

MC-TEM Master of Tertiary Education Management

Year and Campus:	2011 - Parkville																	
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																	
Level:	Graduate/Postgraduate																	
Duration & Credit Points:	100 credit points taken over 24 months part time.																	
Coordinator:	Dr Geoff Sharrock																	
Contact:	LH Martin Institute																	
Course Overview:	<p>This is a two-year, part-time program designed for middle to senior level educators, administrators and scholars seeking to extend their knowledge and skills in tertiary sector leadership and management. It offers expert perspectives on Higher Education and Vocational Education and Training systems, policy settings, institutional strategies and tertiary sector work cultures in a national and international context, drawn from the best and latest research and resources for tertiary sector leadership. It aims to provide concepts, insights and practical skills for leading and managing successfully in tertiary sector institutions; exposure to high profile tertiary sector leaders and expert scholars, nationally and internationally, and access to a network of tertiary sector peers facing similar management challenges.</p> <p>Participants can expect a mix of residential, on-line, syndicate group and action learning modes of study, with a strong cohort experience in groups of 20 participants; integrated learning via theory, case studies, simulation exercises and work-based projects; and scope to choose projects aligned with personal development and career aspirations, with other institutions in Australia or overseas.</p>																	
Objectives:	By the end of this program successful participants will have acquired insights and perspectives on contexts, trends and challenges in tertiary education; and a repertoire of skills and strategies for leading and managing in tertiary education contexts.																	
Course Structure & Available Subjects:	<p>This two-year, part-time program consists of three foundation units (one per semester), and a final project in the fourth semester. For completion of the degree, 100 credit points are required. The foundation units and the final project are 25 credit point units each.</p> <p>Participants attend 7 days of intensive residential study in Melbourne each semester to complete each unit, in the form of a 3 day and a 4 day residential. Participants receive course notes, reading packs and access to online resources before each unit, for preparation. Each 3 day residential introduces key topics, concepts and approaches. Each 4 day unit focuses on applications and assessment tasks, using case based simulations, syndicate group work and study assignments.</p> <p>The residential also feature guest lectures from leading scholars and practitioners to expose participants to different policy and strategy perspectives, leadership styles and management approaches.</p>																	
Subject Options:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>MGMT90113 Tertiary Education Policy and Management</td> <td>Semester 1</td> <td>25</td> </tr> <tr> <td>MGMT90114 Managing Tertiary Education Enterprises</td> <td>Semester 2</td> <td>25</td> </tr> <tr> <td>EDUC90603 Strategic Resource Management</td> <td>March</td> <td>25</td> </tr> <tr> <td>EDUC90604 Final Project</td> <td>Semester 2</td> <td>25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	MGMT90113 Tertiary Education Policy and Management	Semester 1	25	MGMT90114 Managing Tertiary Education Enterprises	Semester 2	25	EDUC90603 Strategic Resource Management	March	25	EDUC90604 Final Project	Semester 2	25
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Entry Requirements:	An undergraduate degree or equivalent, and five years of relevant work experience. Participants are also expected to have current employment in the tertiary sector, and employer support to study in this program.																	
Core Participation Requirements:	The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The																	

	<p>ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placementsThe ability to undertake professional practice placements independently, including:</p> <ul style="list-style-type: none"> a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers; g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. <p>Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>
Graduate Attributes:	<p>Graduates will have well-informed perspectives on the issues and challenges for tertiary education systems and institutions in a diverse and rapidly evolving sector. They will be able to apply the knowledge and skills acquired in this program to engage more confidently and effectively in the tasks of leading people, influencing policy, planning strategy and managing change projects.</p>