



UNSW Course Outline

DDES1000 Design Fieldwork on Country - 2024

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General Course Information

Course Code : DDES1000

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 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

DDES1000 Design Fieldwork on Country is an object design focussed course that offers the opportunity to engage in field research to inform design and making practice. This intensive residency-based course provides immersion in a specific site, where you will experience learning

activities that facilitate engagement with the natural and built ecosystems of the site. Informed by best practice Indigenous design theories and methods, DDES1000 provides the opportunity to develop sensitive work practices with places and people outside of the usual classroom scenario.

Working with the site as the source of primary research, you will learn the skills needed to develop place-based design projects, this will include observation, making, secondary research and collaboration.

Course Aims

DDES1000 aims, through fieldwork, to teach respectful collaboration with communities and Country, creating designers who work with inspiration from places and cultures according to best practice theories and protocols associated with collaborative and Indigenous design methods.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply field-based research to design and making processes
CLO2 : Investigate and experiment with a range of material culture production and making processes in response to a site
CLO3 : Demonstrate awareness of and engagement with Indigenous practices and protocols associated with designing and making
CLO4 : Develop and communicate effective design project outcomes

Course Learning Outcomes	Assessment Item
CLO1 : Apply field-based research to design and making processes	<ul style="list-style-type: none">• Place-based Research and Making• Place-based Design Project
CLO2 : Investigate and experiment with a range of material culture production and making processes in response to a site	<ul style="list-style-type: none">• Place-based Research and Making• Place-based Design Project
CLO3 : Demonstrate awareness of and engagement with Indigenous practices and protocols associated with designing and making	<ul style="list-style-type: none">• Place-based Research and Making• Place-based Design Project
CLO4 : Develop and communicate effective design project outcomes	<ul style="list-style-type: none">• Place-based Research and Making• Place-based Design Project

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

The Fieldwork component of the Course includes lectures, workshops, discussions, demonstrations and making activities that will provide engagement with processes of material culture production relevant to the site, including guest lectures, yarns and making workshops with local knowledge holders.

Teaching will be delivered by UNSW Lecturers and Guest Lecturers including Elders, Artists, Designers and Bundanon Education Staff.

This is a site-specific course with content that has been developed in consultation with Dharawal Elders and knowledge holders. Students will work with the site of Bundanon as the source of primary research, learning the skills needed to work on place-based design projects. This will include observation, making, secondary research and collaboration informed by best practice Indigenous design theory and methods to engage with the site and its human, non-human and more-than-human visitors and inhabitants.

Additional Course Information

This Course is made up of 5 days of residential fieldwork spent on Country at Bundanon Art Museum, Illaroo, NSW between 2 - 6 September 2024.

The Fieldwork component is followed by the submission of 2 Assessment Tasks in Weeks 3 and 8.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Place-based Research and Making Assessment Format: Individual Short Extension: Yes (3 days)	50%	Due Date: Week 3: 23 September - 29 September
Place-based Design Project Assessment Format: Individual	50%	Due Date: Week 8: 28 October - 03 November

Assessment Details

Place-based Research and Making

Assessment Overview

In this task you will use best practice Indigenous design theories and methods to influence place-based making on Country that embodies your experience of place. Based on these experiments you will develop a proposal that outlines a design project to be produced for Assessment Task 2. Feedback will be provided on a regular basis through discussion with peers and tutors. Summative assessment and feedback will be provided digitally based on the rubric.

Course Learning Outcomes

- CLO1 : Apply field-based research to design and making processes
- CLO2 : Investigate and experiment with a range of material culture production and making processes in response to a site
- CLO3 : Demonstrate awareness of and engagement with Indigenous practices and protocols associated with designing and making
- CLO4 : Develop and communicate effective design project outcomes

Detailed Assessment Description

In this task you will use best practice Indigenous design theories and methods to influence place-based making on Country that embodies your experience of place. Based on these experiments you will develop a proposal that outlines a design project to be produced for Assessment Task 2.

Feedback will be provided on a regular basis through discussion with peers and tutors.

Summative assessment and feedback will be provided digitally based on the rubric.

HOW TO COMPLETE THE ASSESSMENT:

1. **Engage with Design Fieldwork on Country at Bundanon Art Museum -** Design studio practice commonly takes place in urban, interior spaces, divorced from Relational connections with Country. Through field-work activities on Country, respectfully experience place and the relationality of human, non-human and more-than-human visitors to and inhabitants of these sites.
1. **Learn new ideas, theories, traditional research methods and frameworks -** Through the teachings of Design Fieldwork on Country and engagement with tutors and knowledge sharers, be open to Indigenous and non-Indigenous Australian ideas, theories, traditional research methods, frameworks and non-traditional research methods associated with place-

based making as lenses through which to experience place and connect with Country.

1. **Conduct individual traditional research** – Use Project Work periods during Design Fieldwork on Country and your own time to conduct your own research, expanding on the ideas, theories, traditional research methods, frameworks and place-based making methods taught during the course. Use this research to contextualise your experience of place at Bundanon, enhance your knowledge and explore new ideas that can influence your work in innovative ways.

1. **Summarise your experience of place at Bundanon** - Based on learnings from Design Fieldwork on Country, your own observations and interests, your own research, and discussions with your tutors, course knowledge sharers and fellow students, establish an idea/narrative/aspect of Country/activist message etc. that communicates your experience of place at Bundanon, and can inform your design work.

1. **Design development** - Use the most relevant frameworks, theories, traditional research methods and place-based making methods learned during Design Fieldwork on Country or found in your own research to develop design outcomes that give shape to your experience of place at Bundanon. Work iteratively, using sketching, sketch modelling and place-based making methods to test each design for its ability to communicate your chosen idea, functionality, appropriateness of aesthetic and plausibility in production. You should work through many iterations, improving your design with each evolution.

1. **Material testing** - Test different place-based making processes, techniques, mediums, and materials that you may use to produce your final work for Assessment 2. You should work through many iterations, improving the materiality and execution with each evolution.

SUBMISSION REQUIREMENTS:

Electronic Submission:

What to submit:

- Project Proposal in the form of an image and text-based presentation which includes:
 - A written introduction to the experience of place that will inform your design work (200 words)
 - A written discussion of the ideas, theories, traditional research methods, frameworks and place-based making methods you are adopting to develop your final design work. (800 words)
 - Presentation of your proposed design outcome. Your proposed outcome should be accompanied by a minimum 5 highly resolved annotated design drawings and 1 sketch

model/maquette that effectively communicates the design intentions and considers potential materials, construction methods, finishes and measurements.

- Presentation of your place-based making, material and process testing. This should be accompanied by annotated images of a minimum of 10 materials and making samples, ranging from rudimentary to highly resolved.
- Scanned supporting documentation in the form of Process Journal which includes the following:
 - Documentation of individual traditional research. This could include readings, written notes/ annotations, interviews etc. You must use correct referencing to identify sources of all collated resources.
 - Minimum 30 x design development sketches.
 - Minimum 20 x photographs documenting your place-based making, material and process testing.

Assessment Length

1000 words

Submission notes

Online PDF submission: Due Week 3, 12:00pm Wednesday

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. 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](#).

Place-based Design Project

Assessment Overview

In this task you will use your place-based making experiments from Assessment Task 1 as the

starting point for a design project that embodies your experience of place. You will engage with new research into the site, and best practice Indigenous design theories and methods to evolve your design ideas toward the submission of a final design work. Feedback will be provided on a regular basis through discussion with peers and tutors. Summative assessment and feedback will be provided digitally based on the rubric.

Course Learning Outcomes

- CLO1 : Apply field-based research to design and making processes
- CLO2 : Investigate and experiment with a range of material culture production and making processes in response to a site
- CLO3 : Demonstrate awareness of and engagement with Indigenous practices and protocols associated with designing and making
- CLO4 : Develop and communicate effective design project outcomes

Detailed Assessment Description

HOW TO COMPLETE THE ASSESSMENT:

1. 2D iteration:

1. Use learnings from Design Fieldwork on Country, **Assessment 1 – Place-based Research and Making – Design Proposal** work and feedback to inspire initial sketch ideas that communicate your experience of place at Bundanon.
2. Identify elements of early sketches that successfully embody your experience of place at Bundanon and use these as the basis of further sketch iterations. Repeat this process many times. Any medium may be used, both manual and digital.
3. Discuss your sketches with your classmates and peers regularly, identify aspects that most successfully communicate your experience of place at Bundanon, and use their feedback to guide further iteration
4. As your ideas become more resolved, use sketching to finalise the physical details of the design – junctions of materials, specific shapes and silhouettes of forms, proportional relationships between associated forms, textures, material relationships etc.
5. As the form becomes more resolved, use sketching to resolve the perceived functionality of the object and its ergonomic relationship with the user.
6. Once a refined design has been established, use sketching to consider the object in use and the key features of the design.
7. Once a refined design has been established, produce measured drawings of the final design as necessary for use in the prototyping process.

2. 3D iteration:

1. Use sketches, models and place-based making methods to test 2D sketch ideas in 3D.
2. Identify elements of early sketches, models and place-based making methods that successfully embody your experience of place at Bundanon and use these as the basis of further sketches and model iterations. Repeat this process many times. Any medium may

be used, both manual and digital.

3. Discuss your sketches, models with your classmates and peers regularly, identify aspects that most successfully communicate your experience of place at Bundanon, and use their feedback to guide further iteration.
4. As your ideas become more resolved, use sketches, models and place-based making methods to resolve the physical details of the design – junctions of materials, specific shapes and silhouettes of forms, proportional relationships between associated forms, textures, material relationships etc.
5. As the form becomes more resolved, use sketches, models and place-based making methods to resolve the object. If the object is intended for use, the perceived functionality of the object and its ergonomic relationship with the user should also be considered, as should sustainability factors.

3. Place-based making, material and process testing:

1. Undertake any necessary MakerSpace inductions.
2. Conduct experiments to inform your design process and test your assumptions about the materials and making processes you intend to employ in the production of your final design work and the role they play in communicating your experience of place at Bundanon.
3. Begin with small, rudimentary tests that use minimal time and materials, to understand whether your basic assumptions about the intended material and associated making process are true.
4. Move on to larger, refined tests that simulate the final material and associated process required to produce your final design work.

4. Making your final design work:

1. Discuss your project with your classmates, peers and the MakerSpace staff to understand the best way to approach the prototyping process
2. Source necessary materials. Ask your tutors, classmates and/or MakerSpace staff for help with sourcing quality materials where needed. Remember the guidance given by tutors and knowledge sharers during Design Fieldwork on Country before sourcing found materials from Country.
3. Work with MakerSpace staff to learn any new skills, or to have them assist in complex aspects of fabrication.
4. If required, you may work with external contractors and makers where necessary to realise outcomes that are not possible in the MakerSpace or on-campus workshops, in consultation with Course tutors. Ask your tutor and/or MakerSpace staff for help with sourcing quality makers and/or fabricators.
5. Start making early as producing a final design work is always a very time-consuming process.

5. Attend the Week 5 drop-in session with Course tutors to discuss your project developments.

Submission notes

Online PDF document + In-class presentation of final designs due Wednesday 30 October 1pm

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. 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

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 2 September - 8 September	Fieldwork	Fieldwork commences at Bundanon on Monday 2 September at 10am. Fieldwork at Bundanon concludes on Friday 6 September at 4pm. A detailed schedule of Fieldwork activities is available on Moodle.
Week 3 : 23 September - 29 September	Assessment	Assessment Task One due online 12pm Wednesday 25 September
Week 5 : 7 October - 13 October	Activity	Feedback Drop in Sessions Wednesday 2-5pm F115 Paddington Campus Thursday 2-5pm F115 Paddington Campus
Week 8 : 28 October - 3 November	Assessment	Assessment Task 2 Due Online and in person 1pm Wednesday 30 October

Attendance Requirements

Attendance Requirements

Successful completion of this Course is dependant on attendance at and completion of 5 days

Fieldwork at Bundanon between 2 - 6 September 2024.

There will also be an opportunity to meet with the Tutors in Week 5. Attendance at one of these sessions is recommended.

Students are expected to attend all classes for each course in which they are enrolled. Failure to attend and participate in at least 80% of learning activities such as discussions, peer feedback, studio sessions, online activities, group work, etc., may result in you being flagged as at risk of failing the course. By punctually attending and actively participating in your classes you not only increase your own opportunities for developing your skills and knowledge, but will also help build a rigorous and engaged creative community with other students. If you are unable to attend classes, please inform your relevant Course Convenor. If the absence is for medical reasons, you will be required to present a medical certificate. If absences impact your ability to undertake assessment, then you should apply for [Special Consideration](#).

General Schedule Information

The Course will be taught over 5 residential Fieldwork days at Bundanon, Illawarra, NSW from 2 - 6 September 2024.

Course Resources

Recommended Resources

Indigenous Australian Knowledge, History, Culture and Theory

Yunkaporta, Tyson. 2019. *Sand Talk: How Indigenous Thinking Can Save the World*. Melbourne, Victoria: Text Publishing.

Yunkaporta Tyson. 2023. *Right Story Wrong Story Adventures in Indigenous Thinking*. Text Publishing.

Janke, Terri. 2021. *True Tracks: Respecting Indigenous Knowledge and Culture*. Sydney, NSW: NewSouth Publishing.

Kimmerer, Robin Wall. 2013. *Braiding Sweetgrass*. First edition. Minneapolis, Minnesota: Milkweed Editions.

Atkinson, Judy. 2002. *Trauma Trails, Recreating Song Lines: The Transgenerational Effects of*

Trauma in Indigenous Australia . North Melbourne : Spinifex Press.

Wilson, Shawn. 2008. *Research Is Ceremony: Indigenous Research Methods* . Black Point, N.S. : Fernwood Pub.

Pascoe, Bruce. 2018. *Dark Emu: Aboriginal Australia and the Birth of Agriculture* . New edition. Perth : Magabala Books.

Gammage, Bill. 2011. *The Biggest Estate on Earth: How Aborigines Made Australia*. Sydney : Allen and Unwin.

Moss, Rod. 2010. *The Hard Light of Day [Digital Version]*. St Lucia, Qld. : UQP.

McLean, Ian. 1998. *White Aborigines: Identity Politics in Australian Art* . Cambridge : New York, NY : Cambridge : New York, NY : Cambridge University Press.

—. 2021. *Comparative Study on Genetic Resources, Traditional Knowledge and Traditional Cultural Expressions*. Terri Janke and Company. <https://www.terrijanke.com.au/comparativestudyongeneticresources>.

Page, Alison & Memmott, Paul. 2021. *Design - Building on Country*. Port Melbourne ; Victoria : Thames and Hudson.

Design Anthropology

Gunn, Wendy, Ton Otto, and Rachel Charlotte Smith, eds. 2013. *Design Anthropology: Theory and Practice* . London : New York : London : New York : Bloomsbury.

Co-Design

McKercher, Kelly Ann. 2020. *Beyond Sticky Notes: Co-Design for Real Mindsets, Methods and Movements [Digital Version]*. Edition One. Sydney, NSW : Beyond Sticky Notes.

Critical Design

Malpass, Matthew. 2017. *Critical Design in Context: History, Theory, and Practices* . London : New

Malpass, Matt. 2016. "Critical Design Practice: Theoretical Perspectives and Methods of Engagement." *The Design Journal* 19 (3): 473–89. <https://doi.org/10.1080/14606925.2016.1161943>.

Indigenous Cultural and Intellectual Property (ICIP) - Arts Law Centre of Australia. n.d. <https://www.artslaw.com.au/information-sheet/indigenous-cultural-intellectual-property-icip-aitb/>.

Terri Janke. 2019. *Protocols for Using First Nations Cultural and Intellectual Property in the Arts*. <https://www.terrijanke.com.au/australia-council-for-the-arts-prot>.

Yarning

Dawn Bessarab, and Bridget Ng'andu. 2010. "Yarning about Yarning as a Legitimate Method in Indigenous Research." *International Journal of Critical Indigenous Studies* 3 (1): 37–50. <https://doi.org/10.5204/ijcis.v3i1.57>.

Additional Costs

- An additional compulsory cost of \$290 per student is required for this course to pay for accommodation and catering at Bundanon payable prior to the commencement of the course.
- Students are expected to make their own way to and from Bundanon and can expect to incur additional travel costs including but not limited to transport and additional accommodation if required.
- Students may also incur costs in the design and making of AT2 - this is dependant on individual projects.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Melinda Young		F106		By appointment	Yes	Yes
	Trent Jansen				By appointment	No	No

Other Useful Information

Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

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

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

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://>

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](#).

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

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](https://www.student.unsw.edu.au/special-consideration). 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

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