

Diploma of Graphic Design

CUA50715

Thank you for your interest in the **CUA50715 Diploma of Graphic Design!**

This Course Guide is designed to provide you with detailed course information to support making a decision about whether this course is the most suitable and appropriate for your career goals and individual needs.

Course Details

- *Code name:* Diploma of Graphic Design
- *Course code:* CUA50715
- *Release Number:* 1
- *Currency:* Current

This qualification reflects the role of individuals who combine technical, creative and conceptual skills to create designs that meet client requirements and solve a range of visual communication challenges. Practice at this level is underpinned by application of design theory and practice and the ability to analyse and synthesise information from a range of sources to generate design solutions.

Practitioners may work in many different commercial and community contexts across both print and digital media.

Target Students

Foundry Academy key student target group are those wanting a career in the Creative industries.

The student will develop a sound understanding of design theory and practice and are able to analyse and synthesise information from a range of sources to generate design solutions. Graphic designers work in many different commercial and community contexts across both print and digital media.

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

Designers will likely be working in junior or generalist roles. Their work may include or have links to areas such as advertising and promotion, art direction, branding, corporate identity, instructional design, illustration, packaging, signage and web design.

Location

Foundry Campuses:

- Top Floor, 22 Cameron Street, Launceston TAS 7250
- Top Floor, Brooke St Pier, Franklin Wharf. Hobart TAS 7000

Course Duration & Timelines

The course can be delivered over a range of course durations, depending on the needs and characteristics of the student and their employer where relevant.

The standard course duration is 18 months part time.

Students may complete the program earlier than these timelines through achievement of RPL or credit transfer. Please refer to the Foundry Academy Student Handbook for further information.

Specific Industry / Stakeholder Needs

Depending on the industry area where course delivery occurs, Foundry Academy will customise delivery activities for workplaces to support industry licensing requirements or the specific employer needs for employees undertaking the course.

There are no licensing requirements for this course. Students undertaking this training are required to successfully complete a language, literacy and numeracy (LLN) test to demonstrate a reasonable level of English in both written and verbal, at ACSF Level 2, to be able to communicate effectively in the workplace.

Course Organisation & Delivery Modes

The course units of competency are studied as per the Training & Assessment Sequencing Plan (Appendix One). Foundry Academy personnel recommend a study pathway providing a logical program structure for students undertaking learning and assessment tasks.

Students should expect to undertake on average 52 hours study per unit (13 hours per week) for the standard duration of the course.

Mentoring sessions are conducted at times and locations negotiated. A student to trainer ratio of a maximum of 25 students to 1 trainer is maintained for campus-based delivery approaches.

Actual study hours for each unit of competency may vary depending on the volume of learning and assessment required to meet the requirements of the unit.

The delivery approaches used are on-campus study, self-directed study with one-to-one coaching/mentoring support.

As the learning topics are a mix of theory and practical content, this approach is most suitable to provide the individual, customised program required for students.

Work Placement Arrangements

No work placements are applicable.

Participation in this course is only open to students employed, with access to administrative work, studying via a workplace supported program.

Pathways for Students

Training Pathways

Students will be able to use this Diploma as a gateway to an Advanced Diploma of Graphic Design or higher-level degrees in graphic design and the broader discipline areas such as digital design:

- Graphic Design - Advanced Diploma of Graphic Design
- Digital Media - Advanced Diploma of Screen and Media
- University – Associate Degree of Applied Design

Employment Pathways

The Diploma of Graphic Design focuses on the essential skills and knowledge necessary for a career as a professional graphic designer to work for self and/or with a team in the creative media industries.

Students may be employed in any of the following positions on completion of this course:

- Graphic designer.
- Digital design.

- Frontend web design.
- Experience design (UX/CX).

Course Requirements -Core and Elective Units

The CUA50715 Diploma of Graphic Design requires completion of nineteen (19) units made up of:

- 9 core units; plus
- 10 elective units, of which:
 - 6 units must be from the qualification packaging rules; and
 - 4 units may be from the qualification packaging rules of any currently endorsed Training Package or accredited course at Certificate IV, Diploma of Advanced Diploma level.

Core Units

- BSBDES403 Develop and extend design skills and practice
- CUAACD501 Refine drawing and other visual representation tools
- CUAGR501 Research visual communication history and theory
- CUAGR502 Produce graphic designs for 2-D and 3-D applications
- CUAGR503 Produce typographic design solutions
- CUAGR504 Create and manipulate graphics
- CUAGR505 Design and manipulate complex layouts
- CUAGR506 Develop graphic design practice to meet industry needs
- CUAPPR503 Present a body of own creative work

Elective Units

- BSBCRT401 Articulate, present and debate ideas
- BSBCRT501 Originate and develop concepts
- BSBDES501 Implement design solutions
- CUAACD506 Refine 2-D design ideas and processes
- CUADIG403 Create user interfaces
- CUAIND401 Extend expertise in specialist creative fields
- ICTWEB505 Develop complex web page layouts
- BSBMKG527 Plan social media engagement
- ICTDMT501 Incorporate and edit digital video
- CUAANM403 Create titles for screen productions

The elective unit options listed represent the only approved elective unit options offered that have been selected and approved for delivery by Foundry Academy. This is a reduced list from the qualification packaging rules specified electives list.

Elective units selected are relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

Course Entry Requirements

Nil mandatory requirements specified.

Foundry Academy Course Admission Requirements

Students must:

- Be at least 17 years of age;
- Have completed Year 10 in the Australian school system or equivalent;
- Have language, literacy and numeracy skills equivalent to ASCF Level 2;
- Have access to access to a laptop with an internet connection (Mac/PC) which includes iMovie, Keynote and a student edition of Adobe Creative Cloud software (A\$28.59/mth); and
- Have successfully completed CUA30715 Certificate III in Design Fundamentals, or submit a folio of work that demonstrates the entry requirements of this award, and attend an interview to assess required knowledge.

To enter this qualification, individuals must provide evidence of their technical skills and ability to:

- Produce multiple examples of graphic design work that respond effectively to different design challenges;
- Produce typography that supports the overall design solution; and
- Use graphic design industry software.

Skills may have been acquired through personal or work experience, or through formal study.

Language literacy and numeracy assessment (LLN)

To work in a business environment, students must demonstrate suitable LLN skills which are assessed when applying for enrolment. The assessment relates to the Australian Core Skills Framework (ACSF) and is a required part of applying for enrolment.

Selection criteria takes into account various factors when deciding upon which students will be offered places in the course including;

- The students' needs and desired outcomes;
- The ability and commitment of the student to complete the course;
- Eligibility requirements listed in the national Training Package;
- Students existing ability in the ACSF core skills - learning, reading, writing, oral communication and numeracy;
- Any areas where students may need additional support (e.g. if they have low English levels) and to identify whether students' physical attributes may influence their ability to complete the training and assessment (e.g. if heavy lifting is required).

Student Identification

Students are advised the minimum identification requirements must be met prior to enrolment:

- Provision of the student's Unique Student Identifier (USI);
- Provision of Australian legal photo identification for assessment purposes.

If students do not have a USI they can create one at www.usi.gov.au or ask Foundry Academy for assistance.

Licensing Requirements

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Student Resources, Texts, Materials, Equipment Requirements

Other Resources

No other resources or equipment is required to be provided by the student – all other resource needs for this course are provided to students by Foundry Academy.

Fees

Course tuition and related fees may vary depending on unit selections and individual student preferences. Please refer to Foundry Academy's Schedule of Tuition Fees for further information and to determine the course fees for your course engagement:

www.myfoundry.com.au

Support Services

A *Training Plan* is completed with all students prior to enrolment to identify any individual need, resource requirements, delivery unit schedule and support options.

Students are asked to identify their individual needs, but are sometimes reluctant to do so. Foundry Academy personnel monitor the progress of all students and their readiness for assessment as they progress through their course.

Delivery materials and methods may be adapted for the special needs of clients. Some examples may include enlarging print materials for vision requirements, provision of ICT equipment and support, accessing interpreter services or using individual delivery methods. A range of support services, including LL&N training, may be accessed as required for student needs.

Assessment Arrangements

The assessment environment is the student's workplace. Workplace and case study projects are employed for summative assessment, where workplace application of all competencies can be observed by an Assessor.

For on-the-job assessment observations, the Assessor organises to visit the student on-site at a mutually convenient time.

Recognition documentation and applications is available for all units of competency for those students who have extensive experience in the unit areas. RPL applications will be offered and processed as per Foundry Academy's Student Advice and Selection Policy.

At all times, the assessment approaches planned will be compliant with Foundry Academy's Assessment Policy, and when implemented will meet the Code of Conduct requirements. All assessment approaches used are compliant with the requirements of the Assessment Guidelines from the national Training Package or accredited course curriculum.

For each unit of competency (and each element within the unit), a range of evidence will be collected.

Resources are often specified that must be used in assessment at a unit of competency level. All specific resources for each unit of competency are listed within Foundry Academy's Assessment Workbook for each unit. Information within each unit resource includes:

- Specific assessment resources required;
- Assessment methods available to be used;
- Plan for and timing of assessment; and
- Any adjustments that may be needed to cater for different student characteristics.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

Recognition documentation and applications is available for all units of competency for those students who have extensive experience in the unit areas. RPL applications will be offered and processed as per Foundry Academy's Student Advice and Selection Policy.

Foundry Academy recognises Qualifications and Statements of Attainment issued by other RTOs under the Australian Qualifications Framework (AQF). Students may use Qualifications and Statements of Attainment to gain credit towards programs offered by Foundry Academy.

Please refer to Foundry Academy's *Student Handbook* for further information.

Reasonable Adjustment

There may be times and situations in which a student may require 'reasonable adjustment' of the training and assessment methods implemented by Foundry Academy to meet their specific individual needs.

Reasonable adjustments to the way in which evidence of performance is gathered (e.g. in terms of the information to be provided to the candidate and the type of evidence to be collected from the candidate) can only occur where the adjustments do not alter the expected performance standards for learning and assessment.

The reasonable adjustments to the training and assessment process may include a variety of modifications to the methods of delivery and assessment to assist the student undertake the course. The adjustments may include actions such as:

- Assistance in the form of the training location to allow easier access
- Accessing relevant equipment or aids to assist the student adjustments to the assessment methods to cater for any special needs (without effecting the integrity of the outcome)

Course Specific Withdrawal Information

No specific withdrawal requirements are relevant for this course.

For general information about the grounds on which the student's enrolment may be deferred, suspended or cancelled, please refer to Foundry Academy's *Student Handbook*.

Unit Outlines

BSBDES403 Develop and extend design skills and practice

This unit describes the skills and knowledge required to develop and extend skills as a practising designer. It applies to individuals who work as a designer, in any industry context, either independently or employed by an organisation. Designers must continually refine, develop and evaluate their own conceptual and technical skills. Research, experimentation and collaboration are key factors in this process.

CUAACD501 Refine drawing and other visual representation tools

This unit describes the skills and knowledge required to use drawing and other visual representation tools to develop, refine and communicate ideas for creative work. The unit focus is on manual drawing development and refinement, and visual representation as cognitive tools in a professional practice, rather than a particular level of drawing technique. It applies to individuals who are professional practitioners working in any area related to visual communication using drawing and other visual representation tools to support their practice.

CUAGRD501 Research visual communication history and theory

This unit describes the skills and knowledge required to research visual communication history and theory and to apply that research to own professional practice. It applies to individuals who are visual communication professionals. They carry out research independently and use information to provide context, inspiration and reference for contemporary design solutions.

CUAGRD502 Produce graphic designs for 2-D and 3-D applications

This unit describes the skills and knowledge required to plan and produce a body of two-dimensional (2-D) and three-dimensional (3-D) graphic design work in response to a variety of visual communication challenges. Design work will show a well-developed command of relevant software programs and the creative ability to generate ideas to meet the different

needs of design briefs. It applies to individuals who work as graphic designers in a wide variety of industry contexts such as design studios, commercial printing, advertising, book and magazine publishing, television or the marketing division of any business.

CUAGR503 Produce typographic design solutions

This unit describes the skills and knowledge required to produce professional typography for a wide range of communication needs. Typographic design solutions may include advertisements, headlines, logotypes, signage systems, posters, charts or mass text applications. It applies to individuals who use a broad range of digital and print applications in many different graphic design industry contexts.

CUAGR504 Create and manipulate graphics

This unit describes the skills and knowledge required to create and manipulate graphics using a combination of creative design skills and technical software proficiency. It applies to individuals working in various industries such as graphic design, commercial printing, advertising, publishing, television and marketing. Individuals work independently and create original graphics or work with graphic objects created by others.

CUAGR505 Design and manipulate complex layouts

This unit describes the skills and knowledge required to design complex publication layouts by combining creative design skills with technical software proficiency. It applies to individuals working in various industry contexts such as graphic design, commercial printing, advertising, publishing, television and marketing. At this level, individuals work independently and are responsible for the overall layout design.

CUAGR506 Develop graphic design practice to meet industry needs

This unit describes the skills and knowledge required to develop an industry focus for graphic design practice and to adapt that practice to meet both current and emerging industry opportunities. It applies to individuals who are developing a graphic design practice to meet different industry needs.

CUAPPR503 Present a body of own creative work

This unit describes the skills and knowledge required to use creative, technical and project management skills to produce a professional and innovative presentation of own creative work. It applies to individuals who maintain an up-to-date presentation package or portfolio of creative work. The presentation or portfolio may be physical or virtual.

BSBCRT401 Articulate, present and debate ideas

This unit describes the skills and knowledge required to articulate, present and debate ideas in a work or broader life context using creative techniques in order to provoke response, reaction and critical discussion. This unit applies to individuals who contribute and present ideas that may be complex in nature and may relate to new products, services, processes or creative works using a degree of risk taking and storytelling.

BSBCRT501 Originate and develop concepts

This unit describes the skills and knowledge required to originate and develop concepts for products, programs, processes or services to an operational level. It applies to individuals who develop concepts for any business or community activity or process, such as marketing and advertising campaigns, staff development programs, information technology and

communication systems, radio and television programs, entertainment events, films, exhibitions and digital media products. Individuals operate with a high degree of autonomy but collaborate with others to generate ideas and refine concepts to the point where they can be implemented.

BSBDES501 Implement design solutions

This unit describes the skills and knowledge required to take a design concept or solution to the implementation stage. The outcome of work could be a completed product, object, system or service, but is more likely to be a complete or partial prototype or model for the design. The focus of the unit is on a general knowledge of design techniques and processes, and practical application to a specific design context. It applies to individuals who implement concepts and solutions in response to a design challenge in any industry context.

CUAACD506 Refine 2-D design ideas and processes

This unit describes the skills and knowledge required to extend understanding and use of two-dimensional (2-D) design ideas and processes for the production of work at a professional level. It applies to individuals who work with a wide and potentially complex range of ideas about 2-D design.

CUADIG403 Create user interfaces

This unit describes the skills and knowledge required to create a user interface for an interactive media product. It applies to individuals who respond to design specifications and generate a range of design options that incorporate user-centred design principles and comply with platform standards. They work in a team environment with some supervision or guidance.

CUAIND401 Extend expertise in specialist creative fields

This unit describes the performance outcomes, skills and knowledge required by those working in the creative industries to add depth to expertise in a specialist field or technique. Fields include dance, music, cultural heritage, screen and media, visual arts, craft and design. The unit is particularly applicable in contexts where techniques require a high level of skill and coordination. At this level, work would usually be undertaken with limited guidance and specialists could also be responsible for mentoring others on the job. Depending on the specialist area, guidance from mentors and experienced practitioners could be expected.

ICTWEB505 Develop complex web page layouts

This unit describes the skills and knowledge required to design and create a web page layout, to suit a range of devices and a variety of browsers, to industry standards. It applies to individuals who work as web designers and web developers, have a highly developed understanding of design principles and apply technical skills proficiently, according to unique specifications.

BSBMKG527 Plan social media engagement

This unit describes the skills and knowledge required to effectively engage with a preferred audience on social media. It applies to individuals working in a variety of marketing communications occupational roles who have responsibility for developing social media plans and facilitating social engagement.

ICTDMT501 Incorporate and edit digital video

This unit describes the skills and knowledge required to incorporate, and edit, digital video into interactive media presentations. It applies to individuals who possess a sound knowledge of

digital media, are independently responsible for the workflow process and provide support and supervision within a team.

CUAANM403 Create titles for screen productions

This unit describes the skills and knowledge required to design and develop opening titles and captions for screen productions including film and television, games and e-learning resources. It applies to individuals who generate digital titles and work collaboratively with directors and post-production personnel to meet deadlines.

Next Steps!

Thank you again for your interest in this course program. Please contact Foundry Academy's Student Support team on 0499 927 598 or hello@myfoundry.com.au to commence the application process!

FOUNDRY

Academy

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