



UNSW Course Outline

DDES2131 Experience 3: Spaces for Performance - 2024

Published on the 18 Sep 2024

General Course Information

Course Code : DDES2131

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

This advanced course within the Experience disciplinary studio will explore the relationships between people, space, spectacle and culture. Focusing on events as rich, multifaceted sites of experience, you will develop and test ideas and conditions for heightened and collective

experiences.

Through considered design for a performance, you will continue to hone both analogue and digital skills to an advanced level to represent and communicate your research, ideation and development process. Additional knowledge and skills relevant to the theatre, film, exhibition and event industries will be developed to convey complex (and often unscripted) narrative structures as well as atmosphere and effect.

Course Aims

This course is the third course within the Experience disciplinary studio in the Bachelor of Design program. The aim of the course is to develop advanced knowledge, skills and attributes in the experiential design discipline. The course allows for the development of a public performance, focusing on one typology for the entire term. Speculative and iterative process are built into the course learnings.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify, define and communicate emergent themes relating to social performance and experiential encounter
CLO2 : Interpret and deliver an innovative and impactful design outcome, creating a complex and descriptive picture of public performance
CLO3 : Speculate on pre-existing attitudes within a design-based context and with comprehensive documentation evidence enquiry

Course Learning Outcomes	Assessment Item
CLO1 : Identify, define and communicate emergent themes relating to social performance and experiential encounter	• Public performance – a project proposal
CLO2 : Interpret and deliver an innovative and impactful design outcome, creating a complex and descriptive picture of public performance	• Collective Encounters
CLO3 : Speculate on pre-existing attitudes within a design-based context and with comprehensive documentation evidence enquiry	• Public performance – a project proposal • Collective Encounters

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

Learning and Teaching in this course

Formative feedback will be provided regularly during class through discussion with peers and tutors.

Summative feedback and assessment of your project and documentation will be provided digitally upon submission of task response.

Additional Course Information

You must actively participate in classes and complete all set work to a satisfactory standard as discussed in class.

It is important that you attend and arrive on time for all classes. Lectures and essential information will normally be provided at the beginning of the class time. With collaborative projects, students are expected to attend class and participate fully in group work. If you are unable to attend class kindly communicate this with your tutor and team.

Please note that the expectation of time in this course is more than contact hours. The University has expectations of a total load of 25-30 hours per unit of credit. (150-180 hours for this course) This means that you should spend no less than 8-10 hours per week on average on class work in addition to your timetabled hours. This time should be made up of reading, research, working on studio projects. In periods where you need to complete assignments or prepare for examinations the workload may be greater. Over commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Public performance – a project proposal Short Extension: Yes (3 days)	40%	Due Date: Week 5: 07 October - 13 October
Collective Encounters Short Extension: Yes (3 days)	60%	Due Date: Week 11: 18 November - 24 November

Assessment Details

Public performance – a project proposal

Assessment Overview

Assessment Task 1 asks you to research and select from a range of public performance typologies for presentation. You are also asked to develop four experiential futures that explore scenarios for current and future encounters and engagement. Research and project development will be evidenced through a short, curated presentation and comprehensive process journal.

Formative feedback will be given on a short presentation of Part A - your selected public performance. Summative feedback and assessment of your project iterations will be provided digitally upon submission.

Course Learning Outcomes

- CL01 : Identify, define and communicate emergent themes relating to social performance and experiential encounter
- CL03 : Speculate on pre-existing attitudes within a design-based context and with comprehensive documentation evidence enquiry

Detailed Assessment Description

You are asked to craft a proposal for a public performance or event that fosters community engagement. Your proposal should:

1. **Select** a type of event or performance, detailing its nature and experiential considerations.
2. **Experiment** with the spatial design or ephemeral architecture that enhances the collective experience.
3. Explore and **Speculate** on potential futures of the event utilizing scripting and storyboarding techniques to craft complex event narratives and, ultimately, a series of memorable shared experiences.

More information can be found in the detailed assessment brief, available on MOODLE.

Submission notes

Upload: Digital project proposal (PDF) to moodle, prior to 11.55pm on Sunday (end of week 5).

Assessment information

Reference responsibly and avoid plagiarism:

All work created in response to the assessment brief should be your own original work, created

for this assessment task and not recycled from another assessment. Any images or writing included in the assessable document that have been previously published by you (as a submitted assessment or otherwise), or are not your own (for example, precedents, theories, quotes etc.) should be correctly cited using an appropriate referencing style such as Harvard or APA.

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, including deliberately cheating, accidentally copying from a source without acknowledgement, and re-using your own work that has already been submitted for assessment without proper citation. 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 more information please see student.unsw.edu.au/plagiarism/integrity.

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

Planning/Design Assistance

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

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

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

Use of Generative Artificial Intelligence(AI) - in this course and assessment:

Planning assistance with attribution:

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas. However, you must develop or edit those ideas to such a

significant extent that what is submitted is your own original work, i.e. only occasional AI generated words or phrases may form part of your final submission. You are required to submit any and all original AI generated responses in your final submission as part of your process journal. Any output of generative software within your assessment must be attributed with full referencing.

If the outputs of generative AI (of either text- or image-based AI) form a part of your submission beyond initial ideation in your process journal, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Collective Encounters

Assessment Overview

This assessment task asks you to develop a collective experience of public performance based on one of your responses to Assessment Task 1. With this assessment you are to convey the complexity of collective encounter, and consider and communicate multiple individual's experience of your event space.

The iteration and extension of your initial concept, and design resolution through a project presentation and accompanying documentation will be key outcomes of the assessment task. Research and project development will be evidenced through a comprehensive project report and documentation set.

Formative feedback will be provided regularly in studio through discussion with peers and tutors. Summative feedback and assessment of your project and documentation will be provided digitally upon submission.

Course Learning Outcomes

- CLO2 : Interpret and deliver an innovative and impactful design outcome, creating a complex and descriptive picture of public performance
- CLO3 : Speculate on pre-existing attitudes within a design-based context and with comprehensive documentation evidence enquiry

Detailed Assessment Description

In this task you will **Develop** and **Document** an event or performance, building upon a scenario from your first assessment. Your focus will be on refining the spatial and experiential design to create a detailed and impactful solution.

Develop:

- Select and refine an experiential scenario.
- Choose a relevant site, conducting research to analyse its potential (opportunities and constraints).
- Ideate, creating a Parti diagram to conceptualize spatial possibilities.
- Iterate design ideas, considering form, function, materiality, and multiple perspectives.

Document:

- Synthesize demographic studies and document three individual experiences.
- Develop spatial diagrams (Programmatic, Contextual, etc.) and a circulation plan.
- Design atmospheric elements like lighting and sound to enhance the event.

More information can be found in the detailed assessment brief, available on MOODLE.

Submission notes

Upload: Project portfolio (PDF) including technical documentation package. Submit online to moodle prior to 11.55pm on scheduled day of class (in Week 11)

Assessment information

Reference responsibly and avoid plagiarism:

All work created in response to the assessment brief should be your own original work, created for this assessment task and not recycled from another assessment. Any images or writing included in the assessable document that have been previously published by you (as a submitted assessment or otherwise), or are not your own (for example, precedents, theories, quotes etc.) should be correctly cited using an appropriate referencing style such as Harvard or APA.

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General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Studio	Collective Effervescence - Events, performances and social cohesion
Week 2 : 16 September - 22 September	Studio	Situating the Temporary: Contemporary Events and Performances
Week 3 : 23 September - 29 September	Studio	Speculative Design for Performances
	Presentation	Storyboard (contemporary event)
Week 4 : 30 September - 6 October	Studio	Liminal Space, Scenography and Event Architecture
Week 5 : 7 October - 13 October	Studio	Site Specificity and Event Design
	Assessment	Presentation (in class) Upload (via moodle)
Week 6 : 14 October - 20 October	Other	Study Week
Week 7 : 21 October - 27 October	Studio	Atmosphere and Spectacle Including: Illuminating the Performance
Week 8 : 28 October - 3 November	Studio	Building the Experience (3D modelling of the performance architecture)
Week 9 : 4 November - 10 November	Studio	People and Publics (incl. Stakeholders and Statutory Requirements)
Week 10 : 11 November - 17 November	Studio	The Performance and Presenting Developed Designs Presentations of performance projects (in class) Presentations of your work in progress (WIP) with feedback provided for final submission.
	Assessment	Week 11: Upload to 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

Recommended Resources

Candy, S & Dunagan, J 2017, 'Designing an experiential scenario: The People Who Vanished', *Futures*, vol. 86, pp. 136–153.

✕

Dunne, A 2013, *Speculative everything* ✕ *design, fiction, and social dreaming* Fiona Raby (ed),

Cambridge, Massachusetts: The MIT Press

Keltner, D 2023, *Awe: The New Science of Everyday Wonder and How It Can Transform Your Life*, New York: Penguin Random House

Lepecki, A & Banes, S (eds) 2007, *The senses in performance*, London :New York Routledge.

Lidwell, W, et al, 2003. *Universal Principles in Design*. Massachusetts: Rockport Publishing.

Mars, R 2014, *Ten Thousand Years - 99% Invisible*, 99pi, retrieved from
<<https://99percentinvisible.org/episode/ten-thousand-years/>>.

Turner, V Witter 1995, *The ritual process structure and anti-structure*, New York: Aldine De Gruyter

Žižek, S. 2014. *Event*, Brooklyn Melville House

Additional Costs

Whilst there are no prescribed texts for purchase, additional costs incurred may include:
Materials for making and designing
Exhibition entry fees

Course Evaluation and Development

Feedback is invited and always appreciated.
A simple survey on student satisfaction will be offered in week 5. Your anonymous responses provide an opportunity for feedback, enabling us to respond to this in weeks 7-10.
The University also gathers feedback through its MyExperience Survey in weeks 9-10 for future iterations and improvements to the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Katherine Bond		F211		By appointment.	No	Yes

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. 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.

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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