



UNSW Course Outline

DDES9012 Critical Approaches to Design - 2024

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General Course Information

Course Code : DDES9012

Year : 2024

Term : Term 2

Teaching Period : T2

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 : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course builds upon your knowledge of design as a practice for addressing social and environmental issues. You will build knowledge and understanding of design problems through evaluation and analysis of an existing real-world scenario, and produce a critical design

response. You will engage with a range of human-centred research methodologies that will aid in your selection and analysis of a design problem. You will use human-centred design methodologies to develop innovative, informed and often unexpected design solutions that challenge conventions and assumptions. This course fosters the development of a peer mentoring culture through collaborative research, iteration, interdisciplinary collaboration and critique.

Course Aims

In this studio-based course students will:

- Explore models of collaborative studio work.
- Apply critical models of design practice through creative design projects.
- Work from concept to the development of a design outcome, using a variety of tools to engage with cultural, social and historical contexts in the development of design projects.
- Work with both new and traditional processes of designing.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Interpret and apply human-centred research methodologies to the analysis of a design problem.
CLO2 : Document research methods and design processes to professional standards.
CLO3 : Demonstrate creativity and critical thinking in the resolution of a design problem.
CLO4 : Effectively communicate design research, processes and outcomes through a variety of formats.

Course Learning Outcomes	Assessment Item
CLO1 : Interpret and apply human-centred research methodologies to the analysis of a design problem.	<ul style="list-style-type: none">• Design Proposal• Design Solution
CLO2 : Document research methods and design processes to professional standards.	<ul style="list-style-type: none">• Design Proposal• Design Solution
CLO3 : Demonstrate creativity and critical thinking in the resolution of a design problem.	<ul style="list-style-type: none">• Design Proposal• Design Solution
CLO4 : Effectively communicate design research, processes and outcomes through a variety of formats.	<ul style="list-style-type: none">• Design Proposal• Design Solution

Learning and Teaching Technologies

Moodle - Learning Management System

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Design Proposal Assessment Format: Individual Short Extension: Yes (3 days)	50%	Due Date: Due by 12:00 midday on Monday Week 4.
Design Solution Assessment Format: Individual Short Extension: Yes (3 days)	50%	Due Date: Due by 12:00 midday on Monday, Week 11.

Assessment Details

Design Proposal

Assessment Overview

This assessment task focuses on defining a research problem through critical analysis using human-centred research methodologies. Prepare a design project proposal that addresses a real-world issue of your choosing within the scope defined by lecture and tutorial content. You will analyse your chosen issue using one of the research approaches provided in the course material, or from your independent study of other critical approaches. You will describe the nature of your chosen issue, including thorough analysis of the background, context, stakeholders and precedent studies. You will then propose an approach and method/s that you intend to use in addressing this issue, including associated preliminary design ideas. Feedback will be provided on a regular basis in tutorial through discussion with peers and tutors. Summative assessment and feedback will be provided digitally based on the rubric.

Course Learning Outcomes

- CL01 : Interpret and apply human-centred research methodologies to the analysis of a design problem.
- CL02 : Document research methods and design processes to professional standards.
- CL03 : Demonstrate creativity and critical thinking in the resolution of a design problem.
- CL04 : Effectively communicate design research, processes and outcomes through a variety of formats.

Detailed Assessment Description

In collaboration with your peers, you will research and critically analyse an emergency scenario. You will be required to investigate the historic, geographic and cultural influences shaping the site, as well as precedents, theories, methods, frameworks and approaches to problem solving in emergency scenarios in order to develop a visual report that documents the circumstances and factors affecting and influencing the emergency scenario. The visual report may include

documentation of 2D and/or 3D investigations that informed your critical analysis methodologies.

Assessment Length

20 minutes.

Submission notes

Group Visual Report in the form of a pre-recorded, 20-minute group presentation.

Assignment submission Turnitin type

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

Design Solution

Assessment Overview

In this assessment task, you will create a design response to the problem outlined in your Assessment 1 proposal, with effective documentation of the outcome and processes. Your design should address your chosen issue in a meaningful and sensitive way, potentialising agency and empowerment for stakeholders through the use of human-centred research and design methodologies. Your design work will be documented as a PDF with accompanying research statement describing how your design practice and outcomes address your chosen issue, and relevant extracts from visual journal demonstrating practice. You will also present your final design outcome in a concise oral presentation, highlighting key aspects.

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

Course Learning Outcomes

- CL01 : Interpret and apply human-centred research methodologies to the analysis of a design problem.
- CL02 : Document research methods and design processes to professional standards.
- CL03 : Demonstrate creativity and critical thinking in the resolution of a design problem.
- CL04 : Effectively communicate design research, processes and outcomes through a variety of formats.

Detailed Assessment Description

Using the findings presented in the collaborative visual report (Assessment 1), you are required to develop a design outcome that addresses one or more factors associated with your chosen emergency scenario. You are required to work iteratively through material and process testing and experimentation, toward the design and production of a working prototype OR non-working prototype of equivalent resolution OR scale model of equivalent resolution. Your design response

can be positioned within a disciplinary specialisation of your choosing or employ an interdisciplinary approach ie textile design, furniture design, object design, graphic design, environments, or a combination of design disciplines.

Assessment Length

5 minutes.

Submission notes

Design response and pre-recorded 5-minute individual presentation.

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 : 27 May - 2 June	Studio	Lecture: Emergency Response Part A - The Site. Studio: - Decolonisation. - Intro to Assessment tasks. - Communication Coach. - Familiar emergency scenario exercise.
Week 2 : 3 June - 9 June	Studio	Lecture: Emergency Response Part B - The People. Studio: - Research topic identification, and analysis. - APA Referencing. - Communication Coach.
Week 3 : 10 June - 16 June	Studio	Lecture: Indigenous Australian Theory, Method and Frameworks. Studio: - Indigenous Australian History and Politics. - Site research and the diversity of Indigenous Australian cultures. - Pre-census feedback.
Week 4 : 17 June - 23 June	Studio	Lecture: Flood Emergency in Fitzroy Crossing. Studio: Assessment 1 presentation and feedback.
Week 5 : 24 June - 30 June	Studio	Lecture: Doing 'With', Not For: What's the Role of the Designer in Community-led Service Design? Studio: - Intro to Assessment 2. - Working on design proposal presentations.
Week 6 : 1 July - 7 July	Other	Study Week
Week 7 : 8 July - 14 July	Studio	Lecture: Non-Human and More-Than-Human Emergency Scenarios on Dharug Country. Studio: Design proposal presentations.
Week 8 : 15 July - 21 July	Studio	Lecture: Housing for Health. Studio: - Co-design. - Sketch exchange exercise. - From 2D to 3D exercise.
Week 9 : 22 July - 28 July	Studio	Lecture: Designing Holistic Disaster Resilience in Australia. Studio: - Progress pin-up. - Group and individual consultations on Assessment 2.
Week 10 : 29 July - 4 August	Studio	Lecture: Social Design in Remote Indigenous Communities. Studio: - Narrative Therapy exercise. - Design Production. - Group and individual consultations on Assessment 2.

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](#).

General Schedule Information

Assessment 1 is due by 12:00 midday on Monday, Week 4.

Assessment 2 is due by 12:00 midday on Monday, Week 11.

Course Resources

Prescribed Resources

Books and Journals

Berger, J. (1977). *Ways of Seeing*, London: Penguin.

Bessarab, D., & Ng'andu, B. (2010). Yarning About Yarning as a Legitimate Method in Indigenous Research. *International Journal of Critical Indigenous Studies*, 3(1), 37-50. <https://doi.org/10.5204/ijcis.v3i1.57>

Busic-snyder, C. & C. Wallschlaeger (1992). *Basic Visual Concepts and Principles*. Wm. C. Brown Publishers.

Bachelard, Gaston (2011). *The Poetics of Space*. Beacon Press.

Berman, Marshall (2007) *All That Is Solid Melts into Air: The Experience of Modernity*. Penguin.

Bowell, Tracy (2002). *Critical Thinking*. London: Routledge.

Buchanan, R. & J. Miller (1986). *Subsequent Performances*, Faber, London, 1986.

Calvino, Italo (1972). *Invisible Cities*. UK: Martin Secker & Warburg Ltd.

Carter, R. (1998). *Mapping the Mind*. London: Weidenfeld & Nicolson.

Cobley, Paul (2011). *Introducing Semiotics*. Totem Books.

Crowe, Norman (2009) *Nature and the Idea of a Man-Made World: An Investigation into the Evolutionary Roots of Form and Order in the Built Environment*. MIT Press.

Ching, F. (1990). *Drawing a Creative Process*. New York: John Wiley & Sons Inc.

Ching, F. (2007). *Architecture : Form, Space & Order*. New York: John Wiley & Sons Inc.

Ching, F. (2009). *Architectural Graphics*. New York: John Wiley & Sons Inc.

Ching, F. (2010). *Design Drawing*. New York: John Wiley & Sons Inc.

De Bono, E. (1994). *Parallel Thinking*. London: Viking.

Edwards, B. (2012). *Drawing on the Right Side of the Brain*. Penguin Group.

Gamage, Bill. (2011). *The Biggest Estate on Earth*. Sydney: Allen and Unwin.

Gardner, H. (1993). *Creating Minds*. New York: Basic Books.

Kress, G. & G. Van Leeuwen, G. (1996). *Reading Images: The Grammar of Visual Design*, London: Routledge.

Margolin, V. (1989). *Design Discourse: History Theory Criticism*. Chicago: The University of Chicago Press. Margolin, V. (1995). *The Idea of Design*. Boston: The MIT Press.

Mau, Bruce. (2007). *Massive Change*. Phaidon Press.

McLean, Ian. (1998). *White Aborigines*. Cambridge University Press.

Moss, Rod (2010). *The Hard Light of Day*. St Lucia: University of Queensland Press.

Pascoe, B (2018). *Dark Emu*. Perth: Magabala Books.

Roukes, N. (1980). *Art Synetics*. Mass.: Davis Publications.

Rowe, Peter (2009). *Design Thinking*. MIT Press.

Sheehan, Norman W. *Indigenous Knowledge and Respectful Design: An Evidence-Based Approach*. *Design Issues* 2011; 27 (4): 68–80. doi: https://doi.org/10.1162/DESI_a_00106

Sinclair, C. & Kate Stohr (ed.) (2006). Design Like You Give a Damn. Thames & Hudson. Vygotsky, Lev S. (1971). The Psychology of Art. Cambridge, Mass.: MIT Press.

Tunstall, E. D. (2020). Decolonizing design innovation: Design anthropology, critical anthropology, and indigenous knowledge. In Design Anthropology (pp. 232-250). Routledge.

Ungunmerr, M.-R. (2017). To be listened to in her teaching: Dadirri: Inner Deep Listening and Quiet Still Awareness. EarthSong Journal: Perspectives in Ecology, Spirituality and Education, 3(4), 14–15. <https://search.informit.org/doi/10.3316/informit.732386012034745>

Wong, W. (1993). Principles of Form and Design. Van Nostrand Reinhold.

Yunkaporta, T. (2019). Sand Talk. HarperCollins.

Recommended Resources

Students will be working across a number of studio disciplines during this course. You must have personal tools and use personal protective equipment, wear appropriate clothing and covered shoes when doing coursework at home (as per Health and Safety guidelines).

Equipment and materials

All students are expected to attend online and/or face to face sessions with the materials necessary to carry out coursework activities and projects. It is essential that you supply your own personal tools and materials for coursework. Please ask your tutor and/or course convenor for advice on what, where and how to source these resources.

Computing and Software

Students will require their own PC, laptop or tablet with web camera.

Students will require a stable internet connection that can support video chat on a weekly basis.

Students will require Microsoft Teams to complete this course. Student downloads can be accessed here: <https://www.myit.unsw.edu.au/user/login?destination=/software-students>

You will need to bring the following to the first and subsequent online sessions:

PC, laptop or tablet

Software - Microsoft Teams

The highest quality camera available to you

Sketch book / journal

Pens and drawing pencils and other drawing or painting media Scalple

Corrugated cardboard

Pasteboard - variety of thicknesses

Bamboo skewers

Masking tape

Fine retractable blade paper cutter with 30 degree blades

Toledo metal ruler

Felt tipped pen

Pins

PVA glue

Scale ruler

Cutting matt

Sturdy covered shoes must be worn when undertaking coursework

Additional Costs

Students may need to purchase additional materials, tools or services to complete set projects or to achieve particular desired outcomes. Students can choose to purchase these where available.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Trent Jansen		D201		By appointment.	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

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

[protocols-guidelines](#) for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[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

Cnr Greens Rd & Oxford Street

Paddington NSW 2021

ad.generaladmin@unsw.edu.au