

MSECC18- Master of Software Engineering (Cloud Computing)

1. About the Master of Software Engineering (Cloud Computing)

The Master of Software Engineering (Cloud Computing) addresses industry demand for highly technical software engineers and developers with skills that encompass DevOps, big data, analytics and distributed development. It offers professionals the opportunity to upskill in order to improve career prospects, provides recent graduates with the chance to continue and specialise in cloud computing. The course is anchored by distributed development to the field of cloud computing in the wider software engineering body of knowledge.

In addition to cementing their core software engineering knowledgebase, learners cover research methodologies in preparation for project work in the last term leading to well-rounded individuals who can not only self-direct a project, but also manage operational and development teams at scale. Opportunities also exist to broaden the learning through the elective choice.

The learning outcomes are classifiable in groups according to their focus; ethics and professional skills; research abilities; cognitive skills; interpersonal skills and communication skills and are integrated throughout. As well as solving highly technical problems in cloud computing for their last subject (TWL604 Technology – Work Integrated Learning) where collaboration skills and the ability to work in commercial environments are highly attuned, students also master and synthesise technical and creative skills from the field of their specialisation.

Graduate employment opportunities

The Master of Software Engineering (Cloud Computing) provides graduates with the capability to seek senior level employment in either generalist or niche roles found within the software development industry. The specialisation of cloud computing gives them a competitive advantage in what they can provide to an employer or client.

Examples include:

- Senior Software Engineer
- Senior Systems Engineer
- Full Stack Engineer
- Applications Solution Architect
- DevOps Engineer
- Senior DevOps Engineer
- Development Director
- Systems Architect
- Solutions Specialist

Course Overview

Course Title	Master of Software Engineering (Cloud Computing)		
Study Options – Domestic Australian students	<p>Face to Face delivery</p> <p>Online delivery</p> <p>Full-time and part-time options available.</p>	Study Options – International students	<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>
Start Dates	<p>February, June, September</p> <p>For specific dates visit the website.</p>	Course Length	<p>Full-time: 1.5 years (5 trimesters)</p> <p>Part-time: 3 years</p>
Payment Options - Domestic Australian students	<p>Upfront payment This means tuition fees will be invoiced each trimester and payment is required on or before the due date.</p> <p>FEE-HELP FEE-HELP is Australian Government’s loan scheme for higher education degree courses.</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>	Payment Options – International students	<p>Upfront payment 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>
Course study requirements	<p>Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.</p>	Assessment	<p>Project/Application/Research Proposal, Process/Research Documentation, Application Outcome, Reflective Journal/Blog, Report/Essay, Presentation/Pitch, Examinations/Tests/Quizzes,</p>

			Research, Collaboration, Individual self-directed major project, Work integrated learning project work, Software development for social enterprise
Locations	Sydney, Melbourne, Adelaide Online	Delivered by	Torrens University Australia
Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	CRICOS Course Code	N/A
Provider obligations	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the Higher Education Standards 2015	Accrediting body	Torrens University Australia Ltd
Course Fees	For details, refer to the website .	Any other fees	For details, refer to the website .

2. Essential requirements for admission

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

3. Admission Criteria

Title of course of study	Master of Software Engineering (Cloud Computing)
Applicants with higher education study	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.
Applicants with vocational education and training (VET) study	N/A
Applicants with work and life experience	Students without an undergraduate degree, may be admitted to the Graduate Certificate as a pathway with: <ul style="list-style-type: none"> at least 3 years professional experience in software development (documented e.g. CV), demonstrating a reasonable prospect of success; AND a discipline specific portfolio; AND a recommendation letter from 2 most recent employers
English Language Proficiency (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).

Other admission options

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

Special Entry	Applicants in any category whose study, work or life experiences have been impacted by disability, illness or family disruption will be given special consideration for admission. Each application will be considered on its merit, based on the evidence supplied by the applicant attesting to the circumstances of the applicant. Applicants for special entry may need to complete written or numerical tasks to assist with assessing eligibility for admission.
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4. How to apply

Via direct application to the institution

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

5. 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>.

6. 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/>

7. Additional Information

Course Structure

The course structure comprises 6 Software Engineering (SE) core subjects, 4 specialisation subjects and 1 elective subject over levels 400, 500 and 600, as follows:

- Level 400: 4 SE core subjects
- Level 500: 1 SE core subject, 2 specialisation subjects and 1 elective.
- Level 600: 1 SE core subjects and 2 specialisation subjects

*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 Master of Software Engineering (Cloud Computing), students must complete 120 credit points over 11 subjects as outlined in the course structure. Each subject has a value of 10 credit points, with one subject having a value of 20 credit points (TWL604 Technology – Work Integrated Learning).

Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
LEVEL 400
<p>SEP401- Software Engineering Principles</p> <p>In this subject students are introduced to the current Software Engineering standards and processes, with the aim of enabling them to analyse, design, and implement software projects that follow certain quality measures at every stage of the Software Development Life Cycle. The subject covers requirements engineering, modelling and design of software, software architecture, verification and validation of software systems, and other topics that are related to software engineering practices.</p>
<p>HCD402- Human Centred Design</p> <p>This subject helps students explore several non-technical aspects of software development, especially pertaining to human behavior and interactions so that students can appreciate the human aspects of technology. Broadly, the subject covers the theory of knowledge, human cognition, ethical and moral values, analysis of human history, critical analysis, creative aspects of the human mind and social interaction among human beings through a technological context. Students use the specialised skills that they gain in other subjects to help formulate and suggest innovative solutions to problems that affect diverse societies.</p>
<p>SBD403- Secure by Design</p> <p>This subject deals with integrating the entire development lifecycle of IT systems in a secure environment through secure design methodologies, software development models, architecture design and industry Secure by Design standards like OWASP (Open Web Application Security Project). This subject learn to build adequate security into systems to maintain integrity and safety of the functionality of IT systems while being exposed to cyber threats.</p>
<p>SDM404- Software Development Management</p>

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
<p>In this subject the students are introduced to the main project management principles and modern software project management practices. During the subject, the different methods for managing and optimising the software development process are discussed along with the different techniques for performing each phase of the software development life cycle.</p>
LEVEL 500
<p>CCF501- Cloud Computing Fundamentals</p> <p>This subject gives students a fundamental understanding of Cloud Computing. They are able to understand how the cloud computing infrastructure has evolved from the traditional IT infrastructure and what business advantages it brings. Students will also learn the different Cloud Segments and Cloud Deployment models and the key players in the market. The subject also provides a knowledge of Cloud Services and Cloud Security to the students.</p>
<p>REM502- Research Methodologies</p> <p>This subject introduces students to a framework for developing good scholarly inquiry skills and fundamental knowledge needed to make rational decisions about research strategies. Students are presented with research strategies on critically investigating exemplar studies and examine the connection between a research question with appropriate research design and methodology. On completion of this subject, students will be able to develop researchable questions, write research proposals and literature reviews. They will have a critical understanding of the strengths and limitations of the quantitative, qualitative and mixed method approaches to research. They also learn about the ethical principles of research, challenges in getting approval and the approval processes.</p>
<p>DOT503- DevOps Tools</p> <p>The subject aims to describe, demonstrate and associate design, implementation, and management phases of DevOps deployment pipelines and toolchains that establish connections with continuous integration, delivery, testing and deployment. Core areas include organisations responding to market changes, reduction of risks and lowering of costs while releasing quality solutions. Understanding of quality performance prioritisation in a DevOps pipeline for various employee teams to effectively focus on vision is covered. Execution pipelines are discussed along with the processes, metrics, APIs and cultural considerations for Continuous Development.</p>
LEVEL 600
<p>BDA601- Big Data & Analytics</p> <p>In this subject students learn techniques and best practices in collecting, storing, cleaning, manipulating, analysing, extracting, and visualising useful information from large, structured, semi-structured, or unstructured data sets, which are useful for crucial organisation decisions. Students will also learn applications of big data analytics across industry sectors such as segmentation and prediction, churn prediction, recommender systems and targeted marketing, sentiment analysis, operational analytics, and Big Data for social good.</p>
<p>DDE602- Distributed Development</p> <p>This subject provides an in-depth understanding of distributed application and systems development by training learners to aggregate resources of networked computers to construct highly versatile and scalable services. The topics cover how to implement thread pools that leverage lightweight concurrency primitives, harness concepts of distributed algorithms and discuss the role of overlays in content dissemination. Case studies of distributed systems are also covered in detail. Finally, learners design efficient data representation formats for communication between distributed components.</p>
<p>TWL604- Technology – Work Integrated Learning</p>

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR

This subject is designed to provide students an opportunity to pursue a significant project in a professional environment 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.

Students enrolled in Masters (Advanced) have an opportunity to avail one of the three options below simultaneously for this subject and "Advanced Technology – Work Integrated Learning".

There are three options available to students:

Option 1: Industry Placement

Students are offered the opportunity to work within a technology company as an intern or volunteer at a technology non-profit organisation. It encourages students to build long-term relationships with the tech industry and provides an opportunity for them to work with and learn from people who may end up becoming colleagues, bosses 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.

Option 2: Industry Live Brief

Industry live brief, also known as an industry project engages students in an activity where the parameters of success are set by the client. Academic staff and industry provide supervision for students, while industry provides, mentorship in addition. Numerous technology firms have ideas and opportunities they would like to explore and prototype; this is where students or student teams connect with industry to achieve scale with minimal risk.

An understanding of research methodologies appropriate to professional practice and the documentation of personal creative investigation is explored. Students also further investigate and examine entrepreneurial and commercial opportunities through collaborative work practice. The subject fosters a cross-specialisation perspective and draws on both specialised and common software engineering practices.

Students are required to work both independently and as part of a collaborative team that includes industry representatives to conduct research, analyse and define project parameters and deliver innovative solutions that expand the notion of an industry live brief.

Options 3: Capstone

Students execute, finalise and present their self-initiated project exhibiting a sophisticated understanding of software engineering, whilst addressing the university ethos. Central to the project will be evidence of critical analysis and reflexive and reflective practice, social engagement, in addition to the use of refined visual language in its execution with particular industry relevancy for which their project is intended. 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 research project

SUBJECT DETAILS**SUBJECT TITLE, DESCRIPTOR**

by an industry supervisor with complementary practice-based research expertise. Projects must pertain to the field of software engineering and in particular to their specialisation.

Students are required to work both independently and as part of a collaborative team in order to conduct research, analyse and define project parameters and deliver innovative solutions.

Locations

The Master of Software Engineering (Cloud Computing) can be studied fully online or at the below Torrens University Campuses:

- Sydney: Level 1, 46-52 Mountain Street, Ultimo NSW Australia 2007
- Melbourne: 196 Flinders St, Melbourne, VIC 3000
- Adelaide: 82-98 Wakefield Street, Adelaide, SA, 5000

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](#).