BACHELOR OF

INTERIOR DESIGN (RESIDENTIAL)

Bachelor of Interior Design (Residential)

Create a Residential Interior Design Career

Billy Blue's Bachelor of Interior Design (Residential) degree creates designers who have the skills and creativity to respond and adapt to the future challenges of sustainable residential design for 21st century housing, high-rise living, mobile, multi-purpose and adaptive reuse environments.

Residential Interior students engage with the theoretical and practical elements of designing residential environments. Students explore and respond to contemporary issues impacting residential interior design thinking, such as our aging population, homelessness, evolving gender roles and definitions of family. Students investigate frontier theories that inform the notion of home in both physical and virtual environments. There is also an opportunity to apply theory to practice by creating a range of residential interior design solutions to meet real client briefs.

Course Quick Guide

Qualification title	Bachelor of Interior Design (Residential)		
Study Options – Domestic Australian students	Full-time Blended* Part-time Blended* *Blended - face to face on campus plus facilitated online	**Study options – Overseas students**	Full-time Blended* *Blended - face to face on campus plus facilitated online
Start Dates	February, June, September.	**Course Length**	Full-time: 3 years Full-time accelerated: 2 years Part-time: 6 years maximum
Entry Requirements	Year 12 equivalent with ATAR 60. For international applications IELTS 6.0 with no skills band less than 5.5 Special Entry Requirements: Demonstrated ability to undertake study at the required level: • 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) – applicable to Design only	**Finance Options – Domestic Australian students**	FEE-HELP For full fee paying students, payment options are also available. 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 ($54,869 in 2016-17). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.
Course study requirements	Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	**Assessment**	Practical assignments, research projects, presentations and reports
Location	Sydney Campus Brisbane Campus	**Delivered by**	Billy Blue College of Design at Torrens University Australia
Accrediting body	Torrens University Australia is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	**CRICOS Course Code**	090302G

Dive into a creative industries career as a:

» Residential Interior Designer

» Property Stylist

» Interior Design Journalist and editor

» Housing solutions strategist

» Aged care facilities designer

Build Skills and a Professional Portfolio

In as little as two years, the Bachelor of Interior Design (Residential) shows you how to create, design and organise innovative and responsible solutions for residential environments.

You learn to create, design and organise innovative and responsible solutions using various communication and media methods. You will discover emerging digital culture, communication systems, design theory and environment design. This stream equips you for work as a residential interior designer in an architectural or interior design practice anywhere in the world.

Theory is brought to life through hands-on practical experience in an exciting studio environment amongst other like-minded passionate individuals. The design work you do throughout your study contributes to your professional portfolio – your passport to a serious design career.

Entry Requirements – Special

Demonstrated ability to undertake study at this level:

» work experience; and/or

» other formal, informal or non-formal study attempted and/or completed; and/or

» design portfolio (6-¬10 pieces of original creative work)

For work experience, the evidence required is: curriculum vitae incorporating job statements / role descriptions.

For other formal, informal or non-formal study attempted and/or completed, the evidence required is: formal transcripts or AQF qualification testamur from an accredited institution.

If required, applicants need to present a well-considered portfolio that displays individual talent and imagination. An applicant's portfolio should display a high standard of technical presentation. The folio should contain 6-10 pieces of work, with examples drawn from a range of creative practice, including (for example):

» Drawings, illustrations or 2D art works in various media
(e.g. pencil, paint, pastel, gouache);

» Digital works that combine typography and image generated on a computer;

» Design work, e.g. websites, animation, 3D environments (actual or virtual), graphic design (logos, posters, flyers, stationery);

» Personal work like photography, film making, printmaking, craft, fashion or writing;

» Written statement addressing one piece of work (rationalising the process of idea generation through to realisation).

Guidelines for the preparation of portfolios, along with criteria used to assess portfolios, are available at http://www.billyblue.edu.au/apply/portfolio-and-interviews

Location, Study Duration and Start Dates

The Residential Interior Design course is delivered at Billy Blue College of Design campuses in Brisbane and Sydney. Billy Blue studio learning facilities provide lively, creative, and multicultural atmospheres where collaboration and co-creation are encouraged.

The course can be completed in as little as 2 years of full-time study, so you quickly gain skills and experience for a career head start. A 3 year full-time study option or up to 6 years part time are also available.

There are three major intakes every year for this course: February, June and September.

Course Structure

The course structure comprises 8 common core subjects, 15 specialised subjects and 1 elective subject over Levels 100, 200 and 300, as follows:

Level 100	3 common core subjects	+ 5 specialised subjects
Level 200	3 common core subjects	+ 4 specialised subjects
Level 300	2 common core subjects	+ 6 specialised subjects

The elective can be taken from levels 100, 200 or 300.

Common Core Subjects

» Design Context
» Design Studio 1
» Design Studio 2
» Design Studio 3
» Problem Based Learning Studio
» Discover, Define, Develop, Deliver
» Social Enterprise
» Work Integrated Learning

Electives

Students can broaden their curriculum with an elective* subject from other courses offered by Torrens University Australia, including Communication Design, Branded Fashion Design, and Business.

*Electives are subject to availability and Program Director's approval. Pre-requisites and other rules apply.

Specialised Subjects

» Ideas and Innovation in Design
» 3D Modelling for Spatial Projects
» Spatial Environment Design 1
» Interior Design Practice
» Systems and Documentation 1
» Environment Design 2 (Residential)
» Theories of Space and Place 2
» Scheduling Interiors 2 (Residential)
» Systems and Documentation 2 (Residential)
» Emerging Design Technologies (Residential)
» Systems and Documentation 3 (Residential)
» Environment Design 3 (Residential)
» Systems and Documentation 4 (Residential)
» Creative Thinking Processes
» Portfolio and Industry Experience

Subject Descriptions

Level 100		
	DCX101	**Design Context** This introductory subject places design process and practice within the context of a chronological survey of major historical eras of influence. Students are encouraged to engage with the historical socio-political movements influencing design trends of each era through research and reflection. Academic skills (research, referencing, essay writing, and sentence structure) and design software skills are taught in weekly lessons. Students use the academic and software skills to document historical research and generate creative responses to the themes of historical eras
	BID102A	**Ideas and Innovation in Design** This subject examines the way design ideas are generated. Students will explore concepts of assimilation, synthesis and transformation and will develop an understanding of reflective design practice. A foundation language of experimentation, risk-taking and problem solving is introduced, combined with theories of ideas generation and their transformation into a design outcome. **In addition, students will investigate a variety of methods and techniques to understand design innovation through individual and group exploration and analysis.**
	MSP102	**3D Modelling for Spatial Projects** The purpose of this subject is to introduce the fundamental theories, practices, and methods for developing three-dimensional design. The subject covers 3D concepts and techniques, as well as practice in contemporary industry software. The subject investigates the integration of modelling, texture and light in three-dimensional space. Concept development is practiced in a range of spatial activities, investigating the relationship of spatial projects to a target audience. Development in professional work disciplines for design practice is key to the delivery of this subject.
	DSO102	**Design Studio 1** The subject introduces the student to various aspects of the elements of design, e.g. materiality, form and shape, colour, positive and negative space etc. utilised in creative problem solving. Initially students are introduced to a design development process, from the tangible to the digital; through paper model making with its inherent skills development and risk taking, then on to further digital development using newly introduced software. Concurrent, weekly, individual homework tasks focus on understanding and appreciation of materials, their many varied uses, properties and the manufacturing processes related to them. Students will make incremental progress towards choosing a material in which their individual design can be realised. The submission will include a material and colour folio. The final submission will be a model executed in an appropriate material with its function/usage contextualised with all relevant information gleaned throughout the trimester.
	DSO103	**Design Studio 2** Design Studio 2 offers an introduction to the building blocks of creating and developing brands and is designed to give students a broad understanding of the stages and methodologies adopted in the brand development process. The subject draws on the theory and practice that sits behind brand creation. It covers the broad spectrum of brand development, values, trends and branding techniques, as well as fundamentals such as brand positioning and brand architecture. The subject also explores the relationship between branding and audiences, cross-cultural influences and shifts in consumer 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.

Level 100		
	SED101	**Spatial Environment Design 1** This subject investigates the evolution of built environment design. It explores major art and architectural movements throughout history and the development of contemporary design by investigating significant turning points and historic milestones. This subject will focus on developing the students' understanding of the complexities of designing an area within a spatial environment whilst identifying and activating an urban site, with consideration of the longevity and adaptability of the final design solution. Students will integrate their research and knowledge of environments, identifying design related and environmental imperatives in the realisation of design briefs.
	BID104A	**Interior Design Practice** 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.
	BID108A	**Systems and Documentation 1** Systems and Documentation 1 introduces students to the different construction systems applicable to the design of nominated interiors, and how design solutions are communicated to stakeholders (contract managers, consultants and contractors) through contract documentation. Students will develop a series of documentation drawings for a small scale nominated environment.

Level 200		
	IDR202A	**Environment Design 2 (Residential)** 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.
	DSO201	**Design Studio 3** The theoretical base of this subject focuses on developing the students' understanding of the fundamental contemporary theories of brand management, and the critical relationship of commercial design to this strategy. Students will explore the application of brand management strategies through a range of national and international case studies, and then apply this knowledge to the development of a number of commercial contexts that meet the objectives of a brand management strategy. In addition, students will explore the relationship between the designer and client and designer as client with an emphasis on the constructive contributions the designer makes to the commercial design environments.
	IDR206A	**Theories of Space and Place 2** Theories of Space and Place 2 explores theories and issues relevant to the design of residential environments in the 21 Century. The subject focuses on the study of human behaviour and psychology and how this contributes to the research, conceptualisation and delivery of a residential design solution. It explores the notion of 'home' and how this translates to a 'physical' or 'digital' environment as well as the relationship of 'home' to a broader socio/political and cultural context. Theories of Space and Place 2 also explores pertinent issues related to the contemporary residential experience such as the environment, gender, age and disability.

Level 200		
	IDR205A	**Scheduling Interiors 2 (Residential)** Scheduling Interiors 2 (Residential) introduces the student to the practical knowledge required to specify soft materials in a residential environment. It recognises the importance of developing appropriate aesthetics to reflect a concept developed from a client brief as well as the importance of sustainable practices in residential design. This subject focuses on educating the student in the suitability and appropriateness of soft materials to the specification of any residential interior, investigating flooring, bedding, window treatments and furniture. The role of quality assurance and its importance in realising an efficient and effective residential project is also investigated.
	PBL202	**Problem Based Learning Studio** The aim of this subject is for students to develop and employ their digital skills to answer to, and present a design outcome whilst developing collaboration skills. The project outcome focuses on the digital application of the design solution. This can be by means of 3D printing of the prototypes and/or digital augmentation of a physical 3D environment or 2D document. The construct of this subject is "Problem Based Learning*" (PBL). Students work in groups towards the digitised solution. In allocated groups students bring their individual knowledge and skills back to their groups for discussion and sharing. During these collaborations students benefit from the knowledge and skills of the other group members. The PBL process is staged in 3 sets of 8 steps and students are assessed on their 1) collaboration skills; 2) individual research skills; and 3) group project solution reached at the end of the subject. *Problem-based learning (PBL) is a method of learning and teaching which allows students to focus on how and what they will learn. An unfamiliar problem, situation or task is presented to the students (by the lecturer or tutor) and students are required to determine for themselves how they will go about solving the problem. This usually occurs through small group work and allows students to utilise their prior knowledge in the topic area and identify the gaps in their knowledge as they attempt to solve the problem. PBL is a student-centred approach to learning that encourages students to be self-directed, interdependent and independent as they attempt to solve the set problem.
	DDD203	**Discover, Define, Develop, Deliver** The aim of this subject is for students to develop and employ Major specific skills to discover and define a design problem followed by the development and delivery of an outcome whilst employing collaboration and negotiation skills. Every individual works towards prototypes, instigated and critiqued through group collaboration. The construct of this subject is "Problem Based Learning*" (PBL). Students work in groups towards an individual solution as a result of critique and research as a basis for PBL. In allocated groups, individual knowledge and skills are brought back to the groups for discussion and sharing. During these collaborations students benefit from the knowledge and skills and critique of the other group members. The PBL process is staged in 2 sets, students are assessed on their 1) collaboration skills; 2) individual research skills; and 3) individual project solution reached at the end of the subject. *Problem-based learning (PBL) is a method of learning and teaching which allows students to focus on how and what they will learn. An unfamiliar problem, situation or task is presented to the students (by the lecturer or tutor) and students are required to determine for themselves how they will go about solving the problem. This usually occurs through small group work and allows students to utilise their prior knowledge in the topic area and identify the gaps in their knowledge as they attempt to solve the problem. PBL is a student-centred approach to learning that encourages students to be self-directed, interdependent and independent as they attempt to solve the set problem.
	Elective	**Elective 1 (Level 100, 200 or 300 subject)** The elective subject can be taken from levels 100, 200 or 300 in any Torrens University course, subject to availability and Program Director's approval. Pre-requisites and other rules apply.

Subject Descriptions cont.

Level 300		
	IDR207A	**Systems and Documentation 2 (Residential)** Systems and Documentation 2 (Residential) continues to develop the student's understanding of the different construction systems applicable to residential design applicable to small to mid-scale projects. It also investigates how design solutions are communicated to stakeholders (contract managers, consultants and contractors)- namely through documentation, specifications and contract management. Students will develop a complete set of documentation drawings for their nominated residential design proposal. The tutorials and assessments will all be carried out using computer aided documentation.
	IDR301A	**Emerging Design Technologies (Residential)** Emerging Design Technologies: Residential examines the technology focused theories affecting the experiential nature of design for residential environments in both the physical and digital arena. It examines how technology is influencing the experience of living, sleeping, cleansing and any activity associated with the perception of 'home'. It examines a global context of changing perceptions of 'residing' and how the residential environment is being redefined by environmental and technological trends. This subject also explores the emerging factors influencing the residential experience of virtual worlds, film and animation.
	IDR303A	**Systems and Documentation 3 (Residential)** Systems and Documentation 3 (Residential) develops the students understanding of the different construction systems applicable to the design of 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 a nominated design proposal. The tutorial and assessments will all be carried out using computer aided documentation.
	IDR302A	**Environment Design 3 (Residential)** The theoretical base of this subject will focus on developing the students' understanding of the complexities of designing large scale residential developments 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 large scale residential environments into the creative realisation of project briefs. Students will also prepare specification documents and schedules for part of a large scale residential development.
	SEN301	**Social Enterprise** Here for good. We believe society is best served when our students, faculty, and our entire organization use our collective skills and experience to create positive and lasting change. Our students and graduates are improving lives and making our world better. Our institutions are providing the critical skills, knowledge and support to help make this happen. Social Enterprise is an exciting theoretical based subject driven by the desire to create positive change through entrepreneurial activities. By providing students with a framework to understand business model generation and the skills to source, evaluate, and measure opportunities, Social Enterprise empowers students to conceptualise, develop, and propose new ventures that focus primarily on social change for good. In addition, this subject helps students understand and analyse different entrepreneurial business strategies, as well as incorporate theoretical discussions on major trends and issues in the social economy.

Subject Descriptions cont.

	WIL302	**Work Integrated Learning** Students will be offered the opportunity to work within a professional design studio experience for an extended period of time. It encourages students to build long-term relationships with the design industry and exposes them to the rigour of applied design practice while building their confidence in adapting to new environments. It also provides a context in which to enhance their communication skills and work collaboratively in a professional arena. Students will be matched to an appropriate mentor at the placement site and monitored by an academic in the discipline of study.
	IDR304A	**Systems and Documentation 4 (Residential)** Systems and Documentation 4 (Residential) extends the student's knowledge and communication of different construction systems for a nominated residential design proposal. Students are required to complete a full documentation package for their nominated design proposal.
	BID301A	**Creative Thinking Processes** This subject provides students with the opportunity to develop their understanding of relevant design history and theories and their application to change and innovation within contemporary practice. Central to this subject will be the application of contemporary design thinking in the critical reflection of their own, and their peers, creative output. Students will also gain insight into evaluating design outcomes in response to user feedback. The subject is designed and delivered from an interior designer perspective and draws on the student's knowledge of design history and innovation. This subject also draws on the student's own experience as a design consumer.
	BID302A	**Portfolio and Industry Experience** This subject aims to cultivate a broader understanding of portfolios and presentations for the design industry within a professional context. It explores contemporary styles and methods of presentation. The identification and analysis of employment target markets is introduced to students. This is enhanced through self-directed research that aims to help students gain an understanding of the specific needs and preferences of the Interior Design industry. Students build relationships with Interior Design industry through possible internship or design studio project or on campus live brief. This industry engagement exposes students to rigors of the real world design practice whilst adding valuable experience to student CV.

Billy Blue College of Design at Torrens University Australia

Back in 1987 (before Photoshop existed) Sydney design agency Billy Blue Creative was looking for some fresh creative blood to work on their clients' projects, so they took the only logical step: to open a design school.

What started as a magazine, blossomed into a design agency, then a school and now a university, created by designers for designers. Today Billy Blue College of Design is renowned for its pioneering spirit and high employability rate across a variety of design disciplines, including branded fashion, communication design, digital media design and interior design. Courses are developed by some of the industry's best designers and lecturers who work in leading agencies.

Australia's global university, Torrens University Australia is designed to take graduates further in the modern workplace, arming them with industry-recognised skills with a global edge. With flexible learning options, a national network of award-winning campuses and an industry-connected academic team, Torrens University will make your career move. And as part of Laureate International Universities, Torrens connects its students with over 80 institutions worldwide, giving you a chance to learn from design experts around the world and study at partner institutions, including the exceptionally prestigious Domus Academy in Milan and Santa Fe University of Art and Design, among others.

Gain Real Industry Experience

Both Billy Blue and Torrens enjoy strong connections to the design industry, with opportunities to develop as a professional, work in class on real world projects and grow your own network of industry contacts and clients before you graduate.

With internships and work integrated learning programs involving live briefs, students get the opportunity to work with some of Australia's leading design firms.

Learn in a Supportive Environment

Our courses are specialist design courses by designers for designers. Industry experts teach and mentor students, showing them the ropes with industry-relevant skills and super handy career advice. Committed to your success, your lecturers will work closely with you throughout your study.

Face to face classes are kept small, with a maximum of 24 students, to ensure that you get individual attention when you need it.

In addition, you have access to industry-standard design computer labs and studio spaces, as well as a well-stocked resource centre to further enrich your learning experience.

Graduate with an Impressive Portfolio . . .

At Billy Blue College of Design and Torrens University Australia, you develop knowledge and skills that are relevant to the industry. You also gain valuable exposure to the industry through the college's internship program and work-integrated learning initiatives, where you have the opportunity to work on commercial projects with external clients.

You develop a network of contacts and potential clients as well as a professional-calibre portfolio – what every designer needs to land serious work.

. . . and a Career Advantage

Employers recognise our graduates as highly creative and competent, and having what it takes to hit the ground running.

Design houses and other employers actively seek out our students when looking to hire, so job opportunities may be communicated directly to you – often even before you graduate.

Affordable Study

If you're a domestic student, your investment in your education is protected by Torrens' membership of the TAFE Directors Australia Higher Education Assurance Scheme. If you are a domestic student, please refer to our Tuition Assurance Statement.

International students are covered by our membership to the Tuition Protection Scheme, an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study. The TPS ensures that international students are able to either complete their studies in another course or with another education provider or receive a refund of their unspent tuition fees.

Torrens University Australia higher education courses are eligible for FEE-HELP (Australian students only).

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 ($54,869 in 2016-17). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.

Frequently Asked Questions

Are Billy Blue qualifications recognised?

Yes, all Billy Blue qualifications are government-accredited and nationally recognised. In addition, Billy Blue's close industry links ensure that your Billy Blue qualification is highly respected within the design industry.

Is Billy Blue College of Design well known within the design industry?

Billy Blue was created by the industry for the industry, and maintains strong industry links. All lecturers are industry practitioners, possessing inside knowledge and experience that they pass on to you.

Billy Blue students have previously interned or gained worked experience with top design houses and firms, including:

- » Allen Jack+Cottier
- » Buchan Group
- » Bates Smart
- » Hassell Studio
- » Workshopped
- » Traffik
- » There
- » KannFinch
- » Edge Interior Design
- » Woods Bagot
- » Arent & Pyke
- » Fremantle Media
- » Inochi Design Life
- » SJB

The college is respected and renowned in the industry - the clear choice for anyone seeking a career in design.

Can Billy Blue help me find work after I graduate?

The college provides you with the opportunity to seek work experience while you study, and also ensures that you graduate with a professional portfolio that can land you serious work.

Architects, Interior design firms and other clients regularly contact Billy Blue when looking to hire, so job opportunities may be communicated directly to you – even before you graduate.

In addition, Billy Blue hosts a graduate exhibition that is attended by top professionals in the design and advertising industries – students have been known to get calls from prospective employers following the exhibition.

Is Recognition of Prior Learning (RPL) available?

RPL may available upon academic approval.

Are any payment options or financial assistance available?

Higher Education courses are eligible for FEE HELP (Australian students only). 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 ($54,869 in 2016-17). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating..

Where are the campuses located?

Billy Blue College of Design at Torrens University Australia has campuses located in Sydney, Brisbane and Melbourne. All campuses are centrally situated, close to public transport and cultural/commercial precincts enabling ease of access and connection to services.

What are the enrolment dates for the courses?

There are three major intakes per year: February, June and September.

You can enrol anytime during the year and start in the semester of your choice. However, do note that there is a maximum of 24 students per face to face class so it's important you enrol early to secure your place.

Contact your consultant now for information on available spots in the next intake.

What equipment and software will I need?

All students require a laptop to bring to classes.

Hardware minimum specs:

- » Windows 10 or higher
- » Intel Core™ i7 Processor 3.3GHz or higher
- » 15-inch screen or larger (or a minimum resolution of 1920 x 1080 pixels / HD)
- » 8GB RAM or higher
- » 1TB hard drive
- » 2GB graphic card or higher
- » 3-button mouse

Software requirements:

- » Microsoft Office (Home and Student suite)
- » Adobe Creative Suite or Creative Cloud (Student and Teacher Edition, including Photoshop, Acrobat Pro, Illustrator, InDesign)
- » Autodesk AutoCAD (free student versions available atwww.autodesk.com.au)
- » Autodesk 3Ds Max (free student versions available atwww.autodesk.com.au)
- » Autodesk Revit (free student versions available atwww.autodesk.com.au)
- » SketchUp software (free student versions available at http://www.sketchup.com/download)
- » Artlantis (Free)

We recommend students purchase a subscription membership with Adobe Creative Cloud (Student and Teacher Edition). We suggest the 'Complete — Student version', which is heavily discounted and provides full access to all Adobe applications. At time of writing, it is advertised at $16.99/month.

For more detail, visit Australian Adobe site:
https://creative.adobe.com/plans?store_code=au

Please Note: Internet access is required for software activation and validation of subscription, as well as to online services.

Contact Us

www.billyblue.edu.au/courses

Billy Blue Sydney Campus
Level 1, 46-52 Mountain Street
Ultimo NSW Australia 2007

Billy Blue Brisbane Campus
90 Bowen Terrace
Fortitude Valley QLD Australia 4006

Billy Blue Melbourne Campus
595 Little Collins Street
Melbourne VIC Australia 3000