

# BIDR20 Bachelor of Interior Design (Residential)

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

The Bachelor of Interior Design (Residential) prepares graduates to enter the design industry with residential interior expertise. Students demonstrate broad, integrated spatial design knowledge and skills with depth in the underlying practices, forms, technologies and techniques of residential interior design. Propositional, analytical and specialised creative thinking is applied to solve complex residential interior design problems in a range of situations. Students demonstrate autonomy, judgement and responsibility to provide specialist commercially based design advice and solutions for independent and collaborative professional practice. Historical, social, cultural and ethical contexts of local and international residential interior design practice inform student engagement with ethical professional issues to responsibly work with colleagues, clients and people from culturally diverse communities. Students capstone their learning experience with final project and industry standard construction documentation, scheduling, communication methods, media and technologies communication packages, demonstrating expertise in the residential interior design field.

The course objective is to develop graduates who are intellectually curious, technically competent, independent thinkers, ethical and reflective practitioners with a commitment to lifelong learning. AQF Level 7 subjects provide graduates with advanced documentation package skills and knowledge to take on project management of large scale and/or complex scope projects in their careers. Graduates will acquire advanced specialist 3D modelling and construction documentation skills as well as research and problem-solving acumen that they will be able to use to maintain and develop their professional disciplinary currency once in the workplace. Graduates are prepared to engage in ongoing self-reflection, self-directed learning and professional development activities. Their disciplinary and academic knowledge base will also enable them to undertake Master level study.

### Graduate employment opportunities

Graduates may find a range of career pathways and employment opportunities including:

- Interior designer
- Home design journalist/editor
- Joinery designer
- Project manager (design, documentation, administration of installation/construction)

- 2D CAD construction documentation
- 3D computer modelling consultant
- Soft and Hard materiality and furnishings consultant
- Residential design consultant
- Homelessness solutions strategist
- Aged care facilities designer
- Luxury private developer designer

## Course Overview

<b>Course Title</b>	<b>Bachelor of Interior Design (Residential)</b>		
<b>Study Options – Domestic Australian students</b>	<p>Face to Face delivery</p> <p>Online delivery</p> <p>Full-time and part-time options available.</p>	<b>Study Options – International students</b>	<p>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.</p> <p>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.</p>
<b>Start Dates</b>	<p>February, June, September</p> <p>For specific dates visit the <a href="#">website</a>.</p>	<b>Course Length</b>	<p>Full-time: 3 years</p> <p>Part-time: 6 years</p>
<b>Payment Options – Domestic Australian students</b>	<p><b>Upfront payment</b></p> <p>This means tuition fees will be invoiced each trimester and payment is required on or before the due date.</p> <p><b>FEE-HELP</b></p> <p>FEE-HELP is Australian Government’s loan scheme for higher education degree courses.</p> <p><i>Further information within this Course Information Sheet</i></p> <p>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>	<b>Payment Options – International students</b>	<p><b>Upfront payment</b></p> <p>This means tuition fees will be invoiced each trimester and payment is required on or before the due date.</p> <p><i>Further information within this Course Information Sheet</i></p>
<b>Course study requirements</b>	<p>Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.</p>	<b>Assessment</b>	<p>Practical assignments, research projects, presentations and reports.</p>
<b>Locations</b>	<p>Sydney</p> <p>Brisbane</p>	<b>Delivered by</b>	<p>Billy Blue College of Design at Torrens University Australia</p>

	Melbourne Online		
<b>Provider</b>	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	<b>CRICOS Course Code</b>	105419M
<b>Provider obligations</b>	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the <a href="#">Higher Education Standards 2015</a>	<b>Accrediting body</b>	Torrens University Australia Ltd
<b>Course Fees</b>	For details, refer to the <a href="#">website</a> .	<b>Any other fees</b>	For details, refer to the <a href="#">website</a> .

## 2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - <https://www.torrens.edu.au/general-admission-information-for-torrens-university-australia-ltd>.

## 3. Student Profile

The table below gives an indication of the likely peer cohort for new students in this course. It provides data on students who commenced in this course in the most relevant recent intake period, including those admitted through all offer rounds and international students studying in Australia.

Applicant background	Trimester one / Full year Intake [2021]	
	Number of students	Percentage of all students
<b>(A) Higher education study</b> (includes a bridging or enabling course)	7	11.29%
<b>(B) Vocational education and training (VET) study</b>	13	20.96%
<b>(C) Work and life experience</b> (Admitted on the basis of previous achievement not in the other three categories)	<5	4.83%

<b>(D) Recent secondary education:</b>		
<ul style="list-style-type: none"> <li>Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points)</li> </ul>	9	14.51%
<ul style="list-style-type: none"> <li>Admitted solely on the basis of year 12 certificate</li> </ul>	30	48.38%
<ul style="list-style-type: none"> <li>Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)</li> </ul>	N/A	N/A
<ul style="list-style-type: none"> <li>Admitted on the basis of other criteria only and ATAR was <b><i>not</i></b> a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)</li> </ul>	N/A	N/A
<b>International students</b>	8	11.43%
<b>All students</b>	<b>70</b>	<b>100%</b>

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

## 4. Admission Criteria

Title of course of study	<b>Bachelor of Interior Design (Residential)</b>
<b>Applicants with higher education study</b>	<ul style="list-style-type: none"> <li>• A completed higher education qualification at AQF level 5 (diploma) or above, or equivalent, from an Australian University or another accredited higher education provider OR</li> <li>• Successful completion of at least 1 EFTSL (equivalent full time student load, or one full year) of an AQF level 6 (Associate Degree) or above, or equivalent, from an Australian University or another accredited higher education provider.</li> </ul>
<b>Applicants with vocational education and training (VET) study</b>	<ul style="list-style-type: none"> <li>• A completed vocational education qualification at AQF level 4 (Certificate IV) or above, or equivalent, from a registered training organisation (RTO) OR</li> <li>• Successful completion of at least 1 EFTSL (equivalent full time student load, or one full year) of an AQF level 5 (Diploma) or above, or equivalent, at a registered training organisation (RTO)</li> </ul>
<b>Applicants with work and life experience</b>	<p>Demonstrated ability to undertake study at the required level:</p> <ul style="list-style-type: none"> <li>• broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success; OR</li> <li>• formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success; OR</li> <li>• written submission to demonstrate reasonable prospect of success; OR</li> <li>• discipline specific portfolio (art and/or design).</li> </ul>
<b>English Language Proficiency</b> (applicable to international students, and in addition to academic or special entry requirements noted above)	IELTS (or equivalent) score of 6.0 minimum (Academic Module) or above, with no skills band less than 5.5
<b>Applicants with recent secondary education (within the past two years) with ATAR or equivalent*</b> (for applicants who will be selected wholly or partly on the basis of ATAR)	Completed year 12 or equivalent.

Title of course of study	Bachelor of Interior Design (Residential)	
(ATAR-based offers only, across all offer rounds)	<b>ATAR (OP in QLD)</b> (Excluding adjustment factors) *	
Highest rank to receive an offer		N/A
Median rank to receive an offer		N/A
Lowest rank to receive an offer		N/A

## Other admission options

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

<b>Special Entry</b>	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

- <https://apply.torrens.edu.au/b2b/fcta/>

## 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 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 + 5 specialised subjects
- Level 300: 2 common core subjects + 5 specialised subjects + 1 elective subject

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

### Course Rules

To be awarded the Bachelor of Interior Design (Residential), students will need to complete 240 credit points over 24 subjects as outlined in the Course Structure. Each subject has a value of 10 credit points.

### Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
Level 100
<p><b>DCX101 Design Context</b></p> <p>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.</p>
<p><b>DDD100 Design Drawing</b></p> <p>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.</p> <p>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.</p> <p>In addition, students will investigate a variety of methods and techniques to understand design innovation through individual and group exploration and analysis.</p>
<p><b>BID104A Interior Design Practice</b></p> <p>This subject examines perspectives on models of practice relevant to Interior Design. It examines design practice in response to changing needs and requirements of clients and design briefs. It also explores the strategies used for expressing ideas, and the design skills required to communicate them. The purpose of the subject is for students to gain knowledge in foundation level design practice relevant to Interior Design. The design process</p>

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<p>workflow from original idea to review of work in progress, revision, presentation and reflection is explored.</p>
<p><b>DSO102 Design Studio 1</b></p> <p>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.</p>
<p><b>DHI100 History of Architecture, Interior Design and Decoration</b></p> <p>Applying historical knowledge to current contemporary interior design practice is a valuable methodology employed in informing design choices. This subject enables the student to explore historical styles of architecture, interior design and decoration.</p>
<p><b>DCC100 Construction and CAD</b></p> <p>This subject introduces the student to industry standard CAD software and its application. The student will learn how to set up and draw a CAD documentation package, add annotations to drawings, and plot/print drawings.</p> <p>In this subject, knowledge of basic building and structural components is developed. The student learns how to interpret technical drawings and other documentation for interior projects. The student is introduced to legislative regulations, codes and standards and their application.</p>
<p><b>DJF100 Joinery and Finishes</b></p> <p>In this subject, multiple types of joinery and associated finishes are introduced. Through documentation of a basic joinery package for a kitchen, joinery construction terminology and its application are explored. Instruction includes joinery finishes, fittings, and equipment. Australian Standards, regulations, and codes are applied to the joinery documentation.</p>
<p><b>DSO103 Design Studio 2</b></p> <p>Design Studio 2 offers an introduction to the building blocks of creating and developing brands and is designed to give students a broad understanding of the stages and methodologies adopted in the brand development process. The subject draws on the theory and practice that sits behind brand creation. It covers the broad spectrum of brand development, values, trends and branding techniques, as well as fundamentals such as brand positioning and brand architecture. The subject also explores the relationship between branding and audiences, cross-cultural influences and shifts in consumer behaviour. Students must first understand and apply the fundamentals of branding and then go on to use that knowledge as the basis for developing and progressing a brand. This theoretical and practical subject will equip students with the knowledge and insight with which to build their own branding expertise.</p>
<b>Level 200</b>
<p><b>DSO201 Design Studio 3</b></p>

<b>SUBJECT DETAILS</b>
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<p>The subject introduces business practices such as costing, time management, value engineering and general models of monetising and valuing output typical of a variety of design industries. Case study analyses' of a typical design industry business practices, domestic and international, acquaint students with the differences and similarities that exist. Students learn about contractual agreements, and where appropriate become familiar with international shipping and distribution terms as well as an introduction to design copyright laws. Initial overview of time allocation practices and the creation and understanding costing terms such as: Bill Of Material (BOM) /Scope of Work /Deliverables used in typical projects is followed by application. Students plan a project from start to finish through to the development of an appropriate project management plan for their particular industry such as time management charts with typical dependencies highlighted and costed.</p>
<p><b>IDR202A Environment Design 2 (Residential)</b></p> <p>The theoretical base of this subject will focus on developing the students' understanding of the complexities of designing interiors for both single and double storey residential environments whilst appreciating the growing demand for the application of sustainable design practices- not only in materials and technologies but also in the longevity and adaptability of the final design solution.</p> <p>Students will integrate their research and knowledge of residential environments, and environmental imperatives into the creative realisation of project briefs.</p>
<p><b>IDR205A Scheduling Interiors 2 (Residential)</b></p> <p>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.</p>
<p><b>IDR206A Theories of Space and Place 2</b></p> <p>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.</p>
<p><b>PBL202 Problem Based Learning Studio</b></p> <p>Problem-based learning (PBL) is a pedagogical approach that enables students to learn while engaging actively with meaningful problems. Students are given the opportunities to problem-solve in a collaborative setting, create mental models for learning, and form self-directed learning habits through practice and reflection. The underpinning philosophy of PBL is that learning can be considered a "constructive, self-directed, collaborative and contextual" activity. The principle of construct positions students as active knowledge seekers and co-creators who organise new relevant experiences into personal mental representations with the help of prior knowledge. This is further reinforced by social theories of learning that advance the merits of social interaction in cognitive development.</p> <p>The aim of this subject is to trigger student learning with a problem which needs resolution. Students make connections to the challenge by activating their individual and collective prior knowledge and finding resources to make sense of the phenomenon; they also engage in peer learning through small-group discussions and</p>

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<p>consolidate their learning through reflective writing. Beyond enabling students to make sense of the concepts and subject matter, this learning experience will also help students develop an understanding of themselves and their contexts, and the ways and situations in which they learn effectively.</p>
<p><b>DDD203 Discover, Define, Develop, Deliver</b></p> <p>The myth of innovation is that brilliant ideas leap fully resolved from the minds of geniuses. The reality is that most innovation comes from a process of rigorous examination through which great ideas are identified and developed before being realised as new offerings and capabilities.</p> <p>This subject introduces Problem Based Learning (PBL), mapped out as the 'Double Diamond', the collaborative process by which the designer's sensibilities and methods are employed to integrate the needs of people, the possibility of technology and the requirement for business success. In short, Double Diamond approach converts need into demand. It's a human-centred approach to problem-solving that focuses thinking about meanings instead of features, searching for radical changes instead of improvements and proposing visions instead of satisfying existing needs.</p> <p>Today, designers across many disciplines share some similar approaches to the creative process. Every design specialist has a different approach and way of working, but there are some commonalities in their creative process. Divided into four distinct phases – Discover, Define, Develop and Deliver – the Double Diamond is a simple visual map which illustrates the PBL approach.</p> <p>In this subject, students examine a range of possible ideas – divergent thinking; before refining and narrowing down to the best idea – convergent thinking. To discover which ideas are best, the creative process is iterative. Ideas are developed, tested and refined many times, with weak ideas dropped in the process. This cycle is an essential part of a good design strategy.</p> <p>Students are introduced to practical design methods – like user journeys, empathy mapping, character profiles – and how they can be used to move a project through the four phases of the Double Diamond.</p> <p><b>Discover</b> – The first quarter of the Double Diamond model covers the start of the project. Students look at the world from a fresh perspective; notice new things and gather insights.</p> <p><b>Define</b> – The second quarter represents the definition stage, in which students analyse and synthesise all of the possibilities identified in the Discover phase. Which matters most? Which should we act upon first? What is feasible? The goal here is to develop a clear creative brief that frames the fundamental design challenge.</p> <p><b>Develop</b> – The third quarter marks a period of development where solutions or concepts are created, prototyped, tested and iterated. This process of trial and error helps students to improve and refine their ideas.</p> <p><b>Delivery</b> – The final quarter of the Double Diamond model is the delivery stage, where the resulting project (a product, service or environment, for example) is finalised, produced and launched.</p> <p>Thinking like a designer can transform the way you develop products, services, processes – and even strategy.</p>
<p><b>IDR207A Systems and Documentation 2 (Residential)</b></p> <p>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.</p>

<b>SUBJECT DETAILS</b>
<b>SUBJECT TITLE, DESCRIPTOR</b>
<b>Level 300</b>
<p><b>SEN301 Social Enterprise</b></p> <p>Social Enterprise is an exciting theoretically-based subject that is driven by the desire to create positive change through entrepreneurial activities. These activities harness design thinking and problem-solving processes in the realisation of pragmatic, viable project proposals from initiation to client presentation.</p> <p>By providing students with a framework to understand business model generation and the skills to source, evaluate, and measure opportunities through systematic research and competitor analysis, Social Enterprise empowers students to conceptualise, develop and propose new ventures and products that focus primarily upon social change for good. In addition, this subject will help students understand and address the practical challenges of working within this environment; to analyse different entrepreneurial business strategies, to explore diverse funding strategies, as well as incorporate theoretical discussions on major trends and issues in the social economy. Social Enterprise enables students to appreciate the power of creativity in problem-solving and the importance of the designer's role in making a difference and precipitating change.</p>
<p><b>IDR301A Emerging Design Technologies (Residential)</b></p> <p>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.</p>
<p><b>IDR302A Environment Design 3 (Residential)</b></p> <p>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.</p>
<p><b>IDR303A Systems and Documentation 3 (Residential)</b></p> <p>Systems and Documentation 3 (Residential) develops the students understanding of the different construction systems applicable to the design of 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.</p>
<p><b>WIL302 Work Integrated Learning</b></p> <p>This subject is designed to provide students with professional experience in an area related to their field of study or the career they are working towards. The aim of providing industry-specific opportunities is to enable students to develop skills that will enhance their prospects of gaining meaningful employment and building their career for the future.</p> <p>Much of the benefit of work integrated learning comes from observation, practicing under supervision and reflection. Work Integrated Learning is an excellent way to broaden the students learning environment while</p>

<b>SUBJECT DETAILS</b>
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<p>they are studying. It allows them to see first-hand how what they are learning in their degree translates into practice, as well as how 'real world' practice relates to what they are learning at University.</p> <p>This subject will develop work ready skills and boost students' employability while they are studying.</p> <p>There are two work integrated learning options available to students:</p> <p><b>Option 1: Internship</b></p> <p>Students are offered the opportunity to work within a professional design environment for an extended period of time. It encourages students to build long-term relationships with the design industry and exposes them to the rigour of applied design practice while building their confidence in adapting to new environments. It also provides a context in which to enhance their communication skills and work collaboratively in a professional arena. Students will undertake a series of research tasks, conducting interviews and gathering data in order to understand the key concepts in managing a professional design practice with emphasis placed on the operation of the professional design environment.</p> <p><b>Option 2: Industry Live Brief</b></p> <p>This subject requires students to respond to criteria set within the context of an Industry Live Project. An understanding of research methodologies appropriate to professional practice and the documentation of personal creative investigation will be explored. Students will also further investigate and examine entrepreneurial and commercial opportunities through collaborative work practice. The subject is delivered from a cross discipline perspective and draws on both discipline specific and common design practices.</p> <p>Students are required to work both independently or as part of a collaborative team in order to conduct research, analyse and define project parameters and deliver innovative solutions that expand the notion of an industry live brief.</p>
<p><b>IDR304A Systems and Documentation 4 (Residential)</b></p> <p>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.</p>
<p><b>BID302A Portfolio</b></p> <p>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.</p> <p>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.</p> <p>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.</p>

## Locations

The Bachelor of Interior Design (Residential) can be studied fully online or at the below Torrens University Campuses:

- Sydney: Level 1, 46-52 Mountain Street, Ultimo NSW Australia 2007
- Brisbane: 90 Bowen Terrace, Fortitude Valley, QLD, 4006



- Melbourne: 196 Flinders Street, 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

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](#).