BBUS_BCOMD15 Bachelor of Business and Bachelor of Communication Design

1. About the Bachelor of Business and Bachelor of Communication Design

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

Bachelor of Business + Bachelor of Communication Design double degree offers graduates broad career opportunities across multiple industries. Graduate and future roles could include:

- Graphic Designer
- Web Designer
- 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

Course Title	Bachelor of Business and Bachelor of Communication 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 enroll into any more than a third or 33% of online subjects over their course and must study at least one subject that is face to face in each trimester. International students on a student visa are required to study full time, i.e. the student must complete a minimum of 1.0 EFTSL of study per year.
Start Dates	February, June, September For specific dates visit the [website.](website)	**Course Length**	Full-time: 4 years Part-time: 8 years
Payment Options - Domestic Australian students	**Upfront payment** This means tuition fees will be invoiced each semester and payment is required on or before the due date. **FEE-HELP** FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.	**Payment Options – International students**	**Upfront payment** This means tuition fees will be invoiced each semester and payment is required on or before the due date.
Course study requirements	Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	**Assessment**	Practical assignments, research projects, presentations and reports
Locations	Brisbane Sydney Melbourne	**Delivered by**	Torrens University Australia
Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary	**CRICOS Course Code**	090257G

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	Education Quality and Standards Agency (TEQSA).		
Provider obligations	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the *Higher Education Standards 2015*	**Accrediting body**	Torrens University Australia 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

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(D) Recent secondary education:		
• 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
• 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 _not_ a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)	N/A	N/A
International students	N/A	N/A
All students	***N/A***	***N/A***

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	Bachelor of Business and Bachelor of Communication Design
Applicants with higher education study	• 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	• A completed vocational education qualification at AQF level 4 (Certificate IV) or above, or equivalent, from a registered training organisation (RTO), OR • Successful completion of at least 1 EFTSL (equivalent full time student load, or one full year) of an AQF level 5 (Diploma) or above, or equivalent, at a registered training organisation (RTO)
Applicants with work and life experience	• Demonstrated ability to undertake study at the required level:

Title of course of study	Bachelor of Business and Bachelor of Communication Design
	• 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

*ATAR profile for those offered places wholly or partly on the basis of ATAR in <u>T1 2020</u>:

(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

Notes: * "<5" – indicates less than 5 ATAR-based offers were made

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.

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).

- 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
    - o https://www.torrens.edu.au/
- Universities Admissions Centre (UAC) Website
    - o http://www.uac.edu.au/
- Quality Indicators for Learning and Teaching (QILT) Website
    - o https://www.qilt.edu.au/

8. Additional Information

Course Structure

The Bachelor of Business and Bachelor of Communication Design is four years in duration for a full time student, or eight years duration for a part time student. The course structure comprises 27 core subjects, and 5 elective subjects over Levels 100, 200, and 300, as follows:

- Level 100: 9 core subjects + 2 electives.
- Level 200: 9 core subjects + 3 electives.
- Level 300: 9 core subject.

*Electives available to students may be chosen from the elective bank (please refer to the Course Structure on the Student HUB) or can be taken from any Torrens University course at the appropriate level with approval from the Program Director (or delegate).

Course Rules

To be awarded the Bachelor of Business and Communication Design, students will need to complete 320 credit points over 32 subjects as outlines in the Course Structure above. Each subject has a value of 10 credit points

Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
LEVEL 100

DSO102- Design Studio 1

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.

DCX101- Design Context

Design Contexts 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.

BIZ101- Business Communications

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.

BIZ102- Understanding People and Organisations

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 organisations 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.

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SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR

DSO103- Design Studio 2

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 behavior. Students must first understand and apply the fundamentals of branding and then go on to use that knowledge as the basis for developing and progressing a brand. This theoretical and practical subject will equip students with the knowledge and insight with which to build their own branding expertise.

CDC101A- Typographic Fundamentals

This subject introduces an unfamiliar audience to the building blocks of typography. It develops students' experience and understanding of the issues involved with communicating through a typographic framework. The subject will look at the fundamental elements of typeface design and analysis, categorisation and usage, in conjunction with introductory design concepts such as balance, composition and hierarchy. Working individually, students will be exposed, and will be required to respond to, a variety of typographic issues. Students will demonstrate their understanding of typographic application through typeface analysis and categorisation as well as appropriate usage for specific audiences. This subject requires students to design and construct a publishing outcome that displays their ability to structure visual content through consistent typographic settings and composition, working with short and long body text settings, grid structures and page architecture

MKT101A- Marketing Fundamentals

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.

CIM100A- Developing Visual Vocabulary

This subject seeks to develop conceptual and practical frameworks for the generation of visual images, enabling students to create innovative visual responses in their work. It will encourage students to expand their frame of visual understanding and explore idea generation as well as historical approaches to visual representation, resulting in developing skills in the practical interpretation of ideas. This is achieved through sketching, photography, and experimenting with analogue and digital materials.

BIZ104- Customer Experience Management

The 21st 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.

LEVEL 200

CDC200A- Message, meaning, Media

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR

This subject expands the understanding of symbols, signs and semantic conventions within communication systems and media. Students are introduced to the history and application of semiotics and encouraged to review, relate and re-evaluate design and communication strategies within the context of de-constructing conventional thinking and design practices. There is particular reference to the cultural shift from words to pictures and the role of meaning in an evolving creative and technological environment.

CTY201A- Typographic Systems

This subject enables students to analyse and develop effective typographic systems for use in contemporary visual identity contexts. Students experience designing a logotype which forms the conceptual and visual basis of a complex, cohesive and typographically-driven identity. Students investigate methods and techniques that can be used to establish a coherent visual language across a variety of mediums and applications. Students identify the function of typography as a vehicle to communicate in literal and abstract terms, developing their understanding of visual rhetoric, layout, hierarchy structures, material selection and specification, and use of digital technology. Students explore the intrinsic and extrinsic features of typography and use it to develop an appropriate tone of voice intended to complement the logotype design. Students conceptualise and visualise type as three-dimensional form, abstract visual form, pattern, and secondary visual language.

DSO201- Design Studio 3

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 industry such as time management charts with typical dependencies highlighted and costed.

BIZ201- Accounting for Decision Making

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.

PBL202- Problem Based Learning Studio

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.

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.

DDD203- Discover, Define, Develop, Deliver

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 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.

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.

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.

Students are introduced to practical design methods – like user journeys, empathy mapping, character profiles – and how they can be used to move a project through the four phases of the Double Diamond.

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.

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.

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.

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.

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

BIZ202- The Busines Environment

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 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.

CIN200A- Wayfinding

This subject expands practical and theoretical understanding of Information design and introduces concepts of wayfinding systems. The challenge of navigating three-dimensional spaces, in conjunction with the consideration of time-based issues are also introduced. Screen-based interfaces and environmental contexts form a key part of this unit as students explore the role of the narrative within the sequenced delivery of information. Students will research various non-digital and digital information environments. They will analyse their data and apply knowledge to develop solutions to the navigational problems they have identified.

CIM200A- Life Through a Lens

This subject examines ideas and techniques within the practice of narrative photography. Through lectures examining historical milestones in photography and camera and lighting practical tutorials in understanding the accepted rules, students will gain the confidence to make innovative choices in their creative photography production processes. Students will develop creative narrative photography. Through the production of a multi-panel photo sequence, informed creative choices will be demonstrated.

LEVEL 300

SEN301- Social Enterprise

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.

CDT301A- Inspire to Implementation

This subject builds on the skill sets created in User-cantered Design, encouraging students to take a holistic approach to the creation of meaningful 'cradle to grave' user experiences. This theoretically based subject challenges students to consider audience, purpose and context, while creating personas & stories to help deliver practical, group outcomes that fuse commercial reality with design thinking tools. It emphasizes observation, collaboration, fast learning, visualization of ideas, concept prototyping, and concurrent business analysis, which ultimately influence innovation and business strategy.

MGT301A- Corporate Social Responsibility

This is a core unit in the suite of Billy Blue Bachelor of Business courses. It will be delivered in a series of classroom lectures and tutorials. The unit builds upon earlier discussions of corporate social responsibility (CSR), the practice by which organisations acknowledge the impact of their activities in economic, social, and environmental terms. The unit begins with an examination of the theories of CSR and discusses why organisations around the world are increasingly moving to reduce the adverse effects of business operations. It discusses some of the most common practices associated with CSR and examines the link between social responsibility and corporate governance. The unit introduces the concept of triple bottom line reporting

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before exploring the idea of corporate philanthropy, communicating the organisational CSR message, and how CSR can help develop the organisational brand. The unit makes extensive use of case studies and encourages students to research and assess how organisations conduct themselves as corporate and global citizens.

MGT302A- Strategic Management

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.

BIZ301- Organisational Creativity & Innovation

This subject seeks to build the knowledge, skills and attitudes required to succeed as an innovator. Students then apply this knowledge 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 subject equips students with practical skills, including creativity tools, cash-flow modelling, business model analysis and lean experimentation.

CDC301A- Business by Design

This subject focuses on the value that design strategy brings to business through the exploration of disruptive and systematic problem-solving approaches. Students utilise service design principles to research, analyse, and define opportunities, streamline systems and processes, and formulate strategic responses to user and market needs. Students create an innovative business solution that drives holistic long-term sustainability alongside commercial viability that reimagines conventional business models in the 21st century.

WIL302 Or WIL302B- Work Integrated learning or Work Integrated Learning (Industry Live Brief)

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. The aim of providing industry-specific opportunities is to enable students to develop skills that will enhance their prospects of gaining meaningful employment and building their career for the future. Much of the benefit of work integrated learning comes from observation, practicing under supervision and reflection. Work Integrated Learning is an excellent way to broaden the students learning environment while they are studying. It allows them to see first-hand how what they are learning in their degree translates into practice, as well as how 'real world' practice relates to what they are learning at University. This subject will develop work ready skills and boost students' employability while they are studying.

There are two work integrated learning options available to students:

Option 1: Internship

Students are offered the opportunity to work within a professional design environment for an extended period of time. It encourages students to build long-term relationships with the design industry and exposes them to the rigour of applied design practice while building their confidence in adapting to new environments. It also provides a context in which to enhance their communication skills and work collaboratively in a professional arena. 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.

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR

Option 2: Industry Live Brief

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. Students will also further investigate and examine entrepreneurial and commercial opportunities through collaborative work practice. The subject is delivered from a cross discipline perspective and draws on both discipline specific and common design practices. Students are required to work both independently or as part of a collaborative team in order to conduct research, analyse and define project parameters and deliver innovative solutions that expand the notion of an industry live brief.

BIZ304- Business Consulting Project

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.

IND301A- Industry Consulting Project

In this capstone subject students 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. Students completing the subject are eligible for 120 hours of credit towards the 320 hours of industry placement.

Locations

The Bachelor of Business and Bachelor of Communication Design can be studied at the below Torrens University Campuses:

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

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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).

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/helppayingmyfees/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.