

# BUSIDR21- Bachelor of Business and Bachelor of Interior Design (Residential)

## 1. About the Bachelor of Business and Bachelor of Interior Design (Residential)

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 know-how 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:

- Interior Designer
- Brand Specialist
- Art 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 Interior Design (Residential)</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.  <i>Further information within this Course Information Sheet</i>	<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>	090262K
<b>Provider obligations</b>	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the <a href="#">Higher Education Standards 2015</a>	<b>Accrediting body</b>	Torrens University Australia Limited
<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)	<5	N/P
<b>(B) Vocational education and training (VET) study</b>	<5	N/P
<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>	<ul style="list-style-type: none"> <li>Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points)</li> </ul>	<5	N/P
	<ul style="list-style-type: none"> <li>Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)</li> </ul>	N/A	N/A
	<ul style="list-style-type: none"> <li>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)</li> </ul>	N/A	N/A
<b>International students</b>		N/A	N/A
<b>All students</b>		<5	<b>N/P</b>

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 Interior Design (Residential)
<b>Applicants with higher education study</b>	<ul style="list-style-type: none"> <li>A completed higher education qualification at AQF level 5 (diploma) or above, or equivalent, from an Australian University or another accredited higher education provider</li> <li>OR</li> <li>Successful completion of at least 1 EFTSL (equivalent full-time student load, or one full year) of an AQF level 6 (Associate Degree) or above, or equivalent, from an Australian University or another accredited higher education provider</li> </ul>
<b>Applicants with vocational education and training (VET) study</b>	<ul style="list-style-type: none"> <li>A completed vocational education qualification at AQF level 4 (Certificate IV) or above, or equivalent, from a registered training organisation (RTO)</li> <li>OR</li> <li>Successful completion of at least 1 EFTSL (equivalent full-time student load, or one full year) of an AQF level 5 (Diploma) or above, or</li> </ul>

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<b>Title of course of study</b>	<b>Bachelor of Business and Bachelor of Interior Design (Residential)</b>
	equivalent, at a registered training organisation (RTO)
<b>Applicants with work and life experience</b>	<p>Demonstrated ability to undertake study at the required level:</p> <ul style="list-style-type: none"> <li>Broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success;</li> <li>OR</li> <li>Formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success;</li> <li>OR</li> <li>Written submission to demonstrate reasonable prospect of success;</li> <li>OR</li> <li>Discipline specific portfolio (art and/or design)</li> </ul>
<b>English Language Proficiency</b> (applicable to international students, and in addition to academic or special entry requirements noted above)	Equivalent IELTS 6.0 (Academic) with no skills band less than 5.5
<b>Applicants with recent secondary education (within the past two years) with ATAR or equivalent*</b> (for applicants who will be selected wholly or partly on the basis of ATAR)	Completed year 12 or equivalent.

*\*ATAR profile for those offered places wholly or partly on the basis of ATAR in T1 2020:*

(ATAR-based offers only, across all offer rounds)	<b>ATAR (OP in QLD)</b> (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)*

<b>Special Entry</b>	<p>Applicants in any category whose study, work or life experiences have been impacted by disability, illness or family disruption will be given special consideration for admission. Each application will be considered on its merit, based on the evidence supplied by the applicant attesting to the circumstances of the applicant. Applicants for special entry may need to complete written or numerical tasks to assist with assessing eligibility for admission.</p>
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## 5. How to apply

Via direct application to the institution

- <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>.

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## 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: 28 core subjects and 4 elective subjects.

- Level 100: 10 core subjects and 1 elective
- Level 200: 8 core subjects and 2 electives
- Level 300: 10 core subjects and 1 elective

\* Electives in this course must be taken from the Bachelor of Business suite of subjects as offered by Torrens University Australia. Electives available to students in this course are in Elective Bank. Any other elective option requires approval by the Program Director.

### Course Rules

To be awarded the Bachelor of Business and Bachelor of Interior Design (Residential), students will need to complete 320 credit points over 32 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><b>DCX101- Design Context</b></p> <p>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.</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</p>

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<p>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>DDW100- Design Drawing</b></p> <p>In this subject, a range of both analogue and digital techniques to carry out a basic measure up, produce 2D technical drawings and generate 3D models, are taught. The student explores the way technical manual drafting can be applied to interior decoration and design contexts. The subject provides an understanding of how to identify and produce floor plans, sections, elevations and to extract views from digital 3D models as is relevant to interior spaces.</p>
<p><b>BID104A- Interior Design Practice</b></p> <p>This subject examines perspectives on models of practice relevant to interior design. It examines design practice in response to changing needs and requirements of clients and design briefs. It also explores the strategies used for expressing ideas, and the design skills required to communicate them. The purpose of the subject is for students to gain knowledge in foundation level design practice relevant to interior design. The design process workflow from original idea to review of work in progress, revision, presentation and reflection is explored.</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>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>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,</p>



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<p>Employees engagement in the customer experience strategy and metrics of satisfaction, loyalty and advocacy.</p>
<p><b>DHI100- History of Architecture, Interior Design and Decoration</b></p> <p>This subject enables the student to explore historical styles of interior design and decoration in order to create an understanding of the context of contemporary interior design and decoration practice. For this subject the student will provide evidence of this understanding through visual and written means.</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 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>Business Elective 1</b></p>
<p><b>DCC100- Construction and CAD</b></p> <p>This subject introduces the student to industry standard CAD software and its application. Application of software includes how to set up and draw a CAD documentation package, add annotations to drawings, and plot/print drawings. In this subject, knowledge of basic building and structural components is developed, including how to interpret technical drawings and other documentation for interior projects. The student is introduced to legislative regulations, codes and standards and their application.</p>
<p><b>Level 200</b></p>
<p><b>Business Elective 2</b></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</p>

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and functions such as financial statements, techniques for analysing financial statements, investment decisions, costing and opportunity costing analysis and managing working capital.
<p><b>MKG203- Digital Marketing Communications</b></p> <p>This subject introduces students to new digital and interactive technologies that can be used in the development of marketing strategies. It also highlights the integration of digital marketing communications with traditional marketing communication strategies and practices. It builds upon integrated marketing communications principles and focuses more closely on the latest developments in digital marketing techniques. The subject examines vital topics such as digital marketing communications planning, social media marketing, web design, search marketing, email marketing. It also recognises the role of ethics and regulatory bodies in guiding professional digital marketing practice.</p>
<p><b>IDR202A Environment Design 2: Residential</b></p> <p>The theoretical base of this subject will focus on developing the students' understanding of the complexities of designing interiors for both single and double storey residential environments whilst appreciating the growing demand for the application of sustainable design practices – not only in materials and technologies but also in the longevity and adaptability of the final design solution. Students will integrate their research and knowledge of residential environments, and environmental imperatives into the creative realisation of project briefs.</p>
<p><b>PBL202 Problem Based Learning Studio</b></p> <p>Problem-based learning (PBL) builds students' capacity to become increasingly proficient at addressing complex design problems with creative confidence. Students enhance their design thinking skills and mindsets to deal with the natural uncertainty of complex problems in this subject. They acquire the confidence to iteratively reframe these problems and take risks to create novel evidence-based solutions while preserving ambiguity throughout the process. Students acquire the necessary skills by engaging actively, independently and in collaborative multidisciplinary teams with complex social and meaningful problems. Learning happens by living the process, witnessing their peers' progress and reflecting on their own experience while supported with academic learning resources.</p>
<p><b>DDD203 Discover, Define, Develop, Deliver</b></p> <p>This subject introduces students to design thinking through the 'Double Diamond' methodology, a collaborative process that facilitates the investigation of project challenges, synthesises appropriate concepts and delivers proposals that fulfil the needs of people, the possibilities of technology and the requirements for business success. It is a methodology that utilises both divergent and convergent thinking approaches to problem-solving. It is a method that focuses upon meanings instead of features and the quest for disruptive change, instead of incremental improvement. Students are emphatically encouraged to adopt a visionary approach. Divided into four distinct phases – Discover, Define, Develop and Deliver – the Double Diamond is a simple visual roadmap which helps students understand and frame their design-thinking to define problems, develop potential solutions and deliver meaningful outcomes.</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 political, legal, economic, social, cultural and technological environment. Analytical techniques will be</p>

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<p>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 3</b></p>
<p><b>IDR205A Scheduling Interiors 2: Residential</b></p> <p>Scheduling Interiors 2: Residential introduces students to the practical knowledge required to specify all elements in a residential environment. It recognises the importance of nominating appropriate soft materials, finishes, furniture, fittings, fixtures, joinery and lighting while developing appropriate aesthetics to reflect a concept developed from a client brief, as well as the importance of sustainable practices and quality assurance in residential design. The subject also requires students to assess materiality, colour, pattern and functionality while adapting conceptual ideas into creative projects with useable outcomes. Students will demonstrate creative problem-solving skills by creating design pieces executed in appropriate materials with the function/usage contextualise</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. These activities harness design thinking and problem-solving processes in the realisation of pragmatic, viable project proposals from initiation to client presentation. By providing students with a framework to understand business model generation and the skills to source, evaluate, and measure opportunities through systematic research and competitor analysis, Social Enterprise empowers students to conceptualise, develop and propose new ventures and products that focus primarily upon social change for good. In addition, this subject will help students understand and address the practical challenges of working within this environment; to analyse different entrepreneurial business strategies, to explore diverse funding strategies, as well as incorporate theoretical discussions on major trends and issues in the social economy. Social Enterprise enables students to appreciate the power of creativity in problem-solving and the importance of the designer's role in making a difference and precipitating change.</p>
<p><b>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, 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>BIZ301 Organisational Creativity &amp; Innovation</b></p> <p>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</p>

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subject equips students with practical skills, including creativity tools, cash-flow modelling, business model analysis and lean experimentation.
<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>Business Elective 4</b></p>
<p><b>IDR303A Systems and Documentation 3: Residential</b></p> <p>Systems and Documentation 3: Residential develops the students understanding of the different construction systems applicable to the design of multi storey residential environments, and how design solutions are communicated to stakeholders (contract managers, consultants and contractors) – namely through documentation, and contract documentation (e.g. function and construction of stairs). Students will develop a complete set of documentation drawings for their multi storey nominated design proposal. The tutorial and assessments will all be carried out using computer aided documentation.</p>
<p><b>IDR302A Environment Design 3: Residential</b></p> <p>Environment Design 3: Residential is focused on bringing together design development and implementation aspects of FF&amp;E in the context of a complex residential development through a series of proposed innovative and environmentally-responsible residential interior designs. It also investigates how design solutions are communicated to stakeholders (developers, investors and prospective residents) – through design research, branding and marketing. Students will prepare scheduling, specification and marketing documents reflective of the property industry in the conjunction with their residential interior design proposals.</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. 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:</p> <p><b>Option 1: Internship</b></p> <p>Students are offered the opportunity to work within a professional design environment for an extended period 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</p>

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<p>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.</p> <p><b>Option 2: Industry Live Brief</b></p> <p>This subject requires students to respond to criteria set within the context of an Industry Live Project. An understanding of research methodologies appropriate to professional practice and the documentation of personal creative investigation will be explored. 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.</p> <p>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.</p>
<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>
<p><b>BID302A Portfolio and Industry Experience</b></p> <p>This subject aims to cultivate a broader understanding of professional design industry portfolios, exploring contemporary styles and methods of presentation as well as analysing employment target markets. This is enhanced by self-directed research that assists students to acquire an understanding of industry specific needs and preferences in their chosen area of interest. This subject also builds students' awareness of the importance of building relationships within their design industry and exposes them to the potential rigors of the real-world design practice whilst building their confidence in their chosen field.</p>

## Locations

The Bachelor of Business and Bachelor of Interior Design (Residential) 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

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- 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

## 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:

*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 (March 2022).*

*Course Information Set\_Bachelor of Business and Bachelor of Interior Design (Residential)*

- 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](#).