

## **BFME21 - Bachelor of Fashion Marketing and Enterprise**

### **1. About the Bachelor of Fashion Marketing and Enterprise**

The Bachelor of Fashion Marketing and Enterprise is an AQF 7 qualification designed to provide graduates with a well-developed theoretical and technical base of coherent branded commercial fashion design knowledge and skills, closely aligned with industry demands and expectations. The Bachelor of Fashion Marketing and Enterprise 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**

- Brand Management
- Marketing Management
- Business start-up
- Digital Manager
- Retail/E-commerce Management and Operations
- Product Developer
- Production/Sourcing Management
- Business Development
- Fashion Buyer and Merchandiser
- Operations
- Social Media Manager

**Course Overview**

<b>Course Title</b>	<b>BFME21 - Bachelor of Fashion Marketing and Enterprise</b>		
<b>Study Options – Domestic Australian students</b>	Face to Face delivery Online delivery Full-time and part-time options available.	<b>Study Options – International students</b>	N/A
<b>Start Dates</b>	February, June, September For specific dates visit the <a href="#">website</a>	<b>Course Length</b>	Full-time: 3 years Part-time: 6 years
<b>Payment Options - Domestic Australian students</b>	<b>Upfront payment</b> This means tuition fees will be invoiced each trimester and payment is required on or before the due date. <b>FEE-HELP</b> 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.	<b>Payment Options – International students</b>	N/A
<b>Course study requirements</b>	Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	<b>Assessment</b>	Progressive and final folio presentations, proposal/design rationales, reflective journals/blogs, presentations/pitch, research proposals and reports, reports/essays/case studies, discussion forums, project plans and Bill of Materials, design outcome prototypes, marketing plans, individual self-directed major project, work integrated learning project work, design work for social enterprise

<b>Locations</b>	Sydney, Melbourne, Adelaide, Brisbane, Online	<b>Delivered by</b>	Billy Blue College of Design at Torrens University Australia
<b>Provider</b>	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	<b>CRICOS Course Code</b>	N/A
<b>Provider obligations</b>	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the <a href="#">Higher Education Standards 2015</a>	<b>Accrediting body</b>	Torrens University Australia
<b>Course Fees</b>	For details, refer to the <a href="#">website</a> .	<b>Any other fees</b>	For details, refer to the <a href="#">website</a> .

## 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. Admission Criteria

<b>Title of course of study</b>	<b>Bachelor of Fashion Marketing and Enterprise</b>
<b>Applicants with higher education study</b>	<ul style="list-style-type: none"> <li>A completed higher education qualification at AQF level 5 (diploma) or above, or equivalent, from an Australian University or another accredited higher education provider</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>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</li> </ul>

<b>Title of course of study</b>	<b>Bachelor of Fashion Marketing and Enterprise</b>
<b>Applicants with vocational education and training (VET) study</b>	<ul style="list-style-type: none"> <li>• A completed vocational education qualification at AQF level 4 (Certificate IV) or above, or equivalent, from a registered training organisation (RTO)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>
<b>Applicants with work and life experience</b>	<p>Demonstrated ability to undertake study at the required level:</p> <ul style="list-style-type: none"> <li>• broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success; OR</li> <li>• formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success; OR</li> <li>• written submission to demonstrate reasonable prospect of success; OR</li> <li>• discipline specific portfolio</li> </ul>
<b>English Language Proficiency</b> (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
<b>Applicants with recent secondary education (within the past two years) with ATAR or equivalent*</b> (for applicants who will be selected wholly or partly on the basis of ATAR)	Year 12 or equivalent

### Other admission options

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

<b>Special Entry</b>	<p>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.</p>
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## 4. How to apply

Via direct application to the institution

- <https://apply.torrens.edu.au/>

## 5. 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>.

## 6. 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/>

## 7. Additional Information

### Course Structure

The course structure comprises eight common core subjects, 14 specialised and one elective subject in Level 300 as follows:

- Level 100: three common core subjects; five specialised subjects
- Level 200: three common core subjects; five specialised subjects
- Level 300: two common core subjects; four specialised subjects; one elective subject

\* Electives available to students in this course may be selected from the elective bank and 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 Fashion Marketing and Enterprise, students will need to complete 240 credit points over 23 subjects as outlined in the Course Structure above. Each subject has a value of 10 credit points with the exception of the Double Capstone which has a value of 20 credit points.

### Subjects

<b>SUBJECT DETAILS</b>
<b>SUBJECT TITLE, DESCRIPTOR</b>
<b>Level 100</b>
<p><b>DCX101 Design Context</b></p> <p>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.</p>
<p><b>DGDDD100 Digital Design Foundations</b></p> <p>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 different tools and techniques. Students will then combine these tools and techniques to</p>

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<p>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.</p>
<p><b>MKT101A Marketing Fundamentals</b> Students will gain a solid foundation in the marketing discipline introducing relevant and contemporary concepts, theories and models. The unit magnifies the importance of understanding consumer behaviour, segmentation, targeting and positioning, the extended marketing mix and ethics in marketing. Industry relevance provides students with the opportunity of applying key concepts in practical settings. These marketing foundations are expanded on in other subjects available as electives.</p>
<p><b>DSO102 Design Studio 1</b> 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.</p>
<p><b>FA113A Fashion Concepts</b> Fashion Concepts provides the opportunity for students to develop their understanding of concepts and structures that may be employed in a contemporary fashion environment. In this subject, students develop their knowledge of:</p> <ul style="list-style-type: none"> <li>• trend analysis and design development</li> <li>• sampling and production</li> <li>• fashion wholesale and retail concepts</li> <li>• ethics and questions of sustainability within fashion supply chains.</li> </ul> <p>Students will be required to research and critically analyse contemporary fashion models and identify, describe and model a fashion enterprise of their own development.</p>
<p><b>ENT101 Introduction to Entrepreneurship</b> The aim of the subject is to develop an entrepreneurial mindset that incorporates creativity, innovation and research/analytical abilities. The subject focuses on entrepreneurship for start-up businesses as well as entrepreneurial behaviour within larger organisations. Students are introduced to the theory and practice of entrepreneurship, the characteristics of entrepreneurs through a range of case studies, and the “mindset” of the entrepreneur. They will gain an overview of the business startup process, make an assessment of their own “mindset” for entrepreneurship and map out their journey to develop their mindset and skillset as entrepreneurs.</p>
<p><b>DSO103 Design Studio 2</b></p>

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<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 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.</p>
<p><b>BIZ104 Customer Experience Management</b></p> <p>The 21<sup>st</sup> Century economy is dynamic and driven by customers ever changing wants and needs. To remain competitive businesses need to understand what their customers want and how to deliver a quality customer experience that goes beyond the product or service offering. This subject explores how a customers' perceptions – both conscious and subconscious – effect their relationship with a brand's value proposition. Students will explore how a customer's interactions with a brand during the customer life cycle will determine level of customer satisfaction. Students will analyze Customer Journey Mapping techniques, Employees engagement in the customer experience strategy and metrics of satisfaction loyalty and advocacy.</p>
<b>Level 200</b>
<p><b>DSO201 Design Studio 3</b></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. 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><b>MKG203 Digital Marketing and Communications</b></p> <p>This subject introduces students to new digital and interactive technologies that can be used in the development of marketing strategies. It also highlights the integration of digital marketing communications with traditional marketing communication strategies and practices. It builds upon integrated marketing communications principles and focuses more closely on the latest developments in digital marketing techniques. The subject examines vital topics such as digital marketing communications planning, social media marketing, web design, search marketing, email marketing. It also recognises the role of ethics and regulatory bodies in guiding professional digital marketing practice.</p>



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<p><b>FA213A Future Fashion Retail</b></p> <p>Future Fashion Retail investigates the fundamental concepts of developing a multi-channel fashion business.</p> <p>Through the exploration of business models and strategies, students develop insight into how successful and innovative organisations have navigated and responded to rapidly changing retail environments. Students will analyse organisational structure, systems and processes, and consider the inter-relationships that exist between design, marketing distribution and other business functions.</p> <p>Employing a problem-based learning approach, this subject will challenge students to take a holistic view of the customer journey and create a seamless retail experience across digital and physical environments while considering global issues of sustainability and ethics in relation to fashion business practices.</p>
<p><b>PBL202 Problem Based Learning Studio</b></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><b>FA204A Fashion and Social Media</b></p> <p>Fashion and Social Media requires students to collaborate online within a group to design and build a social media strategy for a fashion brand. Employing a problem based learning methodology, students critically review and analyse their understanding of social media and its applications. They identify and build on their understanding of the evolving social media landscape and its many features by demonstrating and applying the usage and benefits for fashion companies. Students develop an appreciation of the range and functionality of social media tools that currently exist and are used in the fashion industry, underpinning the sales, marketing and branding divisions of such businesses. In a simulated boardroom scenario, students identify and present a range of scenarios for the development of a social media strategy for a fashion brand and critically analyse the return on investment for their chosen approach.</p>
<p><b>FA208A Enterprise Management Systems</b></p> <p>Enterprise Management Systems provides a management framework that can be used by a design team to streamline and monitor the product development process from conception through to production and product delivery.</p> <p>Students develop their ability to plan seasonal projects and allocate jobs in a studio setting. Students:</p> <ul style="list-style-type: none"> <li>• Critically analyse the typical production workflow and systems of commercial fashion enterprises</li> <li>• Identify the tasks and functions undertaken by a design team</li> <li>• Develop a Gantt chart to timetable and manage project workflow, including allocation of tasks and responsibilities</li> </ul>

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<ul style="list-style-type: none"> <li>• Build budgets based on forecasts and evaluate performance</li> </ul>	
<p>Students will engage with software that will enable them to develop cost sheets and a Bill of Materials (BoM) relevant to a commercial collection.</p>	
<p><b>DDD203 Discover, Define, Develop, Deliver</b></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. 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 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><b>MKT202A Market and Audience Research</b></p> <p>This unit provides students with both theoretical knowledge and practical application of the quantitative and qualitative marketing research process. It begins with the concept of marketing research and the research process. It discusses how to design a research project and define the research question. It identifies primary and secondary data sources, and introduces students to qualitative and quantitative research and introductory analytical methods.</p>	
<b>Level 300</b>	
<p><b>SEN301 Social Enterprise</b></p> <p>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.</p>	
<p><b>FA303A Fashion Marketing and Brand Development</b></p> <p>Fashion Marketing and Brand Development explores the roles and importance of market diagnosis, segmentation and targeting, strategy and brand positioning in successful brand development. Students investigate current trends in marketing and analyse how these are employed by fashion brands across the spectrum of market classifications. Through this</p>	

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<p>investigation, students gain understanding of contemporary marketing theory in relation to evolving consumer behaviour. Students will also develop a case study investigating the marketing and brand development strategies of a selected brand, including the examination and analysis of that brand's responses to their target audience, market category and intended position within their category. The subject culminates in a strategic marketing plan developed to address the challenge of launching a brand of the student's own creation.</p>
<p><b>FA315A Outsourcing Practice</b></p> <p>Outsourcing Practice examines supply chain management channels and models for fashion enterprises. Students analyse stages of production from product development through to delivery and apply this learning to determine the impact that design and business decisions have on developing appropriate supply chain strategies. Current outsourcing practices employed in the fashion industry are analysed in relation to their social, economic, political and environmental impacts and students are challenged to provide alternative, commercially sustainable solutions. Students will develop an outsourcing management strategy for their own business model that considers their future models and practice.</p>
<p><b>WIL302 Work Integrated Learning OR</b> <b>WIL302B Work Integrated Learning (Industry Live Brief)</b></p> <p>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. There are two work integrated learning options available to students:</p> <p><b>Option 1: Internship</b></p> <p>Students are offered the opportunity to work within a professional design environment for an extended period. 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.</p> <p><b>Option 2: Industry Live Brief</b></p> <p>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. The subject is delivered from a cross discipline perspective and draws on both discipline specific and common design practices.</p>
<p><b>FA304A Fashion Buying and Merchandise Planning</b></p> <p>Buying and Merchandise Planning is the cornerstone of successful retail operations. This subject requires students to work independently whilst planning, initiating and developing their own merchandise plan for a fashion enterprise.</p> <p>Students participate in a series of exercises where fashion companies' practices and models are dissected and applied to realistic industry scenarios.</p> <p>The subject focuses on:</p> <ul style="list-style-type: none"> <li>• Trend analysis and consumer understanding</li> <li>• Retail classifications and the retail landscape</li> <li>• Key retail terms and formulas</li> <li>• Development of Open-to-Buy plans</li> <li>• Sales forecasting and sales analysis</li> </ul>

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<ul style="list-style-type: none"> <li>• Merchandise strategy</li> </ul> <p>In addition, students apply the Open-to-Buy forecasting tool in different retail settings to determine the budget allocated for future deliverable merchandise. Students develop their independent decision making skills when analysing actual sales, inventory, and forecast sales to project the subsequent buying and merchandising plan.</p>
<p><b>BDC304 Double Capstone</b></p> <p>This subject enables students to incorporate and apply the skills and knowledge in readiness for entry into professional practice. It will provide students with a practical experience that requires discipline expertise in a real-world context. Projects enhance professional skills such as systems thinking, project management and creative confidence through engagement with authentic professional activities and challenges. Exploration of client and stakeholder relationships and the broader contexts of a project extend discipline knowledge to critical, reflective and integrative thinking, skills highly valued by employers. The Double Capstone is a signature subject allowing students to work independently with liberty and responsibility for the timely completion of their design project under the guidance of complementary design-based research expertise. Students are expected to meet several key milestones and to take the initiative in overcoming obstacles. Using integrative thinking methodologies, students will draw upon philosophical, theoretical, technical and applied skills to achieve a successful outcome. They will also be expected to demonstrate human-centred design capacity through well-structured documentation and evaluate their project's environmental and sustainable position by preparing a body of work that defines a viable and innovative designed outcome.</p>

## Locations

The Bachelor of Fashion Marketing and Enterprise can be studied fully online or at the below Torrens University Campuses:

- Sydney: 46-52 Mountain Street, Ultimo NSW Australia 2007
- Melbourne: 196 Flinders St, Melbourne, VIC 3000
- Adelaide: 88 Wakefield Street, Adelaide, SA, 5000
- Brisbane: 90 Bowen Terrace, Fortitude Valley, QLD 4006
- Online

## 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
- 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. 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](#).