

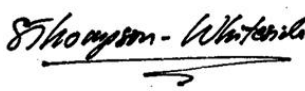
BLOCK CREDIT AGREEMENT


Form Category	Academic
Document Owner	Program Director
Related Documents	Credit Policy

Agreement

On successful completion of subject/s within the specified higher education qualification/s detailed below, a student will be granted credit for the nominated subject/s detailed below within the higher education qualification/s, up to the limit as specified in the [Credit Policy](#)

Entry pathway course	Pearl Academy 4-year Undergraduate Diploma of Communication Design	
Completion date range	Within the last 10 years	
Superseded course inclusions	N/A	
Destination course	BCD20	Bachelor of Communication Design
Block credit guaranteed	160 credit points (90 credit points at 100 Level, 70 credit points at 200 Level)	
Remaining credit points	80 credit points (80 credit points at 300 Level)	
Subjects exempt for destination course	DCX101	Design Context
	DSO102	Design Studio 1
	DSO103	Design Studio 2
	DGDDD100	Digital Design Foundations (specialist)
	DGDPM100	Publishing and Media (specialist)
	DGDTY100	Typography (specialist)
	DGDVL100	Visual Language of Design (specialist)
	DIG104A	Motion Design (elective)
	CIN100A	Data Visualisation (elective)
	CDC200A	Message Meaning Media (specialist)
	CTY201A	Typographic Systems (specialist)
	CTY202A	Type Generation (elective)
	DSO201	Design Studio 3
	PBL202	Problem Based Learning Studio
	DDD203	Discover, Define, Develop, Deliver
	Elective	Unspecified credit (lvl 200 elective)
Subjects required for completion of destination course	SEN301	Social Enterprise
	WIL302/WIL302B	Work Integrated Learning
	CDC301A	Business by Design
	Elective	Elective level 200 or 300
	CPK301A	Packaging & Branding
	CDC300A	Culture of Change
	CDM301A	Major Project
CDM303A	Portfolio	

Authorised by (Associate Dean or Dean)	Professor Scott Thompson-Whiteside 
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Responsible Officer (Program Director)	 Elicia Simon
Date of agreement	05/12/2023
Duration of agreement	This arrangement will remain in effect for the duration of the destination course accreditation, unless withdrawn by the Vertical Learning and Teaching Committee.