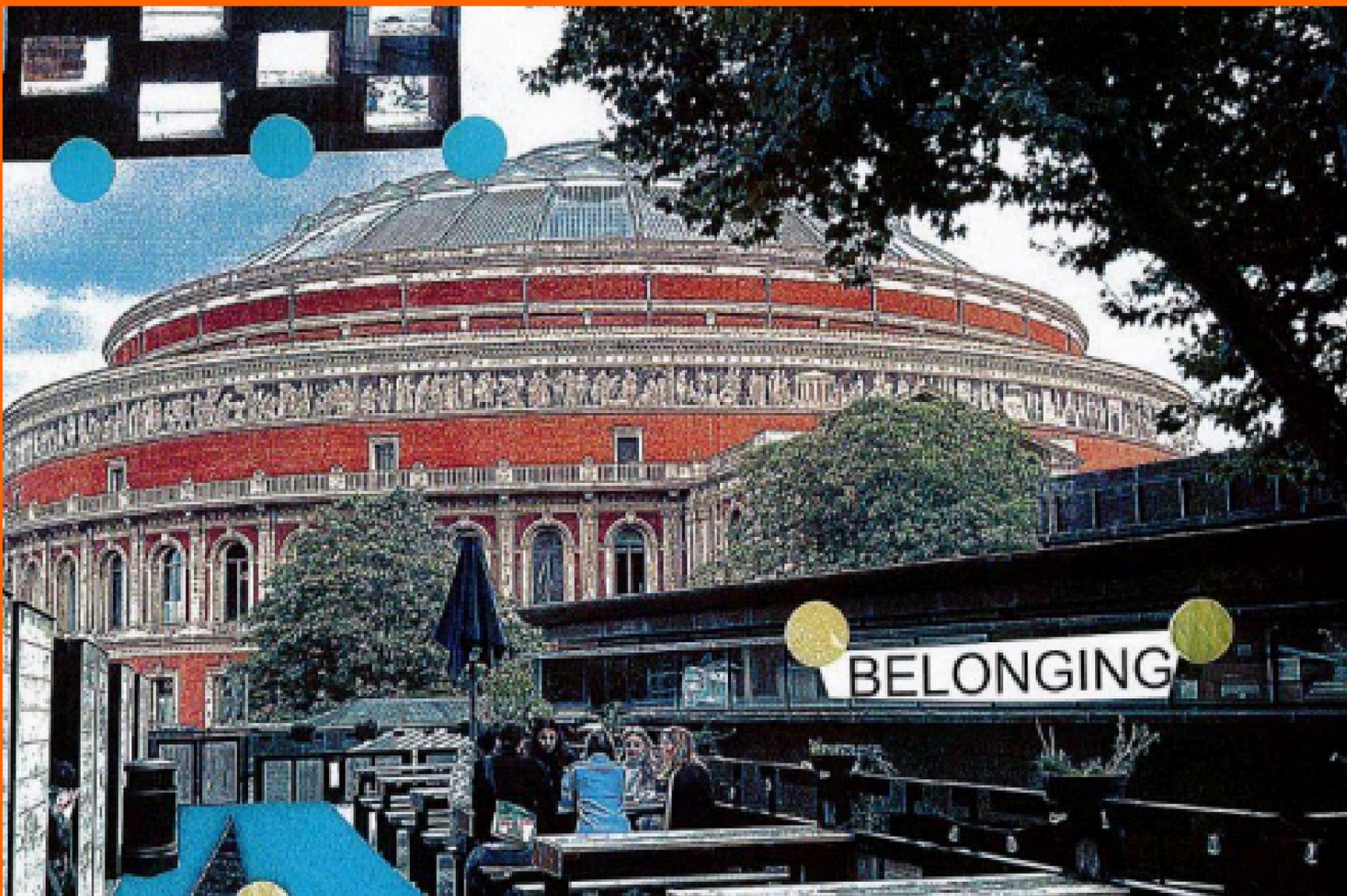
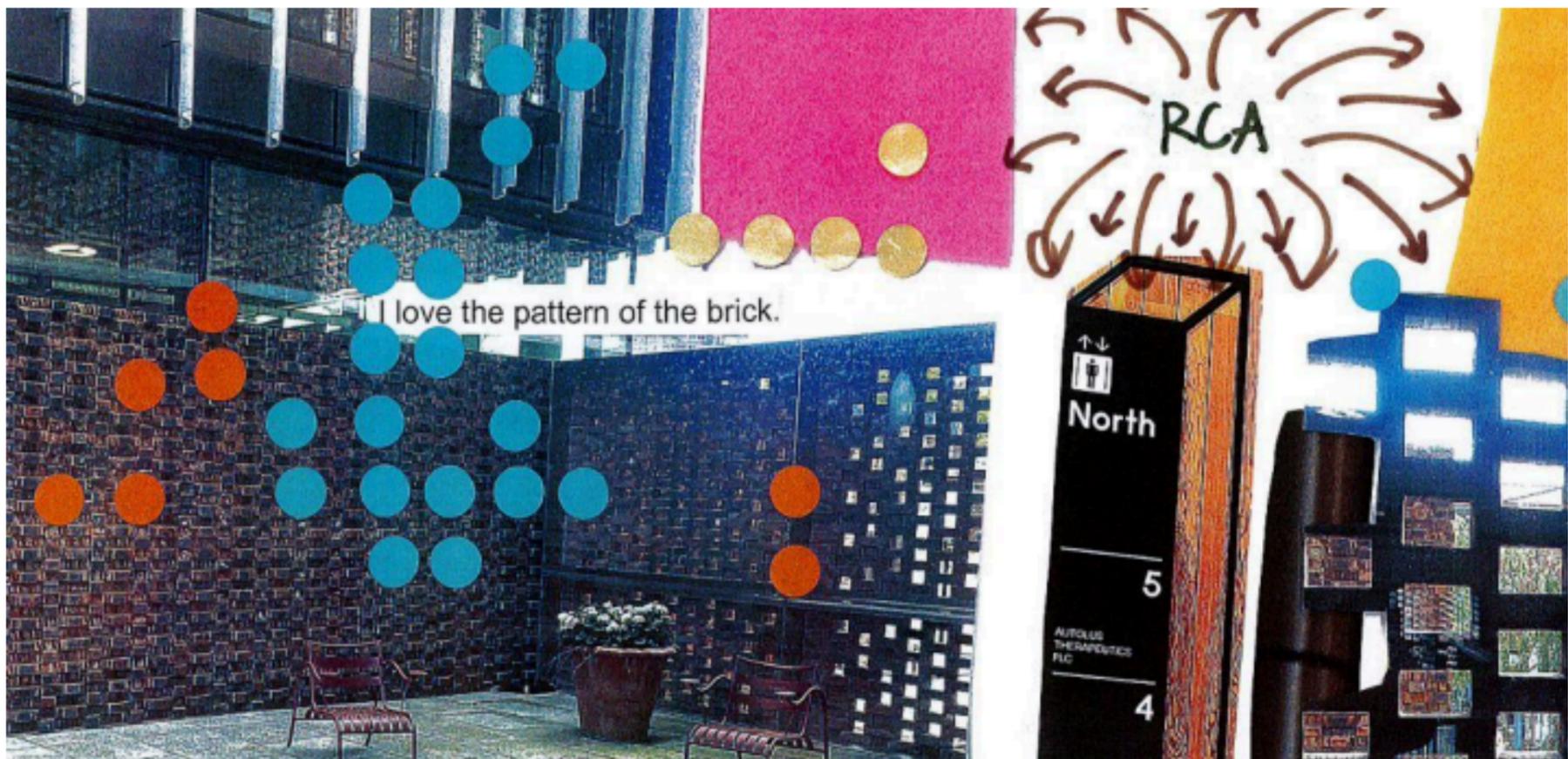


How do neurodivergent staff and students experience the Royal College of Art? 🧠



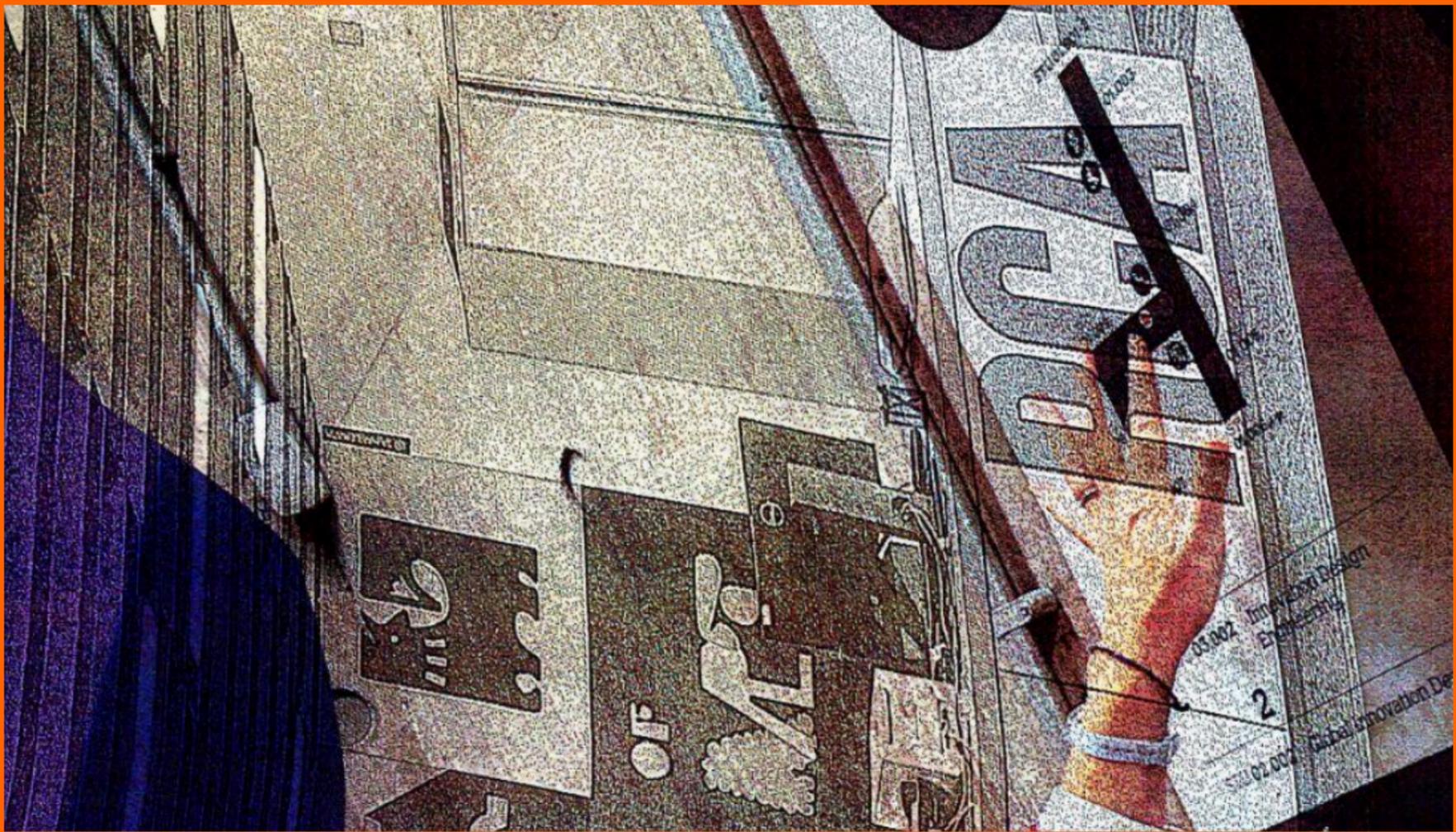
Insights from Space in Mind, a project from the Helen Hamlyn Centre for Design at the Royal College of Art in collaboration with neurodivergent staff and students.



“I think different **public spaces definitely influenced my emotional wellbeing**, to the extent that I actively avoided certain spaces, to avoid being **triggered or overwhelmed**. Sometimes my experience in **certain spaces could ruin my entire day**.

And there were also **places that I visited as frequently as possible**, since I felt **relaxed** when I was there.”

Space in Mind participant



Following the principle of “**nothing about us without us**”, staff at the Helen Hamlyn Centre for Design put together *Space in Mind* to document design advice **in response** and **in collaboration** with **neurodivergent students and staff**.

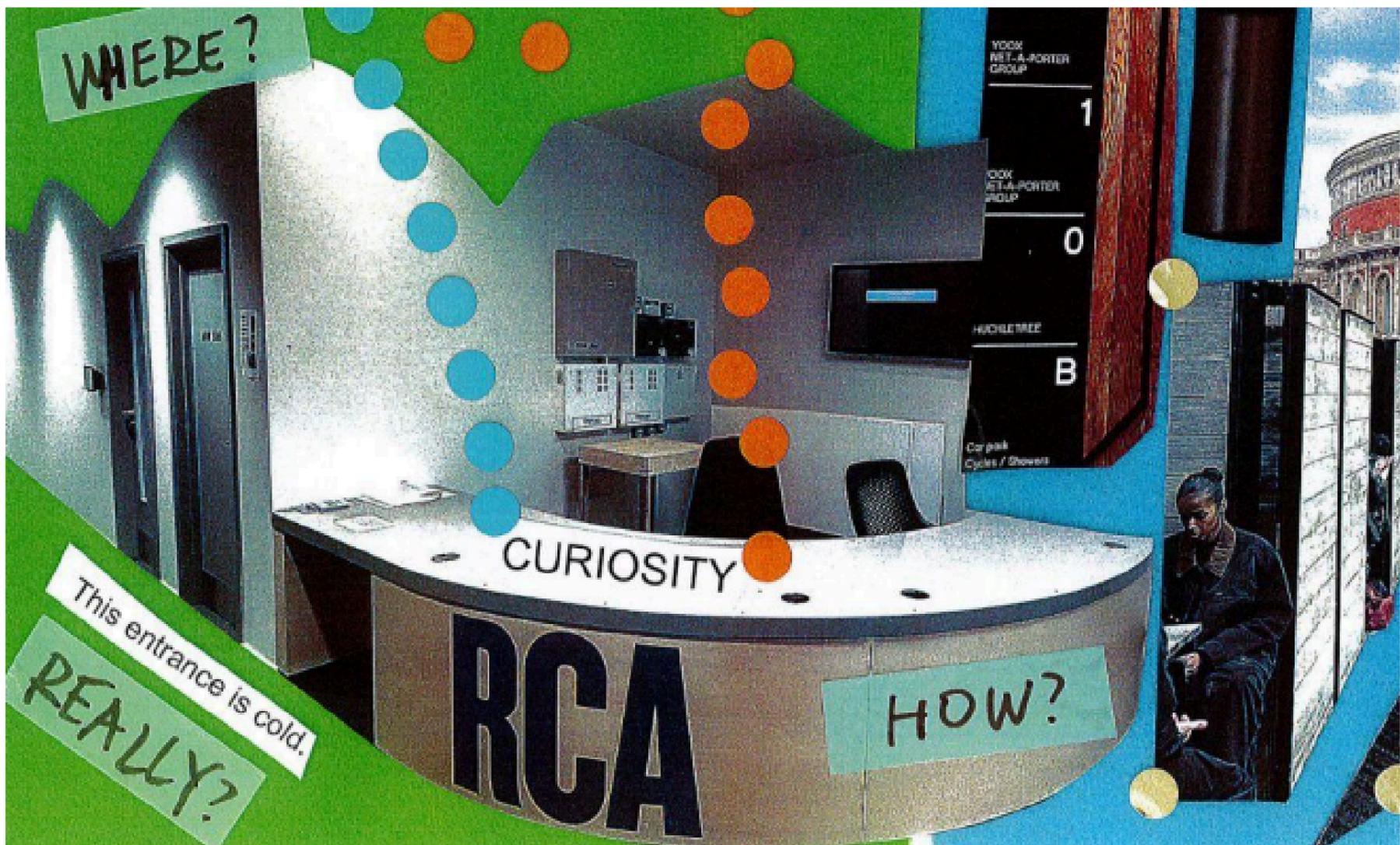
The document is **framed around five themes** informed by **their insights...**



Identity, Belonging and Purpose

When spaces reflect the **unique character of the RCA**, they help us feel **connected** to the **community** and its **history**.

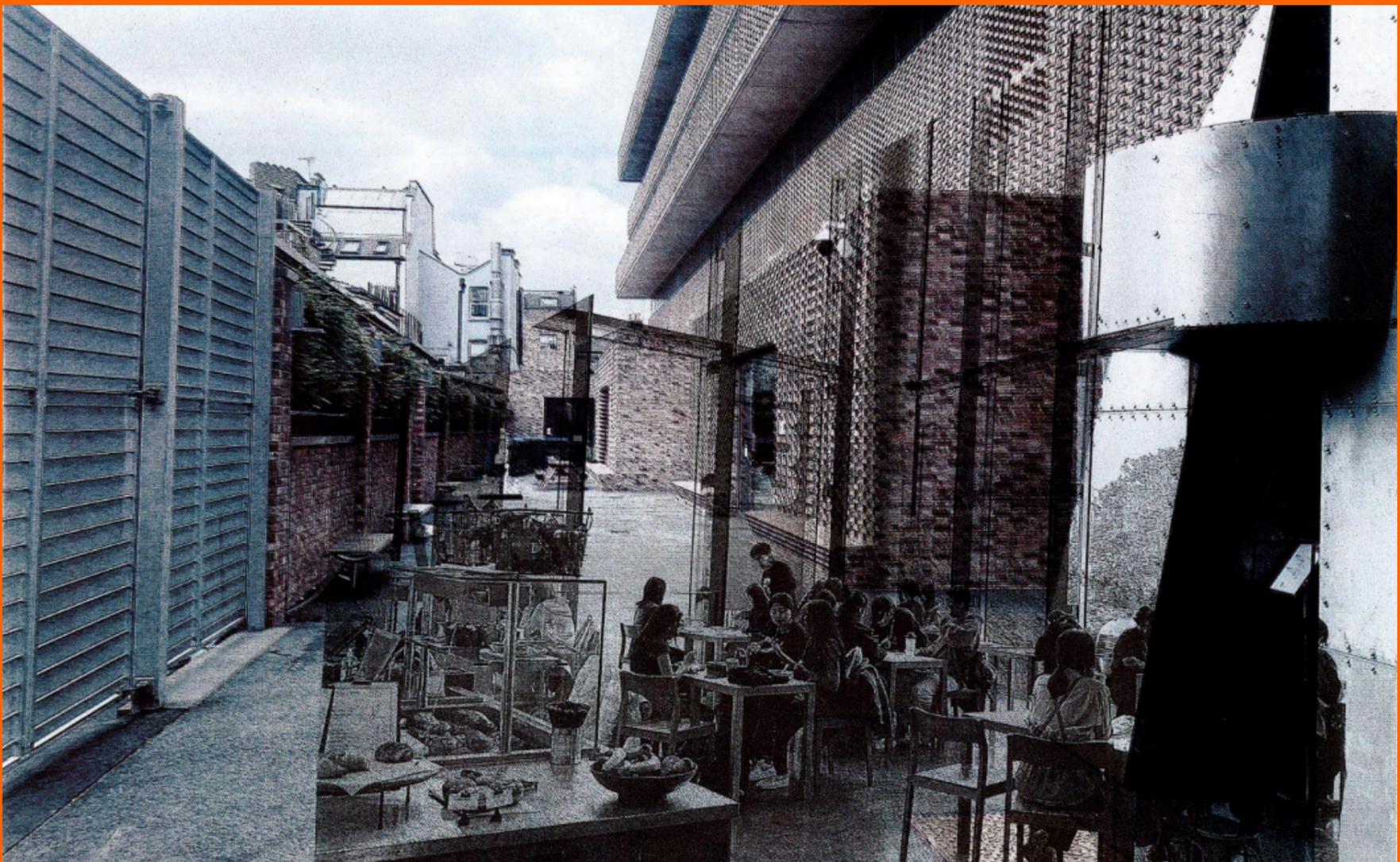
“It should feel like you're walking into a **space of creative learning.**”



Social and quiet spaces

Public spaces meet **many social needs**, these **different levels of interaction** also have **different levels of privacy**.

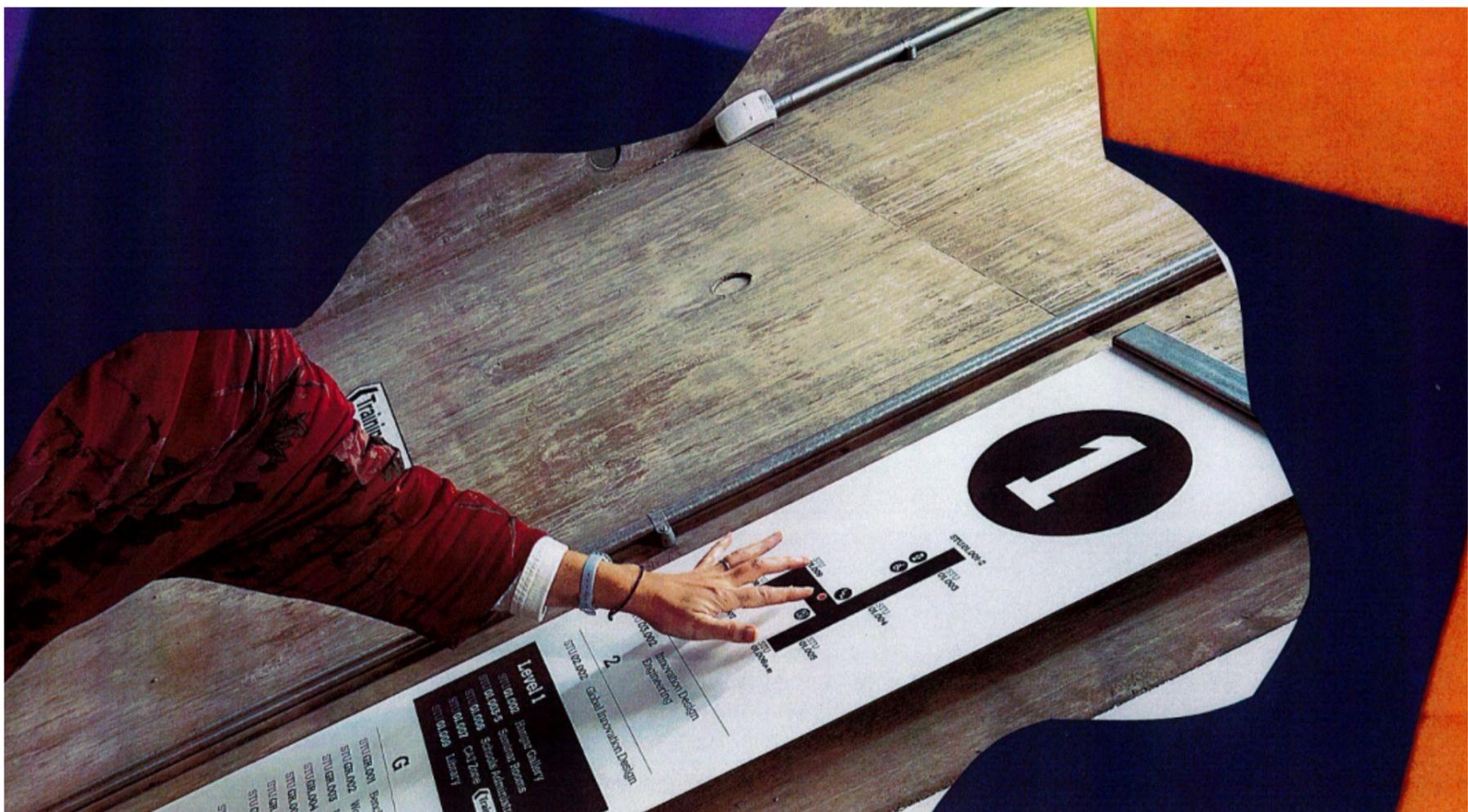
“**I need to be quiet.** That is not always an easy thing.”



Arriving and moving around

When moving around **public spaces**, neurodivergent staff and students value **clear, intuitive design** that **reduces stress**.

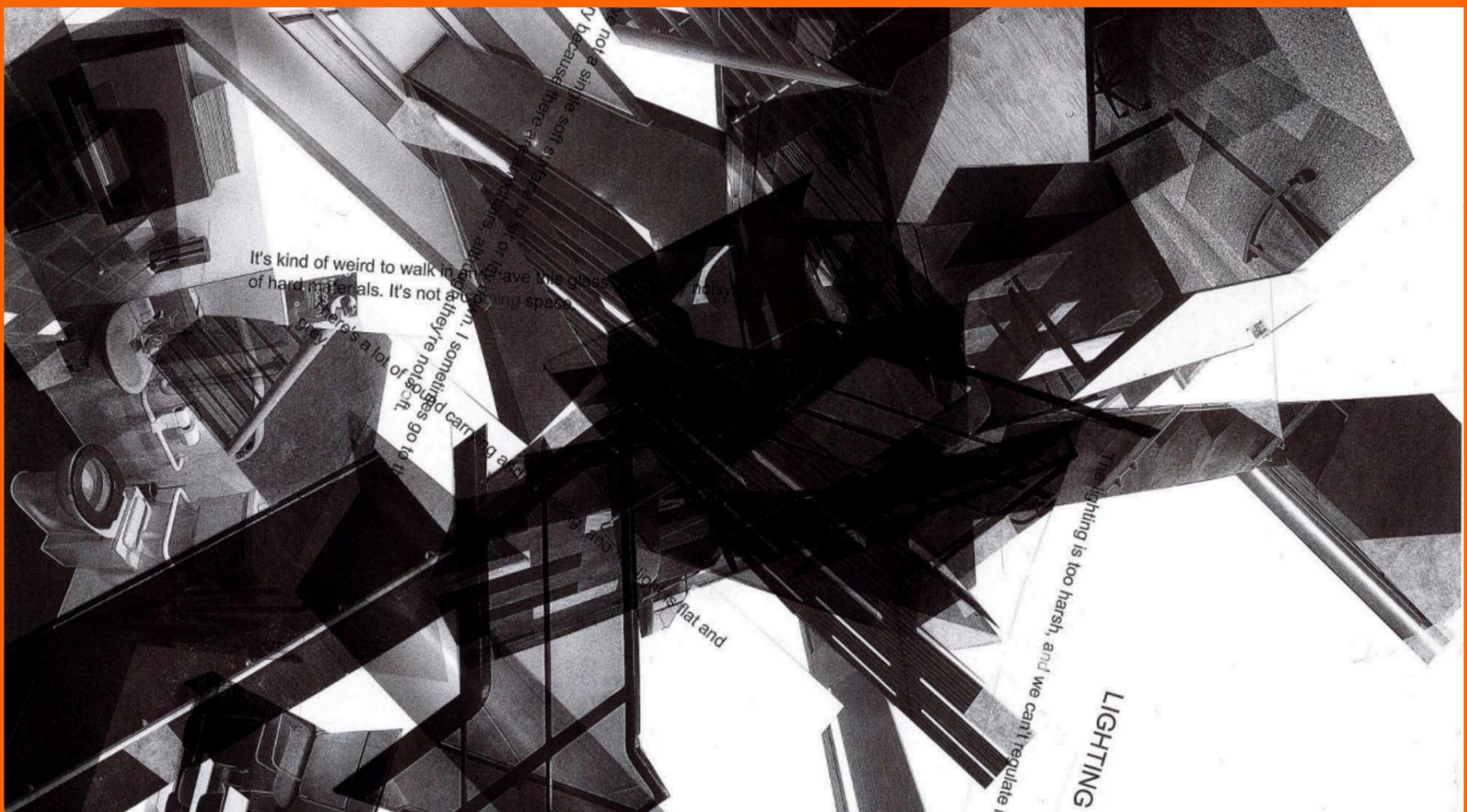
“It's always **fascinating** to be up here and looking down on the workshops and **seeing people working.**”



Lighting, temperature and sound

Neurodivergent staff and students would benefit from environments that offer and invite **control** over **lighting, temperature, and sound**.

“It means that **going through spaces** can be quite **overwhelming.**”



Colour, pattern and texture

Colour, pattern, and texture play a **key role** in creating a **welcoming and harmonious environment**.

“It needs to be **friendlier** here, in **terms of colour**. A colour other than polar white.”

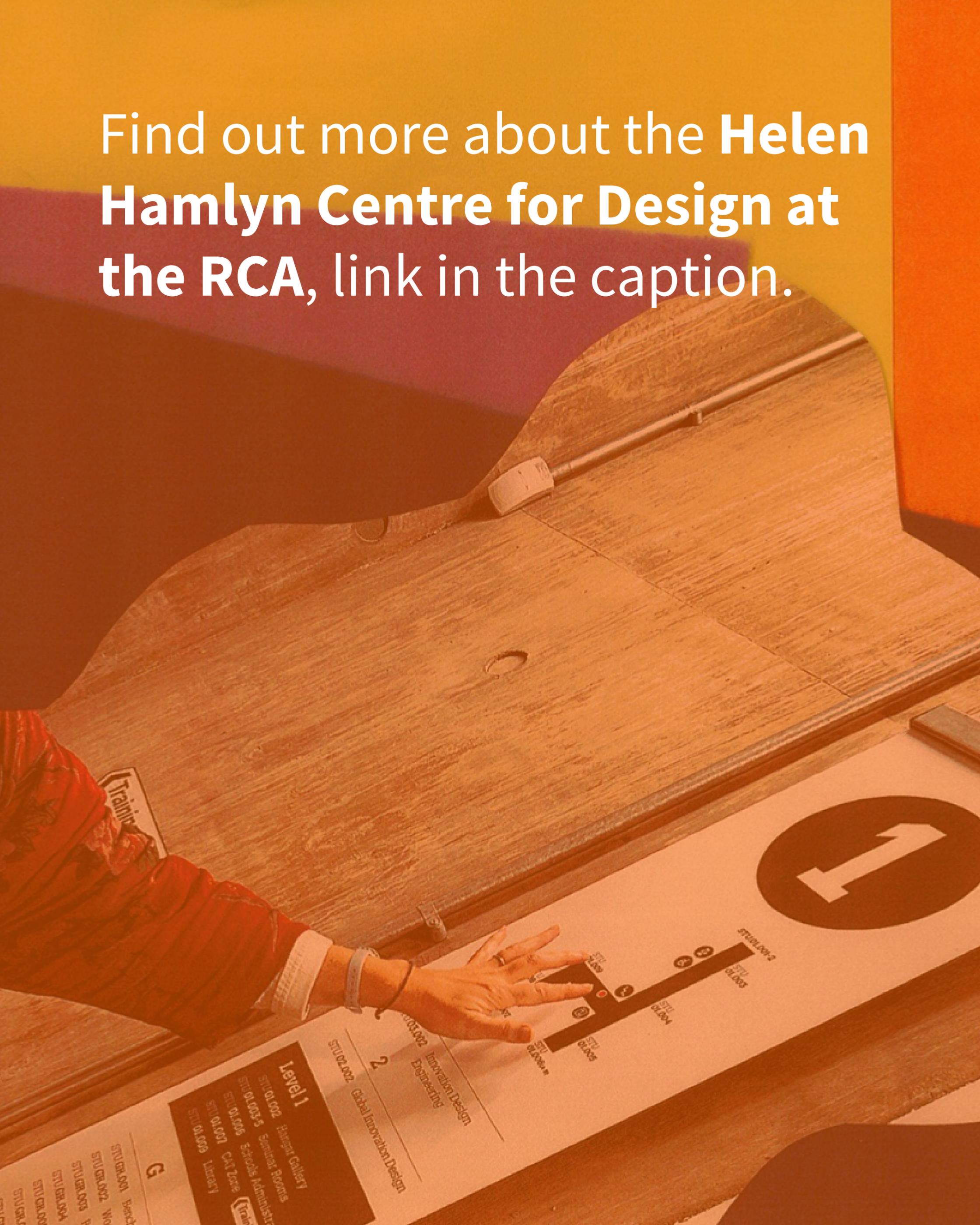




The images featured are collages made by neurodivergent staff and students during a Space in Mind workshop, accompanied by quotes in their own words.

Their creative response to the mass of photographs and words generated through project using a humble photocopier.

Find out more about the **Helen Hamlyn Centre for Design at the RCA**, link in the caption.



Training

G

Level 1

- STU 01.002 - Burger Gallery
- STU 01.003-5 - Seminar Rooms
- STU 01.006 - Schools Administration
- STU 01.007 - CAT Zone
- STU 00.009 - Library

Training

2

- STU 02.002 - Global Innovation Design
- STU 03.002 - Innovation Design Engineering

