



**Professor Merle Jacob**  
 Director, Research Policy  
 Institute, Lund University,  
 Sweden



RISK MANAGEMENT



QUALITY ASSURANCE



SUSTAINABLE LEADERSHIP AND  
 GOVERNANCE



RESEARCH EVALUATION



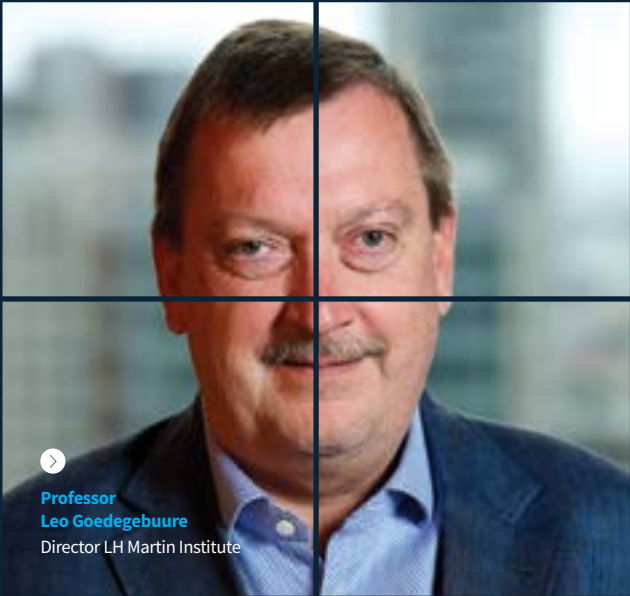
**Dr Heather Davis**  
 Program Director Awards  
 LH Martin Institute



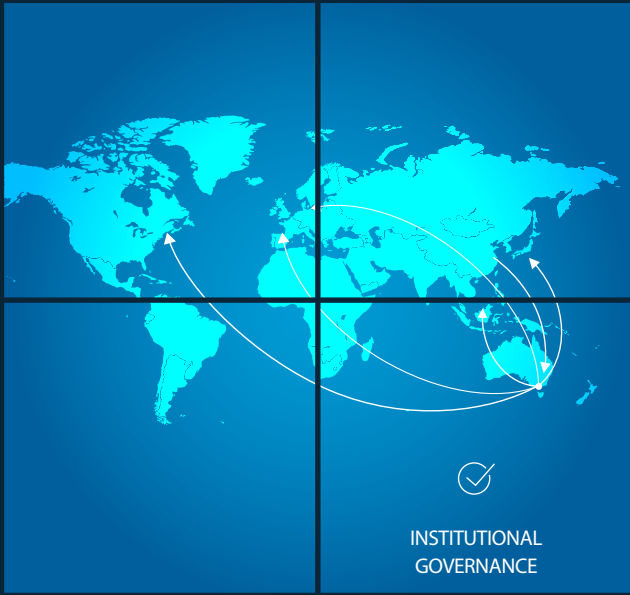
**Associate Professor  
 Ruth Schubert**  
 Associate Director,  
 LH Martin Institute



**Professor  
 Leo Goedegebuure**  
 Director LH Martin Institute



**Mr Dennis Murray**  
 Director, Murray-Gould  
 International and former  
 Executive Director of the  
 International Education  
 Association of Australia



INSTITUTIONAL  
 GOVERNANCE



**Dr Jeanette Baird**  
 Senior Honorary Fellow, LH  
 Martin Institute



# Tertiary Education Management courses

100% online

LH Martin Institute

For Tertiary Education Leadership and Management



THE UNIVERSITY OF  
 MELBOURNE

# ONLINE TERTIARY EDUCATION MANAGEMENT COURSES

## Overview

Advance your career in the tertiary education sector by learning to navigate change and the unprecedented challenges the sector is facing. The Tertiary Education Management courses will give you specialist knowledge and skills in tertiary sector leadership and management by providing expert perspectives on university and vocational education systems, policy settings, institutional strategies and work cultures.

Each course provides you with relevant concepts, insights and practical skills using the latest research and materials taught by high-profile, international tertiary sector leaders and experts. In addition, you will gain access to a network of international peers facing similar management challenges. The courses on offer within Tertiary Education Management are:

- **Master of Tertiary Education (Management)**
- **Graduate Certificate in Tertiary Education (Management)**
- **Graduate Certificate in Tertiary Education (Quality Assurance)**
- **Graduate Certificate in Tertiary Education (Governance)**

*“The Master of Tertiary Education Management provided me with the ability to reflect on the role of contemporary education leadership within an international context. Having the ability to investigate and review my own education leadership practice provided me with the catalyst to undertake a new education journey...The program enabled me to continue to work in a senior education role while studying... and connected me with a wonderful network of education managers and leaders”*

Frances Valintine, founder, The Mind Lab (New Zealand)

## Who is this course for?

The Tertiary Education Management courses are designed for middle to senior level educators, administrators, managers and policy makers seeking to extend their knowledge and skills in tertiary sector leadership and management. Specifically:

<b>Master of Tertiary Education (Management)</b> <b>Graduate Certificate in Tertiary Education (Management)</b>	Academic leaders and senior administrative or professional managers in universities and vocational educational or training institutes
<b>Graduate Certificate in Tertiary Education (Quality Assurance)</b>	QA professionals within the tertiary education sector
<b>Graduate Certificate in Tertiary Education (Governance)</b>	University council administrators and executive officers

## What are the benefits?

### Benefits for Individuals:

- The flexibility to study around work/life commitments, through online study delivery
- Expert perspectives on the main trends, issues and challenges faced by tertiary education institutions around the world
- New frameworks, cases and exercises for leading and managing in tertiary education settings
- Greater capacity to improve institutional policies and processes
- Opportunities to share insights and experiences through active learning with peers from different parts of the sector
- The opportunity to address a real life policy or management issue and develop an actionable report for presentation to institutional policy makers or leaders.

### Benefits for Institutions:

Institutions considering the course as a professional development strategy for staff can expect the following transformative benefits for their organisation:

- Strategic and considered contributions through individual final capstone projects negotiated around an institutional issue
- Staff with a more thorough understanding of the tertiary education sector and its specific needs, issues and challenges in a global context
- An increase in staff confidence and capability to lead teams and to plan and implement strategic change initiatives
- More seamless and effective transitions of staff into promotional positions, due to their enhanced capacity and shared language and understandings of institutional challenges, policies and processes
- Increased level of professional collaborations due to an expansion of internal and external staff networks.

## What will I learn?

### As a student of this course you will learn:

- The issues and challenges faced by tertiary education systems and institutions around the world, and how to overcome them
- Frameworks, case studies and exercises for leading and managing in tertiary education settings
- How to improve institutional policies and processes
- The experiences of peers from different parts of the sector and/or the world.

## Subject summaries

Core subjects		Points
Tertiary Education Policy Environments	<p>This unit looks at the nature of the tertiary education organisation, compares tertiary education systems and institutions of the late 20th and early 21st Centuries and examines the principles of effective management and leadership in the tertiary education context.</p> <ul style="list-style-type: none"> <li>Comparative Tertiary Education Policy Studies: How have different tertiary education systems and institutions met the pressures and dynamics of the late 20th and early 21st century tertiary education? Key issues examined are: the broadening of access, mass higher learning, internationalisation, system governance, quality assurance and approaches to financing.</li> <li>Trends and Challenges in Tertiary Education: Funding constraints, the rise of online study options, the emergence of massive open online learning (MOOC) platforms, new entrants to the sector, and the emergence of micro-credentials. Key issues examined are market and policy changes in different national systems, the future of campus-based study and the 3-4 year degree, opportunities to expand enrolments across national boundaries, and threats of disruptive change to existing institutional models of organisation.</li> </ul>	12.5
Leading and Managing TE Institutions	<p>In this subject, participants will engage in a series of webinars, online discussion groups, online multiple choice tests and an essay to develop their understanding of two main themes.</p> <ul style="list-style-type: none"> <li>Organisational Culture in Tertiary Education Institutions: How are tertiary sector institutions different from other types of organisations? Key concepts examined are: professional organisations and professional autonomy, distributed decision-making structures, fragmentation and specialisation, organisational culture, power and politics, and managing and leading in a context of ambiguity.</li> <li>Management and Leadership in Tertiary Education: An overview of frameworks, roles and practices for effective management and leadership roles and practices in the tertiary context. How do managers balance competing demands, multiple values and distributed authority? Given emerging policy and market settings and the prospect of disruptive change, how will leaders introduce sustainable changes to their institutions' operations?</li> </ul>	12.5
Institutional Governance in Tertiary Education	<p>This subject provides an overview of key elements of effective governance in tertiary institutions and knowledge and insights in areas such as:</p> <ul style="list-style-type: none"> <li>The legal basis of the institution and its charter or mission</li> <li>Roles and responsibilities of governing bodies and executive officers</li> <li>Defining mission, setting strategy, developing policy</li> <li>Managing stakeholder relations</li> <li>Delegations, decision making and committee processes</li> <li>Systems for ensuring legal compliance, financial control and risk identification</li> <li>Types of risk such as strategic, financial, compliance, operational, reputational</li> <li>Performance information and accountability reporting.</li> </ul> <p>Please note this is a core subject for the Graduate Certificate in Tertiary Education (Governance)</p>	12.5

## Subject summaries cont.

Core subjects		Points
Maintaining Quality within Institutions	<p>Maintaining Quality within Institutions focuses on how people undertake, define, measure, monitor and improve quality and quality assurance processes and procedures within tertiary education. Tertiary education institutions are under mounting pressure to demonstrate their quality as a measure of social and financial accountability to students, the public and the government.</p> <p>This subject will enable students to understand the contexts and approaches of internal quality monitoring, addressing and exploring a range of theoretical, cultural, methodological and practical considerations. It contains four modules of study:</p> <ul style="list-style-type: none"> <li>Module 1: Introduction to quality assurance: Context, theory and approach</li> </ul> <p>This module introduces the context, theory and approaches of internal quality monitoring taking into account the social, political economic and technological changes that are driving the quality agenda in higher education institution.</p> <ul style="list-style-type: none"> <li>Module 2: The Quality Cycle: Planning and Acting</li> </ul> <p>This module explores how institutions can plan quality strategies and operations. It introduces the concepts of planning pyramid and quality cycle and how these can be adapted to their institutional context.</p> <ul style="list-style-type: none"> <li>Module 3: The Quality Cycle: Evaluating and Improving</li> </ul> <p>This module considers the forms of evaluation, review and monitoring and concludes with a discussion of options for managing quality improvement.</p> <ul style="list-style-type: none"> <li>Module 4: External environment: Opportunities and challenges</li> </ul> <p>In sync with the quality cycle, the final module links back to the start of the cycle—understanding and analysing the external positioning of internal quality assurance. This module provides an understanding of the external quality assurance audit process, and looks at opportunities for benchmarking against other institutions and standards. It also discusses some of the issues and challenges relating to quality assurance faced by institutions.</p>	12.5
Managing International Tertiary Education	<p>This subject provides an overview of key elements of leading and managing international tertiary education, and knowledge and insights in areas such as:</p> <ul style="list-style-type: none"> <li>International context and trends in the globalisation of tertiary education and research;</li> <li>National strategies and policy settings for global engagement by tertiary institutions;</li> <li>Institutional motivations, strategies, policies and practices for global engagement in teaching, research and service;</li> <li>Metrics, outputs and outcomes of global engagement by tertiary institutions;</li> <li>Leadership and management for sustainable global enterprises by tertiary education institutions.</li> </ul>	12.5

*“The [Masters] program provided me with a wealth of knowledge and practical skills that have made a transformative difference in my work practice...It should be compulsory for anyone aspiring to work in tertiary education management and leadership.”*

Stephen Gray, Centre Manager, Climate Change Research Centre,  
The University of New South Wales (Australia)

## Subject summaries cont.

Core subjects		Points
External Quality Assurance	This subject provides an international overview of how different governments approach External Quality Assurance (EQA) in tertiary education, including key concepts and definitions, the role of EQA agencies and surrogates, the use of standards and criteria, the processes of self-assessment, internal quality assurance, and external review.	12.5
Operating an External Quality Agency	This subject deals with aspects of operating an external quality assurance (QA) agency, building on the concepts and frameworks in quality assurance introduced in the compulsory core subject. The focus here is on the practical aspects of providing QA services that ensure quality of programs or institutions either through initial accreditation or later through re-accreditation or quality review and improvement strategies.	12.5
Risk Management in Tertiary Education	This subject provides an overview of the rapid rise of risk management in tertiary education. Framing this explosion in the broader context of public policy change and the emergence of the risk society, it critically examines the concepts and practices of risk management. It will provide participants with knowledge and insights in these areas: <ul style="list-style-type: none"> <li>• Understanding uncertainty and risk</li> <li>• Identifying different types of risk, e.g. reputational risk, operational risk</li> <li>• Risk management and the politics of uncertainty and trust</li> <li>• Approaches to risk management, including enterprise-wide risk management (ERM)</li> <li>• Strength and weaknesses of current risk management practices</li> <li>• Risk management and governance</li> <li>• Effective approaches to risk management in tertiary education</li> </ul>	12.5

"I have worked in the tertiary sector for over twenty years. However, I still found [the Graduate Certificate in Tertiary Education Management] to be very useful. Often in our busy roles we don't get the opportunity to reflect on what is happening and utilise this knowledge to guide and influence our work. The chance to hear from learned colleagues and the shared experiences of the participants created invaluable learning opportunities for me. The program's content was particularly relevant as it explored the ever changing and challenging landscape of the tertiary education sector. The diversity of the participants also added to the richness of the experience."

Deb McDonald, Associate Director, Melbourne Careers Centre,  
University of Melbourne.

## Subject summaries cont.

Core subjects		Points
Science, Technology & Innovation Policy	This subject provides those working with funding and the governance of research and innovation with knowledge and insights in areas such as: <ul style="list-style-type: none"> <li>• Structured overview of Science, Technology &amp; Innovation (STI) policy (theory and practice);</li> <li>• Review of the state of the art in tools and methods for funding STI capacity building;</li> <li>• Structured forum for policy learning and exchange of ideas.</li> </ul>	12.5
Sustainable Tertiary Education Leadership and Governance	This subject provides an overview of the elements supporting the promotion of sustainable leadership and governance practices in tertiary education. It will provide participants with knowledge and insights in these areas: <ul style="list-style-type: none"> <li>• History of tertiary education sector's engagement with sustainability development</li> <li>• Roles and responsibilities for leadership by governing bodies and executive officers</li> <li>• Accounting for sustainability</li> <li>• Tertiary institutions as drivers for the promotion of sustainable citizenship</li> <li>• Case studies and examples of sustainable practices in tertiary education</li> </ul>	12.5



## Entry requirements

In order to be considered for entry, applicants must have completed either:

- a four year undergraduate degree in a cognate area, or equivalent; or
- a three year undergraduate degree and at least 50 credit points, or equivalent, of graduate study in a cognate area; or
- a three year undergraduate degree in a cognate area and at least two years of documented, relevant professional experience in tertiary education management, or equivalent;

AND

- have current employment in the tertiary education sector; and
- employer support to participate.

Meeting these entry requirements does not guarantee selection.

In ranking applications, the Selection Committee will consider:

- Prior academic performance; and
- 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/academicboard/resolutions> 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 7 <http://about.unimelb.edu.au/academicboard/resolutions> is required.

## Course structure and fees

Course	Structure	Point program	2018 Fee
Master of Tertiary Education (Management) (2 years part time)	<ul style="list-style-type: none"> <li>• 2 compulsory subjects (Tertiary Education Policy and Management plus Leading and Managing TE Institutions)</li> <li>• 1 capstone subject</li> <li>• 4 elective subjects</li> </ul>	100 points	A\$28,000
Graduate Certificate in Tertiary Education (Management) (1 year part time)	<ul style="list-style-type: none"> <li>• 2 core subjects (Tertiary Education Policy Environments plus Leading and Managing TE Institutions)</li> <li>• 2 elective subjects</li> </ul>	50 points	A\$14,000
Graduate Certificate in Tertiary Education (Quality Assurance) (1 year part time)	<ul style="list-style-type: none"> <li>• 3 core subjects (Tertiary Education Policy Environments, Leading and Managing TE Institutions plus External Quality Assurance)</li> <li>• 1 elective subject</li> </ul>	50 points	A\$14,560
Graduate Certificate in Tertiary Education (Governance) (1 year part time)	<ul style="list-style-type: none"> <li>• 3 core subjects (Tertiary Education Policy Environments, Leading and Managing TE Institutions plus Institutional Governance in Tertiary Education)</li> <li>• 1 elective subject</li> </ul>	50 points	A\$14,560
Single Subjects	<ul style="list-style-type: none"> <li>• 1 subject</li> </ul>	12.5 points	assessed A\$3,220, non-assessed A\$2,576

Fees are paid on a per subject basis each term. Total course fees are not required to be paid up-front. Part-time duration is calculated on the basis of studying one subject per term.

The fees listed are the indicative costs for 2018. Course fees are the same for both domestic and international students. The University reviews fees annually. The indicative total course fee is based on typical subject enrolments, and includes an indexation of 5 per cent per annum.

For more information about fees and if you are eligible for fee assistance please visit: [futurestudents.unimelb.edu.au/admissions/fees](http://futurestudents.unimelb.edu.au/admissions/fees) or contact our Student Support team on [study-online@unimelb.edu.au](mailto:study-online@unimelb.edu.au) or +61 3 8344 0149 (: Mon - Fri 8am - 9pm, Sat - Sun 10am - 5pm, Public Holidays 10am - 5pm)

## A world class university








The University of Melbourne is consistently ranked among the leading universities in the world. The Times Higher Education World University Rankings placed us number one in Australia and number 33 in the world in its most recent release (2016 - 2017).

## Studying online

Thanks to recent advances in technology, studying online is more interesting, enjoyable and interactive than ever before. Online students come from all different backgrounds and have many different stories to tell, but one thing that most have in common is that they're very busy. For that reason we make sure their education is as targeted and flexible as possible and available at the times that suit them. We make it possible to connect easily with experts and fellow students and to quickly access grades and academic feedback.

Although it's an entirely different learning experience to face-to-face, it is academically equivalent – and you receive exactly the same qualification as you would on campus.

As an online student at the University of Melbourne you can expect:

-  Enriching and engaging learning
-  Flexibility and choice
-  Connection with leading experts
-  Interaction and feedback
-  Dedicated Student Support team
-  Virtual student community
-  Specialisation and career advancement

## Dedicated student support

As an online student with the University of Melbourne you can expect a high level of administrative and technical and academic support from your initial expression of interest in the course, through to your graduation.

Don't be surprised if you get to know our Student Support team members by name; they are dedicated, personable and friendly and they understand that every student experience is unique. And if a challenge arises, they'll do everything in their power to assist you so that you can continue to have excellent learning experiences.

## Key dates

Term	Intake
Term 1	January
Term 2	April
Term 3	July
Term 4	October

Classes operate on a term-based schedule, with four intakes per year. For more information about application closing dates, please visit

<https://online.unimelb.edu.au/key-dates>

## Learn more

To learn more about this program, contact our Student Support team on [study-online@unimelb.edu.au](mailto:study-online@unimelb.edu.au) or **+61 3 8344 0149** (Mon - Fri 8am - 9pm, Sat - Sun 10am - 5pm, Public Holidays 10am - 5pm).

## Ready to apply?

Apply online at [online.unimelb.edu.au/tertiary-education-management](http://online.unimelb.edu.au/tertiary-education-management)

## Teaching faculty

Subjects in this course are taught by national and international tertiary education experts and leaders including:

Dr Jeanette Baird

Senior Honorary Fellow, LH Martin Institute

Dr Vernon Crew

Fellow, LH Martin Institute. Vernon teaches the Maintaining Quality Within Institutions subject.

Dr Heather Davis

Program Director – Awards, LH Martin Institute. Heather coordinates all Tertiary Education Management courses and teaches in various subjects, including the Sustainable Tertiary Education Leadership and Governance subject.

Professor Leo Goedegebuure

Director, LH Martin Institute. Leo teaches the Institutional Governance in Tertiary Education subject.

Mr Bernard Griffiths

Director, Risk and Audit, University of Tasmania. Bernard teaches the Risk Management subject.

Professor Tomas Hellström

Professor, Department of Business Administration, Lund University, Sweden. Tomas teaches the Research Evaluation subject with Merle Jacob.

Professor Merle Jacob

Director, Research Policy Institute, Lund University, Sweden. Merle teaches the Research Evaluation subject with Tomas Hellström.

Professor Lynn Meek

Foundation Director, LH Martin Institute. Lynn teaches the Leading and Managing Research subject.

Mr Dennis Murray

Director, Murray-Goold International and former Executive Director of the International Education Association of Australia. Dennis teaches the Managing International Tertiary Education subject.

Professor Alan Pettigrew

Honorary Professorial Fellow, LH Martin Institute and former Vice-Chancellor of the University of New England. Alan teaches the Leading and Managing Research subject with Lynn Meek.

Mr Tom Phillips

Director, Soutenir Ltd and former accreditation consultant to the Dutch Ministry of Education and the Roosevelt Academy, Utrecht University, Netherlands. Tom teaches the External Quality Assurance subject.

Dr Geoff Sharrock

Program Director, LH Martin Institute. Geoff teaches in the Tertiary Education Policy and Management subject.

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