

ADINCOM16 Associate Degree of Interior Design (Commercial)

1. About the Associate Degree of Interior Design

The Associate Degree of Interior Design (Commercial), a nested award within the Bachelor of Interior Design (Commercial) program, has been designed to provide depth in practice, forms, technologies and techniques of commercial interior design. Students apply research methods, technical knowledge and critical thinking skills in response to commercial interior design problems. Collaboration of knowledge and skills to plan work of self and others in project and team based problem solving prepares students to take an anticipatory stance toward ways of working and use of technology in their careers. Students continue to learn, practice and improve 2D and 3D computer and analog design skills while using communication methods, media and technologies to deliver evidence based specialist commercial interior design advice, ideas and solutions to a variety of audiences.

The course objective is to develop graduates who are intellectually curious, technically competent, independent thinkers, ethical and reflective practitioners with a commitment to lifelong learning. Graduates will acquire skills in research and problem-solving that they will be able to use to maintain and develop their professional disciplinary currency once in the workplace. Their disciplinary and academic knowledge base will also enable them to continue their passion for lifelong learning by undertaking further undergraduate study.

Graduate employment opportunities

Graduates may find a range of career pathways and employment opportunities including:

- Assistant Interior designer
- Design Editorial/Writing for Industry Publications
- Joinery designer
- 3D computer modelling consultant
- Soft and Hard materiality and furnishings consultant
- Brand strategist
- Retail design consultant
- Restaurant design consultant

Course Overview

Course Title	Associate Degree of Interior Design (Commercial)		
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 enroll 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 year 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	Individual and Group Presentation/Pitch, Report/Essay, Reflective, Design Outcome, Process/Research, Proposal, Design Rationale
Locations	Brisbane, Sydney, Melbourne and 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	090291E

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	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
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	N/A	N/A
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	<5	N/P
(D) Recent secondary education: <ul style="list-style-type: none"> Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points) Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR) 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) 	N/A N/A <5	N/A N/A N/P
International students	<5	N/P
All students	<5	N/P

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

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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 Interior Design (Commercial)
Applicants with higher education study	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>Demonstrated ability to undertake study at the required level:</p> <ul style="list-style-type: none"> • 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)	Equivalent IELTS 6.0 (Academic) 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.

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<i>*ATAR profile for those offered places wholly or partly on the basis of ATAR in T1 2020:</i>		
(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	
<i>Notes: * "<5" – indicates less than 5 ATAR-based offers were made</i>		

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

- <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) - (<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
 - <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 6 common core subjects, 9 specialised subjects, and 1 elective subjects over Levels 100 and 200, as follows:

- Level 100: 3 common core subjects + 5 specialised subjects
- Level 200: 3 common core + 4 specialised subjects + 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 Associate Degree of Interior Design (Commercial), students will need to complete 160 credit points over 16 subjects as outlined in the Course Structure above. Each subject has a value of 10 credit points.

Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
Level 100
<p>DCX101 Design Context</p> <p>This introductory subject places design process and practice within the context of a chronological survey of major historical eras of influence. Students are encouraged to engage with the historical socio-political movements influencing design trends of each era through research and reflection. Academic skills (research, referencing, essay writing, and sentence structure) and design software skills are taught in weekly lessons. Students use the academic and software skills to document historical research and generate creative responses to the themes of historical eras.</p>
<p>BID102A Ideas and Innovation in Design</p> <p>This subject examines the way design ideas are generated. Students will explore concepts of assimilation, synthesis and transformation and will develop an understanding of reflective design practice. A foundation language of experimentation, risk-taking and problem solving is introduced, combined with theories of ideas generation and their transformation into a design outcome. In addition, students will investigate a variety of methods and techniques to understand design innovation through individual and group exploration and analysis.</p>
<p>BID104A Interior Design Practice</p> <p>This subject examines perspectives on models of practice relevant to interior design. It examines design practice in response to changing needs and requirements of clients and design briefs. It also explores the strategies used for expressing ideas, and the design skills required to communicate them. The purpose of the subject is for students to gain knowledge in foundation level design practice relevant to interior design. The design process workflow from original idea to review of work in progress, revision,</p>

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resentation and reflection is explored.
<p>DSO102 Design Studio 1</p> <p>The subject introduces the student to various aspects of the elements of design, e.g. materiality, form and shape, colour, positive and negative space etc. utilized in creative problem solving. Initially students are introduced to a design development process, from the tangible to the digital; through paper model making with its inherent skills development and risk taking, then on to further digital development using newly introduced software.</p> <p>Concurrent, weekly, individual homework tasks focus on understanding and appreciation of materials, their many varied uses, properties and the manufacturing processes related to them.</p> <p>Students will make incremental progress towards choosing a material in which their individual design can be realised. The submission will include a material and colour folio.</p> <p>The final submission will be a model executed in an appropriate material with its function/usage contextualized with all relevant information gleaned throughout the trimester.</p>
<p>SED101 Spatial Environment Design</p> <p>This subject investigates the evolution of built environment design. It explores major art and architectural movements throughout history and the development of contemporary design by investigating significant turning points and historic milestones.</p> <p>This subject will focus on developing the students' understanding of the complexities of designing an area within a spatial environment whilst identifying and activating an urban site, with consideration of the longevity and adaptability of the final design solution. Students will integrate their research and knowledge of environments, identifying design related and environmental imperatives in the realisation of design briefs.</p>
<p>MSP102 3D Modelling for Spatial Projects</p> <p>The purpose of this subject is to introduce the fundamental theories, practices, and methods for developing three-dimensional design. The subject covers 3D concepts and techniques, as well as practice in contemporary industry software. The subject investigates the integration of modelling, texture and light in three-dimensional space. Concept development is practiced in a range of spatial activities, investigating the relationship of spatial projects to a target audience. Development in professional work disciplines for design practice is key to the delivery of this subject.</p>
<p>DSO103 Design Studio 2</p> <p>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.</p> <p>The subject also explores the relationship between branding and audiences, cross-cultural influences and shifts in consumer behavior. 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.</p>
<p>BID108A Systems and Documentation 1</p>

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<p>Systems and Documentation 1 introduces students to the different construction systems applicable to the design of nominated interiors, and how design solutions are communicated to stakeholders (contract managers, consultants and contractors) through contract documentation.</p> <p>Students will develop a series of documentation drawings for a small scale nominated environment.</p>
Level 200
<p>IDC201A-Design Research</p> <p>Contemporary design practice has evolved a culture that applies a range of research methodologies to investigate design processes that are appropriate and relevant to creative problem solving. This subject explores the notion of designer as a generator of need and purpose and how research practice underpins these roles. The purpose of this subject is to expand the student's knowledge of the research processes that inform emerging design practice and how this affects the designer/client/project relationship. Students will expand their skills in identifying research methods and the application of analysis to a design project. Students will also be introduced to legal and ethical issues in design research.</p>
<p>DSO201 Design Studio 3</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>BID201A-Design Systems and Planning</p> <p>The theoretical base of this subject will focus on developing the students' ability to work with 2D and 3D spatial organisation. It introduces students to the processes of interpreting functionality and planning within a 3D space. The subject is designed and delivered from an interior designer's perspective and draws on the students' experience of such spaces and their understanding of visual communication in spatial environments.</p>
<p>IDC206A-Emerging Design Technologies: Commercial</p> <p>Commercial examines the technologies affecting the experiential nature of design for commercial and public environments in both the physical and digital arena. Students will explore how technology is influencing the commercial experience. The subject also identifies the global context of changing perceptions of 'commerce' and how the commercial environment is being redefined by environmental and technological trends.</p>
<p>PBL202-Problem Based Learning Studio</p> <p>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</p>

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<p>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.</p> <p>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.</p>
<p>IDC208A-Environment Design 3: Commercial</p> <p>The theoretical base of this subject will focus on developing the students’ understanding of the complexities of designing a retail environment whilst appreciating the growing demand for the application of sustainable design practices – not only in materials and technologies but also in the longevity and adaptability of the final design solution. Students will integrate their knowledge of a retail space, identity design and environmental imperatives into the creative realisation of a project brief. Students will further develop their research skills and apply these to the design of an ‘ecofriendly’ retail project.</p>
<p>DDD203-Discover, Define, Develop, Deliver</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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

Locations

The Associate Degree of Interior Design (Commercial) can be studied fully online or at the below Torrens University Campuses:

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

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:

- Support and workshops with highly qualified staff in the areas of Academic skills, Library skills, and Technology skills, both on campus and online.
- Physical and digital resources relevant to studies, such as books, journals, multimedia, databases

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- 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) (<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:

- FEE-HELP website:
<http://studyassist.gov.au/sites/studyassist/help-payingmyfees/fee-help/pages/fee-help->
- 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](#).