

# MDTA20 Master of Digital Transformation and Creative Intelligence (Advanced)

## 1. About the Master of Digital Transformation and Creative Intelligence (Advanced)

Torrens University already offers successful and well-recognised programs that respond to the changes taking place in the design and technology industries. We aim to develop students valued by industry by providing opportunities to work with industry during their study. These new programs have been developed in conjunction with the technology and design industries and respond to their current and future needs of an educated and highly skilled workforce.

The Digital Transformation and Creative Intelligence suite of programs was developed through industry consultation, employment/employability landscape and market analysis activity conducted between 2018–2020 and follows industry consultation conducted for the Bachelor of Software Engineering programs accredited in 2019, together with further industry consultation conducted in 2020. These consultations indicated a need for both specialist technology practitioners with advanced skills in specific cognate fields (such as artificial intelligence), and at the same time a need for a broader understanding and development of technology skills and concepts with a much larger base of non-cognate employees across all sectors.

### Graduate employment opportunities

The Master of Digital Transformation and Creative Intelligence (Advanced) is designed to provide graduates with advanced conceptual skills needed to bring about a digital transformation in a workplace. It provides graduates with a range of skills and knowledge to seek employment in specialist roles, such as (not limited to):

- Digital Transformation Consultant
- Organisational Designer
- Change Management Consultant
- Business Analyst – Digital Transformation
- Product Owner
- Project Manager – Digital Transformation
- Entrepreneur
- Enterpriser
- Agile Digital Delivery Expert

## Course Overview

<b>Course Title</b>	<b>Master of Digital Transformation and Creative Intelligence (Advanced) (MDTA20)</b>		
<b>Study Options – Domestic Australian students</b>	Face to Face delivery Online delivery Full-time and part-time options available.	<b>Study Options – International students</b>	International students on a student visa must not enroll into any more than a third or 33% of online subjects over their course and must study at least one subject that is face to face in each trimester.  International students on a student visa are required to study full time, i.e. the student must complete a minimum of 1.0 EFTSL of study per year.
<b>Start Dates</b>	February, June, September For specific dates visit the <a href="#">website</a> .	<b>Course Length</b>	Full-time: 2 years Part-time: 4 years
<b>Payment Options - Domestic Australian students</b>	<b>Upfront payment</b> This means tuition fees will be invoiced each semester and payment is required on or before the due date.  <b>FEE-HELP</b> FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.	<b>Payment Options – International students</b>	<b>Upfront payment</b> This means tuition fees will be invoiced each trimester and payment is required on or before the due date.  <i>Further information within this Course Information Sheet</i>
<b>Course study requirements</b>	Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	<b>Assessment</b>	Essays, reports, presentations scenario and case studies, and reflective journals.
<b>Locations</b>	Sydney Online	<b>Delivered by</b>	Torrens University Australia
<b>Provider</b>	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary	<b>CRICOS Course Code</b>	105272C

	Education Quality and Standards Agency (TEQSA).		
<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)	N/A	N/A
<b>(B) Vocational education and training (VET) study</b>	N/A	N/A
<b>(C) Work and life experience</b> (Admitted on the basis of previous achievement not in the other three categories)	N/A	N/A



<b>(D) Recent secondary education:</b> <ul style="list-style-type: none"><li>Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points)</li><li>Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)</li><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>	N/A	N/A
<b>All students</b>	<b>N/A</b>	<b>N/A</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

<b>Title of course of study</b>	<b>Master of Digital Transformation and Creative Intelligence (Advanced) (MDTA20)</b>								
<b>Applicants with higher education study</b>	The standard entry requirement is a completed qualification at AQF Level 7 (Bachelor degree) or above from an Australian University in a relevant field of study or an equivalent overseas higher education qualification or equivalent.								
<b>Applicants with vocational education and training (VET) study</b>	N/A								
<b>Applicants with work and life experience</b>	Students without an undergraduate degree, may be admitted to the Graduate Certificate as a pathway with: <ul style="list-style-type: none"> <li>• At least 3 years' professional work experience in a relevant field (documented e.g. CV), demonstrating a reasonable prospect of success;</li> <li>AND</li> <li>• A discipline specific portfolio; AND</li> <li>• A recommendation letter from 2 most recent employers</li> </ul>								
<b>English Language Proficiency</b> (applicable to international students, and in addition to academic or special entry requirements noted above)	IELTS level 6.5 required, with no element less than 6 (or equivalent TOEFL, CAE or PTE).								
<p><i>*ATAR profile for those offered places wholly or partly on the basis of ATAR in <u>T1 2020</u>:</i></p> <table border="1"> <thead> <tr> <th>(ATAR-based offers only, <b>across all offer rounds</b>)</th> <th><b>ATAR (OP in QLD)</b> (Excluding adjustment factors) *</th> </tr> </thead> <tbody> <tr> <td>Highest rank to receive an offer</td> <td>N/A</td> </tr> <tr> <td>Median rank to receive an offer</td> <td>N/A</td> </tr> <tr> <td>Lowest rank to receive an offer</td> <td>N/A</td> </tr> </tbody> </table> <p><i>Notes: * "&lt;5" – indicates less than 5 ATAR-based offers were made</i></p>		(ATAR-based offers only, <b>across all offer rounds</b> )	<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
(ATAR-based offers only, <b>across all offer rounds</b> )	<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.
----------------------	--

## 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
  - <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 four core subjects, five core Micro-credentials, five elective Micro-credentials and three elective subjects over Levels 400, 500, and 600, as follows:

- Level 400: five core Micro-credentials; three elective Micro-credentials
- Level 500: two core subjects; two elective Micro-credentials; one elective subject (can be at either level 500 or 600 level)
- Level 600: two core subjects; two elective subjects

\*Electives available to students in this course may be selected from the elective bank 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 Master of Digital Transformation and Creative Intelligence (Advanced), students will need to complete 160 credit points over seven subjects and 10 Micro-credentials as outlined in the Course Structure above. Each subject has a value of 10 credit points except for the DTIP600 Incubator Project and DTAP600 Accelerator Project subjects that have 20 and 40 credit points respectively. Each Micro-credential has a value of five credit points.

### Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
Level 400
<p><b>DTR400 Digital Transformation-</b></p> <p>This Micro-credential will give students an understanding of the future of the work landscape, how technology has defined and continues to redefine it through the process of Digital Transformation. It will help develop knowledge, skills and attributes appropriate to that landscape; both from the perspective of employability as well as in terms of leadership and strategy. It will explore the new technologies and how they are interlinked under the umbrella of Digital Transformation. They will become familiar with innovative work practices and frameworks, and their associated techniques and processes. They will draw on insights from multiple disciplines and articulate findings and recommendations in an impactful way. They will develop proficiency in business storytelling and the capacity to deliver impactful presentations.</p>
<p><b>DEST400 Design Thinking and Creative Intelligence-</b></p> <p>In this Micro-credential students will explore the Design Thinking and Creative Intelligence methodology as a framework for creative problem solving within the context of Digital Transformation. It will step students through the iterative design process of understanding through the lens of empathy, ideation, development and delivery. It will expand problem solving skills through the application of both creative and critical thinking skills and will explore concepts such as convergent and divergent thinking processes.</p> <p>Students will develop the strategic thinking and entrepreneurial skills that are required for successful leadership and implement an effective work practice within an interdisciplinary group, applying the methods, processes, and tools of problem-based learning to demonstrate autonomy, collaboration, and well-developed judgment and responsibility in a Digital Transformation.</p>
<p><b>DAAI400 Data Analytics and Artificial Intelligence-</b></p> <p>This Micro-credential introduces students to the areas of Data Analytics and Artificial Intelligence.</p>

<b>SUBJECT DETAILS</b>
<b>SUBJECT TITLE, DESCRIPTOR</b>
<p>They will gain insight into basic knowledge representation, problem solving techniques and explore data science processes, data ingestion, cleansing, and transformation fundamentals that turn data analytics into insights to drive decision making. Students learn techniques and best practices in the analysis of data sets which are useful for crucial organisation decisions. They will explore how data and tools can be used to solve complex, real-world business problems through the application of machine learning, algorithms and other Artificial Intelligence techniques. Students are also challenged to understand the ethical and privacy issues related to machine learning and artificial intelligence.</p>
<p><b>DTCS400 Cybersecurity-</b></p> <p>This Micro-credential introduces the principles of Cybersecurity. Students explore the scale of the Cybersecurity challenge globally, including the social factors informing individual, organisational, and international attitudes towards Cybersecurity.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>○ examine risk and governance frameworks and Cybersecurity strategies</li> <li>○ create a risk treatment plan and an incident response plan</li> <li>○ review and apply Cyber prevention strategies and techniques</li> </ul> <p>The entire development lifecycle of IT systems in a secure environment will be examined, including secure design methodologies, software development models, architecture design and industry 'Secure by Design' standards.</p>
<p><b>DTUX400 User Experience-</b></p> <p>This Micro-credential develops conceptual knowledge and skills in User Experience Design. Students will use industry standard User Experience Design research methods to analyse both audience and content requirements. They will examine qualitative and quantitative research methods and will explore personas, mindsets, customer journeys and user touchpoints. Students will develop their knowledge and skillset in terms of creating usable and user-centred design experiences and will gain insight into the processes that lead to improved User Experience and its application in both physical and online environments.</p>
<b>Elective 1</b>
<b>Elective 2</b>
<b>Elective 3</b>
<b>Level 500</b>
<p><b>DSGN6029 Research and Innovation-</b></p> <p>This subject culminates in a synthesised project proposal as foundation for a capstone project. Consideration of ethics and approaches to potentially sensitive research are identified before approval of the research approach by the University Ethics Committee. During this subject designers develop and consolidate their understanding of research practices as well as findings in order to thoroughly analyse and review collected information gathered without any demographic constraints. The proposal stipulates the problem and the solution as it appears, the research focus group (if any) as well as the type of research to be conducted.</p> <p>Creative and societal innovation founded on research but also reflexive practice is to be considered in the proposal for the Capstone Project. At the end of this subject designers will have proposed the foundations of a self-initiated project that exhibits a sophisticated understanding of contemporary design practice based on triple line philosophy:</p> <ol style="list-style-type: none"> <li>1) environmental sustainability;</li> <li>2) social, ethics and creative responsibility combined with;</li> <li>3) financial responsibility.</li> </ol>
<p><b>WIL600 Work Integrated Learning-</b></p>



<b>SUBJECT DETAILS</b>
<b>SUBJECT TITLE, DESCRIPTOR</b>
<p>This subject is designed to provide students an opportunity to pursue a significant project in a professional environment in an area related to their specialisation. This will enable students to develop skills that enhance their prospects of gaining meaningful employment and build their career for the future. Work integrated learning broadens the students' learning environment while they're studying and allows them to see first-hand how their learnings in their degree translates in practice, as well as how 'real world' practice relates to what they are learning at University.</p> <p>There are two options available to students:</p> <p><b>Option 1: Industry placement</b></p> <p>Students are offered the opportunity to undertake an industry placement at an organisation in a relevant position. This encourages them to build long-term relationships with the industry and provides an opportunity for them to work with and learn from people who may end up becoming colleagues, managers or mentors. 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 industry-led tasks that are relevant to their field of study in order to understand the key concepts of working in and managing a professional technology team with emphasis placed on the operation of the environment.</p> <p><b>Option 2: Industry Brief</b></p> <p>Students respond to criteria set within the context of an Industry 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. Students draw upon the philosophical, practical, methodological, theoretical and technical tools they have gathered over the duration of the degree to complete a successful project. Students are mentored through this project with complementary practice-based expertise. Projects must pertain to the field relevant to their specialisation.</p> <p>The subject is delivered from a cross specialisation perspective and draws on both specialised and common industry practices.</p>
<b>Elective 1</b>
<b>Elective 2</b>
<b>Elective 3</b>
<b>Level 600</b>
<p><b>DTIP600 Incubator project-</b></p> <p>The Incubator Project is designed to encourage entrepreneurship and the development of original, innovative content by supporting student efforts to further develop their individual projects that have been evolving through the Certificate and Diploma stages of the course. Students will be provided with a supportive environment in which to incubate this project in order to maximise the potential of their creative ideas. Students are mentored through this project by a supervisor with complementary practice-based research expertise. Students will also engage in a work-related environment that fosters collaboration and mutual support. The process will encourage students to create a project which demonstrates critical analysis and reflexive and reflective practice, fosters social engagement, and uses a refined visual language in its execution with particular industry relevancy for which their project is intended. The project will conclude with a presentation workshop</p>

<b>SUBJECT DETAILS</b>
<b>SUBJECT TITLE, DESCRIPTOR</b>
where students will pitch their proposal, presenting and defending their proposed solution to a panel of academic and industry experts in the field.
<b>DTAP600 Accelerator Project-</b> The Accelerator Project enables Agile entrepreneurial techniques to build upon the Incubator Project to help students to maximise the potential of their creative ideas outside the classroom environment and into a venture that can be applied and commercialised. It will encourage entrepreneurship and the development of original, innovative content by supporting student efforts to commercialise creative projects and other intellectual property. Students will be supported to work with a relevant industry or practice to realise their project by applying a project planning strategy to iteratively test their proposed solution in a real-world setting that addresses market needs, delivery options and resource constraints. They will use strategic processes, creative tools and research for innovation in Digital Transformation and will independently apply specialised knowledge of professional managerial or project management practice.
<b>Elective 1</b>
<b>Elective 2</b>

## Locations

The Master of Digital Transformation and Creative Intelligence (Advanced) can be studied fully online or at the below Torrens University Campuses:

- Sydney: Level 1, 46-52 Mountain Street, Ultimo NSW Australia 2007

## 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](#).