

# BUS3D21- Bachelor of Business and Bachelor of 3D Design and Animation

## 1. About the Bachelor of Business and Bachelor of 3D Design and Animation

If you're struggling to decide whether to pursue a career in the creative or business industries or have dreams of wanting to start your own creative business, our brand-new suite of design and business double degrees are the perfect solution – plus you can graduate in as little as just three years so you can start your career as soon as possible. Studying a double degree gives you a flexible range of skills to explore different career options and obtain a unique and broad set of skills to put you ahead in your career. The combination of a business degree and a degree in design with your preferred specialisation, offers you the flexibility to pursue multiple career paths upon graduation and gives you the skills, knowledge, and confidence to launch your own creative business or go after leading roles in established agencies. Hybrid roles are the way of the future, and the double degree will equip you with the necessary knowhow to be able to operate in a business centric role like marketing, however with the skillset to execute and manage creative requirements.

### Graduate employment opportunities

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

- Interactive Designer
- Web Designer
- 2D / 3D Animator
- Brand Specialist
- Art Director
- Creative Director
- Business Owner / Manager
- Coordinator or Assistant Manager
- Operations Manager
- Marketing Manager
- Partnership Manager
- Buyer
- Entrepreneur
- General Manager

## Course Overview

<b>Course Title</b>	<b>Bachelor of Business and Bachelor of 3D Design and Animation</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>	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.
<b>Start Dates</b>	February, June, September For specific dates visit the <a href="#">website</a> .	<b>Course Length</b>	Full-time: 4 years Part-time: 8 years
<b>Payment Options – Domestic Australian students</b>	<b>Upfront payment</b> This means tuition fees will be invoiced each semester 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>	<b>Upfront payment</b> This means tuition fees will be invoiced each semester and payment is required on or before the due date.
<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>	Practical assignments, research projects, presentations and reports
<b>Locations</b>	Sydney, Melbourne, Brisbane, Adelaide, Online	<b>Delivered by</b>	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>	090256G
<b>Provider obligations</b>	Torrens University is responsible for all aspects of the student experience, including the quality of course	<b>Accrediting body</b>	Torrens University Australia

	delivery, in compliance with the <a href="#">Higher Education Standards 2015</a>		
<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. 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
<b>(A) Higher education study</b> (includes a bridging or enabling course)	N/A	N/A
<b>(B) Vocational education and training (VET) study</b>	N/A	N/A
<b>(C) Work and life experience</b> (Admitted on the basis of previous achievement not in the other three categories)	N/A	N/A
<b>(D) Recent secondary education:</b>		
• Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points)	<5	N/P
• 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 <b>not</b> a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)	<5	N/P
<b>International students</b>	N/A	N/A
<b>All students</b>	<5	N/P

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

<b>Title of course of study</b>	<b>Bachelor of Business and Bachelor of 3D Design and Animation</b>
<b>Applicants with higher education study</b>	<p>A completed higher education qualification at AQF level 5 (diploma) or above, or equivalent, from an Australian University or another accredited higher education provider</p> <p>OR</p> <p>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.</p>
<b>Applicants with vocational education and training (VET) study</b>	<p>A completed vocational education qualification at AQF level 4 (Certificate IV) or above, or equivalent, from a registered training organisation (RTO)</p> <p>OR</p> <p>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).</p>
<b>Applicants with work and life experience</b>	<p>Demonstrated ability to undertake study at the required level:</p> <p>broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success; OR</p> <p>formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success; OR</p> <p>written submission to demonstrate reasonable prospect of success; OR</p> <p>discipline specific portfolio (art and/or design).</p>
<b>English Language Proficiency</b> (applicable to international students, and in addition to academic or special entry requirements noted above)	IELTS (or equivalent) score of 6.0 minimum (Academic) or above, with no skills band less than 5.5

<b>Title of course of study</b>	<b>Bachelor of Business and Bachelor of 3D Design and Animation</b>								
<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)	Completed year 12 or equivalent								
<p><i>*ATAR profile for those offered places wholly or partly on the basis of ATAR in T1 2020:</i></p> <table border="1"> <thead> <tr> <th>(ATAR-based offers only, across all offer rounds)</th> <th>ATAR (OP in QLD) (Excluding adjustment factors) *</th> </tr> </thead> <tbody> <tr> <td>Highest rank to receive an offer</td> <td>&lt;5</td> </tr> <tr> <td>Median rank to receive an offer</td> <td>&lt;5</td> </tr> <tr> <td>Lowest rank to receive an offer</td> <td>&lt;5</td> </tr> </tbody> </table> <p><i>Notes: * "&lt;5" – indicates less than 5 ATAR-based offers were made</i></p>		(ATAR-based offers only, across all offer rounds)	ATAR (OP in QLD) (Excluding adjustment factors) *	Highest rank to receive an offer	<5	Median rank to receive an offer	<5	Lowest rank to receive an offer	<5
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Highest rank to receive an offer	<5								
Median rank to receive an offer	<5								
Lowest rank to receive an offer	<5								

## Other admission options

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

<b>Special Entry</b>	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 - \(https://www.torrens.edu.au/policies-and-forms\)](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

This course comprises of 32 subjects that you are required to complete: 27 core subjects and 5 elective subjects.

- Level 100: 9 core subjects and 2 electives
- Level 200: 9 core subjects and 3 electives
- Level 300: 9 core subjects

\* Electives in this course must be taken from the Bachelor of Business suite of subjects as offered by Torrens University. Electives available to students in this course require approval by the Program Director.

### Course Rules

To be awarded the Bachelor of Business and Bachelor of 3D Design and Animation, students will need to complete 320 credit points over 32 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

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<p><b>ANP100- Animation Principles</b></p> <p>This subject explores the fundamental principles and a variety of techniques to produce animations within 3D software. This subject introduces the fundamental concepts and ideas relating to keyframe based animations such as speed, ease and velocity. Students are also introduced to alternative methods of animation including expressions and custom scripting, procedural and dynamics-based animations. These skills are designed to expand student awareness of applying animation to a wide range of potential outcomes such as game design, broadcast motion design, social media, branded identity or advertising.</p>
<p><b>ACR103- 3D Asset Creation</b></p> <p>3D Asset Creation introduces the fundamental concepts of developing 3D models for use in digital media and allows the students to familiarise with industry standard 3D modelling tools and techniques to communicate complex ideas and emotions. Students will develop a foundational understanding for the principles and techniques required for creating practical digital assets such as props, characters and environments.</p>
<p><b>BIZ101- Business Communications</b></p> <p>The aim of this subject is to provide you with the knowledge and skills to enhance your personal effectiveness, employability, and academic success. This subject introduces you to the concepts of business communications and transferable academic skills. You will examine the different stakeholders and communication contexts which occur in the internal and external business environment, developing the skills and knowledge to effectively interpret and deliver messages in a variety of business situations. This subject will provide you with essential business skills in information literacy, presenting, writing, academic integrity and the use of technology.</p>
<p><b>BIZ102- Understanding People and Organisations</b></p> <p>The aim of this subject is to develop an understanding of modern organisations, their structure and how people collaborate within these structures to achieve the organisation's strategic objectives and deal with the uncertainty of the 21st Century economy. This knowledge will form a foundation of theoretical knowledge about organisational behaviour that will be built on in future subjects. Moreover, it will develop the student's emotional intelligence and the understanding of their strengths and their application in the business context. These learning objectives will be achieved through a mixture of theoretical readings, class discussions and group projects focusing on how theoretical concepts apply to the work environment. Additionally, reflective journals will be used to apply theory to develop the students own professional capability.</p>
<p><b>ACR101- 2D Asset Creation</b></p> <p>2D Visual Asset Generation utilises traditional art foundation theories and contextualises these practices for the digital domain. Students will create artefacts in digital formats for a variety of uses including concept art, pixel art, in-game assets, colour keys, user interface flow diagrams and more. Practical applications of art specifically for games will also be covered such as the basics of 2D digital animation. Students will receive feedback from facilitators and learn to evaluate their own artwork with a critical eye.</p>
<p><b>DSO103- Design Studio 2</b></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. 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</p>



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<p>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>MKT101A- Marketing Fundamentals</b></p> <p>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>Business Elective 1</b></p>
<p><b>BCI100- Beyond the Creative Industries</b></p> <p>This subject introduces a wide array of emerging trends and interdisciplinary career opportunities that sit outside traditional creative industries. This subject explores the intersection of technology and design across a range of industries looking beyond the field of entertainment. Students broaden their understanding of potential career opportunities by challenging existing stereotypes where specialist technical skills are utilised. Students are encouraged to investigate case studies, identify emergent trends and examine strategies to develop, navigate and cultivate collaborations with professionals from other specialisations</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 levels 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>
<p><b>Business Elective 2</b></p>
<p><b>Level 200</b></p>
<p><b>HSE200- Hard Surface &amp; Environment Modelling</b></p> <p>This subject focuses on continuing to develop a variety of different of modelling and 3D design skills suitable for the creation of photorealistic and animated visualisations. This subject introduces a variety of professional hard surface modelling techniques common in a variety of complex 3D forms, along with a range fundamental modelling approaches such as geometry efficiency, polygon management manipulation. This subject also explores a variety of approaches to designing and modelling both natural and manmade environments. Students will learn scale-accurate 3D design principles and techniques specific to the creation of photorealistic 3D models and materials. These assets and skills are applicable for a variety of applications such as film compositing set design, game level and world design and architectural visualisation. In addition to learning about photorealistic approaches, students will also have the opportunity to design, develop and explore bespoke stylistic visual approaches complimentary to photorealism.</p>
<p><b>PGW200- Procedural Geometry &amp; Workflows</b></p> <p>This subject covers the theory and methodology of 3D procedural geometry and animation workflows which enable students to develop 3D models, assets and content in a programmatic way as opposed to a linear asset development path or individual asset sculpting and modelling workflows. The subject explores how retaining the ability to edit 3D assets and animation up to the final step is beneficial for both artist and client within a</p>



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<p>procedural workflow. This subject introduces how procedural scripting and programmatic node-based 3D development of models and animations enables for powerful results for particles, simulations, and dynamics. This alternative procedural workflow expanded upon in this subject is designed to expand student's capabilities for 3D outcomes to match industry leading approaches.</p>
<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 monetizing 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.</p>
<p><b>BIZ201- Accounting for Decision Making</b></p> <p>The unit aims to provide non-accounting students with a broad, business-based introduction to the conceptual foundations of accounting and finance and the use of management accounting information to assist in key areas such as planning and decision making. It introduces students to basic accounting concepts and functions such as financial statements, techniques for analysing financial statements, investment decisions, costing and opportunity costing analysis and managing working capital.</p>
<p><b>Business Elective 3</b></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>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>BIZ202- The Business Environment</b></p> <p>The aim of this subject is to help students develop an understanding of how organisations work and the ability to evaluate factors that influence them. This includes all aspects of modern business and the changing external environmental forces at the micro and macro level. Students should be able to take a strategic view of a business and contribute to the process of developing and implementing strategy. The focus will be on the</p>

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<p>political, legal, economic, social, cultural and technological environment. Analytical techniques will be used to uncover the opportunities and threats to businesses. An awareness of potential risks and challenges as well as corporate social responsibility of the organisation will be introduced as a key learning goal. This case-based unit is designed to provide an overview of the business environment at the global, market and organisational level. This subject is designed to develop effective problem solving, critical analysis, and communication skills around the contemporary issues challenging the pursuit of sustainable business practice.</p>
<p><b>Business Elective 4</b></p>
<p><b>ANI203- Animation</b></p> <p>This subject provides students with foundational and core skills in rigging and animating characters and 3D elements in industry pipelines. The principles in animation, kinematics, rigging mechanics, animation direction and performance are explored, to inform the processes involved. Students will investigate industry techniques and practices and apply these in common scenarios in the field of game development and interaction.</p>
<p><b>AAC202- Advanced 3D Asset Creation</b></p> <p>This subject builds and expands upon the 3D asset creation techniques explored and practiced in ACR103. Students will explore more advanced methodologies used in professional practice and integrate them into their existing workflows. This includes the areas of modelling, sculpting, texturing, shading and other 3D processes. With these principles and techniques, students will be able to achieve even greater artistic results with better efficiency.</p>
<p><b>Business Elective 5</b></p>
<p><b>Level 300</b></p>
<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. 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>LLD300- Lighting and Look Development</b></p> <p>This subject focuses on different lighting and look development approaches of 3D assets and animations. Different approaches required when using rendering engines such as Arnold or using real-time game engines such as Unreal are also explored. An emphasis is placed on a variety of physical based render (PBR) material, textural, lighting, colour and shadow technical approaches that can change the look and feel of existing 3D assets. Students engage with the post-production workflows to produce different stylistic visual outcomes. A variety of lighting techniques and light methodologies are employed to enhance the visual outcomes of 3D assets. Students will render with both compositing and real-time outcomes to display their texture artistry and their creative lighting development.</p>
<p><b>MGT301A- Ethics and Sustainability</b></p> <p>This subject is built on broad aspects of sustainable development, corporate responsibility, stakeholder thinking and accountability. It explores how organisations acknowledge their impact of their activities in economic,</p>

*Torrens University Australia Ltd, ABN 99 154 937 005, RTO 41343, CRICOS 03389E. Information provided in this document is current at the time of publishing (May 2022).*

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<p>social, and environmental terms. Students will examine why organisations around the world are increasingly moving to reduce the adverse effects of business operations on their stakeholders and local communities. It discusses some of the most common practices associated with environmental ethics evolving to sustainability ethics. It also examines the link between social responsibility and corporate governance. This course will equip you with a set of tools for managing and leading organisations more ethically and sustainably.</p>
<p><b>MGT302A- Strategic Management</b></p> <p>Organisations face increasing environmental uncertainty with shortening product and technology life cycles and increasing competition. Managers need to develop an understanding of their organisation’s industry structure, external environment as well as its internal strengths and weaknesses. It is also important that managers are able to think creatively in formulating and implementing their strategies to ensure their organisation’s success in its industry. This subject focuses on providing future managers with relevant strategic management concepts to advance their skills and abilities so that they can contribute towards an organisation’s competitive advantage.</p>
<p><b>BIZ301- Organisational Creativity &amp; Innovation</b></p> <p>This course seeks to build the knowledge, skills and attitudes required to succeed as an entrepreneur. These knowledge and skills are then applied to identify and evaluate innovative high-growth product and service opportunities in the context of a start-up, a corporation, a not-for-profit or a government institution. The course equips students with practical skills, including creativity tools, cash-flow modelling, business model analysis and lean experimentation.</p>
<p><b>RTA300- Real-time Animation Production</b></p> <p>This subject covers the principles, methods and structures required for real-time 3D animation production in real-time engines. Students explore asset development using professional pipeline workflows between their 3D program to model, texture, rig, and animate, before developing and editing their scenes within the gaming engine. A focus is placed on optimisations of their 3D assets in order to ensure the best performance inside of the real-time engine. Pipeline planning and scripting will be introduced as a way to optimise workflow. The subject also covers animation production and production design concepts and techniques to equip students with strategies to produce a collaborative team-based production.</p>
<p><b>WIL302- Work Integrated Learning OR</b></p> <p><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 A: Internship</b></p> <p>Students are offered the opportunity to work within a professional design environment for an extended period of time. 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 B: 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>

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<p><b>BIZ304- Business Consulting Project</b></p> <p>This subject is designed to give you the opportunity to apply learning in an industry setting and utilise an array of relevant frameworks, models and other analytical tools. You will have the chance to participate in teams while working on a client case that will simulate an authentic industry project. You will identify the main issues of a business problem/opportunity; formulate sound recommendations to address the problem/opportunity; and communicate these in a concise and clear manner to clients. Students completing the subject are eligible for 60 hours of credit towards the 320 hours of industry placement.</p>
<p><b>IND301A- Industry Consulting Project</b></p> <p>In this capstone subject you will learn how to maximise continuous learning and experience personal growth through setting career goals, identifying professional development needs, establishing a plan, and accepting responsibility to self for project completion. You will also be able to apply conceptual and theoretical knowledge in practical solutions in the workplace by engaging with real-life tasks, individually and as a team. Successful completion of this subject grants 100 hours of credit towards the 225 hours of industry placement.</p>

## Locations

The Bachelor of Business and Bachelor of 3D Design and Animation 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
- Adelaide: 82-98 Wakefield Street, Adelaide, SA, 5000
- 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:

- 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

*Torrens University Australia Ltd, ABN 99 154 937 005, RTO 41343, CRICOS 03389E. Information provided in this document is current at the time of publishing (May 2022).*

## 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/helppayingmyfees/fee-help/pages/fee-help-)  
<http://studyassist.gov.au/sites/studyassist/helppayingmyfees/fee-help/pages/fee-help->
- [FEE-HELP booklets:](http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications)  
<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](#).