



## UNSW Course Outline

# DDES2200 Design History and Theory 3 - 2024

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## General Course Information

**Course Code :** DDES2200

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Art & Design

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Paddington

**Campus :** Paddington

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course is the third course within the Design History and Theory core. It builds on the knowledge and skills that you have acquired during the preceding courses. During the course you will explore the ideas of positions in design and in order to do so will examine issues of personal

and professional identities through the lens of race, gender, nationality. Through a series of engaging lectures and tutorials, you will discuss how the modes of designing have changed through time and ask the question “what does it mean to be a designer?” By engaging with contemporary design theories and the histories that have informed them, you will analyse the notion of design agency in the evolution of social, economic, technological and political contexts, both past and present.

This course will enable you to further develop your vocabulary and skills in order to interpret and critically engage with contemporary design debates. Upon successful completion of this course, you will be able to position yourself and situate your design practice in broader socio-political and cultural contexts.

## **Course Aims**

This course is the third course within the Design History and Theory core context in the Bachelor of Design program. The aim of the course is to develop advanced knowledge, skills and attributes to assist students in positioning themselves and situating their design practice in broader socio-political and cultural contexts. The course aims to engage students with design histories and theories in order to inform their professional stance, values and ideas.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify and situate contemporary design debates in broader cultural and social contexts
CLO2 : Interpret and discuss design theories and concepts through research, planning and active participation in formal group debate
CLO3 : Develop and argue for individual positions in design through critical engagement with theories and the histories that informed them
CLO4 : Demonstrate refined academic literacy skills through research, analysis and reflection on theories and their relevance for situating design practice

Course Learning Outcomes	Assessment Item
CLO1 : Identify and situate contemporary design debates in broader cultural and social contexts	<ul style="list-style-type: none"><li>• Positions in Design Quiz</li><li>• Group Debate</li><li>• Reflective Essay</li></ul>
CLO2 : Interpret and discuss design theories and concepts through research, planning and active participation in formal group debate	<ul style="list-style-type: none"><li>• Group Debate</li></ul>
CLO3 : Develop and argue for individual positions in design through critical engagement with theories and the histories that informed them	<ul style="list-style-type: none"><li>• Reflective Essay</li></ul>
CLO4 : Demonstrate refined academic literacy skills through research, analysis and reflection on theories and their relevance for situating design practice	<ul style="list-style-type: none"><li>• Positions in Design Quiz</li><li>• Group Debate</li><li>• Reflective Essay</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

## Additional Course Information

Attendance and engagement: Students are expected to attend all classes for each course they are enrolled in. Being on time and actively participating in your classes improves your learning experience and builds a learning community with other students. Not attending or not participating in learning activities such as discussions, peer feedback, online tasks, group exercises, etc., may place you at risk of failing assessments or even failing the entire course. You may be notified by email if you are at risk because of a lack of participation or engagement. Please read your university email and promptly respond to any official risk of failure warning.

Please let your tutor and convenor know if you can't attend your classes. If any assessment will be or has been missed, consider applying for Special Consideration.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Positions in Design Quiz Assessment Format: Individual	10%	Start Date: Throughout week 3 Due Date: Friday of week 3, 11:59PM
Group Debate Assessment Format: Group	30%	
Reflective Essay Assessment Format: Individual	60%	

## Assessment Details

### Positions in Design Quiz

#### Assessment Overview

By completing the quiz you will engage with course materials and consolidate your understanding of key aspects related to the course. The quiz will offer you an opportunity to test your knowledge of the course resources, reflect on key concepts and ideas, and support you towards future assessments.

#### Course Learning Outcomes

- CLO1 : Identify and situate contemporary design debates in broader cultural and social contexts
- CLO4 : Demonstrate refined academic literacy skills through research, analysis and reflection on theories and their relevance for situating design practice

#### Criteria with marking rubric

**Criteria:** Understanding of key concepts and activities relevant to the course

**Fail** - Limited or no understanding of key theories and concepts relevant to design practice.

**Pass** - Satisfactory understanding of key theories and concepts relevant to design practice.

**Credit** - Good understanding of key theories and concepts relevant to design practice.

**Distinction** - Thorough understanding of key theories and concepts relevant to design practice.

**High Distinction** - Comprehensive understanding of key theories and concepts relevant to design practice.

**Assignment submission Turnitin type**

Not Applicable

**Group Debate**

**Assessment Overview**

Collaborative and oral presentation skills are essential in any designers' creative and commercial practice. This task will support you in developing these skills by identifying and situating contemporary design issues in broader cultural and social contexts while producing persuasive ideas collaboratively, debating and presenting them orally.

Working in teams, you will be assigned either the 'Affirming' or the 'Opposing' side of a motion (question) related to a design issue. You will present and debate your ideas orally in class against a team that has been assigned the opposite side of the same motion.

Feedback will be provided on a regular basis in tutorial through discussion with peers and tutors. Summative assessment and feedback will be provided digitally based on the rubric.

**Course Learning Outcomes**

- CLO1 : Identify and situate contemporary design debates in broader cultural and social contexts
- CLO2 : Interpret and discuss design theories and concepts through research, planning and active participation in formal group debate
- CLO4 : Demonstrate refined academic literacy skills through research, analysis and reflection on theories and their relevance for situating design practice

**Criteria with marking rubric**

**Criteria:** Referencing & Research

**Fail** - The referencing requirements have not been met and there is no discernible attempt at applying academic referencing style. Little or no relevant sources used.

**Pass** - Some referencing requirements are present, however, there are some errors present in the application of the APA referencing style. Many of the sources are simplistic or unsound.

**Credit** - All referencing requirements are present, and a discernible attempt has been made to apply the APA referencing style appropriately. There may be some errors present. There is evidence of the independent identification and use of appropriate sources.

**Distinction** - All referencing requirements are present, and an excellent attempt has been made to apply the APA referencing style. There may be minor errors present. There is good evidence of sustained independent research and careful selection of relevant sources.

**High Distinction** - All referencing requirements are present and there is a demonstrated high level of care evident in the application of the APA referencing style. The formatting of references is accurate. There is evidence of extended independent research with use of significant breadth and depth of sources from wider scholarly debates.

#### **Criteria:** Communication

**Fail** - Communication is of poor quality. Irrelevant ideas are presented, and the visual presentation is absent or is poor.

**Pass** - Some ideas communicated are relevant, but the presentation shows significant oral skills issues. The visual presentation is limited.

**Credit** - Ideas are communicated with clarity and cogently, but with few mistakes in oral presentation are present. Good visual presentation is present, and appropriately compelling

**Distinction** - Ideas are communicated with great clarity, are persuasive and complex connections are emerging. The language structure in the oral presentation is generally good. The visual communication is compelling, interesting and persuasive.

**High Distinction** - Ideas are communicated with excellent level of clarity, persuasion and complex connections are present. The work is professionally presented and fulfils all prescribed presentation parameters. The visual communication is outstanding.

#### **Criteria:** Argumentation and Synthesis of Ideas

**Fail** - An argument is missing or very poorly constructed. Evidence to support the case is missing or very little.

**Pass** - Only a basic argument is present. Evidence to support the case is present but are incomplete or not persuasive.

**Credit** - The argument presents some independent reasoning and critical thinking. Relevant evidence to support the case has been identified but its persuasiveness is limited

**Distinction** - The argument is built upon good critical analysis and the evaluation of a range of perspectives. Evidences are presented accurately and persuasively.

**High Distinction** - The argument is sustained by effective critical analysis and evaluation of a range of perspectives. Sophisticated independent thought and strong critical reasoning are present. Sophisticated distinctions and connections between key evidences are made in a persuasive manner.

#### **Criteria: Debating skills**

**Fail** - Group engagement in the debate was limited or absent.

**Pass** - Group engagement in the debate was basic. Consideration of the other side's presentation was satisfactory.

**Credit** - Group engagement in the debate was relevant. Consideration of the other side's presentation was good.

**Distinction** - Group engagement in the debate was substantial. Consideration of the other side's presentation was thorough.

**High Distinction** - Group engagement in the debate was sustained and sophisticated. Consideration of the other side's presentation was comprehensive.

#### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

# Reflective Essay

## Assessment Overview

This task will support you to identify and situate contemporary design debates in broader cultural and social contexts whilst developing and arguing for individual positions in design through critical engagement with theories and the histories that informed them.

Responding to essay prompts discussed in class, you will write a reflective essay identifying, assessing, discussing and proposing how you position yourself and situate your practice as a designer contemporarily. Your reflection will be sustained by scholarly research and personal reflection carried out during the course.

Feedback will be provided on a regular basis in tutorial through discussion with peers and tutors. Summative assessment and feedback will be provided digitally based on the rubric.

## Course Learning Outcomes

- CLO1 : Identify and situate contemporary design debates in broader cultural and social contexts
- CLO3 : Develop and argue for individual positions in design through critical engagement with theories and the histories that informed them
- CLO4 : Demonstrate refined academic literacy skills through research, analysis and reflection on theories and their relevance for situating design practice

## Criteria with marking rubric

### Criteria: Referencing

**Fail** - The referencing requirements have not been met and there is no discernible attempt at applying academic referencing style

**Pass** - Some referencing requirements are present, however, there are some errors present in the application of the APA referencing style

**Credit** - All referencing requirements are present, and a discernible attempt has been made to apply the APA referencing style appropriately. There may be some errors present in the formatting of references.

**Distinction** - All referencing requirements are present, and an excellent attempt has been made to apply the APA referencing style. There may be minor errors present in the formatting of references.

**High Distinction** - All referencing requirements are present and there is a demonstrated high level of care evident in the application of the APA referencing style. The formatting of references is accurate and consistent.

**Criteria:** Research

**Fail** - Little or no evidence of independent research into the theme, or the research is not identified in the writing.

**Pass** - Minimal evidence of appropriate research. Many of the sources are simplistic or unsound.

**Credit** - The selected theme is adequately identified and there is evidence of independent research. The range of sources are appropriate.

**Distinction** - There is good evidence of sustained independent research and careful selection of relevant information

**High Distinction** - There is evidence of sustained and extended independent research with use of significant breadth and depth of sources that are integral to understanding wider scholarly debates.

**Criteria:** Critical Analysis & Interpretation

**Fail** - The argument cannot be found or has no evidence base. No understanding of the topic and/or was question displayed, or only a basic description is provided with no analysis. Accurate interpretation is missing

**Pass** - The argument cannot be identified throughout. Only a basic analysis is present. Analysis and critical interpretation are incomplete

**Credit** - The argument carries all the way through, it is supported by analysis of examples and appropriate research. Argument is layered and relevant to the question. Relevant information has been identified, but interpretation is limited

**Distinction** - There is a sustained argument supported by critical analysis of material and evaluation of a range of relevant perspectives. Useful connections between information are found and some independent thought and accurate interpretation are present.

**High Distinction** - There is a sustained and effective argument, critical analysis and evaluation of a range of relevant perspectives. Independent thought and useful and creative connections are demonstrated throughout.

#### **Criteria: Communication and Synthesis of Ideas**

**Fail** - The writing lacks control of sentence mechanics and/or conventions of written English. There is no indication of an introduction, body and conclusion. Ineffective use of visual and/or written communication conventions in the presentation of ideas

**Pass** - The writing demonstrates basic conventions of written English and is authored in an appropriate style for the task. A discernible attempt has been made to develop the essay structure with an introduction, body, and conclusion

**Credit** - The writing flows logically. There is an introduction, body, and conclusion. Overall writing is clear and grammatically correct. Conventions and standards are applied

**Distinction** - The depth and breadth of research is integrated throughout. The introduction, body, and conclusion are clear and flow effectively. Communication media have been used with good judgement. Standards and conventions of use have been fully adhered to

**High Distinction** - The depth and breadth of the research integrated throughout. Writing clarity, correct grammar, stylistic finesse is present. Strong structural coherence, and evidence of a robust authorial voice

## **General Assessment Information**

### **Grading Basis**

Standard

### **Requirements to pass course**

Students are expected to attend all classes and lectures. By being on time and actively

participating in your classes, you improve your own learning experience and build a learning community with other students. Not attending or not participating in learning activities such as discussions, peer feedback, online tasks, group exercises, etc., may place you at risk of failing assessments or even failing the entire course.

If you are at risk of failing the course, because of lack of participation or engagement, you may be notified by email. Please ensure you read your university email and respond to any official risk of failure warning promptly.

If you are unable to attend your classes, please inform your tutor and convenor. If any form of assessment will be or has been missed, then you should apply for Special Consideration.

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Taking positions in design
Week 2 : 19 February - 25 February	Lecture	Designed bodies
Week 3 : 26 February - 3 March	Lecture	Gendered design histories
Week 4 : 4 March - 10 March	Lecture	Performing and (re)designing gender
Week 5 : 11 March - 17 March	Workshop	Debating for design – preparation for in-class debate
Week 6 : 18 March - 24 March	Other	Study week
Week 7 : 25 March - 31 March	Lecture	Bla(c)k design matters: race and design I
Week 8 : 1 April - 7 April	Lecture	Bla(c)k design matters: race and design II
Week 9 : 8 April - 14 April	Lecture	"Cultural (Mis)Appropriation" guest lecture
Week 10 : 15 April - 21 April	Workshop	Reflections in design – preparation for essay
Week 11 : 22 April - 28 April	Assessment	Reflexive Essay submission

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Livia Lazzaro Rezende		F218A Paddington			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.

## 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](mailto: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

#### Risk of Failure Warnings

If you are at risk of failing the course, because of lack of attendance, low marks in assignments, failing to submit assignments, or lack of participation or engagement, you may be notified by email. Please ensure you read your university email, and respond to any official risk of failure warning promptly. NOTE – if the warning email is sent to your UNSW e-Mail address, it is considered as being read by you whether you check your UNSW email or not.

## Late Submission Penalties

If you believe that circumstances will prevent you from submitting an assessment on time, please notify your course convenor as soon as possible. There will be penalties applied for being late and a clear 'no later than' date beyond which submission won't be accepted. Where a Special Consideration is not applied for, and a student assessment is late, the following guidelines apply:

1. Up to 5 days after due date, a penalty of 5% (of maximum mark for assignment) will be applied for each day late (e.g. an assignment that is 3 days late would have its mark reduced by 15%).  
Please note - for the purpose of deduction calculation, a 'day' is each 24-hour period (or part thereof) past the stipulated deadline for submission within the calendar year (including weekends and public holidays). Task with a percentage mark - If the task is marked out of 100%, late submission will attract a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. A 3 day late penalty will be applied ( $3 \times 5\% = 15\%$ ). The essay receives a mark of 68%. The student's mark will therefore be reduced to 53% ( $68\% - 15\%$ ).

2. Beyond 5 days late, no submission will be accepted.

## Special Consideration

Please note that the University's Special Consideration process allows students to apply for an extension within 3 days of the assessment due date. This provides for more extensive extensions, subject to documentation, and Course Convenor approval. You can apply for special consideration online through my.UNSW.edu.au. More information about special consideration can be found here: <https://www.student.unsw.edu.au/special-consideration>

NOTE: If you are experiencing issues related to your access to class material or difficulty with technology, make sure you notify your lecturer as soon as possible, well before any assessment due date. Last minute requests for extensions due to computer failure, file corruption, printing

problems etc. do not qualify students for special consideration or extensions. Students are expected to maintain regular backups of their work at all times.

## Educational adjustments

Educational adjustments can be applied to assessments if you are living with a disability, a long term medical condition, a mental health condition, and/or are a carer of individuals with a disability. The Equitable Learning Service (ELS) determines adjustments based on medical documentation and communicates these via an Equitable Learning Plan (ELP). To receive educational adjustments for equitable learning support, you must first register with Equitable Learning Services (ELS). More information about Equitable Learning Services can be found here <https://student.unsw.edu.au/els>

## Supplementary Assessment

Supplementary assessments are available to students in this course who have failed an assessment but have subsequently had an application for Special Consideration approved by the university. The supplementary assessment may take a different form than the original assessment and will be defined by the course convenor - but it will address the same learning outcomes as the original assessment. If Special Consideration has not been awarded, the maximum mark that may be awarded for a supplementary assessment is 50% of the full assessment mark.

## Academic Honesty and Plagiarism

Plagiarism is taking the ideas, words, images, designs or objects of others and passing them off as your own. Plagiarism is a type of intellectual theft. Plagiarism can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. Plagiarism can have serious consequences, so it is important that students be aware of what it is, and how to avoid it. All written submissions are automatically checked for plagiarism using the Turnitin site. For further information, please see the Academic Integrity & Plagiarism website <https://www.student.unsw.edu.au/plagiarism>.

## Referencing Requirements for Assessments

Your course convenor will inform you what referencing system this course follows. Useful guidelines on how to reference according to various systems can be found at: <https://student.unsw.edu.au/referencing>.

You may follow these guidelines in your assessment tasks, or seek additional advice from your lecturer. Styles for Endnote are downloadable from the Endnote website. Accurate and correct referencing is an important academic prerequisite at University level, and if your work does not meet these requirements, it may be marked down, or in more serious cases, it may be treated as an instance of plagiarism and academic dishonesty.

### **Use of Generative AI**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Your work must be your own and where the use of AI tools, such as ChatGPT, have 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. If in doubt, please seek advice from the Course Convenor prior to using generative AI tools.

<https://www.student.unsw.edu.au/assessment/ai>

### **Health and Safety**

Ensuring student and staff health and safety is very important at UNSW Art & Design. Health and safety is everyone's responsibility. As a student, you have a responsibility not to do anything that risks your own health and safety, or the health or safety of your fellow students, staff members or visitors. This means, for example, exiting the building during a fire drill; wearing personal protective equipment and clothing (PPEC) when staff or signage instructs you to do so; undertaking induction to using equipment or carrying out processes that require specific knowledge; and reporting hazards or incidents to your lecturer or supervisor as soon as you become aware of them. For more information, please see <https://safety.unsw.edu.au/>.

### **Additional Support and Resources**

At UNSW you can also find support and resources if you need help with your personal life, getting your academic success on track or just want to know how to stay safe. See <https://www.student.unsw.edu.au/wellbeing>.

Additional support for students is available by contacting the following centres:

- Student Support and Development <https://www.student.unsw.edu.au/support>
- Student Support Advisors: <https://www.student.unsw.edu.au/advisors>

- Mental Health Support: <https://www.student.unsw.edu.au/mental-health-support>
- Academic Skills and Support <https://www.student.unsw.edu.au/skills>
- UNSW IT Service Centre <https://www.myit.unsw.edu.au/>
- Student Gateway: <https://www.student.unsw.edu.au/>
- Equitable Learning Services: <https://www.student.unsw.edu.au/equitable-learning>
- Faculty Resources and Support: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support>
- Arc: <https://www.arc.unsw.edu.au/>

## After Hours Access to the Paddington Campus

The core operating hours for the Paddington Campus are below. All students have access to the campus during these hours:

- Monday to Friday 0800 – 2100
- Saturday 0900 – 1700

Some students are permitted to have “After Hours Access” (AHA) to the campus upon completion of a series of inductions. The inductions are dependent on location, as well as the types of activities undertaken in those locations. The first of these is this Primary Induction, and this must be completed online <https://my.artdesign.unsw.edu.au>. All students requiring AHA are required to complete this induction. The Primary Induction gives access to the following Low Risk areas:

### Post Graduate Students

- PG Research students – Level 4 F Block, Computer Labs and Learning Commons
- Master of Design students – Level 3 D Block, Computer Labs and Learning Commons
- Master of Curating and Cultural Leadership students – D207, Computer Labs and Learning Commons

### Honours Students

- Fine Arts – Level 3 F Block, Computer Labs and Learning Commons
- Design – Level 1 E Block, Computer Labs and Learning Commons
- Media Arts – Level 3 F Block, Computer Labs and Learning Commons

Subsequent inductions are workshop and lab specific, and are conducted face-to-face by the UNSW Art & Design Technical staff. Students and staff must first successfully complete the Primary Induction before requesting a Workshop/Lab specific Induction.

## **School Contact Information**

**UNSW School of Art & Design**

**Faculty of Arts, Design & Architecture**

Paddington Campus

Cnr Greens Rd & Oxford Street

Paddington NSW 2021

[ad.generaladmin@unsw.edu.au](mailto:ad.generaladmin@unsw.edu.au)