



UNSW Course Outline

DDES9131 Transforming the Everyday: Domestic Futures - 2024

Published on the 30 Jan 2024

General Course Information

Course Code : DDES9131

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 : Multimodal

Delivery Format : Standard

Delivery Location : Paddington

Campus : Paddington

Study Level : Postgraduate

Units of Credit : 6

[Useful Links](#)

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Transforming the Everyday: Domestic Futures is designed to challenge the way in which you think about and create the spaces we inhabit everyday. The philosophy behind the approach to this studio is to extend the process of design as an acquired skill through serious play, and for

you to explore, examine and demonstrate your conceptual understandings.

This course will provide you with the opportunity to explore in both theoretical and practical terms the future of domestic life and domestic environments. You will explore the domestic environment and how we will live our domestic lives in the future. What the domestic environment will look like, what part technology will play and what impact our growing energy use will have on our environment and our lifestyles. You will collaborate to create studio outcomes that are informed by various disciplines to develop projects that are grounded in defensible concepts.

You will develop creative strategies to explore conventions used in design thinking, visualisation, prototyping, documentation and presentation. Building upon your foundations in theory and the practice of design, you will develop your skills and understandings so that you can better integrate strategies employed in the design process, thereby enhancing the realisation of design outcomes within particular contexts.

Course Aims

This course aims to:

- (1) Enable students to explore models of collaborative studio work
- (2) Encourage students to apply critical models of design practice through creative design projects
- (3) Provide students to develop designs from concept to final outcome using a variety of tools
- (4) Enable students to engage with cultural, social and historical contexts in the development of design projects
- (5) invite students to work with both new and traditional processes of designing

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply interdisciplinary and collaborative processes in design projects.
CLO2 : Generate design outcomes by investigating ideas and positions around domestic life external to the immediate problems, and conduct more pro-active approaches for new design solutions.
CLO3 : Examine complex design issues from a broader perspective and in a holistic way.
CLO4 : Apply fundamental research methods to inform responses to a design brief, formulate appropriate design process and facilitate potential solutions.

Course Learning Outcomes	Assessment Item
CLO1 : Apply interdisciplinary and collaborative processes in design projects.	<ul style="list-style-type: none">• Inside the Future• Speculative Futures• The Thing from the Future: Speculative Responses to Future Scenarios
CLO2 : Generate design outcomes by investigating ideas and positions around domestic life external to the immediate problems, and conduct more pro-active approaches for new design solutions.	<ul style="list-style-type: none">• Inside the Future• Speculative Futures• The Thing from the Future: Speculative Responses to Future Scenarios
CLO3 : Examine complex design issues from a broader perspective and in a holistic way.	<ul style="list-style-type: none">• Inside the Future• The Thing from the Future: Speculative Responses to Future Scenarios
CLO4 : Apply fundamental research methods to inform responses to a design brief, formulate appropriate design process and facilitate potential solutions.	<ul style="list-style-type: none">• Inside the Future

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

Learning and Teaching in this course

As each class runs from 5pm-9pm, a four-hour block at the end of the day, we recognise the importance of including a range of different activities and paces to ensure students remain interested and active throughout this time. Through innovative approaches to the topic we aim to engage, inform, and yes, inspire you to exercise your imagination and stimulate your design skills to explore creative approaches to future domestic design.

Additional Course Information

The course explores domestic futures and deals with all aspects of domestic design. It therefore encompasses spatial design, object design, experiential design and fashion design--in fact any and every field of design that can contribute to improving the quality of domestic life and reducing its environmental impact.

As every class contains practical design tasks, students should bring sketch pads pens or pencils so quick sketches can be made and pinned up for class discussion.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Inside the Future Assessment Format: Group	30%	Start Date: Not Applicable Due Date: 13/03/2023 05:00 PM
Speculative Futures Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Not Applicable
The Thing from the Future: Speculative Responses to Future Scenarios Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: 24/04/2024 05:00 PM

Assessment Details

Inside the Future

Assessment Overview

Working in groups of three, you will generate a collaborative speculative domestic design in response to a future scenario generated by 'The Future Thing' game or your own imagination. With your group you will collaboratively determine the nature of elements in the final domestic design including spaces, objects, images, texts, performances, installations or any combination of these (or other) elements.

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

Course Learning Outcomes

- CLO1 : Apply interdisciplinary and collaborative processes in design projects.
- CLO2 : Generate design outcomes by investigating ideas and positions around domestic life external to the immediate problems, and conduct more pro-active approaches for new design solutions.

- CLO3 : Examine complex design issues from a broader perspective and in a holistic way.
- CLO4 : Apply fundamental research methods to inform responses to a design brief, formulate appropriate design process and facilitate potential solutions.

Detailed Assessment Description

You will generate a collaborative speculative domestic design in response to a future scenario generated by 'The Thing from the Future' game or inspired by your own imagination.

Your group's design response will contain as many key design elements as there are members of the group. In negotiation with the group, you are free to determine the nature of these elements: they might be spaces, objects, images, texts, performances, installations or any combination of these (or other) elements; or a single element in which each member takes responsibility for a clearly defined sub-element.

While each member of the group will take responsibility for the design of one of these components, the project should be designed--and will be assessed holistically—since all elements should cohere within a single, unified conceptual framework.

Throughout the project, each member should separately document in writing and in images their contribution to the design process and their reflections on its development. This report will be separately assessed.

Group presentations will be given in Week 5. Each group will have five (5) minutes to present their design. The presentation should be accompanied by a digital A1 poster. The poster should serve as a standalone guide to the design and include a short written description of key elements (max 100 words) with most information conveyed through images such as plans, sections, elevations, perspectives, models, etc. You can also include links to supplementary materials such as flythroughs or video footage of an object in use.

Each member of the group will INDIVIDUALLY submit a pdf containing:

- i) a copy of the group's digital presentation
- ii) an individual account of the design process, identifying your own role in this process; your reflections on the nature of the process and the outcomes. What worked, what didn't, and what would you change if you could do it again?

Assessment Length

Group presentation A1 poster + 4 minute video + (optional) supplementary video. Written report

max 2 x A3 (4 x A4)

Submission notes

Submit to Moodle by the due date and time, including your last name and student number in file name.

Criteria with marking rubric

Criteria: Critical analysis of design precedents for responses to scenario and design elements. (20%)

Fail - No/ only one precedent(s) and/or poorly identified strengths and weaknesses and/or poorly/not referenced sources.

Pass - At least one relevant precedent with identified strengths and weaknesses. Some source references may be missing.

Credit - At least two relevant precedents, with clearly identified strengths and weaknesses. Most sources are referenced though there may be errors.

Distinction - At least three relevant precedents with very clearly identified strengths and weaknesses and critical awareness of context. Almost all sources are referenced accurately.

High Distinction - At least four relevant precedents with very clearly identified strengths and weaknesses accompanied by insightful, critical contextual analysis. All sources are referenced accurately.

Criteria: Conceptual explorations. (30%)

Fail - Little or no evidence of conceptual exploration.

Pass - One or more proposed concepts is/are presented but inadequately explored or developed.

Credit - The proposed concept(s) is/are clear and there is evidence of development throughout the design .

Distinction - The proposed concept(s) is/are creatively explored, very clearly articulated and developed, and integrated into most of the design elements.

High Distinction - The proposed concept(s) is/are highly innovative, very creatively explored, clearly articulated and developed, and seamlessly integrated throughout the design.

Criteria: Accuracy and communicative value of overall design/ component parts. (30%)

Fail - The overall design and/or two or more individual components are poorly resolved and/or contain significant inaccuracies or fail to communicate clearly.

Pass - The overall design and components communicate a concept, though the images or modelling or other aspects of the design may be unresolved or unclear.

Credit - The overall design and most components communicate the concept clearly, though there may be some inaccuracies, and some unresolved elements.

Distinction - The overall design and its components communicate an innovative concept very strongly though there may be minor inaccuracies, missed opportunities or lack of clarity in some components.

High Distinction - The overall design and its components communicate an innovative concept very strongly, accurately and convincingly.

Criteria: Evidence of contribution to teamwork/design outcomes (20%)

Fail - Little or no evidence of positive contribution to design outcomes and/or reflection on process/outcomes.

Pass - Some evidence of positive contribution to design outcomes and reflection on the process/ outcomes.

Credit - Evidence of significant positive contribution to the design process and outcomes and reflection on the nature of this contribution.

Distinction - Extensive demonstrated evidence of significant positive contribution to the design process and outcomes and insightful critical self-reflection.

High Distinction - Extensive demonstrated evidence of significant positive contribution throughout the design process with insightful critical self reflection, and evidence of constructive strategies for supporting team outcomes.

Assignment submission Turnitin type

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

Speculative Futures

Assessment Overview

In this assessment task you will analyse the design elements of a domestic environment that appears in a film or TV program featuring a speculative futuristic setting. You will be required to develop a presentation of your design analysis and a written report.

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

Course Learning Outcomes

- CLO1 : Apply interdisciplinary and collaborative processes in design projects.
- CLO2 : Generate design outcomes by investigating ideas and positions around domestic life external to the immediate problems, and conduct more pro-active approaches for new design solutions.

Detailed Assessment Description

Assessment type: Presentation, oral and written

You will make a close reading (i.e. a detailed analysis) of a domestic environment that appears in a film or TV program featuring a speculative futuristic setting.

In Week 1 you will be asked to identify a film or TV programs set in the future that contains imagined future domestic environments. (If two or more students choose the same film or program there will be a lottery to determine the outcome, so please identify at least two films in case you don't get your first choice.)

You will briefly identify how far in the future the film is set, which part of the world (or other worlds) it's set in, and very briefly the characters and their relationships.

As the core of your analysis, you will consider the design elements, responding to these

questions:

How do the domestic design elements visible in the film reflect the participants' daily life and the society in which they live?

How do these design elements reflect the values and concerns of the societies in which the film or program was originally produced?

You will first make a 10-minute oral presentation to the class. An oral presentation schedule will be distributed in Week 2 for presentations that will begin in Week 3 and run through till the end of term.

The "quality of oral presentation" criterion for the task assessment will be marked in class. You will also be given feedback about the content of your presentation to assist in the preparation of a final report, which you will submit in Week 11.

The written report should include a synopsis of the plot and setting (100 words max), a representative set of captioned screenshots to illustrate the various domestic design elements, and a written analysis of the significance of these elements, addressing the questions above. 1000 - 1500 words and max five A3 (10 A4) pages.

Oral presentations will be delivered every week from week 3 to week 10. A schedule will be established in Week 2.

Final report to be uploaded as a pdf to Moodle by 24 April (Week 11). Please include your name and student number in the file name.

Assessment Length

1000-1500

Submission notes

The final report should be uploaded as a pdf to Moodle by 24 April (Week 11). Please include your name and student number in the file name.

Assessment information

Late submissions of the written report will incur a penalty of 5% per day OR PART THEREOF up to a maximum of 5 days, after which the assignment will not receive a mark.

Students who do not present their oral presentation at the scheduled time and who do not supply acceptable documentation (eg medical certificate) will receive a zero mark for the presentation.

Criteria with marking rubric

Criteria: Quality, depth and relevance of research and clarity of written/visual presentation. (30%)

Fail - Limited or no evidence of research and/or a poorly presented text and images and/or limited or no referencing.

Pass - Evidence of some research and adequately presented text and images with some attempt at referencing sources.

Credit - Evidence of a range of research resources, well-presented text and images with referencing of all sources.

Distinction - Evidence of a wide range of relevant research resources, very well-presented text and images with all sources referenced, mostly accurately.

High Distinction - Evidence of a comprehensive range of relevant research resources, and outstandingly well-presented text and images, with all sources accurately referenced.

Criteria: Critical analysis of domestic elements. (50%)

Fail - Limited or no evidence of critical analysis. No clear argument presented.

Pass - Some critical analysis of a number of key elements. An argument exists but it may be hard to follow or incomplete.

Credit - Critical analysis of all key elements. A well-structured argument is presented.

Distinction - An insightful critical analysis of all key elements. A very clearly structured argument is presented.

High Distinction - An insightful and innovative critical analysis of all key elements. A very clearly structured argument with a convincing conclusion.

Criteria: Quality of oral presentation. (20%)

Fail - Unclear structure. Reads script without engagement.

Pass - Structured , well-illustrated exposition. May read from notes.

Credit - Fairly fluent and well-structured exposition with good illustrations. Does not appear to read from notes.

Distinction - Very fluent, well-structured, informative and engaging with very good illustrations. Does not appear to read from notes.

High Distinction - Outstandingly fluent, well-structured, informative, and engaging with high quality illustrations. Does not appear to read from notes.

Assignment submission Turnitin type

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

The Thing from the Future: Speculative Responses to Future Scenarios

Assessment Overview

In this assessment task you will explore speculative design scenarios in response to 'Thing from the Future', a game designed to generate speculative futures. You will then be required to develop one of these scenarios for in-class presentation.

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

Course Learning Outcomes

- CLO1 : Apply interdisciplinary and collaborative processes in design projects.
- CLO2 : Generate design outcomes by investigating ideas and positions around domestic life external to the immediate problems, and conduct more pro-active approaches for new design solutions.
- CLO3 : Examine complex design issues from a broader perspective and in a holistic way.

Detailed Assessment Description

You will generate a speculative domestic scenario by playing the Situation Lab's "Thing from the Future", a game expressly designed to generate speculative futures. Instructions on how to play

the game will be given in class. You can also read about the game here <http://situationlab.org/project/the-thing-from-the-future/> You can access the app here <http://thing-from-the-future.glitch.me/> (app designed by Paritosh Ursekar)

In response to your generated scenario, you will develop a set of design responses. These might be an event, object, image, video, space, etc. or some combination of these. In discussion with your class/tutor, you will select the response you decide is the most worthwhile progressing, and will then produce more detailed conceptual studies, leading to the development of a resolved design which you will communicate to the class in a final presentation in Week 5.

The design scenario and response should be communicated in a well-illustrated pdf report in A3 format, (max 4 x A3 pages). The report should serve as a standalone document that does not require additional commentary. It should include

- i) the ATOM card combination that formed your starting point;
- ii) a short (50-word max) account of your interpretation of these cards cues;
- iii) a critical analysis of 3 relevant precedents,
- iv) evidence of a range of conceptual explorations,
- v) and an appropriately communicated resolved design. (The meaning of 'appropriate' will depend on the type of design, as we will discuss in class).
- vi) you will have four (4) minutes to present your design to your peers as a pre-recorded video. The video presentation will be evaluated and constitutes 10% of the total mark.

Submission requirements: Upload a pdf version of your digital report to Moodle by 5pm on Wednesday 24 April, and a copy of your video presentation to a streaming service by the same time.

Assessment Length

4 x A3 pages

Submission notes

Inclu

Assessment information

Late submissions of either the report or the video will incur a 5% penalty of total assessment

task mark per day or part thereof.

Criteria with marking rubric

Criteria: Critical analysis of design precedents (15%)

Fail - No/one precedent(s) and/or poorly identified strengths and weaknesses and/or poorly/not referenced sources.

Pass - At least three relevant precedents with identified strengths and weaknesses are presented. Some references may be missing.

Credit - A representative range of precedents with clearly identified strengths and weaknesses. Most sources are referenced though there may be errors.

Distinction - A fairly comprehensive set of precedents with very clearly identified strengths and weaknesses and critical awareness of context. Almost all sources are referenced accurately.

High Distinction - A comprehensive set of precedents with very clearly identified strengths and weaknesses accompanied by insightful, critical contextual analysis. All sources are referenced accurately.

Criteria: Conceptual Explorations (45%)

Fail - Little or no evidence of conceptual exploration.

Pass - One or more proposed concepts is/are presented but inadequately explored/developed.

Credit - The proposed concept(s) is/are clear and there is evidence of development throughout the design.

Distinction - The proposed concept(s) is/are creatively explored, very clearly articulated and developed, and integrated into most of the design elements.

High Distinction - The proposed concept(s) is/are highly innovative, very creatively explored, clearly articulated and developed, and seamlessly integrated throughout the design.

Criteria: Written Report (25%)

Fail - Design ideas are poorly resolved and/or are not clearly and accurately communicated.

Pass - The design journey and outcome is clearly communicated, though some elements may be missing and errors may be present in images and/or texts and/or layout.

Credit - The design journey and outcome is very clearly and engagingly communicated, though some errors may be present in images and/or texts and/or layout.

Distinction - The design journey and outcome is professionally presented with only minor errors in images and/or texts and/or layout.

High Distinction - The design journey and outcome is presented with great professionalism, creativity and accuracy.

Criteria: Video Presentation (15%)

Fail - Video presentation is absent or merely recycles images and text from written report.

Pass - Message is clearly delivered, using the medium of video appropriately, though opportunities for creative, engaging delivery are not exploited.

Credit - Video makes use of image, text and sound to clearly and engagingly communicate.

Distinction - Video clearly and very engagingly uses image, text, and sound to communicate the design, though minor technical errors may be present.

High Distinction - Video uses image, text and sound in outstandingly creative and innovative ways to present the design clearly and memorably.

Assignment submission Turnitin type

Not Applicable

General Assessment Information

The reader or viewer needs to be able to identify the source of every piece of information and every image that you present. Failure to acknowledge your sources may be construed as plagiarism, a breach of academic integrity, which can incur penalties up to and including failure of the course. During the course you will be given instructions in how to make sure all sources are acknowledged.

Grading Basis

Standard

Requirements to pass course

50% or higher aggregate mark across three weighted assessment tasks.

Course Schedule

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Resources

Prescribed Resources

All readings and notes are included on the course Moodle page.

Additional Costs

Some costs may incurred for printing or model-making, depending on the nature of specific project deliverables.

Course Evaluation and Development

Our task is to ensure you have the most positive learning experience we can deliver. We aim for a 100% satisfaction rate and achieved this in the last iteration of the course. However, we are also committed to continuous improvement and welcome constructive feedback at any point during the course. In addition to opportunities before, during, and after class for informal feedback., an anonymous survey is administered in the third week of class and again in the seventh week. All student comments are carefully considered, and a report of these comments presented to the class in the week following the survey. Wherever it is possible to enhance the learning

experience, we will act on your recommendations. In a past iteration of the course, for example, a request was received for more discussion of current examples of "futuristic" domestic design. In response to this request, more examples of contemporary practice were included in the talks, and specific times and tasks were allocated for discussion and evaluation.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Michael Garbutt		F305	-	by appointment. Please email me.	Yes	Yes
Head lecturer	Paritosh Prashant Ursekar		F305	-	by appointment. Please email me.	No	No

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

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

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Paddington NSW 2021

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