

LH Martin Institute

For Tertiary Education Leadership and Management

2015



Postgraduate Programs

Prospectus



GRADUATE
SCHOOLS

MELBOURNE GRADUATE
SCHOOL OF EDUCATION

Shaping minds, shaping the world

Contents

This prospectus provides information for individuals and organisations interested in the LH Martin Institute postgraduate programs.

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Director's Welcome

The LH Martin Institute is Australia's premier provider of leadership and management training for the tertiary education sector.



Welcome to the LH Martin Institute for Tertiary Education Leadership and Management.

Our vision is to create a nationally and internationally recognised centre of teaching and research excellence for the enhancement of tertiary education leadership and management.

To achieve this we offer a dynamic range of programs and services to individuals and organisations operating within the tertiary education sector globally.

Our flagship program is the Master of Tertiary Education Management. Nested within this qualification are a range of Graduate Certificate programs that provide flexible learning pathways and enable individuals to tailor their study to areas of personal and/or professional interest.

In 2015, the Institute will offer the new Graduate Certificate of Research Management and Policy. This award will provide opportunities for individuals involved in leading research activities and developing research policies, to significantly enhance their knowledge and skills base.

In addition to these postgraduate award programs, our Institute runs symposia, workshops, conferences and professional development programs.

We also make a significant contribution to national policy debates through proactive media commentary, public policy seminars, the publication and dissemination of research reports and papers, and internally and externally commissioned research.

Each year these activities are led by over 100 facilitators, guest speakers and researchers drawn from our strong and expansive network of partners and stakeholders from across the globe, and supported by our highly respected team of faculty staff and senior fellows.

This network of professional colleagues enables our Institute to remain at the forefront of current leadership and management issues affecting the tertiary education sector, and to incorporate truly global perspectives into all of our teaching and research activities.

We are committed to strengthening this network, and to continue building our reputation as Australia's most highly respected provider of capability and capacity building for tertiary education leaders and managers.

It is with great confidence that I invite you to participate in our programs. It will not only be a great career investment, but transformational for you and your institution.

Leo Goedegebuure
Professor & Director
LH Martin Institute

LH Martin Institute

The LH Martin Institute was established to meet the need for visionary, adaptable and sustainable tertiary education sector leadership and management.

The LH Martin Institute for Tertiary Education Leadership and Management was launched in 2007 with the support of the Australian Federal Government to improve the leadership and management of tertiary education institutions, in the context of a rapidly changing and globally competitive environment.

These education institutions include universities, TAFEs, colleges, institutes, polytechnics and related peak bodies.

Introduction

The LH Martin Institute is named after the highly esteemed physicist, educator and public servant Professor Sir Lesley H Martin and is located within the Melbourne Graduate School of Education at The University of Melbourne.

The globally respected University of Melbourne has a proud 150 year history of academic excellence, and is a hub for scholarly inquiry and research innovation.

The Melbourne Graduate School of Education (MGSE) is recognised as one of Australia's leading schools of education and is at the forefront of innovation in education, working with partners in early childhood settings, schools, tertiary institutions, governments and beyond, seeking new and improved ways to support Australia's education system.

The LH Martin Institute is one of 16 research centres and groups within the MGSE. Collectively these centres and groups make a significant contribution to the shaping of education policy, systems and practice both within Australia and abroad.

Mission

Our mission is to develop more effective governance, leadership and management capacity in tertiary sector institutions, so that institutions may fulfil their missions more successfully.

Partners and Stakeholders

Our strong partnership network nationally and internationally is key to delivering current, relevant and topical programs to meet the needs of the sector. We engage with a wide range of external stakeholders as partners, funders, collaborators, sponsors, clients and advocates including:

- Professional bodies and associations including: Universities Australia; TAFE Directors Australia; ATEM; AHEIA; IEAA; NCVER; ARMS; ACPET; AAIR; and Chancellors Committee
- Senior institutional leaders
- Alumni
- Industry/corporate presenters and sponsors
- Professional service firms such as the Hay Group and the Pilbara Group
- Government bodies including: Federal Departments of Industry, Education, Foreign Affairs and Trade (AusAid); and State Government Agencies



Programs

- International and national tertiary education and research centres including: Centre for the Study of Higher Education (The University of Melbourne); OISE, Canada; University of Ghent; Institute of Education, London; CHEPS, the Netherlands; University of Oslo, Norway; Milan Polytechnic, Italy; and the Mitchell Institute for Health and Education Policy, Victoria University
- International donor agencies including: ADB; World Bank; SIDA; and major philanthropic foundations; and
- International organisations including: INQAAHE; Knowledge Network Institute of Thailand; Higher Education Leadership Academy, Malaysia; and UK Leadership Foundation for Higher Education.

The LH Martin Institute offers a suite of programs that address the contemporary challenges of tertiary education institutions, with an emphasis on the need for strategically aware, context sensitive and change capable leaders and managers at all institutional levels.

These programs include:

- Postgraduate award programs
- Professional development programs including executive leadership programs and short courses which can lead to advanced standing or credit in postgraduate award programs
- Bespoke programs providing institutions with tailored interventions that enable greater alignment with organisational change strategies and the building of individual or cohort capabilities; and
- Seminars, symposia and conferences focussing on contemporary issues and challenges in tertiary education.

LH Martin Institute programs are characterised by:

- A high degree of contextualisation to the contemporary tertiary environment
- Research-informed and evidence-based approaches to effective leadership and management
- A strategic focus on developing the knowledge, skills and abilities essential for the next generation of professional and academic tertiary education leaders
- Expert perspectives on emerging trends and issues
- Multi-modal approaches to learning and development, from theory and critical analysis to applied problem solving and practical application; and
- Access to the most current and relevant literature, case studies and practitioner experiences across the full spectrum of issues facing leaders and managers in tertiary education institutions, locally and internationally.

All programs are delivered by a team of academics and professionals considered to be experts in their fields.

Postgraduate Programs

All postgraduate qualifications are awarded by The University of Melbourne, through the Melbourne Graduate School of Education.

Postgraduate programs offer expert perspectives on tertiary education systems, practical skills for leading and managing successfully in the tertiary education context, access to the latest research and resources on the sector, and exposure to a network of international peers facing similar challenges.

Overview

The LH Martin Institute offers the following postgraduate programs:

- Master of Tertiary Education Management
- Graduate Certificate in Tertiary Education Management
- Graduate Certificate in Research Management and Policy; and
- Graduate Certificate in Quality Assurance.

Professional Development Subjects

Individuals can choose to enrol in individual (12.5 Credit Point) subjects offered throughout the year in fully online teaching mode.

These subjects can be taken in either an assessed or non-assessed format.

Professional development subjects are an excellent pathway to the Masters and Graduate Certificate programs.

Teaching Approaches

Postgraduate programs feature the following teaching approaches:

- A choice of blended and online teaching modes
- The opportunity for participants to engage with internationally based colleagues and highly skilled staff
- Integrated learning experiences using theory, case studies and peer to peer learning to reflect on practice
- Subjects offered fully online are supported by high quality teaching resources, including synchronous and asynchronous interactions
- The residential components contain a mix of guest speakers, syndicate group work, facilitated discussions, simulation exercises and networking activities; and
- The Masters program also features an additional residential program to prepare participants for their Final Capstone Project.



Program Structures

Master of Tertiary Education Management (MTEM)

To complete the MTEM, individuals need to complete two compulsory subjects and four elective subjects (totalling 100 Credit Points):

- Compulsory subjects:
 - Tertiary Education Policy and Management; and
 - Final Capstone Project.
- Elective subjects to be chosen from any of the subject offerings of personal and/or professional interest.

Graduate Certificate in Research Management and Policy (GCRMP)

To complete the GCRMP, individuals need to complete one compulsory subject and two elective subjects (totalling 50 Credit Points):

- Compulsory subject:
 - Tertiary Education Policy and Management.
- Elective subjects to be chosen from:
 - Leading and Managing Research
 - Institutional Research in Tertiary Education
 - Research Evaluation; and
 - Science, Technology and Innovation Policy.

Graduate Certificate in Tertiary Education Management (GCTEM)

To complete the GCTEM, individuals need to complete one compulsory subject and two elective subjects (totalling 50 Credit Points):

- Compulsory subject:
 - Tertiary Education Policy and Management.
- Elective subjects to be chosen from any of the subject offerings of personal and/or professional interest.

Graduate Certificate in Quality Assurance (GCQA)

To complete the GCQA, individuals need to complete two compulsory subjects and one elective subject (totalling 50 Credit Points):

- Compulsory subjects:
 - Tertiary Education Policy and Management; and
 - External Quality Assurance.
- Elective subject to be chosen from:
 - Operating an External Quality Agency
 - Maintaining Quality within Institutions; and
 - Institutional Research in Tertiary Education.

Teaching Faculty

Postgraduate programs are coordinated and delivered by LH Martin Institute faculty staff and senior fellows.

This team of academics and professionals comes from a diverse range of backgrounds and possesses an enormous wealth of wisdom and practical work experience. They are supported by a global network of experts from stakeholder and partner institutions.

More information about our teaching faculty's expertise is available on our website www.lhmartininstitute.edu.au.

'I have totally enjoyed my time completing the MTEM. There were lots of highlights but certainly the group work, sense of collegiality, the simulation (really loved that) and the amazing speakers come immediately to mind.'

David Craig, Head of Communications and External Relations,
University of Waikato, New Zealand



Master of Tertiary Education Management

MTEM graduates are able to transition better into leadership roles due to their advanced capability in influencing and implementing policies and processes.

Introduction

The Master of Tertiary Education Management (MTEM) is a two year, part-time program for current leaders and senior managers in tertiary education institutions.

Benefits

Individuals participating in the MTEM can expect an exciting range of benefits including:

- The opportunity to address a real life policy or management issue and develop an actionable report (10,000 words) for presentation to institutional policy makers or leaders
- 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; and
- Flexibility to schedule course requirements around work/life commitments, through blended and online delivery study options.

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

- 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; and
- Increased level of professional collaborations due to an expansion of internal and external staff networks.

Audience

The MTEM has been purposefully designed for individuals who are:

- Senior academic leaders in roles equivalent to:
 - Head of School/ Department/Discipline
 - Senior Educator or Program Director; and
 - Staff in academic levels C, D and E (in Australia).
- Senior administrative or professional managers in roles equivalent to:
 - Senior/General Manager
 - Director; and
 - Staff in professional HEW levels 8, 9 and 10 (in Australia).

Prerequisites

To be eligible to enrol in the MTEM individuals must meet the following criteria:

- An undergraduate degree or equivalent
- At least five years of relevant work experience; and
- Current employment and/or active involvement in the sector and acknowledged support for study by employers.

Graduate Certificate in Tertiary Education Management

GCTEM graduates are well equipped to face the unique challenges faced by their institutions because of their enhanced grasp of the specific needs and issues of the tertiary education sector.

Introduction

The Graduate Certificate in Tertiary Education Management (GCTEM) is a one year, part-time program.

Benefits

Participants in the GCTEM can expect an exciting range of benefits including:

- 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
- 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; and
- Flexibility to schedule course requirements around work/life commitments, through blended and online delivery study options.

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

- 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; and
- Increased level of professional collaborations due to the internal and external expansion of staff networks.

Audience

The GCTEM has been purposefully designed for individuals who are:

- Academic leaders in roles equivalent to:
 - Head of School/ Department/Discipline
 - Senior Educator or Program Director; and
 - Staff in academic levels C, D and E (in Australia).
- Administrative or professional managers in roles equivalent to:
 - Senior/General Manager
 - Director; and
 - Professional HEW levels 7, 8 and 9 (in Australia).
- Aspiring managers who have completed the LH Martin Institute's Emerging Leaders and Managers Program (eLAMP).

Prerequisites

To be eligible to enrol in the GCTEM individuals must meet the following criteria:

- An undergraduate degree or equivalent
- At least two years of relevant work experience; and
- Current employment and/or active involvement in the sector and acknowledged support for study by employers.

Graduate Certificate in Research Management and Policy

From 2015, the LH Martin Institute will offer a new postgraduate award with a focus on research management and policy as an additional pathway to the Master of Tertiary Education Management.

Introduction

The Graduate Certificate in Research Management and Policy (GCRMP) is a one year, part-time program for current and aspiring research managers and policy officers.

Benefits

Individuals participating in the GCRMP can expect an exciting range of benefits including:

- Well-informed perspectives on the issues and challenges faced by research and policy makers around the world, gained through interactions with leading academics and practitioners
- Greater ability to influence and implement research management policies and processes at the institutional level
- The opportunity to share insights and experiences through active networks of peers from different parts of the sector; and
- The flexibility to schedule course requirements around work/life commitments.

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

- Staff with a more thorough understanding of the foundations of institutional research and the role it plays in institutional governance and management
- An increase in staff confidence and capability to plan, implement and manage research initiatives
- More seamless and effective transitions of staff into promotional positions, due to their enhanced capacity and shared language and understandings of research management and policy challenges; and
- Increased level of professional collaborations due to an expansion of internal and external staff networks.

Audience

The GCRMP has been purposefully designed for individuals who are:

- Research managers and administrators in universities
- Research policy advisors in universities and government departments; and
- Aspiring managers who have completed the LH Martin Institute's Emerging Leaders and Managers Program (eLAMP) with a particular interest in research management and policy.

Prerequisites

To be eligible to enrol in the GCRMP individuals must meet the following criteria:

- An undergraduate degree or equivalent
- At least two years of relevant work experience; and
- Current employment and/or active involvement in the sector and acknowledged support for study by employers.

Graduate Certificate in Quality Assurance

GCQA graduates are able to influence and implement quality assurance policies and processes more effectively at the system and institutional level.

Introduction

The Graduate Certificate in Quality Assurance (GCQA) is a one year, part-time program designed for current and aspiring quality assurance practitioners and managers.

The GCQA has been developed in close collaboration with the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). It addresses the evolving demands of quality assurance in the sector, particularly as new agencies are formed and reformed around the world to cope with the size, number and diversity of institutions.

Benefits

Individuals participating in the GCQA can expect an exciting range of benefits including:

- New frameworks, cases and exercises for leading and managing quality assurance processes in tertiary education settings
- Greater capacity to improve institutional quality assurance policies and processes
- Opportunities to share insights and experiences through active learning with peers from different parts of the sector; and
- Flexibility to schedule course requirements around work/life commitments, through blended and online delivery study options.

Agencies and institutions considering the GCQA as a professional development strategy for staff can expect the following transformative benefits for their organisations:

- Staff with a more thorough understanding of the specific quality assurance needs, issues and challenges of the tertiary education sector in a global context
- An increase in staff confidence and capability to plan and implement strategic quality assurance initiatives
- More seamless and effective transitions of staff into promotional positions, due to their enhanced capacity and shared language and understandings of institutional quality challenges, policies and processes; and
- Increased level of professional collaborations due to an expansion of staff internal and external networks.

Audience

The GCQA has been purposefully designed for individuals who are:

- Employed as quality assurance professionals within the tertiary education sector
- Trustees or governors of tertiary education institutions that are establishing or improving their quality assurance systems, or needing to understand systems of external quality assurance and accreditation
- Employed by existing or emerging external quality agencies and require education in the basic structures and implications of quality assurance
- Board or commission members of external quality agencies; and
- Evaluators or reviewers associated with external quality agencies.

Prerequisites

To be eligible to enrol in the GCQA individuals must meet the following criteria:

- An undergraduate degree or equivalent
- At least two years of relevant work experience; and
- Current employment and/or active involvement in the sector and acknowledged support for study by employers.

'I found the GCQA course very useful in gaining a much greater understanding of the policy and regulatory context of quality assurance in higher education, not just in Australia, but in other parts of the world. I really enjoyed the online learning approach with the use of online reading materials, webinars and discussion boards.'

Ms Janet Beard, Director (Integrated Administration), The University of Melbourne



Subjects by Theme

Our award programs contain a range of subjects, enabling participants to customise their study programs according to personal and/or professional interests.

To gain Masters and Graduate Certificate qualifications, participants need to complete a range of compulsory and elective subjects as defined by the particular award program they seek.

Subjects are available on the following broad themes:

- Understanding the Sector
- Governance
- Quality Assurance
- International Education
- Managing Teaching and Learning; and
- Research.

General Management and Research Methods subjects may be taken as cross institutional electives at the discretion and arrangement of the Program Director.

Understanding the Sector

Tertiary Education Policy and Management

25 Credit Points

By comparing tertiary education systems internationally, this subject covers key elements of tertiary education policy and management including:

- The nature of the tertiary education organisation
- Comparative tertiary education policy studies; and
- Management and leadership in tertiary education.

Final Capstone Project

25 Credit Points

Available only to MTEM participants, this subject draws on theory, knowledge and skills developed during their program and study. Students design and complete an individually negotiated investigative project supervised by academic staff.

The project must:

- Tackle a real life policy or management issue, integrate learning and present an actionable proposal for policy makers or institutional managers; and
- Write a 10,000 word report for assessment. This report may later be used as the basis of a workplace report, conference paper or journal article.

Governance

Institutional Governance in Tertiary Education

12.5 Credit Points

This subject covers key elements of effective governance in tertiary institutions including:

- The legal basis of the institution and its charter or mission
- Roles and responsibilities of governing bodies and executive officers
- Defining mission, setting strategy and developing policy
- Managing stakeholder relations
- Delegations, decision making and committee processes
- Systems for ensuring legal compliance, financial control and risk identification; and
- Performance information and accountability reporting.



Quality Assurance

External Quality Assurance

12.5 Credit Points

This subject covers key elements of international approaches to quality assurance in tertiary education including:

- Quality assurance for higher education - focusses on national quality assurance systems and the roles of agencies
- External quality assurance roles and responsibilities - looks at the generic functions of external quality assurance and the different ways in which agencies discharge their roles and responsibilities
- Networks of external quality agencies - deals with significant international networks, national member networks and their role in finding solutions to problems posed by cross-border and distance education providers
- Standards applied by external quality assurance agencies - examines the meaning of 'minimum standards' in contrast with standards that change behaviours; and
- Emerging challenges for external quality assurance agencies - discusses the many challenges that have emerged in tertiary education and the role of agencies in dealing with them.

Maintaining Quality within Institutions

12.5 Credit Points

This subject covers key elements in maintaining quality within institutions from an insider perspective including:

- Context and approach - discusses the international and national contexts for institutional quality
- The Quality Cycle: planning and acting
- The Quality Cycle: evaluating and improving; and
- Benchmarking and quality agencies - how to choose comparators and partners and how to prepare for external quality agency audits.

Operating an External Quality Agency

12.5 Credit Points

This subject covers key elements of providing services that ensure quality of programs or institutions through accreditation, quality review and improvement strategies including:

- Structures and management - looks at the basic functions, scope and range of activities of an agency, as well as organisational structures, methodologies and reputation building
- Methods of review and accreditation
- Reviewers' roles and training
- Site visits; and
- Preparation of a report.

'Highlights for me of the GCQA included being challenged to be more analytical about who the external quality assurance players really are, and getting more confidence to insist on good internal quality assurance processes.'

Martin Boswell, Team Leader, Academic Quality & Policy,
Victoria University of Wellington, New Zealand

International Education

Managing International Tertiary Education

12.5 Credit Points

This subject covers key elements of managing international tertiary education such as:

- Concepts, frameworks, motivations and manifestations of internationalisation in tertiary education
- National agendas, strategies and policies
- Internationalisation of Australian tertiary institutions in practice
- Internationalisation strategy and business formulation; and
- Leading, managing and sustaining internationalisation.

Managing Teaching and Learning

Managing Teaching and Learning in Tertiary Education

12.5 Credit Points

This subject covers key elements of effective student learning in tertiary education including:

- International trends in mass-scale, cross-border and online tertiary education
- New market entrants and new business models in the provision of tertiary study
- Introducing new information and communication technologies to teaching and learning
- Designing and assessing student learning
- Managing student expectations
- Assessing and improving teaching quality; and
- Internationalising the curriculum.

Research

Science, Technology and Innovation Policy

12.5 Credit Points

This subject covers key elements in working with funding and the governance of research and innovation including:

- A structured overview of science, technology and innovation (theory and practice)
- Conducting and presenting science and technology policy analyses
- A review of state-of-the-art tools and methods for funding science, technology and innovation capacity building
- Preparing policy briefs and matching policy objectives to funding instruments
- Identification and analysis of science and technology policy trends; and
- A structured forum for policy learning and exchange of ideas.



Leading and Managing Research

12.5 Credit Points

This subject covers key elements of research leadership and management in institutional settings including:

- Public policy settings and funding frameworks for research institutions
- Commercial, community and philanthropic engagement (clients, partners, sponsors)
- Institutional policies and strategies (internal systems to support research programs and research training, resourcing, ethics and reporting, publications, intellectual property); and
- Managing researchers and research projects (making plans, setting priorities and managing the needs and expectations of different stakeholders).

Institutional Research in Tertiary Education

12.5 Credit Points

This subject covers key elements of institutional research in tertiary education institutions including:

- The foundations of institutional research: its history, emergence as a profession, contexts of application and the role it plays in institutional governance and management
- International developments, concepts and approaches: the emergence of benchmarks and rankings and the use of institutional classifications
- Analytic resources: common tools, techniques and technologies; and
- Common domains of analysis; student enrolment, progression and completion, programs of study, research activity and workforce planning.

Research Evaluation

12.5 Credit Points

This subject covers key elements in research evaluation and its place in science policy including:

- The function of evaluation in science and the ways in which scientists, scientific processes and results are subject to evaluation
- The institutional context of research evaluation in science policy, its function in governing the science system, organisationally, nationally and internationally
- The type of evaluations that exist on different levels, as well as the tools used in evaluation
- The social and organisational impacts of evaluation on the science system
- The ways in which evaluation can be studied scientifically; and
- Various approaches to evaluation research.

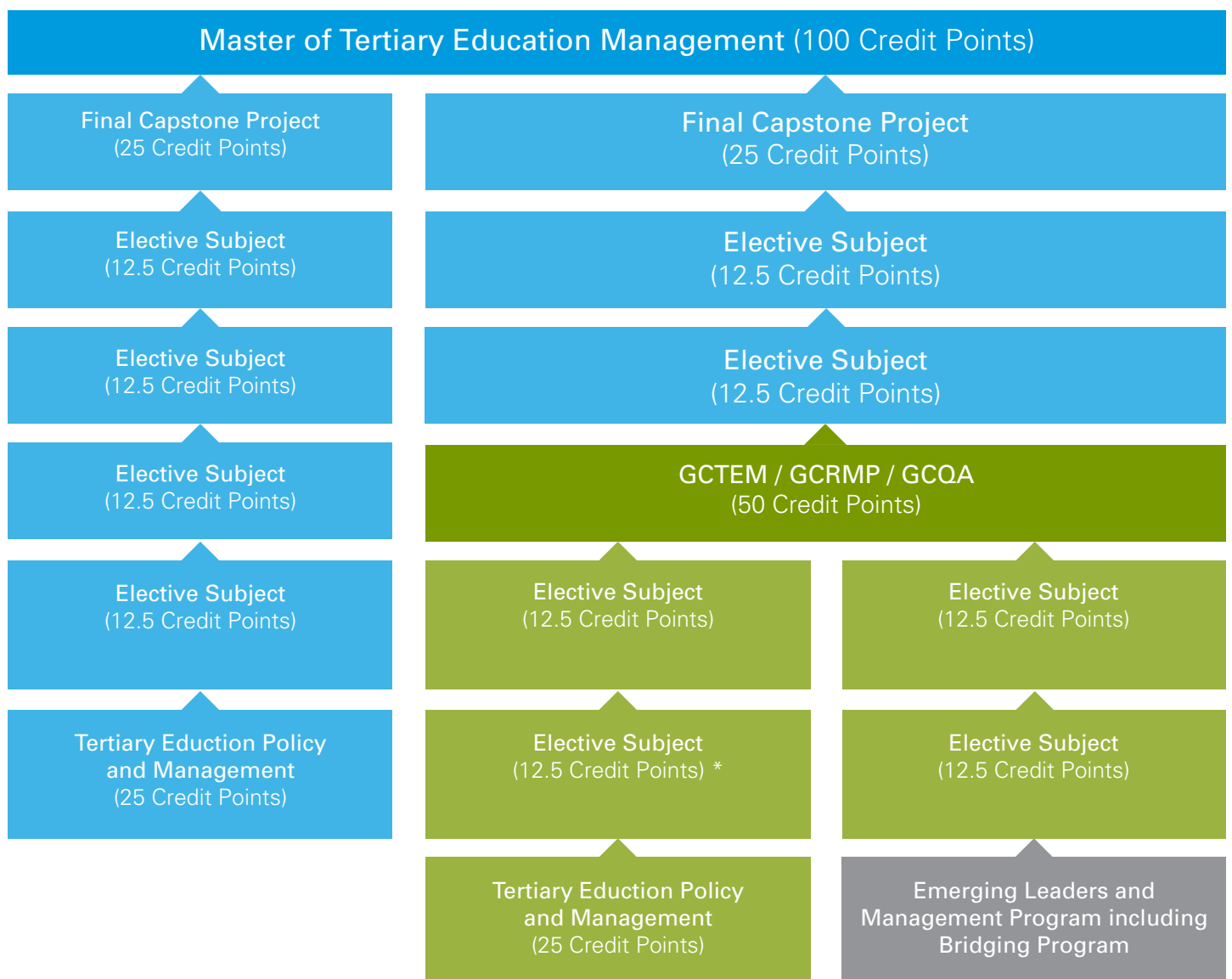
'The MTEM more than met my expectations. The quality of the presenters, both international and local, was outstanding, the readings challenging and the simulation experience of great value.'

John Maddock, Former CEO, Box Hill Institute of TAFE



Pathways

LH Martin Institute programs have been designed to facilitate multiple entry and exit points to enable tailoring to individual professional needs.



* Note: Graduate Certificate in Quality Assurance participants must select the External Quality Assurance (12.5 Credit Point) subject as one of their elective subjects.

Enrolment Information

Applications for award programs are accepted twice yearly, while applications for professional development subjects can be made throughout the academic year.

Applicants for LH Martin Institute Masters and Graduate Certificate programs need to apply online via The University of Melbourne's online application system. The easiest way to access this is via the postgraduate awards page on the LH Martin Institute website www.lhmartininstitute.edu.au and clicking on the 'Apply' link.

Applications for Professional Development Subjects are accepted directly by the LH Martin Institute. Closing dates for applications vary according to the scheduling of individual subjects.

2015 Fees

All fees listed below apply to both domestic and international students. Fees include course notes, reading packs and catering during residential schools. Fees do NOT include text books, travel or accommodation-related expenses.

Please refer to <http://futurestudents.unimelb.edu.au/admissions/fees/> for more information about fees, payments and refunds.

LH Martin Institute postgraduate award programs are an opportunity for individuals to enhance their professional qualifications and increase their earning potential. Tuition fees should therefore be viewed as an investment in future careers and lifelong earnings.

- Graduate Certificate in Tertiary Education Management (50 Credit Points)
Fee: \$15,521
- Graduate Certificate in Research Management and Policy (50 Credit Points)
Fee: \$15,521
- Graduate Certificate in Quality Assurance (50 Credit Points)
Fee: \$15,521
- Master of Tertiary Education Management (100 Credit Points)
Fee: \$31,042
- Professional Development Subjects (12.5 Credit Points)
Assessed Subject Fee: \$3,706
Non-assessed Subject Fee: \$2,970

Financing Options

Domestic applicants

Successful domestic applicants in postgraduate award programs will be offered an Australian fee-paying place in respective programs.

Applicants who are Australian citizens, permanent humanitarian visa holders, or permanent visa holders undertaking bridging study for overseas-trained professionals, may defer all, or part of their tuition fees, through FEE-HELP (a government loan) and will not need to repay the loan until their income reaches a minimum repayment threshold.

International applicants

Successful international applicants in postgraduate award programs, including New Zealand citizens, will be offered a full fee-paying place in respective programs.

Applicants will be asked to pay a minimum deposit amount by the date specified in their offer letter to confirm acceptance of their offer. Once enrolled, an invoice for the balance of tuition fees will be available, with a requirement to pay by the date specified on the invoice.

It is the responsibility of applicants to ensure that fees are paid by the due date. Unpaid fees can result in enrolments being cancelled.



Scholarships

Travel Scholarships (Domestic students only)

A travel and accommodation scholarship is available to subsidise travel and accommodation costs for domestic applicants who have to travel to attend residential schools in Melbourne.

Further information will be provided to successful domestic applicants.

Language Requirements

All applicants must meet the English language requirements of The University of Melbourne to be eligible for a place in a course. English language requirements can be met in a number of ways depending on personal circumstances.

TOEFL, IELTS or Pearson Test of English or Cambridge English: Advanced/Certificate in Advanced English (CAE)

- IELTS (Academic English only): overall 7.0 (with written 7.0 and no band less than 6.0); OR
- TOEFL (Paper-based test): 600 + TWE 5.0; OR
- TOEFL (Internet-based test): 94 + Writing 27; Speaking 18; Reading 13; Listening 13; OR
- Pearson Test of English (Academic): 65 and written communicative skill of 65 with no other communicative skill below 50; OR
- CAE: 67 + no less than 'Good' in Writing and 'Borderline' in each other skill.

IELTS and TOEFL scores must be achieved from a single test report, even if applicants have sat for multiple tests. For more information on IELTS, TOEFL, Pearson Test of English and CAE requirements go to <http://futurestudents.unimelb.edu.au/admissions/entry-requirements/language-requirements/graduate-toefl-ielts>.

Other ways to satisfy English language requirements

A complete list of alternatives to satisfying the English language requirements is available at <http://futurestudents.unimelb.edu.au/admissions/entry-requirements/language-requirements>. Please refer to list number 3 entitled 'For graduate applicants'.

The list includes information pertaining to those who have completed a degree which was taught and assessed entirely in English in the last two years and citizens of specific countries.

Professor Sir Leslie H Martin

Sir Leslie H Martin rose from humble beginnings to a position of power and influence. His success depended largely on his character and the trust he engendered in others.



The LH Martin Institute was named after Professor Sir Leslie H Martin (1900 - 1983), who was knighted in 1957 to honour his outstanding contributions to science.

Sir Leslie was an eminent physicist who became a key higher education adviser to the Menzies government.

He was Lecturer and Associate Professor in Natural Philosophy, and then Professor of Physics at The University of Melbourne (1927 - 1959).

After leaving The University of Melbourne in 1959, he became Chairman of the Australian Universities Commission (AUC), a position he held until 1966.

During this time the Commission oversaw a rapid expansion of Australian higher education, including the commencement of five new universities.

In 1961, he became Chairman of a major inquiry into the future of Australian higher education - the Committee on the Future Development of Tertiary Education in Australia - which became known as the Martin Committee.

After leaving the AUC, Sir Leslie became the first Dean of the Faculty of Military Studies at the Royal Military College Duntroon in 1967.

Sir Leslie retired in 1971.



Building capacity and developing leaders of tertiary education through postgraduate and professional development programs, research and events tailored for the sector.



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