

TABL2712 Business Ethics and the Law

Course Outline Semester 1, 2017

Part A: Course-Specific Information
**Part B: Key Policies, Student Responsibilities
and Support**

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Rob Nicholls

Room Quad 2062

Phone No: +61 2 9385 3251

Email: r.nicholls@unsw.edu.au

Consultation Times – by appointment on Tuesday, Wednesday or Thursday

2 COURSE DETAILS

2.1 Teaching Times and Locations

Seminars start in Week 1 and run to Week 12.

The time and location are 15:00 – 18:00 on Thursdays in UNSW Business School G21.

There are no separate tutorial sessions.

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

Society increasingly demands ethical and social responsibility. This course provides an ethical dimension to the conduct of contemporary commerce in Australia. Although ethics exist independently of the law, legislative and common law developments are increasingly imposing higher standards of commercial morality. This course examines the conceptual basis of ethical behaviour and the increasing attempts by the law to prescribe ethical behaviour. The course uses a case studies approach.

2.4 Course Aims and Relationship to Other Courses

TABL 2712 Business Ethics and the Law course is an elective offered by the School of Taxation and Business Law. The course aims to equip students with an understanding of business ethics. The course can be completed on its own or as part of a major offered by the School of Taxation and Business Law.

2.5 Student Learning Outcomes

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

1. apply critical thinking skills in the analysis of ethical problems and in determining appropriate courses of action;
2. trace the development of the law in relation to issues involving fairness, unconscionability and deception;
3. comprehend the role and function of regulatory authorities and codes of conduct and apply this comprehension to commercial life;
4. analyse case studies that raise moral issues in business;
5. analyse of the ethics of certain business practices and of corporate responsibilities; and
6. examine appropriate codes of ethics for professional advisers.

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 undergraduate 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').

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

| Business Undergraduate Program Learning Goals and Outcomes | |
|---|---|
| 1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts. | You should be able to select and apply disciplinary knowledge to business situations in a local and global environment. |
| 2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers. | You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions. |
| 3. Communication: Our graduates will be effective professional communicators. | You should be able to: <ul style="list-style-type: none"> a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner. |
| 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 the ethical, social, cultural and environmental implications of business practice. | You should be able to: <ul style="list-style-type: none"> a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and b. Identify social and cultural implications of business situations. |

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):

| Program Learning Goals and Outcomes | | Course Learning Outcomes | Course Assessment Item |
|---|-----------|--|--|
| <i>This course helps you to achieve the following learning goals for all Business undergraduate students:</i> | | <i>On successful completion of the course, you should be able to:</i> | <i>This learning outcome will be assessed in the following items:</i> |
| 1 | Knowledge | 1. understand the role and function of regulatory authorities and codes of conduct in commercial life; | <ul style="list-style-type: none"> • Class participation • Seminar presentation • Forum |

| Program Learning Goals and Outcomes | | Course Learning Outcomes | Course Assessment Item |
|-------------------------------------|--|--|---|
| | | 2. be able to analyse case studies that raise moral issues in business; 3. understand of the ethics of certain business practices and of corporate responsibilities; and 4. understand the rationale behind codes of ethics for professional advisers. | <ul style="list-style-type: none"> Research essay |
| 2 | Critical thinking and problem solving | 1. apply critical thinking skills in the analysis of ethical problems and in determining appropriate courses of action; and 2. analysis of case studies that raise moral issues in business. | <ul style="list-style-type: none"> Seminar presentation Forum Research essay |
| 3a | Written communication | Construct written work which is logically and professionally presented. | <ul style="list-style-type: none"> Research essay |
| 3b | Oral communication | Communicate ideas in a succinct and clear manner. | <ul style="list-style-type: none"> Class participation Seminar presentation |
| 5a. | Ethical, social and environmental responsibility | Identify and assess environmental and sustainability considerations in a business environment. | <ul style="list-style-type: none"> Research essay |
| 5b. | Social and cultural awareness | Identify and assess ethical issues in a business environment. | <ul style="list-style-type: none"> Research Essay |

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

Our meetings will use a mix of lecture style teaching, examination of case studies and student led seminars. These student-led seminars are an essential part of learning in this course. The purpose of the seminars is to discuss in detail case studies relating to business ethics and the law. Active student involvement is encouraged as a way of promoting a deeper awareness and understanding of legal principles. In Week 2, students will be allocated seminar presentation (one on a case and the other on a case study set out on Moodle) to be done during class in a week scheduled on Moodle. Seminar presentations commence in Week 3. Students must do their seminar presentations in their allocated weeks. The purpose of student seminar presentations is for the group to lead discussion on specific issues that impact on business ethics.

3.2 Learning Activities and Teaching Strategies

This course is conducted with the aim of promoting student-centred learning. This aim will be achieved by encouraging students to engage with the topics presented in the course through independent research on the internet and electronic databases as part of the weekly seminar presentations and contributions to Moodle Forums on a case study for each week. The assessment in this course is designed to promote students' understanding of contemporary ethical challenges and the various paradigms for resolving such challenges.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50;
- attend at least 10 meetings; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

| Assessment Task | | Weight | Length | Due Date |
|-----------------------|----------------------|--------|---|---|
| Seminar Presentations | | 20% | 10 minutes plus 10 minutes of questions | Scheduled on Moodle |
| Forum Contribution | Part A | 20% | About 100 words per week for 10 weeks | 3 pm on Thursday in each of Weeks 3 to 12 |
| | Part B | | Reflective piece of 300 words | 6 pm on Friday 26 May on Turnitin |
| Class Participation | | 10% | 200-word advocacy piece | 6 pm on Friday 26 May on a Wiki |
| Research Essay | Part A | 50% | Annotated bibliography of 5 sources | 6 pm on Friday 24 March on Wiki |
| | Part B | | 1 peer review | 6 pm on Friday 31 March on Wiki |
| | Part C – Final essay | | 3,000 words | 6 pm on Friday 2 June on Turnitin |
| Total | | 100% | | |

Seminar Presentation

Students are expected to present on the case and the case study provided on Moodle in a group with all members making an equal contribution to the oral part of the seminar. A marking rubric for the seminar presentation will be posted on Moodle. The presentation (or a link to it) must be emailed to the Course Coordinator by close of business of the day of the presentation and a two page summary of the key points must be attached to that email.

Forum Contribution

For each of ten weeks there will be a question for discussion by the whole class. Each student is expected to contribute to that discussion. The discussion for each week will be on a forum on Moodle. A rubric for contributions will be provided on Moodle. Students will be asked to reflect on their forum contributions by selecting their best three

contributions and supporting those with a 300-word reflective piece to be submitted in Week 12. The maximum mark available will be 20% times the number of forum posts divided by ten.

Class Participation

Students will work in groups to address business case studies that raise legal and ethical issues. At times these will be small groups (one sixth of the total class size) and at other times this will be as the whole class. Students will be asked to recommend a mark and to support that recommendation with a 200-word advocacy piece to be submitted in Week 12. There will be no marks for missed sessions. That is, the mark awarded will be scaled by the proportion of sessions attended.

Research Essay

As part of the preparation for the research essay, students will prepare an annotated bibliography of 5 sources that they anticipate using in the research essay. The annotated bibliography must be posted to the Wiki on Moodle by 6 pm on Friday 24 March. Each student must then select another annotated bibliography to mark using the rubric provided on Moodle. Each annotated bibliography will be marked by one other student and the results posted to the Wiki. The annotated bibliography will be assessed for 20% of the total marks for the research essay.

Students will undertake a research essay as part of their assessment and the subject of the essay will be posted on Moodle in Week 1. Students will be required to undertake research in areas related to the course and to analyse a problem designed to assess students' understanding of key issues raised in the course. A marking rubric for the research essays will be posted on Moodle. The research essays must be submitted using the Turnitin box on Moodle by 6 pm on 2 June on Turnitin.

4.3 Late Submission

Late submission is not expected except where Special Consideration has been applied for and granted. If you anticipate being late in submitting the research essay, please email the Course Coordinator as soon as is practicable. Assessment tasks that are submitted after the due date and time without prior written approval will have 20% deducted per day late. Please note: penalty marks will be imposed immediately after the due date. Any paper submitted 5 or more days late (that is, 5 or more days after the due date) will not be marked and you will be awarded a score of zero.

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>

The textbook for this course is:

Moral Issues in Business, 3rd Asia Pacific Edition by William H Shaw, Vincent Barry, Theodora Issa, Bevan Catley and Donata Muntean, 2016. This book is available from the UNSW Bookstore and the required readings are drawn from this book and supplemented by readings from law set out on Moodle.

The Moodle website will include recommended readings for each week as well as the case studies for the student led seminars and the online discussions.

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 myExperience survey 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 responses and a variety of surveys. Feedback from previous students indicated that three hour meetings were too long and that class participation should be assessed. As a result of this feedback, some of the material will be provided prior to the face-to-face session and the quiz has been dropped. As this is the first time that this approach and the textbook has been used, students will be asked to provide feedback on mechanisms to improve the course throughout the semester.

7 COURSE SCHEDULE

| COURSE SCHEDULE | | | |
|--|------------------------------|--|--|
| Date | Topic | Required reading from set text | Other activities / assessment |
| Week 1 2 March | Introduction | None – materials on Moodle | |
| Week 2 9 March | Business morals | Chapter 1: Seeing the moral dimension of business | Forum 1 |
| Week 3 16 March | Ethical theories | Chapter 2: Normative theories of ethics | Student seminar topic 1 Forum 2 |
| Week 4 23 March | Capitalism | Chapter 3: The nature of capitalism | Student seminar topic 2 Forum 3 Annotated bibliography due |
| Week 5 30 March | CSR and corporate governance | Chapter 4: Corporate social responsibility and corporate governance | Student seminar topic 3 Forum 4 Peer review due |
| Week 6 6 April | Consumption | Chapter 5: The morality and ethics of consumption | Student seminar topic 4 Forum 5 |
| Week 7 13 April | International business | Chapter 6: International business: Moral and ethical issues | Student seminar topic 5 Forum 6 |
| Mid-semester break: Friday 14 – Saturday 22 April inclusive | | | |
| Week 8 27 April | The environment | Chapter 7: Environmental ethics in business | Student seminar topic 6 Forum 7 |
| Week 9 4 May | Organisational ethics | Chapter 8: The organisation: Ethical and moral issues | Student seminar topic 7 Forum 8 |
| Week 10 11 May | Workplace issues | Chapter 9: Ethics at work | Student seminar topic 8 Forum 9 |
| Week 11 18 May | Leadership and culture | Chapter 10: Ethics, leadership and culture | Student seminar topic 9 Forum 10 |
| Week 12 25 May | Capstone | Chapter 11: Putting it all together: Towards moral and ethical decision-making | Student seminar topic 10 Class participation advocacy piece due Forum reflective piece due |
| Week 13 | <i>NO LECTURE</i> | | Research essay due by 6 pm on Friday 2 June on Turnitin |

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.

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 Business 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.

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

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 the ethical, social, cultural and environmental implications of business practice.

You will be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

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>

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).

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 or in online learning 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 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.

11 SPECIAL CONSIDERATION

For UG and PG courses:

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 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.

Business School Protocol on requests for Special Consideration for Final Exams:

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 at least meeting the requirements set out in Part A 4.1.
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 in undergraduate and postgraduate courses:

Applications for special consideration in relation to the final exam are considered by a Business School 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 Business School supplementary exams for Semester 1, 2017 are:

| | |
|-------------------------------|--|
| Tuesday 11 July 2017 | Exams for the School of Accounting, Marketing |
| Wednesday 12 July 2017 | Exams for the School of Banking and Finance, Management, Risk and Actuarial Studies |
| Thursday 13 July 2017 | Exams for the School of Economics, Taxation and Business Law, Information Systems |

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. Absence from a supplementary exam without prior notification does not entitle the student to have the original exam paper marked, and may result in a zero mark for the final exam.

The Supplementary Exam Protocol for Business School students is available at:
<http://www.business.unsw.edu.au/suppexamprotocol>

Special Consideration and assessments other than the Final Exam in undergraduate and postgraduate courses:

Apply to the Lecturer in Charge in writing before the due date of all tasks worth less than 20%. Tasks worth 20% or over should go through the online system in myUNSW.

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 offers 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 7577 or 9385 4508; 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 services and facilities for students**
<https://www.library.unsw.edu.au/study/services-for-students>
- **IT Service Centre:**
<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**
<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
- **Disability Support Services**
<https://student.unsw.edu.au/disability>
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