Aims and Relationship to Other Courses

Every business uses numerical data. Those businesses strive to optimise their operations and finances (whether through profit maximisation or cost minimisation) and they necessarily rely on numerical data and quantitative modelling techniques to do so. Quantitative modelling is, therefore, of importance to all managers and it is a subject that relates both generally and often specifically to the full spectrum of other MBA courses.

2.6 Student Learning Outcomes

By the end of this course students will be able to:

1. Identify core variables of interest within quantitative business problems and understand how best to analyse such variables;
2. Make effective practical assumptions relating to the analysis of quantitative business data;
3. Design, build and manipulate (including conducting scenario and sensitivity analysis) complex numerical models relating to forecasting, optimisation and simulation; and
4. Understand and relay the limitations of each of the above models; and

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’).

<table>
<thead>
<tr>
<th>MBA Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal 1:</strong> Business Management Knowledge</td>
</tr>
<tr>
<td>Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations.</td>
</tr>
<tr>
<td><strong>Learning Goal 2:</strong> Critical Thinking</td>
</tr>
<tr>
<td>Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.</td>
</tr>
<tr>
<td><strong>Learning Goal 3:</strong> Communication</td>
</tr>
<tr>
<td>Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.</td>
</tr>
<tr>
<td><strong>Learning Goal 4:</strong> Teamwork</td>
</tr>
<tr>
<td>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 outcomes.</td>
</tr>
<tr>
<td><strong>Learning Goal 5:</strong> Responsible Business</td>
</tr>
<tr>
<td>Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business. Students should be able to consider the social and cultural implications of management practices and of business activities.</td>
</tr>
<tr>
<td><strong>Learning Goal 6:</strong> Leadership</td>
</tr>
<tr>
<td>Students should be able to reflect upon their own personal leadership style and the leadership needs of...</td>
</tr>
</tbody>
</table>
business and of teams.

**Learning Goal 7: International Perspective**

Students should understand the needs of undertaking business within a global context.

Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues.

**Learning Goal 8: Risk Management**

Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models.

Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments.

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 practised in class exercises 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>This course helps you to achieve the following MBA Program Learning Goals</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>
| Business Management Knowledge | Identify and apply appropriate business optimisation modelling theories and techniques to general management and business decisions within diverse situations. | • In-Class Exercises  
• Individual Assignment  
• Group Term Paper |
| Critical Thinking | Research and analyse complex issues and problems in business and develop appropriate models to augment the choice of optimum solutions. | • In-Class Exercises  
• Individual Assignment  
• Group Term Paper |
| Communication | Produce written documents and oral presentations that communicate effectively information for the intended audience and purpose | • In-Class Exercises  
• Individual Assignment  
• Group Term Paper |
| Teamwork | Participate collaboratively, effectively and responsibly in a team to achieve specified outcomes | • In-Class Exercises  
• Group Term Paper |
| Risk Management | Demonstrate an understanding of the limits in precision and the risks associated with business models | • In-Class Exercises  
• Individual Assignment  
• Group Term Paper |
3. LEARNING AND TEACHING ACTIVITIES

This course uses an adult-learning approach that stresses proactive and interactive teaching and learning. Direct student contribution, including critical and lateral discussion that reflects students’ readings and experiences, is expected and encouraged. Students must be willing and able to be proactive and self-driven in regard to mastering the content of this course.

This course is weighted towards practical application of theory through design, build and open discussion of quantitative models. Face-to-face sessions encompass both lectures and workshops because the course content must be first learned, then further practiced and performed in order to be perfected.

Lectures build student understanding of the main ideas and theories. Lectures include interactive learning processes and will synthesise materials from a range of sources. Workshops provide an interactive environment through which to enhance learning via collaboration.

To be effective, **students are required to undertake self-driven research and study in order to come to each lecture and workshop fully prepared.** Among other things, this involves:

1. Identifying practical business applications for the theory being learned and being prepared to fully explain and justify those choices;
2. Printing and reviewing the lecture overheads. Lecture overheads and supporting material will be made available via the Course Website;
3. Downloading any necessary data files for the relevant session. These files will be made available via the Course Website; and
4. Proactive self-driven research of appropriate Excel functionality if a student lacks understanding of same.

The course includes a variety of practical and experiential learning exercises, therefore students will be required to have access to a laptop during all sessions unless otherwise advised by the Lecturer. Students will be asked to form groups early in the course, therefore one laptop per group per class is sufficient. By actively and conscientiously engaging in groups in lectures and workshops, students will increase their confidence and competence across all the areas of the course.

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.
4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (including in-class exercises)</td>
<td>20%</td>
<td>n/a</td>
<td>Continuous</td>
</tr>
<tr>
<td>Individual Assignment</td>
<td>40%</td>
<td>Brief report PLUS 1 spreadsheet</td>
<td>To be held in the last face-to-face class of the course (i.e. the last Sunday of the Course)</td>
</tr>
<tr>
<td>Group Term Project</td>
<td>40%</td>
<td>5 page report PLUS 1 spreadsheet</td>
<td>Due four weeks after the last class of the course</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are three major assessment tasks:

1. **Individual Participation (including in-class exercises)** - progressively assesses a student’s contribution to the class environment and shared learning. Each student must also attempt all in-class exercises and present at least one exercise during the term (students will be randomly selected to present their solutions from time to time);

2. **Individual Assignment** – assesses a student’s ability to build an efficient and effective numerical model to solve of a business problem; and

3. **Group Term Project** – assesses the full learning of the course, along with teamwork and collaboration skills, via a major piece of group work. Students self-select groups of no more than 5 to model either a set question or a real business problem of their own choice.

4.3 Assessment Format

AGSM requires students to submit their work within the designated page limit and in the designated format in order to maintain a fair and equitable system. Any work presented outside the requirements will not be marked.

For guidelines on formatting and presenting your assignment, see [http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx#formatting](http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx#formatting)

4.4 Assignment Submission Procedure

Additional submission procedure information may be specified on separate assignment question sheets, the course website, or be advised by the Lecturer during the term.

4.5 Late Submission

AGSM MBA Program applies a daily penalty of 5% (of the maximum mark) to late assignments. This policy was reviewed in October 2009 in light of the fact that certain schools within the Australian School of Business apply a 10% penalty. The decision of
AGSM MBA HK following this review was that current 5% penalty is appropriate to all of our programs and will remain unchanged.

Refer to policy on [http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx#penalties](http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx#penalties)

### 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 and will not be related to course grades.

### 5. COURSE RESOURCES

The course overheads form the notes for this course. There is no prescribed text however students may find additional reference books useful learning and/or supporting resources. Several appropriate books may be accessed via university libraries.

**Course website**

The course website will be used for the dissemination of all course materials, including overheads (i.e. course notes) and other relevant material such as data files and assignment questions. You can access Moodle using your student number and zPass by visiting: [https://moodle.telt.unsw.edu.au/](https://moodle.telt.unsw.edu.au/)

### 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 will seek your feedback through a student survey at the end of the classes.
### 7. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Date</th>
<th>Events</th>
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</table>
| Saturday     | 2pm-8pm       | 19 July 2014 | General Modelling *(Class 1)*  
Spreadsheeting Essentials *(Class 2)*  
Case Study: Houses Inc |
| Sunday       | 10am-7pm      | 20 July 2014 | Forecasting *(Part 1)* *(Class 3)*  
Case Study: Sam’s Sausages  
Forecasting *(Part 2)* *(Class 4)*  
Case Study: Sth American Tinting |
| Monday       | 7pm-10pm      | 21 July 2014 | Optimisation *(Part 1)* *(Class 5)*  
Optimisation *(Part 2)* *(Class 6)* |
| Tuesday      | 7pm-10pm      | 22 July 2014 | Case Study: Ampol  
Case Study: Combo Corporation |
| Wednesday    |               |            | **No Class**                                                           |
| Thursday     | 7pm-10pm      | 24 July 2014 | VBA Essentials *(Class 7)* |
| Friday       | 7pm-10pm      | 25 July 2014 | Simulation *(Part 1)* *(Class 8)* |
| Saturday     | 2pm-8pm       | 26 July 2014 | Simulation *(Part 2)* *(Class 9)*  
Case Study: Refresh U |
| Sunday       | 10am-7pm      | 27 July 2014 | In-Class Individual Assessment  
*(n.b. this will assess Classes 1 to 6 inclusive)* |
| Four weeks thereafter | 24 August 2014 |            | Group Assessment due  
*(n.b. this will assess the entire course)* |
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1. PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business 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.

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Learning Goal 7: International Perspective
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Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models
Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments

2. 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://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm](http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm).

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 ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services>Referencing and plagiarism)

3. 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.


3.1 Workload
It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, 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 Blackboard or 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.

3.2 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

3.3 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

3.4 Occupational 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://www.ohs.unsw.edu.au/

3.5 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.

4. 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). Please contact the AGSM Hong Kong Office to make formal application for Special Consideration for the course/s affected as soon as practicable after the problem occurs. You will need to submit the originals or certified copies of your completed [Professional Authority form (pdf - download here)](https://student.unsw.edu.au/agsm) and other supporting documentation.

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

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

5. **STUDENT RESOURCES AND SUPPORT**

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

- **AGSM MBA Hong Kong Office**
  Hong Kong students please contact the office directly for immediate support:

  **Address:**
  Unit 2005-06, 20/F, Kinwick Centre,
  32 Hollywood Road, Central, Hong Kong,
  T: +852 2841 2802
  E: contact@agsm.com.hk

  **Office Hours:**
  Mon-Wed, Fri 9:00am – 6:00pm
  Thursday(s) 9:00am – 7:30pm

- **Moodle eLearning Support:** For online help using Moodle, follow the links from [https://student.unsw.edu.au/moodle](https://student.unsw.edu.au/moodle)

  **For login issues:**
  Contact the **UNSW IT Service Centre**.
  Hours: Monday to Friday: 8.00 a.m. to 8.00 p.m.
  Saturday and Sunday: 11 a.m. to 2.00 p.m.
  Email: ITServiceCentre@unsw.edu.au
  Phone: Internal – extension 51333
  External - +61 2 9385 1333
For assistance in using Moodle, including how to upload assessments:
Contact the AGSM eLearning Coordinator
Hours: Monday-Friday, 9.00 a.m. to 5.00 p.m.
Email: elearning@agsm.edu.au
Phone: Internal - x19541
         External - 02 9931 9541
         International - +61 2 9931 9541

For help with technical issues and problems:
Contact the External TELT Service Centre
Hours: Monday to Friday: 7.30 a.m. to 9.30 p.m.
       Saturday and Sunday: 8.30 a.m. to 4.30 p.m.
Email: externalteltsupport@unsw.edu.au
Phone: Internal - x53331
       External - 02 9385 3331
       International - +61 2 9385 3331

- **ASB Education Development Unit (EDU)**
  Academic writing, study skills and maths support specifically for ASB students.
  Services include workshops, online and printed resources, and individual consultations.
  EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: +61 2 9385 5584; Email: edu@unsw.edu.au
  Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit)

- **UNSW Learning Centre** [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  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**:
  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 Library Annexe (Ground floor)

- **UNSW Counselling and Psychological Services**
  [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)
  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, Quadrangle East Wing; Ph: +61 2 9385 5418

- **Student Equity & Disabilities Unit**
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  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; Ph: +61 2 9385 4734