

MC-TEM Master of Tertiary Education Management

Year and Campus:	2016 - 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 Heather Davis
Contact:	<p>Melbourne Graduate School of Education</p> <p>Currently enrolled students:</p> <ul style="list-style-type: none"> # General information: http://www.commercial.unimelb.edu.au/mtem/ (http://www.commercial.unimelb.edu.au/mtem/) # Email: TL-tertiaryed@unimelb.edu.au (mailto:TL-tertiaryed@unimelb.edu.au) <p>Future students:</p> <ul style="list-style-type: none"> # Further information: http://www.lhmartininstitute.edu.au/postgraduate-award-programs/overview (http://www.lhmartininstitute.edu.au/postgraduate-award-programs/overview) # Email: TL-tertiaryed@unimelb.edu.au (mailto:TL-tertiaryed@unimelb.edu.au)
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.</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 are two core subjects:</p> <ul style="list-style-type: none"> # MGMT90113 Tertiary Education Policy and Management (25 points) at the start of the program # EDUC90604 Final Capstone Project (25 points) at the end of the program <p>Candidates will also complete 50 points of electives from the lists below.</p>
Subject Options:	<p>Core subjects</p> <p>Participants attend a 5 day Residential School in Melbourne to commence each of the two compulsory subjects: Tertiary Education Policy and Management, and the Final Capstone Project. Participants receive reading lists and course notes online beforehand for preparation.</p> <p>The residentials introduce key ideas and approaches, and feature group work, student presentations and other participant exercises. The residentials 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	Study Period Commencement:	Credit Points:
EDUC90604 Final Capstone Project	Semester 2	25
MGMT90113 Tertiary Education Policy and Management	April, September, Semester 1	25

Elective subjects

These subjects are taught online.

Subject	Study Period Commencement:	Credit Points:
EDUC90517 Project on Teaching and Learning	February, July	12.5
EDUC90602 Maintaining Quality within Institutions	September	12.50
EDUC90605 Operating an External Quality Agency	September	12.50
MGMT90117 External Quality Assurance	July, September	12.5
MGMT90166 Leading and Managing Research	July, September	12.5
MGMT90167 Managing Tert Ed Teaching and Learning	Semester 1	12.50
MGMT90168 Managing International Tert Ed	May, November	12.5
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	September	12.5
MGMT90220 Risk Management in Tertiary Education	May	12.5
MGMT90221 Sustainable TE Leadership and Governance	July, Semester 2	12.5

Entry Requirements:

- In order to be considered for entry, applicants must have completed:
 - # *either*
 - # *and* have current employment in the tertiary education sector and employer support to participate.

Meeting these requirements does not guarantee selection.
- In ranking applications, the Selection Committee will consider:
 - # prior academic performance; and
 - # the professional experience.
- The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Academic Board **rules** (http://about.unimelb.edu.au/__data/assets/pdf_file/0007/1413727/Use-of-Selection-Instruments-Rules-of-the-Academic-Board-23-March-2015.pdf) on the use of selection instruments.
- Applicants are required to satisfy the university's English language requirements for graduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance **band 6.5** (<http://about.unimelb.edu.au/academicboard/resolutions>) is required.

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 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 their disability may impact on meeting the requirements of this course are encouraged to discuss this matter with the Student Equity and Disability Support Team: http://www.services.unimelb.edu.au/disability/
Further Study:	Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.
Graduate Attributes:	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.
Links to further information:	http://www.lhmartininstitute.edu.au/postgraduate-award-programs/80-master-of-tertiary-education-management