Associate Degree of Communication Design

1. About the Associate Degree of Communication Design

The Associate Degree of Communication Design is a nested AQF 6 qualification designed to provide graduates with a broad theoretical and technical base of visual communication design knowledge and skills, closely aligned with industry demands and expectations. The Associated Degree of Communication Design enables opportunity for discipline-specific enquiry into a complementary specialist area, leading either to entry-level employment in the design sector or to further specialised design study at a Bachelor level. nested AQF 6 qualification designed to provide graduates with a broad theoretical and technical base of visual communication design knowledge and skills, closely aligned with industry demands and expectations. The Associated Degree of Communication Design enables opportunity for discipline-specific enquiry into a complementary specialist area, leading either to entry-level employment in the design sector or to further specialised design study at a Bachelor level.

Graduate employment opportunities

The Associate Degree of Communication Design is designed to provide graduates with a broad theoretical and technical base of visual communication design knowledge and skills, complemented with some specialist expertise to for graduate-level employment in generalist and specialist communication design roles, including:

• Design strategist

• Branding and identity designer

• Design thinking generalist

• User experience designer

• Interface designer

• Web and interaction designer

• Book and publication designer

• Information architect

• Environmental designer

• Photography assistant

• Marketing and promotions assistant

• Art director

• Illustrator

• Visual Communication and graphic designer

• Finished artist and production assistant

Course Overview

Course Title	Associate Degree of Communication Design		
Study Options – Domestic Australian students	Face to Face delivery Online delivery Full-time and part-time options available.	**Study Options – International students**	International students on a student visa must not enrol into any more than a third or 33% of online subjects over their course and must study at least one subject that is face to face in each trimester. International students on a student visa are required to study full time, i.e. the student must complete a minimum of 1.0 EFTSL of study per year.
Start Dates	February, June, September For specific dates visit the [website.](#)	**Course Length**	Full-time: 2 years Part-time: 4 years
Payment Options - Domestic Australian students	**Upfront payment** This means tuition fees will be invoiced each semester and payment is required on or before the due date. **FEE-HELP** FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.	**Payment Options – International students**	**Upfront payment** This means tuition fees will be invoiced each semester and payment is required on or before the due date.
Course study requirements	Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	**Assessment**	Essays, reports, presentations scenario and case studies, and reflective journals.
Locations	Sydney Melbourne Brisbane Online	**Delivered by**	Torrens University Australia
Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary	**CRICOS Course Code**	090287A

	Education Quality and Standards Agency (TEQSA).		
Provider obligations	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the *Higher Education Standards 2015*	**Accrediting body**	Torrens University Australia Ltd
Course Fees	For details, refer to the website.	**Any other fees**	For details, refer to the website.

2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - https://www.torrens.edu.au/general-admission-information-for-torrens-university-australia-ltd.

3. Student Profile

The table below gives an indication of the likely peer cohort for new students in this course. It provides data on students who commenced in this course in the most relevant recent intake period, including those admitted through all offer rounds and international students studying in Australia.

Applicant background	Trimester one / Full year intake [2020]	
	Number of students	**Percentage of all students**
(A) Higher education study (includes a bridging or enabling course)	N/A	N/A
(B) Vocational education and training (VET) study	<5	N/P
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	N/A	N/A
(D) Recent secondary education: • Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points)	N/A	N/A
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	N/A	N/A
• Admitted on the basis of other criteria only and ATAR was **_not_** a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)	<5	N/P
International students	N/A	N/A
All students	***<5***	***N/P***

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Notes: "<5" – the number of students is less than 5.

N/A – Students not accepted in this category.

N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

4. Admission Criteria

Title of course of study	Associate Degree of Communication Design
Applicants with higher education study	• A completed higher education qualification at AQF level 5 (diploma) or above, or equivalent, from an Australian University or another accredited higher education provider OR • Successful completion of at least 1 EFTSL (equivalent full-time student load, or one full year) of an AQF level 6 (Associate Degree) or above, or equivalent, from an Australian University or another accredited higher education provider.
Applicants with vocational education and training (VET) study	• A completed vocational education qualification at AQF level 4 (Certificate IV) or above, or equivalent, from a registered training organisation (RTO) OR • Successful completion of at least 1 EFTSL (equivalent full-time student load, or one full year) of an AQF level 5 (Diploma) or above, or equivalent, at a registered training organisation (RTO).
Applicants with work and life experience	Demonstrated ability to undertake study at the required level: • broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success; OR • formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success; OR • written submission to demonstrate reasonable prospect of success; OR • discipline specific portfolio (art and/or design).
English Language Proficiency (applicable to international students, and in addition to academic or special entry requirements noted above)	IELTS (or equivalent) score of 6.0 minimum (Academic Module) or above, with no skills band less than 5.5
Applicants with recent secondary education (within the past two years) with ATAR or equivalent*	Completed year 12 or equivalent

Title of course of study	Associate Degree of Communication Design
(for applicants who will be selected wholly or partly on the basis of ATAR)	

*ATAR profile for those offered places wholly or partly on the basis of ATAR in T1 2020:

(ATAR-based offers only, **across all offer rounds**)	ATAR (OP in QLD) (Excluding adjustment factors) *
Highest rank to receive an offer	N/A
Median rank to receive an offer	N/A
Lowest rank to receive an offer	N/A

*Notes: * "<5" – indicates less than 5 ATAR-based offers were made*

Other admission options

(For applicants who will be selected on a basis other than ATAR)

Special Entry	Applicants in any category whose study, work or life experiences have been impacted by disability, illness or family disruption will be given special consideration for admission. Each application will be considered on its merit, based on the evidence supplied by the applicant attesting to the circumstances of the applicant. Applicants for special entry may need to complete written or numerical tasks to assist with assessing eligibility for admission.

5. How to apply

Via direct application to the institution

  o   https://apply.torrens.edu.au/

6. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia Credit Policy - (https://www.torrens.edu.au/policies-and-forms).

• Students with completed subjects may be eligible for specified credit and/or elective exemptions

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- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)
- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning please see http://www.torrens.edu.au/apply-online/course-credits.

7. Where to get further information

- Torrens University Australia (TUA) Website
  - https://www.torrens.edu.au/
- Universities Admissions Centre (UAC) Website
  - http://www.uac.edu.au/
- Quality Indicators for Learning and Teaching (QILT) Website
  - https://www.qilt.edu.au/

8. Additional Information

Course Structure

The course structure comprises six common core subjects, six specialised and four elective subjects over Levels 100 and 200, as follows:
- Level 100: three common core subjects; four specialised subjects; one elective subject
- Level 100/200: one elective subject can be taken at either Level 100 or 200
- Level 200: three common core; two specialised subjects; two elective subjects

*Electives available to students may be chosen from the elective bank (please refer to the Course Structure on the Student HUB) or can be taken from any Torrens University course at the appropriate level with approval from the Program Director (or delegate).

Course Rules

To be awarded the Associate Degree of Communication Design, students will need to complete 160 credit points over 16 subjects as outlined in the Course Structure. Each subject has a value of 10 credit points.

Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
LEVEL 100

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR

DCX101- Design Context

Design Context is a foundational subject that introduces students to the designed world and their place within it. Students are encouraged to explore the interconnected nature of design and its capacity to inspire change, drive progress and navigate complex challenges. Through observation, research and iterative approach students will develop a series of creative responses that demonstrate an awareness of the value of design and its ability to create meaningful interactions for people, communities and their environments.

DGDDD100- Digital Design Foundations

This subject introduces a core set of industry-standard specialist design software tools. The emphasis of this subject is on building a comprehensive familiarity with these tools and features so that their application becomes second nature and can be treated as part of the overall creative tool kit. Students will work through a range of small exercises to cement their learning and to build their working knowledge by experimenting with the different tools and techniques. Students will then combine these tools and techniques to explore print and screen-based projects and in doing so, become aware of how to create flexible visual outcomes not wedded to single-use mediums

DGDVL100- Visual Language of Design

In this subject, students will study the history and evolution of art and design acknowledging the major influences and commentators of the industry. The introduction of essential fundamental design principles and elements build to a comprehensive understanding, enabling students to start seeing and thinking like a designer. Students will be challenged to develop visual solutions to design problems and acquire the knowledge, skills and perspective necessary to identify and articulate techniques and concepts exhibited in design work. This is followed by an in-depth look at the design process from receiving the brief up to the client presentation and reflection on success of project.

DSO102- Design Studio 1

This subject explores the relationship between materials and storytelling. It introduces students to the attributes of materiality and encourages them to re-imagine the possibilities of creating through making. Students will explore the art of paper folding, developing skills and taking creative risks. These results will be captured digitally and altered using the appropriate software. Individual tasks allow students to develop an understanding and appreciation of materials, their many varied uses, properties, and the sustainable manufacturing processes related to them. Students will progress towards determining suitable materials in which to construct their final model with its form and function contextualised and supported by a documented process journal. Their final submission will be a model that reminds us that stories which fill our lives are not only spoken and written but sometimes are best told through craft.

DGDTY100- Typography

This subject explores the history and origins of typographic communication, from Cuneiform through to contemporary digital type. It introduces the fundamental principles and terminology relating to typography, including letterform structure, classifications of faces and styles, and typesetting. Students will work with specialist software to create and manipulate type, and will start to formulate their own set of strategies for effective use of typography as an element of graphic design.

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR

DSO103- Design Studio 2

Design Studio 2 offers an introduction to the building blocks of creating and developing brands and is designed to give students a broad understanding of the stages and methodologies adopted in the brand development process. The subject draws on the theory and practice that sits behind brand creation. It covers the broad spectrum of brand development, values, trends and branding techniques, as well as fundamentals such as brand positioning and brand architecture. The subject also explores the relationship between branding and audiences, cross-cultural influences and shifts in consumer behaviour. Students must first understand and apply the fundamentals of branding and then go on to use that knowledge as the basis for developing and progressing a brand. This theoretical and practical subject will equip students with the knowledge and insight with which to build their own branding expertise.

DGDPM100- Publishing and Media

This subject develops students' understanding of typographic convention in both traditional and contemporary applications. Students will use their understanding of basic typographic formatting, page composition and layout to explore advanced typographic setting, work flow and content editing across print and digital platforms. Students will also explore the role of typographic narrative within the sequenced delivery of information across a variety of environments. They will be challenged to consider the 'voice of type' and develop a greater appreciation and understanding of how content is read and viewed in traditional and non-traditional mediums.

LEVEL 200

DSO201- Design Studio 3

The subject introduces business practices such as costing, time management, value engineering and general models of monetising and valuing output typical of a variety of design industries. Case study analyses of a typical design industry business practices, domestic and international, acquaint students with the differences and similarities that exist. Students learn about contractual agreements, and where appropriate become familiar with international shipping and distribution terms as well as an introduction to design copyright laws. Initial overview of time allocation practices and the creation and understanding costing terms such as: Bill of Material (BOM) /Scope of Work / Deliverables used in typical projects is followed by application. Students plan a project from start to finish through to the development of an appropriate project management plan for their industry such as time management charts with typical dependencies highlighted and costed.

CDC200A- Message, Meaning, Media

This subject expands the understanding of symbols, signs and semantic conventions within communication systems and media. Students are introduced to the history and application of semiotics and encouraged to review, relate and re-evaluate design and communication strategies within the context of de-constructing conventional thinking and design practices. There is particular reference to the cultural shift from words to pictures and the role of meaning in an evolving creative and technological environment.

PBL202- Problem Based Learning Studio

Problem-based learning (PBL) is a pedagogical approach that enables students to learn while engaging actively with meaningful problems. Students are given the opportunities to problem-solve in a collaborative setting,

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create mental models for learning, and form self-directed learning habits through practice and reflection. The underpinning philosophy of PBL is that learning can be considered a "constructive, self-directed, collaborative and contextual" activity. The principle of construct positions students as active knowledge seekers and co-creators who organise new relevant experiences into personal mental representations with the help of prior knowledge. This is further reinforced by social theories of learning that advance the merits of social interaction in cognitive development. The aim of this subject is to trigger student learning with a problem which needs resolution. Students make connections to the challenge by activating their individual and collective prior knowledge and finding resources to make sense of the phenomenon; they also engage in peer learning through small-group discussions and consolidate their learning through reflective writing. Beyond enabling students to make sense of the concepts and subject matter, this learning experience will also help students develop an understanding of themselves and their contexts, and the ways and situations in which they learn effectively.

CTY201A- Typographic Systems

This subject enables students to analyse and develop effective typographic systems for use in contemporary visual identity contexts. Students experience designing a logotype which forms the conceptual and visual basis of a complex, cohesive and typographically-driven identity. Students investigate methods and techniques that can be used to establish a coherent visual language across a variety of mediums and applications. Students identify the function of typography as a vehicle to communicate in literal and abstract terms, developing their understanding of visual rhetoric, layout, hierarchy structures, material selection and specification, and use of digital technology. Students explore the intrinsic and extrinsic features of typography and use it to develop an appropriate tone of voice intended to complement the logotype design. Students conceptualise and visualise type as three-dimensional form, abstract visual form, pattern, and secondary visual language.

DDD203- Discover, Define, Develop, Deliver

The myth of innovation is that brilliant ideas leap fully resolved from the minds of geniuses. The reality is that most innovation comes from a process of rigorous examination through which great ideas are identified and developed before being realised as new offerings and capabilities.

This subject introduces Problem Based Learning (PBL), mapped out as the 'Double Diamond', the collaborative process by which the designer's sensibilities and methods are employed to integrate the needs of people, the possibility of technology and the requirement for business success. In short, Double Diamond approach converts need into demand. It's a human-centred approach to problem-solving that focuses thinking about meanings instead of features, searching for radical changes instead of improvements and proposing visions instead of satisfying existing needs.

Today, designers across many disciplines share some similar approaches to the creative process. Every design specialist has a different approach and way of working, but there are some commonalities in their creative process. Divided into four distinct phases – Discover, Define, Develop and Deliver – the Double Diamond is a simple visual map which illustrates the PBL approach.

In this subject, students examine a range of possible ideas – divergent thinking; before refining and narrowing down to the best idea – convergent thinking. To discover which ideas are best, the creative process is

iterative. Ideas are developed, tested and refined many times, with weak ideas dropped in the process. This cycle is an essential part of a good design strategy.

Students are introduced to practical design methods – like user journeys, empathy mapping, character profiles – and how they can be used to move a project through the four phases of the Double Diamond.

Discover – The first quarter of the Double Diamond model covers the start of the project. Students look at the world from a fresh perspective; notice new things and gather insights.

Define – The second quarter represents the definition stage, in which students analyse and synthesise all of the possibilities identified in the Discover phase. Which matters most? Which should we act upon first? What is feasible? The goal here is to develop a clear creative brief that frames the fundamental design challenge

Develop – The third quarter marks a period of development where solutions or concepts are created, prototyped, tested and iterated. This process of trial and error helps students to improve and refine their ideas.

Delivery – The final quarter of the Double Diamond model is the delivery stage, where the resulting project (a product, service or environment, for example) is finalised, produced and launched.

Thinking like a designer can transform the way you develop products, services, processes – and even strategy.

Locations

The Associate Degree of Communication Design can be studied fully online or at the below Torrens University Campuses:

- Sydney: Level 1, 46-52 Mountain Street, Ultimo NSW Australia 2007
- Melbourne: 196 Flinders St, Melbourne, VIC 3000
- Brisbane: 90 Bowen Terrace, Fortitude Valley, QLD, 4006

Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

Facilities and Services include:

- The Customer Service Hub – our friendly and experienced staff can give help and advice about courses, your enrolment and campus life, including all services and activities on campus.
- Counsellors are available for students to consult with on a range of personal issues
- Student wireless access throughout the Campus
- Student break-out and relaxed study spaces for group work
- Student lounge areas – most with microwaves, kitchenette facilities and vending machines
- The Learning Hub, home to the Learning Support Team, encompasses Learning Skills Advisors, Learning Technology Advisors, and Library & Learning Skills Officers. It provides an integrated, holistic support program for students throughout the study lifecycle within a library/collaborative study environment.

The service includes:
- o Support and workshops with highly qualified staff in the areas of Academic skills, Library skills, and Technology skills, both on campus and online.
- o Physical and digital resources relevant to studies, such as books, journals, multimedia, databases
- o Self-check kiosks for library loans and print and copy facilities

A positive student experience

Torrens University Australia values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the website (https://www.torrens.edu.au/policies-and-forms).

Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**
  If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.
- **FEE-HELP**
  FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold ($45, 881 in 2019-20). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.

  Further information about FEE-HELP, including eligibility, is available at:
  - o FEE-HELP website:
     http://studyassist.gov.au/sites/studyassist/helppayingmyfees/fee-help/pages/fee-help-
  - o FEE-HELP booklets:
     http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications

Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as Austudy or Abstudy.