UNSW Course Outline

DDES1041 Illustration and Rendering - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : DDES1041
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

In this course, you will engage with traditional and contemporary methods for illustration, such as concept and process drawing, editorial illustration, comics and storyboarding for a range of graphic design contexts. During the course, you will practice and apply a range of techniques,

processes, and media. By the end of the course, you will have developed your understanding and experience of applying a consistent approach to the task of illustrating narratives.

Course Aims

This course aims to develop the discipline experience of illustration for graphic design. The focus is on experimentation and developing skills, leading to deeper knowledge and experience of applying illustration styles and techniques to narrative design.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Experiment with a range of media and techniques for rendering and illustration.
CLO2 : Identify and apply methods of illustration appropriate to a brief.
CLO3 : Develop an extended narrative using a consistent approach to illustration.
CLO4 : Recognise and reference leading practitioners and movements in the field of illustration.

Course Learning Outcomes	Assessment Item
CLO1 : Experiment with a range of media and techniques for rendering and illustration.	• Skills Portfolio • Illustrated Narrative
CLO2 : Identify and apply methods of illustration appropriate to a brief.	• Skills Portfolio
CLO3 : Develop an extended narrative using a consistent approach to illustration.	• Illustrated Narrative
CLO4 : Recognise and reference leading practitioners and movements in the field of illustration.	• Skills Portfolio • Illustrated Narrative

Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

Additional Course Information

Students will be expected to experiment with and apply a variety of illustration techniques, principles and elements to develop and hone their ability to create and produce persuasive illustrated narratives.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Skills Portfolio Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 25/03/2024 09:00 AM
Illustrated Narrative Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 22/04/2024 09:00 AM

Assessment Details
Skills Portfolio

Assessment Overview

Assessment Task 01 invites you to explore a range of styles, media and techniques to help you develop a portfolio of illustrations. Emphasis is placed on experimentation and broad range of approaches. Feedback will be provided on a regular basis through discussion with peers and tutors. Marking will be done using a rubric with students receiving written feedback for their individual work.

Course Learning Outcomes

- CLO1 : Experiment with a range of media and techniques for rendering and illustration.
- CLO2 : Identify and apply methods of illustration appropriate to a brief.
- CLO4 : Recognise and reference leading practitioners and movements in the field of illustration.

Submission notes

Portfolio work is exhibited and presented in Studio. Digital versions submitted online via moodle

Criteria with marking rubric

Criteria: Visual Experimentation 20%

Fail - Limited or no evidence of experimentation (eg. iteration, notation, sketching and/or development of illustration techniques or concepts).

Pass - There is some evidence of experimentation, including iteration, notation, sketching and other visual experiments, but it is not strongly linked to development of illustration techniques or concepts.

Credit - There is evidence of independent experimentation, including iteration, notation, sketching

and development of illustration techniques or concepts.

Distinction - There is good evidence of independent experimentation, including iteration, notation, sketching and other visual experimentation, developing techniques and conceptual approaches to illustration.

High Distinction - There is substantial evidence of independent experimentation, including iteration, notation, sketching and other visual experiments, developing techniques and conceptual approaches to illustration.

Criteria: Demonstrated illustration skills 20%

Fail - Limited application of illustration elements and principles, including composition, style, narrative, colour, perspective and media.

Pass - Sound application of illustration elements and principles, including composition, style, narrative, colour, perspective and media.

Credit - Good application of illustration elements and principles, including composition, style, narrative, colour, perspective and media.

Distinction - Very good application of illustration elements and principles, including composition, style, narrative, colour, perspective and media.

High Distinction - Outstanding application of illustration elements and principles, including composition, style, narrative, colour, perspective and media.

Criteria: Originality and creativity of illustrated outcomes 40%

Fail - The portfolio is conventional and unoriginal. There are few discernible elements of innovation or further experimentation.

Pass - The portfolio demonstrates a sound, conventional series of illustrations.

Credit - The portfolio contains elements of originality and creativity, displaying clear evidence of innovation and experimentation.

Distinction - A creative, individual approach is present and aligned to the field of illustration. The portfolio work is original but in some instances may rely on convention.

High Distinction - An individual response to illustration is highlighted in the portfolio. Evidence of significant exploration and experimentation that has resulted in original, creative responses that challenge (or add to) the field of illustration.

Criteria: Concept Statement 10%

Fail - Limited or no engagement with field. Inconsistent or no referencing style. Concept Statement has minimal, confusing or no structure and/or contains many syntax or grammar errors.

Pass - Leading practitioners and/or movements that influenced illustrations are discussed using a referencing style. Concept statement has a sound structure, however there may be syntax or grammar errors.

Credit - Leading practitioners and/or movements that influenced illustrations are discussed with a variety of academic sources using a consistent referencing style. Concept statement has a good structure with some syntax or grammar errors.

Distinction - Leading practitioners and/or movements that influenced illustrations are discussed in an advanced and meaningful way. There is a variety of academic sources ranging from the course material to independent readings, using a consistent referencing style. Concept statement has a clear structure with minimal syntax or grammar errors.

High Distinction - Leading practitioners and/or movements that influenced illustrations are discussed in a meaningful and transformative way. There is a variety of academic sources ranging from the course material to independent readings, using a consistent referencing style. Concept statement has a clear and logical structure with no syntax or grammar errors.

Criteria: Presentation, documentation and collaborative practice 10%

Fail - Documentation and presentation is absent or incomplete and/or student has not engaged in critical discussion and/or in collaborative practice in studio.

Pass - Sound level of documentation that houses a range of illustrations. Student has engaged in discussion and collaborative practice in the studio.

Credit - Good level of documentation that demonstrates a range of illustrations using a consistent layout. Student has engaged well in critical discussion and to collaborative practice in studio.

Distinction - Very good level of documentation that highlights a range of illustrations using a consistent layout. Student has led and contributed well to critical discussion and to collaborative practice in studio.

High Distinction - Professional level of documentation that highlights a range of illustrations using a consistent and compelling layout. Student has led and contributed productively to critical discussion and to collaborative practice in studio.

Assignment submission Turnitin type

This is not a Turnitin assignment

Illustrated Narrative

Assessment Overview

In Assessment Task 02, you will develop an extended project building on the strengths in illustration demonstrated in your skills portfolio. The project will use a cohesive approach applied illustrating a narrative in a designed outcome. Feedback will be provided on a regular basis through discussion with peers and tutors. Marking will be done using a rubric with students receiving written feedback for their individual work.

Course Learning Outcomes

- CLO1 : Experiment with a range of media and techniques for rendering and illustration.
- CLO3 : Develop an extended narrative using a consistent approach to illustration.
- CLO4 : Recognise and reference leading practitioners and movements in the field of illustration.

Submission notes

Portfolio work is exhibited and presented in Week 11. Digital versions submitted online via moodle

Criteria with marking rubric

Criteria: Visual Experimentation 20%

Fail - Limited or no evidence of experimentation (eg. iteration, notation, sketching and/or development of narrative illustration techniques or concepts).

Pass - There is some evidence of experimentation, including iteration, notation, sketching and other visual experiments, but it is not strongly linked to development of narrative illustration techniques or concepts.

Credit - There is evidence of independent experimentation, including iteration, notation, sketching and development of narrative illustration techniques or concepts.

Distinction - There is good evidence of independent experimentation, including iteration, notation, sketching and other visual experimentation, developing techniques and conceptual approaches to narrative illustration.

High Distinction - There is substantial evidence of independent experimentation, including iteration, notation, sketching and other visual experiments, developing techniques and conceptual approaches to narrative illustration.

Criteria: Demonstrated illustration skills 20%

Fail - Limited application of illustration elements and principles, including composition, style, narrative, colour, perspective and media.

Pass - Sound application of illustration elements and principles, including composition, style, narrative, colour, perspective and media.

Credit - Good application of illustration elements and principles, including composition, style, narrative, colour, perspective and media.

Distinction - Very good application of illustration elements and principles, including composition, style, narrative, colour, perspective and media.

High Distinction - Outstanding application of illustration elements and principles, including

composition, style, narrative, colour, perspective and media.

Criteria: Originality and creativity of illustrated outcomes 40%

Fail - The illustrated narrative is conventional and unoriginal. There are few discernible elements of innovation or further experimentation.

Pass - The illustrated narrative demonstrates a sound, conventional interpretation of the concept.

Credit - The illustrated narrative contains elements of originality and creativity, displaying clear evidence of innovation and experimentation.

Distinction - A creative, individual approach is present and aligned to the field of narrative illustration. The work is original but in some instances may rely on convention.

High Distinction - Significant exploration and experimentation that has resulted in an original, creative and transformative response to narrative illustration that challenges convention.

Criteria: Concept Statement 10%

Fail - Limited or no engagement with field. Inconsistent or no referencing style. Concept Statement has minimal, confusing or no structure and/or contains many syntax or grammar errors.

Pass - Leading practitioners and/or movements that influenced illustrations are discussed using a referencing style. Concept statement has a sound structure, however there may be syntax or grammar errors.

Credit - Leading practitioners and/or movements that influenced illustrations are discussed with a variety of academic sources using a consistent referencing style. Concept statement has a good structure with some syntax or grammar errors.

Distinction - Leading practitioners and/or movements that influenced illustrations are discussed in an advanced and meaningful way. There is a variety of academic sources ranging from the course material to independent readings, using a consistent referencing style. Concept statement has a clear structure with minimal syntax or grammar errors.

High Distinction - Leading practitioners and/or movements that influenced illustrations are discussed in a meaningful and transformative way. There is a variety of academic sources ranging from the course material to independent readings, using a consistent referencing style. Concept statement has a clear and logical structure with no syntax or grammar errors.

Criteria: Presentation, documentation and collaborative practice 10%

Fail - Documentation and presentation is absent or incomplete and/or student has not engaged in critical discussion and/or in collaborative practice in studio.

Pass - Sound level of documentation that houses a range of illustrations. Student has engaged in discussion and collaborative practice in the studio.

Credit - Good level of documentation that demonstrates a range of illustrations using a consistent layout. Student has engaged well in critical discussion and to collaborative practice in studio.

Distinction - Very good level of documentation that showcases the work using a consistent layout. Student has led and contributed well to critical discussion and to collaborative practice in studio.

High Distinction - Professional level of documentation that showcases and highlights the work using a consistent and compelling layout. Student has led and contributed productively to critical discussion and to collaborative practice in studio.

Assignment submission Turnitin type

This is not a Turnitin assignment

General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Studio	Introduction to the course, resources and Assessment 1. Drawing the figure and face Caricatures
Week 2 : 19 February - 25 February	Studio	Comics: figure and narrative Scenes and landscapes
Week 3 : 26 February - 3 March	Studio	Scientific Illustration and Colour
Week 4 : 4 March - 10 March	Studio	Editorial Illustration, style and the relationship between image and text.
Week 5 : 11 March - 17 March	Studio	Environmental illustration: murals, street art and social commentary
Week 6 : 18 March - 24 March	Other	Study Week
Week 7 : 25 March - 31 March	Studio	Illustration portfolio presentations. Introduction to Assessment 2. Setting a Personal Brief – planning, investigation, thumbnail sketches.
	Assessment	Skills Portfolio: Presentation and submission of Portfolios of Work
Week 8 : 1 April - 7 April	Studio	Narrative, storyboards and context 1
Week 9 : 8 April - 14 April	Studio	Narrative, storyboards and context 2
Week 10 : 15 April - 21 April	Studio	Production: realising the concept
Week 11 : 22 April - 28 April	Assessment	Illustrated Narrative: personal brief: Presented in studio and digital submission via moodle.

Attendance Requirements

Attendance Requirements

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](#).

Course Resources

Prescribed Resources

All resources for this course are available via the "course readings" (Leganto) link, found on the Course Moodle page.

EQUIPMENT LIST - the following list is a general collection of materials that you may need for this course. Many materials are provided for experimentation during the first half of the term, and you may wish to share materials with your peers.

Each week students will be notified via moodle what materials and equipment will be needed.

- A3 bond or bank sketch pad
- Graphite pencils B/H range
- Clean good quality eraser
- 30cm or 60cm Steel ruler
- Fine point black felt pen
- Marker pens (grey + 1 other colour)
- 2 brushes, approximate size 4–8
- small pointed brush, unused
- cotton wool balls
- Lightweight tracing paper
- Cutting knife
- Masking tape
- Bleedproof paper
- Gouache Primary set of 5 (CMYK + white)

Course Evaluation and Development

It is important that students complete the myExperience course and teaching surveys for this course. This is completely anonymous and provides important student observations and suggestions to ensure that the course is continually improved. To see how the course convenor has responded to student feedback from previous iterations of the course, please see the "My Feedback Matters" on Student Surveys section in the course Moodle site.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Rebecca Green		F217G		Please email me to arrange a consultation time	Yes	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 Plagarism

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 x 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