



UNSW Course Outline

EDST5314 Building Resilience in the Workplace - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5314

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Online

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In this course, you will learn about the importance of resilience and wellbeing among educators. With foundations in theory and empirical research, this course is also highly practical. You will acquire knowledge of evidence-based strategies for maintaining and promoting your own

wellbeing, as well as resources and strategies relevant to school leaders (e.g., principals, head teachers) aiming to promote broader change. You will learn about the importance of educator wellbeing and resilience for thriving students, teachers, and schools, as well as issues specific to certain types of educators (e.g., principals, early career teachers).

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain research- and theory-based concepts of wellbeing and resilience as they relate to workplaces in the education industry
CLO2 : Identify key outcomes that are associated with educator wellbeing and resilience
CLO3 : Generate and implement key evidence-based strategies for promoting your own wellbeing as an educator at the class and school levels

Course Learning Outcomes	Assessment Item
CLO1 : Explain research- and theory-based concepts of wellbeing and resilience as they relate to workplaces in the education industry	<ul style="list-style-type: none">• Wellbeing and Resilience Report• Reflection and Personal Plan
CLO2 : Identify key outcomes that are associated with educator wellbeing and resilience	<ul style="list-style-type: none">• Wellbeing and Resilience Report• Reflection and Personal Plan
CLO3 : Generate and implement key evidence-based strategies for promoting your own wellbeing as an educator at the class and school levels	<ul style="list-style-type: none">• Wellbeing and Resilience Report• Reflection and Personal Plan

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Teaching strategies and rationale

The educational research underpinning this course highlight how students learn best when:

- engaged and given an appropriate level of challenge,
- prior experience and knowledge are valued and built upon,
- expected to take responsibility for their own learning, and
- working collaboratively with their peers.

Thus, teaching strategies will include:

- explicit teaching through scheduled synchronous online sessions,
- assigned reading and/or listening to audio-visual materials to foster your interest and support your learning,
- peer and instructor interaction via online sessions and forums to allow the opportunity to demonstrate your capacity to communicate within a supportive and inclusive environment,
- online modules/activities to permit flexible interaction with relevant theoretical frameworks, current research, and the collective expertise of your peers, and
- structured occasions for reflection on critical issues in order to make clear links to your professional practice.

Overall, interactive activities and assessment tasks are designed to help you clarify, apply, and explore key themes experienced in your current or prospective practice in education.

After each interactive session you would benefit from the following actions:

- consolidate and review your notes and additional materials,
- research and read around specific issues and areas of interest,
- consider points raised in discussion and/or feedback, and
- continue to prepare, plan, and progress through the assessment tasks.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
6.1.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	2
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	1

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Wellbeing and Resilience Report Assessment Format: Individual	40%	Due Date: 14/10/2024 05:00 PM
Reflection and Personal Plan Assessment Format: Individual	60%	Due Date: 18/11/2024 05:00 PM

Assessment Details

Wellbeing and Resilience Report

Assessment Overview

Task 1. Assignment. 2000 words. Students will receive written feedback within 10 business days of submission.

Course Learning Outcomes

- CL01 : Explain research- and theory-based concepts of wellbeing and resilience as they relate to workplaces in the education industry
- CL02 : Identify key outcomes that are associated with educator wellbeing and resilience
- CL03 : Generate and implement key evidence-based strategies for promoting your own wellbeing as an educator at the class and school levels

Detailed Assessment Description

Task: Wellbeing and resilience report.

- You will critically evaluate key literature related to wellbeing and resilience. To do this, you will write a persuasive report about the importance of attending to educator wellbeing and resilience at school.
- This assignment will help you develop understanding of the course content, critical thinking skills, research and evaluation skills, and the correct use of APA referencing style.

Please address the following points:

- Target audience? State at top of report (e.g., principals or policymakers from NESAs).
- What are wellbeing and resilience? Define in your own words (while citing the literature). This should be reader-friendly and draw from the academic literature.
- Why are wellbeing and resilience particularly relevant for teachers? Explain the nature of teaching work and make a persuasive case for why wellbeing and resilience are important in this context. Include authentic links to literature using your own words.
- What are the research-supported outcomes that may result from efforts to support teachers' wellbeing and resilience? Describe at least 3 research-supported outcomes. Include outcomes relevant to educators as well as students. Example outcomes include teachers' job satisfaction, work engagement, less teacher absenteeism, and greater student achievement.
- Conclusion? Include a paragraph that summarises main points from your sections.

Important notes for the persuasive report:

- At the top of your report, identify the target audience.
- Refer to at least 6 academic sources (e.g., journals, books).
- This report should be written in third person.
- Include brief definitions of key terms and constructs (e.g., burnout, autonomy)
- Use quotes sparingly. I would like to see paraphrasing in your own words instead. This helps

to show your understanding much more than quotes.

- You are strongly encouraged to copy the questions from above into your response to use as subheadings. The wording for the questions will not count towards the word count.
- The occasional use of dot points is acceptable for this assessment as this will make the report more accessible for the audience (who tends to have limited time and will want a concise and informative report).
- This assessment should be double-spaced, size 12 font, and written in APA style; see the following website for assistance with this: <https://www.student.unsw.edu.au/how-cite-references-apa-style>
- The UNSW Learning Centre can provide support for academic writing and referencing styles: <https://student.unsw.edu.au/skills>
- The assessment should be submitted through Turnitin (see Turnitin submission link in the Assessment 1 section of the course Moodle page).

Assessment Length

2,000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5314 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Wellbeing and Resilience Report• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Understanding of the task and its relationship to relevant areas of theory and research• Clarity and accuracy in use of key terms and concepts in relation to wellbeing and resilience• Identification of the target audience• Clear definition of wellbeing and resilience in own words	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Strong justification with authentic links to literature on the importance of teachers' wellbeing and resilience• In-depth description of research-based outcomes (for educators and students) that are associated with teachers' wellbeing and resilience	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Clear links to research to support the report's main points• Reference to at least 6 academic sources	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of overall structure• Clarity and coherence of organisation, including the use of headings and dot points for readability	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity, consistency, and appropriateness of writing including punctuation, spelling, and sentence structure• Correct referencing according to APA for in-text and final reference list• Word count is within 10% of the 2000-word limit (reference list is not included in word count)	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 40%
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Reflection and Personal Plan

Assessment Overview

Task 2. Essay. 3500 words. Students will receive written feedback within 10 business days of submission.

Course Learning Outcomes

- CL01 : Explain research- and theory-based concepts of wellbeing and resilience as they relate to workplaces in the education industry
- CL02 : Identify key outcomes that are associated with educator wellbeing and resilience
- CL03 : Generate and implement key evidence-based strategies for promoting your own wellbeing as an educator at the class and school levels

Detailed Assessment Description

Task: Reflection and personal plan.

- You will reflect on your experiences of wellbeing and resilience at work and interpret these by making links with the course readings.
- You will also develop a personal plan for supporting your wellbeing and resilience at work.
- This assignment will help you make links between course content and your own practice as an educator.
- It will also further build your familiarity with the main theories and research covered in the course.

Part 1. Reflection (recommended length: 800-1,000 words).

- Describe your working context and the unique challenges and supports that you have as an educator in this job.
- Consider the following questions and make authentic links to the knowledge you have gained from the assigned readings.
 - What are some unique challenges you experience in your working context?
 - What are some supports provided to you in your working context and beyond (e.g., from friends/family)?
 - How have the assigned readings and the course content informed your understanding of your workplace challenges/supports and your wellbeing/resilience? Make authentic links to the literature we have covered.
 - Provide details about one way in which your perceptions of your workplace wellbeing/resilience have changed as a result of the course?

Part 2. Personal plan (recommended length: 2,500-2,700 words).

- **Choose one area** in which your wellbeing/resilience could be better supported (e.g., stress from high workload, stress from negative interactions with students or their parents).
- **Identify** specific practices/strategies you could put in place to better support your wellbeing and resilience.
- **Make links** to theories/constructs/practices we have covered in this course.

To address these aspects, include answers to the following questions:

- What are the goals of your personal plan (e.g., to reduce workload stress)? Why is this important to address?
- What theories covered in the course are relevant (include at least 2 theories; make sure you define key terms briefly)? Why?
- What specific actions can you undertake to meet the goals (relevant to resources, time, activities, etc.)? Provide practical details so that someone could read your plan and know precisely what you will do.
- Are there any supports needed to help you successfully undertake these actions from your workplace, family, friends etc.?
- What challenges are there to implementing these actions? How can these be addressed?
- What evidence-based outcomes are associated with these types of actions (e.g., job satisfaction, student achievement, lower absenteeism)?

- How could you feasibly and practically assess the effectiveness of the plan? What would you be looking for?

Important notes:

- First-person language is appropriate (as this is based upon your experiences).
- **Please copy the questions into your response and write your comments below each one.** The wording for the questions will not count towards the word count.
- A key aim of the personal plan is to provide a practical resource, so provide specific and detailed practical actions and strategies you can undertake to improve/evaluate your wellbeing and resilience. These should be based on academic literature and refer to how you will implement (questions 3-5) and assess (question 7) the plan.
- Make clear and authentic references to relevant literature we have covered in class.
- Use direct quotes from sources sparingly. Paraphrase quotes into your own word wherever possible as it better shows your depth of understanding.
- Dot points are acceptable (and may help you to keep within the word limit).
- This assessment should be double-spaced, size 12 font, and written in APA style; see the following website for assistance with this: <https://www.student.unsw.edu.au/how-cite-references-apa-style>
- The UNSW Learning Centre can provide support for academic writing and referencing styles: <https://student.unsw.edu.au/skills>
- The assessment should be submitted through Turnitin (see Turnitin submission link in the Assessment 2 section of the course Moodle page).

Assessment Length

3,500 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5314 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Reflection and Personal Plan• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Clarity and accuracy in the use of key terms, concepts, and theories• Clear description of teaching context (including supports and challenges)• Responses to all questions listed in the instructions	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Sophisticated and in-depth reflection on prior experiences• Identification of changes in knowledge of prior experiences due to readings• Depth of understanding of key theories, research, and strategies for supporting wellbeing and resilience• Practical actions and specific strategies provided for implementing and assessing the plan	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Use of relevant literature to provide justification for the inclusion of the different aspects of the plan• Clear description of how key theories/ constructs are relevant	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of overall structure• Clarity and coherence of organisation, including use of headings	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity, consistency, and appropriateness of writing including punctuation, spelling, and sentence structure• Correct referencing according to APA for in-text and final reference list• Word count is within 10% of the 3,500-word limit (reference list not included in word count)	
• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 60%
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Online Activity	<ul style="list-style-type: none">• Module 1• Topic: Course overview and introduction to wellbeing and resilience• Participation: Online (asynchronous)
Week 2 : 16 September - 22 September	Seminar	<ul style="list-style-type: none">• Module 1• Topic: Defining wellbeing and resilience• Participation: Scheduled online (synchronous)
Week 3 : 23 September - 29 September	Seminar	<ul style="list-style-type: none">• Module 2• Topic: Theoretical models of stress, wellbeing, and resilience (Part 1)• Participation: Scheduled online (synchronous)
Week 4 : 30 September - 6 October	Seminar	<ul style="list-style-type: none">• Module 2• Topic: Theoretical models of stress, wellbeing, and resilience (Part 2)• Participation: Scheduled online (synchronous)
Week 5 : 7 October - 13 October	Seminar	<ul style="list-style-type: none">• Asynchronous (Public Holiday Monday)• Module 2• Topic: Theoretical models of stress, wellbeing, and resilience (Part 3)
Week 6 : 14 October - 20 October	Homework	<ul style="list-style-type: none">• Flexibility Week
Week 7 : 21 October - 27 October	Seminar	<ul style="list-style-type: none">• Module 3• Topic: School-level approaches to supporting wellbeing and resilience• Participation: Scheduled online (synchronous)
Week 8 : 28 October - 3 November	Seminar	<ul style="list-style-type: none">• Module 3• Topic: Outcomes of wellbeing and resilience• Participation: Scheduled online (synchronous)
Week 9 : 4 November - 10 November	Online Activity	<ul style="list-style-type: none">• Module 4• Topic: Individual approaches to supporting wellbeing and resilience• Participation: Online (asynchronous)
Week 10 : 11 November - 17 November	Seminar	<ul style="list-style-type: none">• Module 4• Topic: Wellbeing and resilience among different types of educators• Participation: Scheduled online (synchronous)

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESAs), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

- All required readings will be provided on Leganto via the course Moodle page.

Recommended Resources

- All recommended resources will be provided via the course Moodle page.

Course Evaluation and Development

- Student feedback helps shape future iterations of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Lukas Carey				Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- **Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- **Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your

needs

- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>