

## Unit Outline

### VISA1015 (V.1) Introduction to Creative Arts Semester 1, 2025

---

<b>Unit study package number:</b>	VISA1015
<b>Mode of study:</b>	Internal
<b>Tuition pattern summary:</b>	<p>Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.</p> <p>Lecture: 1 x 1 Hours Weekly Seminar: 1 x 2 Hours Weekly</p> <p>This unit does not have a fieldwork component.</p>
<b>Credit value:</b>	25
<b>Pre-requisite units:</b>	Nil
<b>Co-requisite units:</b>	Nil
<b>Anti-requisite units:</b>	Nil
<b>Result type:</b>	Grade/Mark
<b>Approved incidental fees:</b>	Information about approved incidental fees can be obtained from our website. Visit <a href="https://www.curtin.edu.au/students/essentials/fees/understanding-your-fees">https://www.curtin.edu.au/students/essentials/fees/understanding-your-fees</a> for details.
<b>Unit coordinator:</b>	<p><b>Name:</b> Dr Helen Trenos <b>Phone:</b> 08 9266 4618 <b>Email:</b> Helen.Trenos@curtin.edu.au <b>Location</b> Building: 208 - Room: 404 <b>Consult:</b> Email to arrange time</p>
<b>Teaching Staff:</b>	<p><b>Name:</b> Dr Kirsten Hudson <b>Phone:</b> . <b>Email:</b> K.Hudson@curtin.edu.au <b>Location</b> Building: . - Room: .</p> <p><b>Name:</b> Associate Prof. Stuart <b>Phone:</b> . <b>Email:</b> Stuart.Bender@curtin.edu.au <b>Location</b> Building: . - Room: .</p> <p><b>Name:</b> Dr Helen Trenos <b>Phone:</b> 08 9266 4618 <b>Email:</b> helen.trenos@curtin.edu.au <b>Location</b> Building: 208 - Room: 404</p> <p><b>Name:</b> Dr Joseph London <b>Phone:</b> . <b>Email:</b> Joseph.London@curtin.edu.au <b>Location</b> Building: 209 - Room: N/A</p>
<b>Administrative contact:</b>	<p><b>Name:</b> Curtin Connect</p>

---

**Phone:** 1300 222 888  
**Email or** <https://students.connect.curtin.edu.au/app/a>  
**Website:** sk  
**Location** Building: 102 - Room: Curtin Connect

**Learning Management System:** [Blackboard](#)

---

## Acknowledgement of Country

Curtin University acknowledges all First Nations of this place we call Australia and recognises the many nations who have looked after Country for more than 60,000 years. We are honoured and grateful for the privilege to maintain campuses operating in Boorloo (Perth) and Karlkurla (Kalgoorlie) in Australia. We pay our respects to Elders past and present as Custodians and Owners of these lands. We recognise their deep knowledge and their cultural, spiritual and educational practices, and aspire to learn and teach in partnership with them. Curtin also acknowledges First Nations peoples connected with our global campuses. We are committed to working in partnership with all Custodians and Owners to strengthen and embed First Nations' voices and perspectives in our decision-making, now and into the future.

---

## Syllabus

This unit introduces students to the ways creative practitioners engage with and contribute to the world. In this unit, students will research and apply skills required to develop a creative practice. Students will expand on a personal perspective and develop methods of communication appropriate to Creative Arts. Students will research trends and opportunities in creative industries and determine which skills can be developed to be a successful creative practitioner.

---

## Introduction

Introduction to Creative Arts is an interdisciplinary unit dedicated to exploring the importance of creativity for individuals, communities and society.

Most people enjoy the artefacts of creativity, whether they are paintings, sculptures, theatre performances, films, or television programs. Artworks such as these are continuously improving our lives, helping us to reflect, question, connect, and unwind. However, while most people benefit from engaging with creative works, very few people ask the question: What is creativity? Is it a quality that only professional artists possess, or is there evidence of creativity even in the most humble and everyday situations? Is creativity an individual experience, or is it something inherently shared, collective, and held in common?













Introduction to Creative Arts helps students to think through these questions by engaging a range of theoretical and practical approaches to creativity. This unit positions students to question what they want to do with creativity, alternative ways of working creatively, and how creativity can improve all aspects of their lives. By exploring these questions, students will be equipped to articulate for themselves and for others the significance of the creative arts for the individual, their communities and society.

---







## Unit Learning Outcomes

Curtin University's six Graduate Capabilities indicate to employers that graduates possess discipline knowledge and valuable skills. Each course unit addresses these capabilities through specific learning outcomes, which outline what students need to know and do to succeed. Assessments are designed to test these outcomes, ensuring that upon completion, students have met all learning objectives.

Your course has been designed so that on graduating you will have achieved all of Curtin's Graduate Capabilities through the assurance of the learning process in each unit.

	On successful completion of this unit student can:	Graduate Capabilities addressed
1	Demonstrate knowledge of the issues and key concerns of Contemporary Creative Arts Practice	  
2	Apply evaluation skills in the analysis of research and outcomes	  
3	Effectively communicate research using appropriate technology	  
4	Apply skills and techniques to create innovative outcomes and presentations	  

### Curtin's Graduate Capabilities

	Apply discipline knowledge, principles and concepts		Innovative, creative and entrepreneurial		Effective communicators with digital competency
	Globally engaged and responsive		Culturally competent to engage respectfully with local first people and other diverse cultures		Industry connected and career capable

Find out more about [Curtin's Graduate Capabilities](#).

## Learning Activities

Lecture: one-hour face-to-face lecture per week introducing perspectives on creativity and related ideas. Lecturers are from across the creative arts and related fields.

Seminar: two-hour seminar per week. Seminars will include discussion, practical activities and exercises, and group work on assessment tasks.

Homework tasks : there are essential weekly tasks (detailed in Program Calendar at the end of this Unit Outline).

ATTENDANCE AND PUNCTUALITY ARE EXPECTED TO LECTURES AND SEMINARS TO MAXIMISE YOUR SUCCESS IN THIS UNIT.

### CREATIVE ARTS HEALTH & SAFETY TRAINING

**DUE: Week 3 (Friday 14 March 2025 at 23.59pm AWST)**

You are required to complete the 'Respectful Behaviour' online training module. It can be accessed via Blackboard from the start of semester. It takes approximately 30 minutes to complete. **Students who do not complete this training requirement will receive a Fail - Incomplete grade for this unit.**

Note that the 'Respectful Behaviour' training required for this unit is different from the '[Respectful Relationships](#)' training that the University requires all students to complete.

---

## Learning Resources

### Library Reading List

The Reading List for this unit can be accessed through Blackboard.

---

## Assessment

### Assessment policy exemptions

There are no exemptions to the assessment policy

### Assessment Schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed	Late Assessments Accepted?	Assessment Extensions Considered? *
1	Report	20 %	<b>Week:4</b> <b>Day:</b> Monday 17 March <b>Time:</b> 5PM AWST	1,2,3	Yes	Yes
2	Essay	30 %	<b>Week:8</b> <b>Day:</b> In Class <b>Time:</b> In Class	1,2,3	Yes	Yes
3	Presentation	50 %	<b>Week:13</b> (Presentation) <b>Day:</b> In class <b>Time:</b> In class	2,3,4	Yes	Yes

\*Please refer to the Late Assessment and the Assessment Extension sections below for specific details and conditions.

### Detailed Information on assessment tasks

#### Report

##### **Assessment One 1000-word Report due Week 4 Monday 17 March 5.00pm AWST**

This assessment requires you to critically reflect on the value of creativity to you.

Use the following headings and instructions to structure your report:

##### My definition of creativity (250 words)

Provide your own personal definition of creativity. Acknowledge definitions from lectures and/or Blackboard resources and/or own research that have inspired your own definition. They may have inspired your own definition because you agree or disagree with them.

##### My creativity (250 words)

Describe one creative activity you engage with either at Uni or outside. What are the positive things and challenges of doing this activity? You can include images or links to media if it helps you describe it more vividly.

##### My Creative Process (250 words)

In this section, use the Week 2 Pre-Lecture Task (Charlotte Wood's 9 kinds of creative thinking) as a starting point to reflect on your own creative process. For example: Do any of Wood's 9 creative processes resonate with your

own? Is there a creative process that you use that was not in Wood's 9? Are there any that are new to you, and which you might consider trying out?

The value of creativity to me? 250 words

Conclude by reflecting on the value of creativity to you and how you hope this Course will help you develop your creativity.

***Important note on using Grammarly and Gen-AI***

You can use Grammarly for this Assessment. If using Grammarly, you must use the Curtin version <https://www.curtin.edu.au/library/study/studiosity-grammarly/>

You may not use Gen-AI for this Assessment—and it won't help as this Report is about *you*.

***Important note on referencing***

Fine Art students: Please use Chicago 17th Author-Date referencing style.

Screen & Theatre students: Please use APA 7th referencing style.

For more info <https://uniskills.library.curtin.edu.au/referencing>

**Submit to Turnitin**

Written assessments must be submitted via the relevant Turnitin submission point in this unit's Blackboard.

For this unit, you may generate a Turnitin Similarity report for your draft assessments by submitting them at any time to the 'Turnitin Draft Assessment Check' submission point. After 3 resubmissions, you will need to wait 24 hours after a resubmission to see a new Similarity report. Your draft submissions will not be reviewed or marked.

For this assessment, one final assessment submission point is provided, and you may submit to this point only once. A Similarity report will be generated at the time of submission. Your submitted file will be marked.

If you believe you have submitted the incorrect file, please contact the Unit Coordinator for further instructions.

**Essay**

**Video essay (3-5minutes) 30%**

**Due: Week 8 in class**

Imagine you are at a party chatting to somebody. And imagine the conversation goes something like this:

*Them:* What are you studying?

*You:* Creative Arts.

*Them:* Like art? Theatre 'n screen stuff?

*You:* Yeah. Exactly.

*Them:* What's the value in that? They're just hobbies. It's not like you can make any real difference in the world.

*You:* Well...?!

In this Assessment, you are going to work in a small group (3-4) to address the question: **how can the creative arts make a difference in the world?** You will do this as a 3-5 min video-essay which you will show in class in Week 8.

Your group can be made up of students from one discipline or multidisciplinary.

You will:

- have time in classes to plan and work on your video-essay and get feedback from your tutor and peers.
- be given detailed instructions on how to approach this assessment and examples of video essays
- include at least 3 references drawn from lectures, Blackboard resources and/or your own research.
- upload your video to ECHO360 and a public link URL address will be created. Submit this public link URL address to Blackboard for marking.

*Refer to the Assessment Rubrics in Blackboard for information on how you will be assessed.*

### ***Important note on using Grammarly and Gen-AI***

If using Grammarly, you must use the Curtin version <https://www.curtin.edu.au/library/study/studiosity-grammarly/>

**You may use Gen-AI in this assessment to generate ideas, image, video, audio & text.**

You may not simply ask Gen-AI to create your video-essay

You must submit the Gen-AI use/non-use declaration as part of this submission.

### ***Important note on referencing***

Fine Art students: Please use Chicago 17th Author-Date referencing style.

Screen & Theatre students: Please use APA 7th referencing style.

For more info <https://uniskills.library.curtin.edu.au/referencing>

## **Presentation**

### **Group creative work and 5-minute presentation (50%) Due Week 13 in class**

Working in groups of 4-5 you will create and show a work that responds to the prompt **‘creativity in everyday life’**.  
The creative work can be **ONE** of the following:

- video (3-5 mins)
- fine artwork
- performance (3-5mins)
- multidisciplinary

**After showing your work your group will deliver a 5-minute presentation addressing the following questions:**

- What was your group’s desired outcomes in making this creative work? Do you think you succeeded? Why/why not?
- What was the main advantage in creating collaboratively on this project?
- What was the main challenge in creating collaboratively on this project? How would you deal with this challenge if you faced it in the future?

### **Further instructions:**

- Your group can be made up of students from one discipline or multidisciplinary.
- It is an expectation that all students contribute equally to creating the work and all students take part in the 5-minute presentation.



- The creative work must be designed for presentation in class or in the Creative Quarter.
- *Refer to the Assessment Rubrics in Blackboard for information on how you will be assessed.*

## Pass requirements

There are three requirements to achieve a 'pass' grade in the unit.

1. An overall mark of 50% across the different assessments in the unit, and
2. All assessments must be attempted and submitted, and
3. The Respectful Behaviour training module must be passed (either in this semester or a previous semester).

Failure to attempt and submit an assessment, or complete the training requirements, will result in a 'Fail-incomplete' grade for the unit irrespective of the mark achieved.

---

## CREATIVE ARTS HEALTH & SAFETY TRAINING

**DUE: Week 3 (Friday 14 March 2025 at 11.59pm AWST)**

You are required to complete the 'Respectful Behaviour' online training module. It can be accessed via Blackboard from the start of semester. It takes approximately 30 minutes to complete. **Students who do not complete this training requirement will receive a Fail-Incomplete for this unit.**

### How to access the Training Modules

The Creative Arts Health and Safety Training modules are accessible from the unit's Blackboard menu.

Students who do not have access to the training modules please email [MCASITeachingSupport@curtin.edu.au](mailto:MCASITeachingSupport@curtin.edu.au) for assistance. Please include your Curtin student number in the message.

### How to check your progress through the Training Modules

To check your progress through the Creative Arts Health and Safety Training modules:

1. Access the Training Modules site from the unit's Blackboard menu.
2. Under 'Introduction' read 'Use My Grades to check your training status'.
3. Then choose 'My Grades' from the left hand menu to check your progress.

You may also check 'My Grades' in your current Creative Arts Blackboard/s for your overall training status. If the remark displayed is "Complete" then you have completed all the training for that unit.

Note that the '**Respectful Behaviour**' training required for this unit is a different training course from the '**Respectful Relationships**' training that Curtin University requires all students to complete.

**Note that the training status information is updated manually once a week so there may be a delay between when you complete all the training modules and the training status remark being updated to "Complete".** Check the Training Modules site side menu for when the most recent manual update occurred.

## Assessment Moderation

### Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessments are described in the [Assessment and Student Progression Manual](#).

### Pre-marking moderation

- Peer review of the assessment design for constructive alignment

- Calibration of teaching team for shared understanding of the assessment requirements and used to inform teaching within the study period

### **Intra-marking / Post-marking moderation**

- Double marking of sample assessments to ensure consistency during process
- Moderation of all borderline results to confirm standard.

### **Late Assessment**

Where the submission of a late assessment is permitted, late penalties will be consistently applied in this unit.

Where a late assessment **is** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. For assessment items submitted within the first 24 hours after the due date/time, students will be penalised by a deduction of 5% of the total marks allocated for the assessment task;
2. For each additional 24 hour period commenced an additional penalty of 10% of the total marks allocated for the assessment item will be deducted; and
3. Assessment items submitted more than 168 hours late (7 calendar days) will receive a mark of zero.

Where late assessment **is NOT** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. All assessment items submitted after the due date/time will receive a mark of zero.

### **Assessment Extension**

Where an application for an assessment extension **is** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. A student who is unable to complete an assessment item by/on the due date/time as a result of exceptional circumstances beyond the student's control, may apply for an assessment extension on the [Assessment Extension Form](#) and within the student OASIS (My Studies tab – Quick Forms) account.
2. Submit the application for an Assessment Extension with supporting documentation [via the online form](#).
3. An application may be accepted up to five working days after the due date/time of the assessment item where the student is able to provide a verifiable explanation as to why they were not able to submit the application prior to the assessment due date/time.

Where an application for an assessment extension **is NOT** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. All assessment items submitted after the due date/time will be subject to late penalties or receive a mark of zero depending on the unit permitting late assessment submissions.

### **Deferred Assessments**

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

### **Further Assessments**

Further assessments, if granted by the Board of Examiners, will be held between 14/07/2025 to 19/07/2025. Notification to eligible students granted a further assessment will be made after the Board of Examiners meeting via the Official Communications Channel in OASIS.

It is the responsibility of the student to be available to complete the requirements of a further assessment. If your results show that you have been granted a further assessment you should immediately check OASIS for details.

## Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A [Curtin Access Plan](#) (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. Carers for people with disability may also be eligible for support. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin's facilities and services or other support as discussed with an advisor from [AccessAbility Services](#).

Documentation is required from your treating Health Professional to confirm your health circumstances or carer responsibilities.

If you think you may be eligible for a CAP, please contact [AccessAbility Services](#). If you already have a CAP, please provide it to the Unit Coordinator in week 1 of each study period.

## Referencing style

Fine Art Major students: Chicago 17th Author Date, Screen Arts Major & Theatre Arts Major students: APA 7th.

### Referencing style url

<https://libguides.library.curtin.edu.au/uniskills/referencing>

---

## Privacy

[Curtin's privacy statement](#) describes how personal information is handled. Curtin may record or transmit your image or voice during learning activities or class participation, both on campus and internationally. Students may also record for study purposes but must not share these recordings publicly and must seek permission from those recorded. Recordings cannot be used for commercial purposes or shared beyond personal study. Breaching the [privacy policy or procedures](#) may lead to disciplinary action under [Statute No 10](#). For privacy concerns, please contact your Unit Coordinator.

---

## Copyright

The course material for this unit is provided solely for your personal research and study. It is protected by [copyright](#) and sharing it on third-party websites without Curtin University's written consent is a copyright infringement.

---

## Academic Integrity

Curtin's [Student Charter, Academic Integrity Program \(AIP\)](#), and core [Values](#) guide expectations regarding student behaviour and responsibilities. Information on these topics can be found on the [Academic Integrity Website](#).

## Appropriate Use of Generative Artificial Intelligence (Gen-AI) technologies

Curtin supports the philosophy of teaching students to appropriately use Gen-AI technologies in an ethical and responsible way. Gen-AI technology is rapidly evolving and being incorporated into software programs, so it is important to understand how it can and cannot be used within your studies.

Check your assessment instructions carefully before using any Gen-AI software (e.g. Chat GPT, Midjourney, GitHub Copilot, etc.). You are not permitted to use Gen-AI software in any assessment task unless written permission is explicitly granted by the Unit Coordinator (e.g. within Blackboard or the assignment specifications). Where use of Gen-AI is approved, you must use it in accordance with those instructions. Unapproved, inappropriate, or undisclosed use may be dishonest or unfair behaviour, and thus considered misconduct.

Visit the [appropriate use of Gen-AI technologies website](#) and [library website on Gen-AI](#) for more information.

## Academic Integrity Warnings

---

An [Academic Integrity Warning](#) may be issued to a student in limited circumstances and only where misconduct is not involved.

## Academic Misconduct

Staff members are required to report suspected misconduct. [Academic misconduct](#) means conduct by a student that is dishonest or unfair in connection with any academic work. This includes all types of plagiarism, cheating, collusion, falsification or fabrication of content, and behaviours like falsifying medical certificates for extension. [Contract cheating](#), the use of file sharing, translation services/apps, paraphrasing tools (text-spinners), article generators, unapproved and inappropriate use of Gen-AI tools, and assignment help websites also may be considered academic misconduct. The longer term personal, social, and financial consequences of misconduct can be severe, so please ask your tutors or unit coordinator if you need clarification or are unsure what to do.

---

## Information and Communications Technology (ICT) Expectations

Curtin students should ensure they have reliable internet access to connect to OASIS email, Blackboard or other Learning Management Systems, and Library Services. A computer or mobile device may be necessary for preparing and submitting assignments.

You may be required to use remote invigilation software like [IRIS](#) or [Respondus Monitor with Lockdown Browser](#) to verify your identity and monitor your behavior during online assessments. This requires a computer, webcam, microphone, and reliable internet access. If you don't have access to the necessary equipment, you can use the resources available at the Curtin University Library.

For general ICT assistance, please visit the [IT tools and guides website](#). For study resources and assistance, check out the [UniSkills website](#).

---

## Additional information

- Equity, Inclusion & Belonging
- Other Study Costs (Updated 1/2024)
- MCASI Equipment Borrowing Procedures & Policies (Updated 1/2025)
- Curtin Official Communication Channel and OASIS
- Use of the Blackboard App

### Equity, Inclusion & Belonging

Kaya. Curtin University's Faculty of Humanities acknowledges the Elders and custodians of the Wadjuk Nyungar nation, past and present, and recognises their continuing connection to land, sea, culture and community.

In this unit, with current research and university values in mind, your teaching team strives to achieve a safe and inclusive educational environment. We aspire to create a respectful and inclusive experience for our students, even when unit content may be challenging.

This requires everyone in the learning environment to take reasonable and appropriate measures to actively eliminate discrimination on the basis of intersectional social and cultural factors such as race, ethnicity, disability, gender and other aspects of identity.

The following links provides information about Curtin's Equity and Inclusivity practices and resources: <http://about.curtin.edu.au/values-vision-strategy/diversity-equity/> including Curtin's Inclusive Language Guide <https://www.curtin.edu.au/about/values-vision-strategy/diversity-equity/gender-equity-and-inclusion/>; Curtin Assessment and Student Progression: Policy and Procedures: [https://s30991.pcdn.co/about/wp-content/uploads/sites/5/2023/02/Assessment\\_and\\_Student\\_Progression\\_Manual.pdf](https://s30991.pcdn.co/about/wp-content/uploads/sites/5/2023/02/Assessment_and_Student_Progression_Manual.pdf); and Curtin Student Charter <https://www.curtin.edu.au/students/essentials/rights/student-charter/>.

Should equity and inclusive practices not be upheld, you have the right to seek support and advice (e.g. via Student Assist) and/or to make a complaint. You may wish to consider reviewing the resources available via: <https://guild.curtin.edu.au/advice/academic/complaints/>

### Other Study Costs (Updated 1/2024)

In addition to your unit fees, you may be required to pay for materials and activities such as study tours, field trips, protective clothing, storage cards, art supplies, unique technology and specialist services like immunisations.

Information about materials and other related costs associated with this unit are available from the Incidental Fees section at [Understanding your fees](#).

Items listed as essential relate to compulsory materials/activities that are required for the completion of the unit.

Where essential items are required, students may choose to purchase the listed item directly from the School, or from an external provider. Some compulsory items can only be purchased from an external provider and these are marked accordingly. Note, compulsory items purchased from external sources must meet the specifications as outlined by the unit. Please contact your Unit Coordinator if you require further information.

Incidental fees are normally specific to each unit and are charged in addition to tuition fees and SSAF. They do not appear on your invoice.

If an Incidental fee is payable, you will receive an Official Communication outlining the cost and how to pay.

**(Fine Art Students: If you are undertaking more than one stream in VISA1004, VISA1005, VISA5008 or VISA5011, you are only required to pay one incidental fee per unit.)**

Payment is compulsory either by payment of essential incidental fees to Curtin, or the provision of a waiver for items purchased externally. Non-payment results in the application of a student sanction preventing both access to results and course graduation.

Optional fees may or may not apply to you, depending on the nature of the project or work that you undertake. If your unit has optional fee/s listed, please discuss this with your Unit Coordinator.

**Payments for other study costs listed in the incidental fees list are normally non-refundable.**

### **MCASI Equipment Borrowing Procedures and Policies (updated 1/2025)**

There are a large number of students using equipment from the MCASI Store. In order to make sure that all students have fair and appropriate access to equipment, it is imperative that borrowing and booking procedures are maintained and respected by all students. It is your responsibility to be aware of these procedures and policies. Ignorance will not be accepted as an excuse for failing to adhere to policy and procedure.

If you have any questions about the equipment you are loaning from the MCASI Store, please ask an MCASI Store representative who will be able to assist you.

1. **Appropriate Footwear:** Transporting Equipment to and from the MCASI Store and in and around the MCASI facilities requires appropriate footwear. If you do not have appropriate footwear, you will be denied access to the facilities and to the equipment. For information regarding appropriate footwear guidelines, please see the noticeboard next to the MCASI Store counter or the MCASI Production wiki.
2. Students must book equipment with the MCASI Store staff at least 24 hours in advance. Students will be denied access to equipment if requesting use on the same day of production. Students are urged to book equipment within 2 weeks of their Production Day. Under certain circumstances, your Tutor/Supervising Academic will make arrangements for you to access equipment without a prior booking; this is usually by email.
3. Students must have written permission from their tutor in order to borrow equipment. This is achieved by completing an online [Concept Proposal Form](#) and submitting the form to your tutor for approval. The Store has access to your completed booking form. Your tutor will make arrangements for approving equipment loans in their absence. This will usually mean emailing your tutor, who will then forward consent to the MCASI Store staff. Email consent does not equate to a booking. You must still book equipment at the MCASI Store.
4. As instructed by your Tutor/Supervising Academic, students must complete an online [Risk Assessment Form](#) when borrowing equipment. This form **MUST** be submitted with your equipment booking form. Equipment should be collected and returned at the time specified on your booking form.
5. Make sure you allow adequate time for collection before the MCASI Store closes. Last collections must occur 15 minutes before closing time. Students **MUST** allow at least 15 minutes to collect and drop-off equipment so that items can be appropriately checked. The MCASI Store, on occasion, may be required to increase the time necessary to facilitate pick-up and drop-off.
6. Students may borrow from the MCASI Store at short notice if they would like to practice using the equipment. Students wishing to practice will only have access to equipment that has not already been booked and is available in the MCASI Store at the time. You may not leave the vicinity of Building 208 (interior and exterior area between Building 208 and Building 501- see the [Safe Zone Risk Assessment Template](#) at the MCASI Store for more details of the exact location). The borrowed items must be collected between 9am and 3pm, and returned at a time stipulated by the MCASI Store staff. The maximum booking time is 2 hours. If, due to inclement weather, you require an indoor location to practice in, please discuss it with the MCASI Store, as they will assist you.

7. Students may have access to equipment during class time without a prior booking. However, it is still recommended you book if you anticipate needing equipment during class time, as your tutor may not have anticipated your need and cannot guarantee equipment will be available.
8. All students in a group are equally responsible for the safe and prompt return of equipment. Late returns will result in the loss of marks from each student's final grade.
9. Equipment should be returned in exactly the same state as when it was borrowed. Please make a note of how equipment is stored and packed and make every effort to ensure equipment is returned in this state. Badly packed equipment can cause damage and unnecessary frustration to students using the equipment after you. If returned equipment is dirty or packed badly, the MCASI Store staff can request students to clean or repack the equipment on the spot.
10. If you discover that the equipment you have borrowed is faulty in some way, please report the fault to the MCASI Store staff on returning the equipment. Fill out an [Equipment Problem/Incident Form](#), making note of the equipment number, the exact nature of the fault, and the circumstances under which the fault occurred.
11. Please respect your equipment and treat it as if it were your own. Equipment is expensive and easily damaged through negligent or careless use. Return the equipment in the same state that you would wish to receive it. It could be your shoot that is ruined or frustrated by faulty equipment.

### **Curtin Official Communication Channel and Oasis**

Students are responsible for checking the Official Communication Channel (OCC) via OASIS regularly (at least once per week). Important communications such as assessment extension application outcomes will always be sent via the OCC. Your OCC inbox is accessible via Curtin Student OASIS (watch: <https://www.youtube.com/watch?v=ElygBHFwISY>).

### **Use of the Blackboard App**

A Blackboard App is available to download from Google Play or the Apple App Store. Please note that the App does not support all Blackboard functions and external links such as Reading Lists and iLectures cannot be accessed. To view iLectures on a mobile device, use the Echo360 App, which can also be downloaded from Google Play or the Apple App Store. Reading Lists should be accessed via web based Blackboard, e.g. Chrome or Firefox.

Please ensure you are always using the latest version of the app for best results as updates are frequently applied. Please also note that Curtin University is not responsible for the Blackboard app and any feedback you have should be made on the app directly.

### **Enrolment**

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

---

## **Student Rights and Responsibilities**

Students must be aware of all relevant legislation, policies, and procedures concerning their rights and responsibilities. This information is available on the [student rights and responsibilities](#) website.

---



## Student Equity

Several factors might hinder students from performing their best in studies or assessments, such as disabilities, medical conditions, significant caring responsibilities, pregnancy, religious practices, remote living, or other reasons. If you believe you are unfairly disadvantaged, contact the appropriate service. University staff can only assist if they are aware of your circumstances, so please reach out for help.

To discuss your needs in relation to:

1. Disability or medical conditions, contact [AccessAbility Services](#)
2. Elite athletes, contact [Elite Athlete Coordinator](#)
3. All other grounds, contact the [Student Wellbeing Advisory Service](#)

---

## Recent Unit Changes & Response to Student Feedback

Students are encouraged to provide feedback through student surveys (such as [Insight](#) and the annual [Student Experience Survey](#)) and interactions with teaching staff.

Listed below are some recent changes to the unit as a result of student feedback.

- Assessment 2 has been changed from a written essay to the presentation of a group video essay. First-year Bachelor of Creative Arts students have the opportunity to write an essay in COMS1010, so introducing the video essay provides a different mode in which students can propose and support a thesis statement. It also gives students an opportunity to collaborate across Majors.

## Program Calendar

### Program Calendar – Semester 1 2025

Instructions for pre-lecture tasks and how to access them are available on Blackboard in Unit Materials

Week	Begin Date	Lecture	Pre-lecture tasks	Seminar Topics	Assessment Due
Orientation	17 February	Orientation Week			
1.	24 February	Introducing creativity Helen Trenos		Value of creativity to you? Getting the most out of this unit	
2.	3 March	Value of creativity Mark Parfitt, Michelle Johnston, Leah Mercer	Reading: Wood, C. The grumpy struggle, despair, and the luminous solution: nine kinds of creative thinking. pp. 39-43	Investigating your creativity Preparing for Assessment One: Report	
3.	10 March	Neuroscience of creativity Emily Corti	Activity: Left brain Right brain	Seeing things in new ways #1	Respectful Behaviour Online Module due: Friday 14 March 11.59pm
4.	17 March	Where the creative arts can lead... Kirsten Hudson	Activity: Micro-mindfulness exercises	Seeing things in new ways #2 Preparing for Assessment Two: Video Essay	A.1 Report due Monday 17 March 5pm

5.	24 March	Creativity and Gen AI Stuart Bender	Reading: Bender, S.M. Generative-AI, the media industries, and the disappearance of human creative labour	Using Gen AI Working on A.2 video-essays	
6.	31 March	Creativity and community engagement Kerreen Ely-Harper	Video: Community Arts Network's Now Sounds Project: Don't Tell Us	Creative Arts connecting with communities Working on A.2 video-essays	
7.	7 April	Creative Collaboration Leah Mercer	Activity: Collaborating	Working well together Working on A.2 video-essays	
8.	14 April	Creative arts and community Jenine Mackay	Reading :Incite Arts webpage	Video-Essay presentations	A.2 Video Essay due Week 8 in class
9.	21 April	Tuition Free Week			
10.	28 April	Disability & the Creative Arts Katie Ellis	Reading: Fyfe, J.A. Neurodiversity paradigm in art pp. 36-40.	Preparing for Assessment Three: Presentation of creative work	
11.	5 May	The Carrolup Story Neeti Sethi	No pre-lecture task this week	Working on Group creative project (A.3)	
12.	12 May	Interdisciplinary creative practice Erin Coates	No pre-lecture task this week	Working on Group creative project (A.3)	

13.	19 May	Looking back and forward Helen Trenos	No pre-lecture task this week	Presenting creative work (A.3)	A.3 Presentation of Creative Work  Week 13 in class
14.	26 May	STUDY WEEK (NO CLASSES)			
15/16	2 June 9 June	EXAM WEEKS - NO Examinations for this unit			