

Bachelor of Nursing (BNURSE18)

1. About the BNURSE18

Nursing is an in-demand health professional occupation and Australian nursing graduates are sought after globally due to the excellence of the on-campus and industry centred learning opportunities they receive in contemporary and evidence-based methods. The Torrens Bachelor of Nursing course enables students to provide high-quality nursing care utilising the knowledge and clinical skills gained throughout the program.

Students will learn vital skills in assessment and clinical decision-making, person-centred care, professional communication, enquiry and research, awareness of diversity and self-care practices.

The course provides opportunity to deliver care in multiple health care, industry and community settings in an environment of ever more complex health care systems across the world. Before you consider entering into a nursing career, you need to ensure that you meet English Language standards and inherent requirements.

Graduate employment opportunities

The Bachelor of Nursing qualification prepares the graduate for beginning level of professional practice as a Registered Nurse in the Australian health care environment.

The focus of the course is aligned with the Nursing and Midwifery Board of Australia (NMBA) Standards for Practice for the Registered Nurse and is designed to provide multiple opportunities for graduates to move into a variety of interesting career pathways.

Course Overview

Course Title	Bachelor of Nursing (BNURSE18)		
Study Options – Domestic Australian students	Face to Face delivery with some elements delivered online. Full-time and part-time options available.	Study Options – International students	International students on a student visa must not enrol into any more than a third or 33% of online subjects over their course and must study at least one subject that is face to face in each trimester. International students on a student visa are required to study full time, i.e. the student must complete a minimum of 1.0 EFTSL of study per year.
Start Dates	February, September For specific dates visit the website .	Course Length	Full-time: 3 year course but students can choose to complete it in 2 years

			Part-time: Options are available
Payment Options - Domestic Australian students	<p>Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.</p> <p>FEE-HELP FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.</p>	Payment Options – International students	<p>Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.</p>
Course study requirements	<p>It is expected that each subject, whether studied online or on-campus, will involve a combined total of 120 hours of structured and self-directed learning, which equates to approximately 10 hours per week for each subject, over 12-week trimesters.</p> <p>Students will be required to attend some compulsory simulated learning activities on campus as well as all scheduled industry placements.</p>	Assessment	Practical examinations, clinic participation, research projects, project development and evaluation, critical analysis and essay writing, short answer questions, assessable online discussion forums.
Locations	Brisbane, Sydney, Melbourne, Adelaide	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	0100910
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 Limited ABN 99 154 937 005, CRICOS Provider Code: 03389E. RTO No. 41343
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 [2020]	
	Number of students	Percentage of all students
(A) Higher education study (includes a bridging or enabling course)	27	25%
(B) Vocational education and training (VET) study	44	28%
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	21	13%
(D) Recent secondary education:		
<ul style="list-style-type: none"> Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points) 	0	0%
<ul style="list-style-type: none"> Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR) 	0	0%
<ul style="list-style-type: none"> Admitted on the basis of other criteria only and ATAR was <i>not</i> a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement) 	17	11%
International students	51	32%
All students	160	100%

Notes: “<5” – the number of students is less than 5.
 N/A – Students not accepted in this category.
 N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

4. Admission Criteria

Title of course of study	Bachelor of Nursing (BNURSE18)
Applicants with higher education study	Successful completion of Diploma level (AQF Level 5 or equivalent) or above, qualification.
Applicants with vocational education and training (VET) study	
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.
English Language Proficiency (applicable to international students, and in addition to academic or special entry requirements noted above)	<p>IELTS (or equivalent) score of 7.0 minimum (Academic Module) or above, with no skills band less than 7.0.</p> <ul style="list-style-type: none"> • In order to apply for registration on completion of study the NMBA registration and English Language requirements must be met. • Check NMBA requirements here
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)	Year 12 or equivalent with ATAR 60 or a completed (current) Diploma of Nursing and registration with AHPRA.

Title of course of study	Bachelor of Nursing (BNURSE18)								
<p><i>*ATAR profile for those offered places wholly or partly on the basis of ATAR in T1 2020:</i></p> <table border="1"> <thead> <tr> <th>(ATAR-based offers only, across all offer rounds)</th> <th>ATAR (OP in QLD) (Excluding adjustment factors) *</th> </tr> </thead> <tbody> <tr> <td>Highest rank to receive an offer</td> <td>61.75</td> </tr> <tr> <td>Median rank to receive an offer</td> <td>36.5</td> </tr> <tr> <td>Lowest rank to receive an offer</td> <td>22</td> </tr> </tbody> </table> <p><i>Notes: * "<5" – indicates less than 5 ATAR-based offers were made</i></p>		(ATAR-based offers only, across all offer rounds)	ATAR (OP in QLD) (Excluding adjustment factors) *	Highest rank to receive an offer	61.75	Median rank to receive an offer	36.5	Lowest rank to receive an offer	22
(ATAR-based offers only, across all offer rounds)	ATAR (OP in QLD) (Excluding adjustment factors) *								
Highest rank to receive an offer	61.75								
Median rank to receive an offer	36.5								
Lowest rank to receive an offer	22								

Other admission options

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

Special Entry	<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.
----------------------	--

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>.

7. Where to get further information

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

8. Additional Information

Course Structure

The Bachelor of Nursing (BNURSE18) course structure is comprised of 24 subjects with the value of 10 credit points (combined total of 240 credit points).

The course structure can be viewed or downloaded at the Student Hub, Course webpage <https://studenthub.torrens.edu.au/Hub>

Course Rules

To be awarded the Bachelor of Nursing (BNURSE18), students must satisfactorily complete each subject for a course total of 240 credit points.

Subjects

SUBJECT DETAILS
<p>BAN101 Becoming a Nurse</p> <p>This subject introduces the practice of nursing underpinned by the philosophy of nursing and developing a professional identity. Nursing skills and knowledge are essential in caring for the person and are framed within a decision making framework. Students will work with the person to manage self-care needs, clinical measurements, infection control, and workplace safety to enable assessment of the person's health status and promote optimal health and wellbeing. They will develop an understanding of the differing roles and responsibilities in the healthcare environment including the healthcare team, the referral system and appropriate industry terminology.</p> <p>A beginning knowledge of law and ethics will ensure the nursing student works within their scope of practice in</p>

SUBJECT DETAILS

their first professional practice experience which integrates theory and practice as a component of this subject. Laboratory skills practice equips students with the basic fundamental skills of becoming a nurse.

SHB102 Structure and Function of the Human Body

This subject introduces the basic concepts and terminologies required to study and understand the structure and function of the human body. The interaction and organisation of cells, tissues and organs will form a basis to study the physiological integration of key body systems. The maintenance and regulation of the internal environment by homeostasis at a system level and by hormonal and neural influence will be key to students understanding disruption and disease in later subjects. This subject will provide evidence based foundational knowledge in the biological sciences to guide nursing practice.

SCP103 Self-care Practices

The focus of this subject is on the self-care of the student nurse. This subject introduces the knowledge, skills and attitudes that enable the development of personal and professional resilience, as well as personal health and well-being. Fundamental to wellbeing, is interpersonal communication, effective relationship building and trust (including an introduction to cultural safety). Students will review the physiology of and potential impacts of stress, examining a multi-faceted approach to maintain personal safety and well-being.

SHI104 Sociology of Health and Illness

This subject provides an overview of the sociology of health and illness and enables students to explore the relationship between public health and the social determinants of health and health outcomes, especially for vulnerable populations, using relevant epidemiological data and public health literature.

Knowledge and skills will be expanded to translate public and population health level information into meaningful and relevant health promotion and education activities.

CPC105 Care of Persons with Chronic Conditions

This subject provides students with the skills and knowledge required to contribute to the care of the person with a chronic illness and their family/carer by assisting with nursing interventions that support the person's needs and assist in maintaining an optimal lifestyle. The focus will be on common diseases and those with the greatest burden of diseases as these are long lasting and have persistent effects. An emphasis of this subject will be on the education and promotion of community based health promotion, disease prevention and self-care.

This subject includes 80 hours of clinical placement.

HBD106 Human Biology and Disease

This subject will further develop student's knowledge on medical terminologies relating to structure and function whilst introducing basic pathological processes operating in the body in response to injurious stimuli. The disruption of homeostasis and causal mechanisms of disease such as inflammation, infection, trauma and growth abnormalities will be explored. Basic principles of microbiology will be important for infection control practices. Students will be introduced to the pathophysiology and symptomatology of some common disease states. Disorders related to the ageing process and degeneration will be considered, as will the impact of environmental influences such as nutrition and lifestyle, especially in the context of community and public health.

This subject builds on the knowledge and skills from the structure and function of the human body and provides the foundation to look at disease, disorders and syndromes and their pathophysiology, clinical

SUBJECT DETAILS

presentation, common aetiologies and pharmacological treatment, from a person centred approach in later subjects.

EBP 107 Evidence Based Practice

Evidence-based practice is an essential component of the exercise of clinical judgement in the delivery of quality healthcare. This subject provides students with an introduction to health informatics, research and digital literacy, critical thinking and evidence-based practice. Students are guided through the skills necessary to locate, critique and interpret a research article in order to apply to their practice.

They will become familiar with quantitative and qualitative evidence, research methodology, basic descriptive statistics and the foundational skills to be able to evaluate and appraise evidence in healthcare research.

HAS108 Health Assessment

This subject will assist the student to develop health assessment skills including observation, therapeutic communication, physical examination techniques, psychosocial/cultural assessment and diagnostic tests that inform clinical judgement. Students will develop and practice skills in effective communication, consent, respecting persons' privacy, work health and safety concerns. The application of clinical reasoning will enable identification of person problems that then inform person management. This subject aligns with other nursing practice subjects.

This subject includes 40 hours of clinical placement.

FPH201 First Peoples Cultures, History and Health

This subject aims to develop an awareness of and respect for the values and knowledge of Australian Aboriginal and Torres Strait Islander First Peoples. This subject will encourage students to consider the impact of colonial history and the influences of historical and contemporary social issues on the health and well-being across the lifespan of Australian First Peoples. Students will explore the diversity of cultural beliefs and practices across this population and critically reflect on the implications for the provision of culturally safe and effective health services to Australian First Peoples.

TUM202 Therapeutic Use of Medicines

This subject builds on the fundamental concepts of structure, function and pathogenesis learnt in Structure and Function and Human Biology and Disease subjects. Therapeutic use of Medicines introduces the concepts and terminologies required to study, understand and apply principles of pharmacology in a nursing context. Safe practice through medication management reduces the risk of patient harm, and the Registered Nurse plays a pivotal role in ensuring that policies, guidelines, legal compliance and monitoring of patient outcomes meet the National Quality Use of Medicines Policy. Students will learn about the safe storage, preparation, administration and documentation of medicines and fluids, exploring the role of the nurse and members of the multidisciplinary team.

IV fluids and blood products will be studied to increase knowledge on their therapeutic use, adverse effects, interactions and contraindications. Blood group compatibility and adverse reactions to blood will be explored to prepare students to safely and competently care for patients needing blood transfusions. There will be an

SUBJECT DETAILS

emphasis on the clinical application of the therapeutic use of medicines. Students will also develop awareness of complementary medicine use and their implications on nursing practice.

CAP203 Care of the Person with an Acute Illness.

Care of the acutely ill person is concerned with care of adult persons in a hospital based setting.

This subject equips students to develop both theoretical knowledge and practical skills related specifically to the assessment and management of persons experiencing an acute illness. This subject also includes a professional practice experience.

This will be achieved by providing an overview of common or life threatening acute conditions; accessing healthcare; admission of person to a hospital; and application of principles of infection control, fluid balance and understanding pain management.

There is a strong focus on the process involved in caring for an acute or surgical patient and this will enable students to deliver high quality, safe care to persons with either medical or surgical health needs.

This subject includes 80 hours of clinical placement.

HDW204 Healthcare in the Digital World

Digital capabilities are an essential part of employability in the health and well-being sector in the 21st Century. Health informatics is the use of computer technologies and communication systems to store, transmit or analyse health information and e-Health and information and communication technologies (ICT) are widely used by Australian health professionals. Students in this course will develop their own digital fluency and learn about the role of ICT in health.

The subject introduces the current and emerging range of health care technologies and data science, the role of telehealth, m-health (health applications for mobile phones) wearable technology and the internet of things, the use of health informatics such as telemedicine in rural communities and developing countries and managing and monitoring information technology operations is also covered. This is in context of interprofessional communication and also in a global perspective. Students will also discuss the role of social media and understand the legal and ethical issues as health professionals. In addition, legal and ethical issues and strategies for managing privacy and security of patient data are explored.

This subject allows students to create and manage an ethical and professionally appropriate online presence and use basic multimedia elements to enhance the presentation of information.

AHS205 The Australian Healthcare System within a Global Context

SUBJECT DETAILS

This subject will enhance student's foundation knowledge of health and culture from a local, national and global perspective. The subject provides an outline of the key features and principles; as well as the role of policy, politics, ideologies, resources and funding in the design, operation and access of health care systems. This subject will provide students with an overview of the Australian healthcare system including the issues resulting from the federal/state division in healthcare. It will also explore the major global health issues and the potential impact on the Australian healthcare system. This includes emerging infectious diseases, disaster management, universal health coverage and human resources for health. This subject also aligns with the course philosophy to be "Here for Good" by thinking globally and acting locally for social good.

CCA206 Care of Children and Adolescents

This subject provides students with the skills, knowledge and attitudes necessary to understand children and their development from infancy to young adulthood and to work with them and their families in their care. Concepts such as the developmental needs, and rights of children, of childhood and families, and the roles of parents and care-givers, interacting with parents and/or guardians, adolescents and their specific challenges are all important elements of this subject.

Students will learn how to care for sick infants, children and adolescents, complexities of medication management and administration with children compared to adults, immunisation, allergies, injuries and common childhood conditions. Students will develop skills and knowledge that equips them to provide care for children and adolescents in diverse settings.

Students will understand the legal and ethical responsibilities, including mandatory reporting and consent, and examine contemporary issues related to vulnerable children.

UMH207 Understanding Mental Health

Understanding Mental Health equips the student with knowledge on mental health conditions and clinical environments experienced by nurses in hospitals and other settings.

Students will gain an understanding on theories of mental illness and explore contemporary social and cultural impacts on mental health in Australia. Students will learn to assess the psychological state of a person, engage with and develop rapport to support persons in a therapeutic relationship, and navigate complex ethical issues.

PHC208 Primary Healthcare in the Community

This subject introduces the student to global health philosophies and values of primary healthcare as the framework for working with communities. The key principles of primary healthcare are explored, including health for all, health equity and access, community engagement and participation, capacity-building and advocacy. This subject includes health promotion, the application of data and concepts of the social and environmental determinants of health to communities, and the development of a range of interventions to meet the needs of communities. This subject introduces models of behaviour-change, and explores the role of the nurse in primary healthcare.

This subject includes 80 hours of clinical placement.

CLP301 Clinical Practice:

SUBJECT DETAILS

Nursing is a practice profession that integrates the theoretical knowledge and practice within a range of settings. For an undergraduate nursing student, the ability to link theory to practice is integral. This course relates to skills developed in the theory courses FPH201 First Peoples Culture, History and Healthcare, CCA206 Care of Children and Adolescents; PCC302 Palliative Care & Life Limiting Conditions and POA304 Positive Ageing . This course enables students to integrate theoretical knowledge into practice whilst caring for individuals with acute and chronic illness. Students are able to apply the beginning clinical skills of a Registered Nurse in accordance with the NMBA standards across a range of clinical settings. In this subject, students are allocated to a clinical placement setting and undertake 160 hours of professional experience placement. Therapeutic communication skills, collaborative education of individuals and families, assessment skills, critical thinking, medication administration, team collaboration, reflection, and the ability to prioritise care are all key areas of focus. The clinical practicum experience enables students to work within settings caring for individuals with acute and chronic conditions to apply their learning to professional nursing practice.

This subject includes 160 hours of clinical placement.

PCC302 Palliative Care and Life Limiting Conditions

This subject equips students to provide care for those in palliative care or with life limiting conditions (LLC) (not limited to last days of life care). The student will develop an appreciation of dying with dignity and quality of life lived despite limitations. Palliative care is an individual person centered care approach which specifically caters for the person, families and carers pertaining to their specific requirements.

With a focus on communication skills, symptom assessment, nursing interventions, and collaborative engagement with the person, family and multidisciplinary teams across all healthcare settings.

Students will demonstrate an understanding of the transition from acute/chronic conditions to life limiting conditions. The subject explores current debates such as euthanasia and the medicinal cannabis.

From this, students will be required to understand the Australian legal and ethical codes, subsequent implications of the current debates and implications for End of Life Care and decision making for the person, family and carer.

MHC303 Mental Healthcare

This is the second Mental Health subject and develops professional practice skills essential for working with persons with mental health issues. Building on the previous mental health subject, this subject requires application of theoretical knowledge in a variety of contexts. This synthesises concepts of; communication, pathogenesis, socio-cultural constructs, pharmacology and therapeutic use of self. Issues such as; strengths based models, crisis assessment, de-escalation and minimising the requirement for seclusion will be examined using role play and simulation. Comprehensive mental status assessment will be the foundation for clinical judgement. This subject aligns with nursing practice subjects and includes professional practice experience.

This subject includes 80 hours of clinical placement.

POA304 Positive Aging

This subject provides students with an overview of positive ageing in a nursing context with a focus on ageing well and healthily. It builds on the proactive illness-wellness continuum embedded throughout the Bachelor of Nursing course. Focus should be on empowerment and wellness models of care, not models of dependency.

SUBJECT DETAILS

The subject will examine the positive social roles and activities that elders can assume in community and political life and thereby challenge community pre-conceptions, myths and stereotypes that often limit elders. Topics covered include elder abuse, falls and breaks, immunisations, frailty and ageism.

TRN305 Transition to being a Registered Nurse

This subject focuses on preparing students for the transition from advanced student nurse to beginning Registered Nurse. This subject is aligned to the completion of the NMBA (2016) Registered Nurse Standards of Practice and reinforces for senior students the expectations and accountabilities of a prospective Registered Nurse. Students will need to undertake self-audits to build on professional identity and competency. Practice environment, quality, safety, risk management and leadership are key concepts, to augment previous knowledge and skills acquired throughout the program. Students will be required to complete a practice project that demonstrates their ability to apply critical thinking and sound clinical judgement in person centred care and metacognition skills as a future leader.

CPC306 Complex Care

This subject examines the impact of critical illness on the intensive care inpatient, their family and the implications for the community. The complexity of the provision of care by the multidisciplinary team in the promotion of recovery and preservation of quality of life is examined. The nurse's role within the multidisciplinary team and scope of practice in the delivery of life sustaining therapies is discussed. The process of and relationship between analysis and interpretation of comprehensive clinical data and the delivery of ethically sound, individualised, person-centred care is explored. Through the provision of theoretical and practical components the student will be equipped to contribute, as an advanced beginner nurse, to the provision of planned nursing care.

This subject includes 80 hours of clinical placement.

FLI307 First Line Intervention

This subject introduces the advanced student to the low supervision and isolated practice contexts, where resources may be limited and the health care team is minimal. Such contexts require the nurse to provide not only acute or chronic care, but also a primary healthcare focus.

The Subject will explore first line intervention from the perspective of stabilization and transfer, health management protocols, a comprehensive scope of practice, the psychosocial factors of living and working in isolated contexts, and population needs such as opportunistic vaccination, and providing holistic care through technology and liaison with the remote interprofessional team. It includes an integration of theory and practice to refine critical thinking and innovation as a nurse in an unpredictable environment. It equips students with decision-making, prioritising and communication skills and confidence required in isolated situations and enables them to apply their knowledge of acute nursing principles by transferring the skills they have learnt to date to situations without the usual equipment or other health care professionals.

This subject includes 80 hours clinical placement.

PPC308 Professional Practice Capstone

This subject supports the student to consolidate theory and practice. The student will be assessed against the NMBA (2016) Registered Nurse Standards of Practice: reviewing skills and knowledge from the course and integrating practice with other health professionals to optimise person outcomes. The student's clinical

SUBJECT DETAILS

experience will facilitate socialisation to the clinical practice of nursing as a graduate, enhancing skills such as therapeutic communication, time management, critical thinking, problem solving and decision making, prioritising and reflection. This subject aligns with nursing practice subjects and includes professional practice experience.

This subject includes 160 hours of clinical placement.

Locations

The Bachelor of Nursing (BNURSE18) can be studied at the below Torrens University Campuses:

- Queensland (Brisbane)
- New South Wales (Sydney)
- Victoria (Melbourne)

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.

A positive student experience

Torrens University Australia values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the [website](https://www.torrens.edu.au/policies-and-forms) (<https://www.torrens.edu.au/policies-and-forms>).

Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**

If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.

- **FEE-HELP**

FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold (\$45, 881 in 2019-20). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.

Further information about FEE-HELP, including eligibility, is available at:

- FEE-HELP website:
<http://studyassist.gov.au/sites/studyassist/help-paying-my-fees/fee-help/pages/fee-help->
- FEE-HELP booklets:
<https://www.studyassist.gov.au/need-more-information/help-publications>

Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as [Austudy](#) or [Abstudy](#).