Bachelor of Communication Design

1. About the Bachelor of Communication Design

The Bachelor of Communication Design is an AQF 7 qualification designed to provide graduates with a well-developed theoretical and technical base of coherent visual communication design knowledge and skills, closely aligned with industry demands and expectations. The Bachelor of Communication Design enables opportunity for discipline-specific enquiry in one or more complementary specialist areas, leading either to graduate-level employment in the design sector or to further research-based enquiry or specialised design study at a post-graduate level.

Graduate employment opportunities

The Bachelor of Communication Design is designed to provide graduates with a well-developed theoretical and technical base of coherent visual communication design knowledge and skills, complemented with specialist expertise in one or more areas, for graduate-level employment in generalist and specialist communication design roles, including:

- Design strategist
- Social entrepreneur
- Design thinking generalist
- Branding and identity designer
- User experience designer
- Customer experience designer
- Service designer
- Packaging designer
- Interface designer
- Web and interaction designer
- Film and video designer
- Book and publication designer
- Information architect
- Environmental designer
- Assistant photographer
- Marketing and promotions assistant
- Art director
- Illustrator
- Visual Communication and graphic designer
- Finished artist and production assistant

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Course Overview

Course Title	Bachelor 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: 3 years Part-time: 6 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

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Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	CRICOS Course Code	090295A
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)	16	17%
(B) Vocational education and training (VET) study	14	15%
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	8	9%

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(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)	22	24%
• 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)	14	15%
International students	18	20%
**All students**	_**92**_	_**100%**_

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	Bachelor 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:

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Title of course of study	Bachelor of Communication Design
	• 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* (for applicants who will be selected wholly or partly on the basis of ATAR)	Completed year 12 or equivalent

*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	60.1
Median rank to receive an offer	67.58
Lowest rank to receive an offer	82.65

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.

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

8. Additional Information

Course Structure
The course structure comprises of 24 subjects that you are required to complete: 18 core subjects and 6 elective subjects.

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The course contains 3 subjects level – Level 100, 200 and 300, guiding you from foundational through to more complex subjects.

- Level 100: 7 core subjects and 1 elective subject
- Level 100/200: 1 elective subject can be taken at either Level 100 or 200
- Level 200: 5 core subjects and 2 elective subjects
- Level 200/300: 1 elective subject can be taken at either Level 200 or 300
- Level 300: 6 core subjects and 1 elective subject

*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 Bachelor of Communication Design, students will need to complete 240 credit points over 24 subjects as outlined in the Course Structure. Each subject has a value of 10 credit points.

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Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
LEVEL 100

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

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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.

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, workflow 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.

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SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR

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, 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

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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.

LEVEL 300

SEN301- Social Enterprise

Social Enterprise is an exciting theoretically based subject that is driven by the desire to create positive change through entrepreneurial activities. These activities harness design thinking and problem-solving processes in the realisation of pragmatic, viable project proposals from initiation to client presentation. By providing students with a framework to understand business model generation and the skills to source, evaluate, and measure opportunities through systematic research and competitor analysis, Social Enterprise empowers students to conceptualise, develop and propose new ventures and products that focus primarily upon social change for good. In addition, this subject will help students understand and address the practical challenges of working within this environment; to analyse different entrepreneurial business strategies, to explore diverse funding strategies, as well as incorporate theoretical discussions on major trends and issues in the social economy. Social Enterprise enables students to appreciate the power of creativity in problem-solving and the importance of the designer's role in making a difference and precipitating change.

CPK301A- Packaging and Branding

This subject provides an in-depth understanding of packaging design. Students design and produce a holistic branding and packaging solution for an existing product that delivers a complete visual identity, in-store shelf presence, and user-friendly experience. Students address key sustainability issues whilst identifying

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contemporary trends and current industry directions, focusing on commercially viable materials, printing, and merchandising

WIL302- Work Integrated Learning

OR

WIL302B- Work Integrated Learning (Industry Live Brief)

This subject is designed to provide students with professional experience in an area related to their field of study or the career they are working towards. The aim of providing industry-specific opportunities is to enable students to develop skills that will enhance their prospects of gaining meaningful employment and building their career for the future.

Much of the benefit of work integrated learning comes from observation, practicing under supervision and reflection. Work Integrated Learning is an excellent way to broaden the students learning environment while they are studying. It allows them to see first-hand how what they are learning in their degree translates into practice, as well as how 'real world' practice relates to what they are learning at University. This subject will develop work ready skills and boost students' employability while they are studying.

There are two work integrated learning options available to students:

Option 1: Internship
Students are offered the opportunity to work within a professional design environment for an extended period of time. It encourages students to build long-term relationships with the design industry and exposes them to the rigour of applied design practice while building their confidence in adapting to new environments. It also provides a context in which to enhance their communication skills and work collaboratively in a professional arena. Students will undertake a series of research tasks, conducting interviews and gathering data in order to understand the key concepts in managing a professional design practice with emphasis placed on the operation of the professional design environment.

Option 2: Industry Live Brief
This subject requires students to respond to criteria set within the context of an Industry Live Project. An understanding of research methodologies appropriate to professional practice and the documentation of personal creative investigation will be explored. Students will also further investigate and examine entrepreneurial and commercial opportunities through collaborative work practice. The subject is delivered from a cross discipline perspective and draws on both discipline specific and common design practices. Students are required to work both independently or as part of a collaborative team in order to conduct research, analyse and define project parameters and deliver innovative solutions that expand the notion of an industry live brief.

CDC301A- Business by Design

This subject focuses on the value that design strategy brings to business through the exploration of disruptive and systematic problem-solving approaches. Students utilise service design principles to research, analyse, and define opportunities, streamline systems and processes, and formulate strategic responses to user and

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market needs. Students create an innovative business solution that drives holistic long-term sustainability alongside commercial viability that reimagines conventional business models in the 21st century.

CDM301A- Major Project

This subject enables students to investigate and implement emerging processes, practices, and techniques within design and technology. Students identify an area for professional development and personal exploration, then conceptualise and articulate a self-initiated major project brief. Students design, deliver, and document a major design project that acts as a vessel for personal creative output. Students identify an emotional and authentic core to their body of work, reinforcing their unique position as emerging design professionals.

CDM303A- Portfolio

This subject focuses on exploring a broader understanding of design portfolios and the presentation of creative works to form a cohesive and authentic personal narrative. Contextualised through the lens of current industry requirements, students define their own design philosophy, then use this to critique their work and compose a cohesive professional identity and portfolio. Supported by self-directed research, students evaluate contemporary styles, methods, and formats of presentation to deliver a portfolio and suite of materials that can be used to initiate dialogue between themselves and the design industry.

Locations

The Bachelor 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. 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.