SERV1001
Fundamentals of Tourism

Course Outline
Semester 2, 2012
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Jenny (Jiyeon) Lee
Room 3014, QUAD Building
Phone No: 9385 2696
Email: jylee@unsw.edu.au
Consultation Times – Monday (10:00am-noon), or by appointment

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures starting in Week 1 (to Week 12) take place at the Chemical Science Building M11 from 2:00pm to 5:00pm every Monday. Further information on the class time and location can be found on the School of Marketing website (http://www.timetable.unsw.edu.au/2012/SERV1001.html).

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

This course provides an overview of the dynamic and diverse travel and tourism industry. This course focuses on introducing a comprehensive model of tourism, discussing consumer behaviours, and addressing macro issues facing the industry.

2.4 Course Aims and Relationship to Other Courses

This course is an introductory course for students who wish to understand the travel industry and tourism systems. It focuses on addressing the fundamental concepts and ideas in tourism that are both related to and distinguished from other courses and disciplines. Upon completion of this introductory course, students will be able to extend critical thinking skills and knowledge of tourism fundamentals acquired in this course to more advanced courses in the degree.

The key objectives of this course are:

1. To understand the dimensions of the travel and tourism industry as well as its structure and scope;
2. To understand the dynamic and interactive nature of the travel and tourism industry;
3. To identify the major participants and forces shaping the tourism industry;
4. To understand tourists and their behaviours;
5. To identify the political, environmental, and social/cultural impacts of tourism; and
6. To identify external factors influencing the growth and development of tourism.

2.5 Student Learning Outcomes

By the end of this course, you should be able to:

1. Demonstrate an understanding of the key concepts and principles of tourism by linking them to real life examples;
2. Analyse the key elements of tourism systems and how these elements are interrelated;
3. Identify the major participants of tourism sectors and challenges and opportunities from their internal and external environments;
4. Demonstrate problem solving competencies in teamwork situations;
5. Utilize the relevant library resources to undertake research in tourism management; and
6. Competently and professionally present your work in both oral and written format.

ASB Graduate Attributes

This course contributes to your development of the following Australian School of Business Graduate Attributes, which are the qualities, skills and understandings we want you to have by the completion of your degree:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>ASB Graduate Attributes</th>
<th>ASB GA No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4</td>
<td>Critical thinking and problem solving</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Communication</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork and leadership</td>
<td>3</td>
</tr>
<tr>
<td>1, 2, 3</td>
<td>In-depth engagement with relevant disciplinary knowledge</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Professional skills</td>
<td>5</td>
</tr>
<tr>
<td>1, 2, 3, 4</td>
<td>Critical thinking and problem solving</td>
<td>6</td>
</tr>
</tbody>
</table>

To see how the ASB Graduate Attributes relate to the UNSW Graduate Attributes, refer to the ASB website (Learning and Teaching >Graduate Attributes).

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

This introductory course is structured to help you gain a basic understanding of the theories, concepts, and principles of tourism. It places an emphasis on the introduction of fundamental concepts and ideas in tourism and the application of these concepts to real-life examples in tourism management practices through various course activities. The lectures, class discussions and assignments are designed not only to enhance your understanding of key tourism concepts and current issues, but also to develop critical thinking and professional skills.
3.2 Learning Activities and Teaching Strategies

The structure of the course will include two-hour lectures in lecture-discussion format, and 1-hour tutorials where students will work on individual- and group-based activities and have an opportunity to meet the industry professionals. Formal learning-oriented lectures through the various topics covered in this course will be provided to support independent student study. They will not simply repeat material covered in the text, but aim to extend it and apply it to the real-life situations.

The tutorials, consisting of class discussions, guest speakers, and group work and presentations, are designed to encourage students to actively engage in discussions and develop critical thinking and professional skills. In particular, they allow students to further explore tourism concepts and principles learned in lectures and apply them to real life situations. They also enable students to integrate, synthesize, and present material through collaborative activities.

In order to enhance learning experience, students are strongly encouraged to prepare for class by reading the prescribed course material prior to attending lectures, sharing your diverse views and experiences related to course topics, and carrying out the assessment tasks.

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

This course emphasizes both individual and team efforts to enhance students’ learning outcome and accomplish its objectives.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>ASB Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
<td>1, 2</td>
<td>1, 4</td>
<td>2 hours</td>
<td>Aug 27 (Week 7)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
<td>1, 2</td>
<td>1, 4</td>
<td>2 hours</td>
<td>Oct 7 (Week 12)</td>
</tr>
<tr>
<td>Group project report &amp; presentation</td>
<td>50%</td>
<td>1, 4, 5, 6</td>
<td>1, 2, 3, 4, 5</td>
<td>Less than 15 pages (reports) 15 minutes (oral presentation)</td>
<td>Sep 24 (Week 10) Sep 10-24 (Weeks 8-10)</td>
</tr>
</tbody>
</table>
In-class activities and participation

<table>
<thead>
<tr>
<th></th>
<th>10%</th>
<th>1, 2, 3, 4</th>
<th>1, 2, 5</th>
<th>3 hours</th>
<th>Ongoing</th>
</tr>
</thead>
</table>

**Exams (Exam 1: 20%, Exam 2: 20%)**

There will be two, non-comprehensive exams in this course to evaluate your understanding of the material discussed in class and to provide timely feedback of your performance. Each exam will include all material from the textbook, classroom discussion, and any supplementary reading provided by the lecturer. You are responsible for all material in the text, even if it is not covered in class. The exams will cover the information presented during the portion of the class beginning on the course outline and will not be cumulative. Exams will consist of multiple-choice, true/false questions, fill-in blank, word-matching, and/or short answer questions.

There will be no makeup mid-term exam unless you have an excused absence (e.g., participation in either University authorized activities or legal proceedings that require your presence, death or major illness in your immediate family, religious holiday, confinement due to illness, or required participation in military duties). To be excused you must notify me in writing (acknowledged e-mail message is acceptable) prior to the date of absence (by the end of the second working day after the absence), and provide me with appropriate documentation for the absence. Failure to notify and/or document properly will be counted as an unexcused absence.

**Group Project Written Report (35%) & Oral Presentation (15%)**

Group projects enable you to integrate, synthesize, and present material through collaborative activities. Working as a group facilitates peer learning and encourages you to develop analytical and cognitive skills within group dynamics (i.e., conflict management and resolution, flexibility, negotiation and compromise, and organizational and time management), which is a crucial graduate attribute. In particular, this assignment allows students to further explore concepts and strategies learned in lectures and apply them to real life situations.

The specific objectives of this group project are:

1. To give students in SERV1001 experience in conducting both secondary and primary research; and
2. To provide students with experience in working as groups, both for oral and written presentations.

This assignment consists of four components: (1) action plan (due in week 3); (2) written paper (due in week 10); (3) oral presentation (to be determined in week 2).

A. **Action plan (due in week 3)**

In Week 2, you are to organise yourself into a group of 4 students for the group assignment. If you are absent, you will be randomly allocated into one of the groups. There will be no changes in groups at any point, or for any reason, after Week 3.

For the group action plan, your group is to write a 1-page report regarding group members and their roles and responsibility. This assignment is to minimise the chance of problems and conflict occurring among group members in a group project at the outset of the project. It is best to organise the group into defined areas of responsibility to specialise the efforts, avoid duplication and improve communications.
Although there is no specific structure required for this report, it should contain the following information:

- The name of the team and individual group members
- An outline of the roles and responsibilities of each group member
  - What tasks need to be done? Who will do what?
  - Also nominate a spokesperson who liaises with the lecturer when required and select a minute keeper for group meetings. Documented minutes should be kept in case of any dispute over the allocation of marks to group members.
- A group schedule of meeting times and locations for working on the assignment
- A statement that you have read and understood the UNSW Plagiarism guidelines, signed by each group member

There will be no mark allocated for this assignment, but the submission of the detailed action plan is compulsory to receive marks for the group work. That is, you won’t receive any mark on your group assignment without submission.

B. Written paper (due in week 10)

Your group is required to submit a written paper on a topic which will be assigned to each group in week 2. The length of the report is no more than 15 pages, excluding references and appendices. It should be typed and properly formatted (i.e., 1.5 lines-spaced, 2.54cm margins, and 11 pt font), and include a list of references using either Harvard or APA style. Any assignment which is not typed will not be accepted.

Assessment criteria of the written report will be distributed in class and also posted in Blackboard. Further information on the project will be provided in the first two weeks of classes.

C. Oral presentation (due in week 8-10)

In addition to written papers, your group will make a 15-minute presentation starting from Sep 10 to Sep 24 (week 8-10) in class. At the beginning of your presentation day, your group should turn in a copy of your slides (if PowerPoint is used, printed 4 per page) or other presentation materials.

In order to obtain a high mark, you should consider:

1. making use of the audio-visual materials and equipment available (e.g., chalkboard, overhead projector, slide projector, VCR and television, flip chart/stand, dressing-up in some form of costume, signs/posters, music/audio players);
2. showing the class in advance how your presentation is structured and organized; and
3. being creative in planning and implementing your oral presentation [e.g., using a game/talk show as the structure for presenting information, preparing a videotape, using skits or music to emphasize key points, taping (video and/or audio) interviews, etc.].

Assessment criteria of the oral presentation will be posted in Blackboard.
D. Peer evaluation (due in week 8-10)

Each student must submit a completed peer evaluation form (available in Blackboard) on the date when you are scheduled to present. Depending on the outcome of peer evaluation, group members may be allocated different marks. Therefore, it is in your best interest to ensure you meet your group obligations and submit a report and deliver an oral presentation of high quality. The form will be available in Blackboard.

In-Class Activities and Participation (10%)

In order for students to encourage active learning and evaluate critical thinking and communication skills in lectures and tutorials, 10% of the final mark will be assessed on their performance on in-class activities and participation. Active participation means coming to class ready to discuss the day’s topic with relevant personal experiences and/or timely news events. During the class, the lecturer will call on students who are not participating or pass over students who have already participated.

Additionally, your understanding of the course material will be assessed through in-class activities on an individual or group basis. The quality of performance and timely completion will result in full credit for these activities and will be assigned an equal number of points and added to compute this portion of your final mark. No make-ups will be accepted, thereby requiring your regular attendance.

Your participation will be monitored over the course and marks will be awarded as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 80% attendance as required by school.</td>
<td>0</td>
</tr>
<tr>
<td>Attendance requirement met but does not contribute thoughtfully to class activities or is not prepared.</td>
<td>1</td>
</tr>
<tr>
<td>Attendance requirement met but only contributes when asked directly.</td>
<td>2</td>
</tr>
<tr>
<td>Attendance requirement met and contributes to class activities and discussions.</td>
<td>3</td>
</tr>
<tr>
<td>Attendance requirement met and contributes to class activities and discussions in a relevant and constructive way. Clear evidence of preparation and reading.</td>
<td>4</td>
</tr>
<tr>
<td>Attendance requirement met and demonstrates excellence in contribution to class activities and discussion.</td>
<td>5</td>
</tr>
</tbody>
</table>

4.3 Late Submission

Any written assignment must be handed in at the end of class on the day it is due. Assignments handed in after they are due will receive a maximum of half-credit. No assignments will be accepted for credit more than one week after they are due date.

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 textbook for this course is:


Supplementary textbook that you may find useful is:


The website for this course is on UNSW Blackboard at:

http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp

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 CATEI evaluations and informal student feedback. Feedback from previous students indicated satisfactory quality of the course and lecturer’s teaching (100% on overall rating). As a result of this feedback, the lecturer will employ similar teaching methods and strategies to those in last year.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>References/Readings</th>
<th>Class Activities/Dues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jul 16</td>
<td>Introducing tourism and the travel industry</td>
<td>Ch 1</td>
<td>Review of course syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UNWTO Tourism Highlights</td>
<td>Intro</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(<a href="http://www.unwto.org/facts/menu.html">http://www.unwto.org/facts/menu.html</a>)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jul 23</td>
<td>Marketing to the travelling public</td>
<td>Ch 2</td>
<td>Group formation and topic assignment</td>
</tr>
<tr>
<td>3</td>
<td>Jul 30</td>
<td>Delivering quality tourism services</td>
<td>Ch 3</td>
<td>Due: Action plan</td>
</tr>
<tr>
<td>4</td>
<td>Aug 6</td>
<td>Bringing travellers and tourism suppliers together</td>
<td>Ch 4, 5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Aug 13</td>
<td>Transportation</td>
<td>Ch 6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Aug 20</td>
<td>Attractions and entertainment</td>
<td>Ch 9</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Aug 27</td>
<td><strong>Exam 1</strong></td>
<td>Ch 1, 2, 3, 4, 5, 6, 9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sep 3</td>
<td><strong>Mid-semester break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Sep 10</td>
<td>Destinations Economic and political impacts of tourism</td>
<td>Ch 10, 11</td>
<td>Group project oral presentation (1)</td>
</tr>
<tr>
<td>10</td>
<td>Sep 17</td>
<td>Environmental and social/cultural impacts of tourism</td>
<td>Ch 12</td>
<td>Group project oral presentation (2)</td>
</tr>
<tr>
<td></td>
<td>Sep 24</td>
<td>Sustainable tourism development in Australia</td>
<td>Ch 13</td>
<td>Group project oral presentation (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Due: written report</td>
</tr>
<tr>
<td>11</td>
<td>Oct 1</td>
<td><strong>Public Holiday (Labour Day)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Oct 7</td>
<td><strong>Exam 2</strong></td>
<td>Ch 10, 11, 12, 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct 16</td>
<td>Examination period (No class)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 This course calendar is subject to change at the discretion of the lecturer. Changes will be announced within an appropriate time frame.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 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 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.

To see if you understand plagiarism, do this short quiz:
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

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

2 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.


2.1 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.
2.2 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.

2.3 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

2.4 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/.

2.5 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.

3 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 and other supporting documentation to Student Central. For more information, please study carefully 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.

ASB Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:
The policy of the School of Marketing is that the lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require a composite mark of at least 50 and meeting the obligation to have attended 80% of lectures.

3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam:
Applications for special consideration in relation to the final exam are considered by an ASB Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for ASB supplementary exams for Session 1, 2012 are:
   - 28 November 2012 – exams for the School of Accounting
   - 29 November 2012 – exams for all Schools except Accounting and Economics
   - 30 November 2012 – exams for the School of Economics

   If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. Supplementary exams will not be held at any other time.

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will be
ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

The ASB’s Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at: http://www.asb.unsw.edu.au/currentstudents/resources/forms/Documents/supplementaryexamprocedures.pdf.

4 STUDENT RESOURCES AND SUPPORT

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

- **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: 9385 5584; Email: edu@unsw.edu.au

- **ASB Student Centre** [http://www.asb.unsw.edu.au/requests](http://www.asb.unsw.edu.au/requests)
  
  Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, ASB Building; Ph: 9385 3189

- **Blackboard eLearning Support**: For online help using Blackboard, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to UNSW Blackboard Support / Support for Students. For technical support, email: itservicecentre@unsw.edu.au; Ph: 9385 1333

- **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: 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: 9385 4734