

GC-TEM Graduate Certificate in Tertiary Education Management

Year and Campus:	2015 - Parkville							
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees							
Level:	Graduate/Postgraduate							
Duration & Credit Points:	50 credit points taken over 12 months part time.							
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Course Overview:	<p>This is a one-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.</p> <p>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>							
Learning Outcomes:	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>There is one core subject:</p> <p># MGMT90113 Tertiary Education Policy and Management (25 points) at the start of the program</p> <p>Candidates will also complete 25 points of electives from the lists below.</p>							
Subject Options:	<p>Core subject</p> <p>Participants who choose to undertake the core subject in mixed mode will attend a 5 day Residential School in Melbourne to commence this subject. Participants receive reading lists and course notes online beforehand for preparation. The residential introduces key ideas and approaches, and features group work, student presentations and other participant exercises. The residential also features guest lectures from leading scholars and practitioners, to expose participants to different policy and strategy perspectives, leadership styles and management approaches.</p> <p>Participants may also choose to undertake the core subject in online mode.</p> <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> </tbody> </table> <p>Elective subjects</p> <p>These subjects are taught online.</p>		Subject	Study Period Commencement:	Credit Points:	MGMT90113 Tertiary Education Policy and Management	Semester 1	25
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	Subject	Study Period Commencement:	Credit Points:
	EDUC90602 Maintaining Quality within Institutions	September	12.50
	EDUC90605 Operating an External Quality Agency	September	12.50
	MGMT90166 Leading and Managing Research	Semester 2	12.50
	MGMT90167 Managing Tert Ed Teaching and Learning	Semester 1	12.50
	MGMT90168 Managing International Tert Ed	May	12.50
	MGMT90169 Institutional Governance in Tert Ed	March, May	12.50
	MGMT90170 Institutional Research in Tert Ed	September	12.50
	MGMT90183 Research Evaluation	September	12.50
	MGMT90184 Science, Technology & Innovation Policy	Semester 2	12.50
	MGMT90117 External Quality Assurance	September, Semester 2	12.5
Entry Requirements:	<p>1. In order to be considered for entry, applicants must have completed:</p> <ul style="list-style-type: none"> • an undergraduate degree or equivalent; and • at least two years of documented relevant work experience in the tertiary education sector. Applicants must also be currently employed in the tertiary education sector. Meeting these requirements does not guarantee selection. <p>2. In ranking applications, the Selection Committee will consider:</p> <ul style="list-style-type: none"> • prior academic performance; and • the professional experience <p>3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Student Application and Selection Procedure (https://policy.unimelb.edu.au/MPF1034) .</p> <p>4. Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance band 7 (http://about.unimelb.edu.au/academicboard/resolutions) is required.</p>		
Core Participation Requirements:	<p>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:</p> <p>In all courses</p> <ol style="list-style-type: none"> 1. The ability to comprehend complex information related to education and the disciplines in which the student is teaching. 2. 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. 3. 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. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact Disability Liaison. 		
Further Study:	<p>Graduates may progress to a range of other graduate coursework programs.</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>		

**Links to further
information:**

<http://www.lhmartininstitute.edu.au/>