

ADBRFD16 Associate Degree of Branded Fashion Design

1. About the Associate Degree of Branded Fashion Design

The Associate Degree of Branded Fashion Design focuses on branding, production processes, digital design skills and fashion design for brands. You learn how to design and create a range of brand design solutions, liaise with industry and use the latest software to communicate your product design ideas.

Discover how to produce clothing designs to industry standards, according to project budgets and timelines, and find out how to manage the integrity and positioning of a brand. Investigate the theory behind design and marketing, evaluate communication and brand fashion strategies, and scrutinise current, present and future fashion trends. You'll enhance your forecasting, project-management and drawing skills, and discover the difference between fashion and clothing, brand label and designer label. The design work you do throughout your study contributes to a professional portfolio demonstrating your dynamic skills – your passport to a serious design career.

Nationally recognised and highly respected, learning with Billy Blue provides you with comprehensive skills, know-how and confidence for a successful and dynamic career in the branded fashion design space. Upon graduation alumni will have obtained credentials that provide opportunities for employment as a junior Branded Fashion Designer and a network through industry experience and heightened participation in the professional community.

Graduate employment opportunities

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

- Junior Fashion Designer Assistant in a vertical company (Brand)
- Start-up Fashion Designer with own brand
- Production Manager
- Design Room Assistant in charge of technical and specification for production
- Design Room Assistant creation of BOM

Course Overview

Course Title	Associate Degree of Branded Fashion Design		
Study Options – Domestic Australian students	Face to Face delivery Full-time and part-time options available.	Study Options – International students	International students on a student visa must not enrol 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 years Part-time: 4 years
Payment Options - Domestic Australian students	<p>Upfront payment This means tuition fees will be invoiced each trimester and payment is required on or before the due date.</p> <p>FEE-HELP FEE-HELP is Australian Government’s loan scheme for higher education degree courses.</p> <p><i>Further information within this Course Information Sheet</i></p> <p>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.</p>	Payment Options – International students	<p>This means tuition fees will be invoiced each trimester and payment is required on or before the due date.</p> <p><i>Further information within this Course Information Sheet</i></p>
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	Practical assignments, research projects, presentations and reports

Locations	Sydney Campus Brisbane Campus Melbourne Campus	Delivered by	Billy Blue College of Design at Torrens University Australia
Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	CRICOS Course Code	090286B
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 Ltd
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)	N/A	N/A

(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) 	N/A	N/A
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Admitted on the basis of other criteria only and ATAR was <i>not</i> a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement) 	7	100%
International students	N/A	N/A
All students	7	100%

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

Title of course of study	Associate Degree of Branded Fashion Design
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)

Title of course of study	Associate Degree of Branded Fashion Design								
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								
<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>N/A</td> </tr> <tr> <td>Median rank to receive an offer</td> <td>N/A</td> </tr> <tr> <td>Lowest rank to receive an offer</td> <td>N/A</td> </tr> </tbody> </table> <p><i>Notes: * "<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	N/A	Median rank to receive an offer	N/A	Lowest rank to receive an offer	N/A
(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								

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/b2b/fcta/>

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, 10 specialised subjects over Levels 100, 200 as follows:

- Level 100: 3 common core subjects + 5 specialised subjects
- Level 200: 3 common core subjects + 5 specialised subjects

Course Rules

To be awarded the Associate Degree of Branded Fashion Design, students will need to complete 160 credit points over 16 subjects as outlined in the Course Structure. 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>FA101A Fashion Illustration</p> <p>In this subject, students will simultaneously study the human body and its ergonomics whilst developing the skill of visual representation and communication through the art of drawing. It acknowledges drawing as a fundamental skill of the designer, and its importance in communicating design ideas. Students will cultivate an understanding of human movement, balance, proportion and shape by developing their observational and drawing skills. Students will also develop their ability to visually render various surfaces, fabrics and structures as they learn to understand the manner in which different materials and fabrics drape, shape, change and interact with and on the human body. This subject underpins the development of fundamental principles of apparel design such as proportion, materiality and coordination, as well as the capacity of the student to visually communicate their designs.</p>
<p>FA104A Introduction to Branded Fashion Technical Drawing</p> <p>This subject is twofold e.g. hand drawing and computer drawing skills development. Students develop hand-drawing skills to depict, show their understanding as well as explore technical and construction details for apparel. In addition students demonstrate their understanding of clothing history and fashion by isolating key recognisable garment design elements and principles specific to the identified historical periods. In addition to a folio with hand drawings, students develop a digital folio with fully annotated and proportionally correct garment drawings. In order to transfer their hand skill drawings they are introduced to CAD drawing methods and folio layout specific for branded fashion. By analysing and evaluating their hand drawings they select and synthesis these into a computer generated document.</p>
<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. utilised in creative problem solving. Initially</p>

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<p>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. Concurrent, weekly, individual homework tasks focus on understanding and appreciation of materials, their many varied uses, properties and the manufacturing processes related to them. 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. The final submission will be a model executed in an appropriate material with its function/usage contextualised with all relevant information gleaned throughout the trimester.</p>
<p>FA107A Introduction to Shape and Form (Co-requisite FA108A)</p> <p>This subject introduces the importance of clothing structure, shape, form, line and volume. A variety of cutting, sewing and finishing techniques and terminology are introduced through the examination of constructed garments and the execution of a variety of sewing samples. Through the analysis of a manually deconstructed garment, students are able to familiarise themselves with the various components that make up a garment and the interrelationships between those components. Using this knowledge, students execute and assemble a self-designed garment that addresses an understanding of the structural purpose and interrelationships of individual pattern pieces. Students will be required to make decisions about the most appropriate construction techniques to use based on the relevant market position.</p> <p>Students have the option of participating in a Sewing Skills program – a series of additional sewing workshops that run concurrently with their formal study. These weekly two hour workshops provide students with an opportunity to further develop their garment construction skills, should they so choose.</p>
<p>FA108A Fashion Studio Practice (Pre-requisite FA107A)</p> <p>In this subject students develop foundational design studio practice skills and knowledge in fashion creation. Students acquire specialist practical and theoretical skills and knowledge such as concept development, fabric manipulation and draping. Throughout the subject, students work to develop their conceptual ideas and translate them into a commercial garment design. At the same time students will broaden their understanding of a design studio environment and the interplay between individual and peer responsibilities in a studio context. In addition, students cultivate a broader comprehension of design studio practice through the exploration of 2D and 3D forms and objects. Students gain a deeper understanding of design elements and principles as key design concepts, by conceptualising and producing 2D and 3D design outcomes. The concepts of thermoplasticity, resiliency, dimensional stability and drape are incorporated into this exploration.</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. The subject</p>

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<p>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>FA106A Fashion vs Clothing</p> <p>This subject provides the opportunity for discourse on the “meaning” of fashion, branded fashion and clothing. The students will study various texts and historical periods to develop their sensitivities and understanding of the “fashion phenomenon” and clothing behaviour. Examination of several case studies of fashion occurrences will inform the student of the issues, attitudes and foundations that may lead up to the formation of a fashion, the role of the designer in that process and its effect on general dress behaviour as a result. Students research a variety of historical periods and develop a digital design folio depicting clothing of the studied periods in addition to an essay on a chosen historical period. To compliment this study, students will gain digital design foundation skills and techniques used to present their work.</p>
Level 200
<p>FA202A Digital Print Design and Print Theory</p> <p>This subject provides students will the opportunity to develop both their textile knowledge and skills in manually and digitally generating original prints and colours for apparel. Emphasis will be placed on the relationship between textile type, print design and garment. To this end, students will also be expected to apply knowledge of fabric composition and properties, and performance.</p> <p>In this subject, students will develop their knowledge of colour theory and its relationship to fabric and fabric designs. Students will be expected to integrate colour in the development of a range of print designs (placement and repeat) for fabric. Students will use both analogue and digital processes to create their designs and develop a portfolio that shows understanding of the theory and application of colour and print design. Students will have the opportunity to develop and print one fabric strike off from their own design. The brief will require students to undertake a small research project to forecast colours and patterns. Importantly this work will be carried out with ongoing reflection on issues of copyright and its application to branded fashion.</p>
<p>FA201A International Fashion Systems (Pre-requisite FA106A)</p> <p>The theoretical foundation of this subject develops the student’s understanding of the international fashion systems and the different market classifications that exist therein.</p> <p>Students will develop this understanding through an analysis of the criteria that underpin market segmentation of fashion at the retail, consumer and design level.</p> <p>Students will examine perceptions of meanings and messages in clothing. Additional cultural readings of branded fashion will further develop their understanding of the different consumer groups and subcultures in society and how understanding consumer behaviour relates to market differentiation and design outcomes.</p>

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<p>After researching the Canon of 20th century fashion design, students digitally produced a folio exploring the recognisable design elements of fashion garments. On the basis of their findings students design adaptations suitable for a set target market in reply to a given brief.</p> <p>In addition to the folio students write an essay on the application of market classifications in fashion design exploring and rationalising their acquired theory.</p>
<p>FA203A Tech and Specs for Fashion</p> <p>This is a key stone subject. It develops the students’ approach to and the application of knowledge and skills when answering a given brief placed in a commercial context. Students will be required to experiment with the idea of subculture to inform their design starting point. The emphasis of the brief is on shape, proportion and ergonomics as students learn how to measure and accurately depict the key details of fashion products. Students investigate surface design, and a variety of applications, e.g. placement print, embroidery, and repeat print patterns. Students will also be introduced to the product costing process for Branded Fashion Design. Students design a group of garments that relate through style, and usage intended for an identified consumer target market, in response to a given brief. The outcome of this subject is a portfolio and technical pack typical for a “fast fashion” or niche market environment for offshore production to industry standard.</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. 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 particular industry such as time management charts with typical dependencies highlighted and costed.</p>
<p>FA208A Enterprise Management Systems</p> <p>This subject provides a management framework used by a design team to streamline and monitor the product development process from conception through to production and product delivery. Students will develop their ability to plan projects over the timeframe of a year and allocate jobs in a studio setting. In addition they will critically analyse the typical workflow of several design studios in different settings and evaluate the enterprise management systems that may or may not be applicable for each situation. Students will then develop a series of Excel worksheets that are appropriate to every substructure of the work stream in a variety of design studio settings.</p> <p>To complement this study, students will also be expected to identify the range of tasks and functions undertaken by a design team so that they can learn to develop a Gantt chart to timetable and manage project workflow. Students will be required to produce a Gantt chart for a design</p>

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<p>project that allocates tasks and responsibilities to relevant members of the studio, and thereby developing their capacity to influence and manage a streamlined design production process</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 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>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,</p>

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<p>character profiles – and how they can be used to move a project through the four phases of the Double Diamond.</p> <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>
<p>FA207A Advanced Draping and Sewing</p> <p>This subject focuses on form, shape and internal structure of garment design. Initially students will manipulate fabric on a mannequin to build up a series of forms. These forms will then be developed and technically structured. This process will enable the student to compile their library of basic shape patterns for future use in commercial and industry settings.</p> <p>Students will extend this practice into an experimentation of fabric manipulation on a dummy to create garments that reflect their own aesthetics. Students will develop these ideas into a series of technical drawings. They will then select one garment from their range for production in fabric of their choice with an emphasis on the technical engineering innovation and design structure.</p>

Locations

The Associate Degree of Branded fashion Design can be studied at the below Torrens University Campuses:

- Sydney: Level 1, 46-52 Mountain Street, Ultimo NSW Australia 2007
- Melbourne: 196 Flinders Street, Melbourne, VIC 3000
- 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:

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- 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 (\$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](#).