

Diploma of 3D Design and Animation

1. About the Diploma of 3D Design and Animation

The Diploma of 3D Design and Animation is an AQF 5 qualification that provides graduates with a theoretical and technical base of knowledge of general 3D principles and practice, along with an introduction to specialist areas within the 3D design and animation field, leading either to entry-level employment in the 3D computer graphics sector or to further specialised design study at Bachelor level.

The Diploma of 3D Design and Animation enables students to enrol into the specialised field of study as opposed to the current 'generic' diploma offering improved student experience and focused/relevant learning opportunities. The diploma consists of shared subjects with cross-discipline diplomas and bachelors providing both on-boarding support, exposure to bachelor programs for pathway opportunities as well as genuine exit qualifications.

The course structure consists of 12 subjects, one of two established diploma course models at Torrens University Australia. The traditional 8 subject diploma (usually 1/3 of a bachelor as opposed to a qualification designed as a genuine exit point) does not provide opportunity to cover the content required to gain the knowledge and skill sets expected by industry for entry level employment with end-to-end skills; ideation/concepting, prototyping, producing and presenting, as well as development of a portfolio – an essential representation of creative potential to gain employment in the design sector. The 12 subject model offers opportunity for lower entry admission to align with our competitors, and a heightened level of focus on transition pedagogy for the dual student demographic of school leaver and career changer seeking to upskill.

Feedback from students (both formal and informal) and industry has been that our current 8 subject diploma of digital media is too generic and does not offer the specialised skill sets expected and required within industry.

To meet the needs of a dual target market (School leavers and career changers/upskilling), we require both on-boarding transitional pedagogy subjects at the start of the course and industry preparation and transitional subjects at the end of the diploma in the same format as our current diplomas in 12 subject structure. For students wishing to pathway into our bachelor program we have included 1 x 200 level subject to prepare for the transition to AQF 6 level study.

Students gain 8 subjects in block credit into the relevant bachelor course. This is the same credit currently and historically applied for our existing 12 subject diplomas and their respective bachelors.

Graduate employment opportunities

This specialisation provides graduates with the capability to seek employment in either 3D generalist roles or niche 3D specialist roles, including:

- 2D/3D concept artist
- 3D animator
- 3D concept artist

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- 3D games artist
- 3D generalist
- 3D modeller
- Character designer
- Digital matte artist

Graduates can expect to undertake these roles as permanent or freelance employees, either within a dedicated film or broadcast postproduction, animation, visual effects or game studio environment, or alternatively as an in-house specialist working for organisations based within any of the following sectors: advertising, web/interactive, education/training or architectural visualisation. Graduates are also encouraged to explore fields of employment outside of the creative industries such as product design, architectural modelling, automotive modelling, engineering simulator, scientific and medical visualisation that 3D design and animation technical skills are required in.

Course Overview

Course Title	Diploma of 3D Design and Animation		
Study Options – Domestic Australian students	Face to Face delivery Online 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 .	Course Length	Full-time: 5 Trimesters Accelerated time: 1 year Part-time: 2- 3 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	Essays, reports, presentations scenario and case studies, and reflective journals.
Locations	Sydney Melbourne Online	Delivered by	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	103343J
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:		
• 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 <i>not</i> 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	Diploma of 3D Design and Animation
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

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Title of course of study	Diploma of 3D Design and Animation
	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)
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)	For international applicants IELTS 5.5 (Academic) with no skills band less than 5.0
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)	<p>Completed year 12 or equivalent</p> <p>Pathway 1: Satisfactory (pass) completion of Standard English at HSC or equivalent level.</p> <p>Pathway 2: Current Special Entry</p>

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<i>*ATAR profile for those offered places wholly or partly on the basis of ATAR in T1 2020:</i>	
(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.
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5. How to apply

Via direct application to the institution

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

6. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia [Credit Policy - \(https://www.torrens.edu.au/policies-and-forms\)](https://www.torrens.edu.au/policies-and-forms).

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)

- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning please see <http://www.torrens.edu.au/apply-online/course-credits>.

7. Where to get further information

- Torrens University Australia (TUA) Website
 - <https://www.torrens.edu.au/>
- Universities Admissions Centre (UAC) Website
 - <http://www.uac.edu.au/>
- Quality Indicators for Learning and Teaching (QILT) Website
 - <https://www.qilt.edu.au/>

8. Additional Information

Course Structure

The course structure comprises 12 core subjects over levels 100 and 200.

Course Rules

To be awarded the Diploma of 3D Design and Animation, students must complete 120 credit points (12 core subjects outlined in the course structure). Each subject has a value of 10 credit points.

Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
LEVEL 100
<p>DSO102- Design Studio 1</p> <p>This subject explores the relationship between materials and storytelling. It introduces students to the attributes of materiality and encourages them to re-imagine the possibilities of creating through making. Students will explore the art of paper folding, developing skills and taking creative risks. These results will be captured digitally and altered using the appropriate software. Individual tasks allow students to develop an understanding and appreciation of materials, their many varied uses, properties, and the sustainable manufacturing processes related to them. Students will progress towards determining suitable materials in which to construct their final model with its form and function contextualised and supported by a documented process journal. Their final submission will be a model that reminds us that stories which fill our lives are not only spoken and written but sometimes are best told through craft.</p>

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<p>DGDDD100- Digital Design Foundations</p> <p>This subject introduces a core set of industry-standard specialist design software tools. The emphasis of this subject is on building a comprehensive familiarity with these tools and features so that their application becomes second nature and can be treated as part of the overall creative tool kit. Students will work through a range of small exercises to cement their learning and to build their working knowledge by experimenting with the different tools and techniques. Students will then combine these tools and techniques to explore print and screen-based projects and in doing so, become aware of how to create flexible visual outcomes not wedded to single-use mediums</p>
<p>ACR101- 2D Asset Creation</p> <p>2D Visual Asset Generation utilises traditional art foundation theories and contextualises these practices for the digital domain. Students will create artefacts in digital formats for a variety of uses including concept art, pixel art, in-game assets, colour keys, user interface flow diagrams and more. Practical applications of art specifically for games will also be covered such as the basics of 2D digital animation. Students will receive critique from lecturers and learn to evaluate their own artwork with a critical eye.</p>
<p>ACR103- 3D Asset Creation</p> <p>3D Asset Creation introduces the fundamental concepts of developing 3D models for use in digital media and allows the students to familiarise with industry standard 3D modelling tools and techniques to communicate complex ideas and emotions. Students will develop a foundational understanding for the principles and techniques required for creating practical digital assets such as props, characters and environments.</p>
<p>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 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.</p>
<p>GDP102- Game Design Principles</p> <p>Game Design Principles introduces students to game design foundations, techniques and paradigms through a series of lecture-led and student-led activities. Students will explore game design principles through the analysis of existing game artefacts, applying those findings to the development of their own games. Students are introduced to a variety of analysis, development and presentation techniques encouraging discussion, creation and dissemination of their design choices through prototyping and documentation.</p>
<p>ANP100- Animation Principles</p> <p>This subject explores the fundamental principles and a variety of techniques to produce animations within 3D software. This subject introduces the fundamental concepts and ideas relating to keyframe based animations</p>

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<p>such as speed, ease and velocity. Students are also introduced to alternative methods of animation including expressions and custom scripting, procedural and dynamics based animations. These skills are designed to expand student awareness of applying animation to a wide range of potential outcomes such as game design, broadcast motion design, social media, branded identity or advertising.</p>
<p>GPF104- Game Production Foundation</p> <p>Game Production Foundation combines art assets and basic scripting, enabling students to recognise how user experience is affected through art, design, and code. Utilising game development techniques and tools, students will create their own games, which requires a multifaceted approach including the following: project management, art and design theory, user interaction, menu systems, audio integration, scripting, game design and release. These trans-disciplinary artefacts scaffold the student’s knowledge for when they will interact with other disciplines in a professional development environment.</p>
<p>BCI100- Beyond the Creative Industries</p> <p>This subject introduces a wide array of emerging trends and interdisciplinary career opportunities that sit outside traditional creative industries. This subject explores the intersection of technology and design across a range of industries looking beyond the field of entertainment. Students broaden their understanding of potential career opportunities by challenging existing stereotypes where specialist technical skills are utilised. Students are encouraged to investigate case studies, identify emergent trends and examine strategies to develop, navigate and cultivate collaborations with professionals from other specialisations.</p>
<p>WIL100- Work Integrated Learning</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. Within the framework of an industry brief in conjunction with an industry client, students will learn how to unpack a defined challenge into achievable outcomes and use this framework to guide the creative process and final deliverable. Students will develop presentation techniques and objectively respond to constructive criticism and feedback. This experience will enhance work-ready skills and allow students to see first-hand how their learning translates into practice.</p>
<p>DPO100- Digital Portfolio and Showreel</p> <p>This subject provides students the ability to develop a digital portfolio focusing on the key areas required to develop employability outcomes within the digital design field. This subject identifies the requirements and approaches to freelance work, in conjunction with investigating trends and emerging technologies to inform entrepreneurial attitudes and solo operator work opportunities. This subject will culminate in students devising their own personal story, identifying their niche style, and packaging their work into a portfolio and/or showreel that they can continue building upon in years to come. This portfolio will be the central piece that is used to engage with work opportunities either to digital studios or as their own freelance designer.</p>
LEVEL 200
<p>PGW200- Procedural Geometry & Workflows (Pre-requisite ANP100)</p> <p>This subject covers the theory and methodology of 3D procedural geometry and animation workflows which enable students to develop 3D models, assets and content in a programmatic way as opposed to a linear asset development path or individual asset sculpting and modelling workflows. The subject explores how</p>

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retaining the ability to edit 3D assets and animation up to the final step is beneficial for both artist and client within a procedural workflow. This subject introduces how procedural scripting and programmatic node based 3D development of models and animations enables for powerful results for particles, simulations, and dynamics. This alternative procedural workflow expanded upon in this subject is designed to expand student's capabilities for 3D outcomes to match industry leading approaches.

Locations

The Diploma of 3D Design and Animation can be studied fully online or at the below Torrens University Campuses:

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

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

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 (Feb 2021).

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](#).