

PC-EVAL Postgraduate Certificate in Evaluation

Year and Campus:	2012 - Parkville																													
CRICOS Code:	073591A																													
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 6 months full time. This course is available as full or part time.																													
Coordinator:	Janet Clinton																													
Contact:	Education Student Centre																													
Course Overview:	<p>The course is a program of professional development catering for the needs of those who wish to take a leadership role in evaluation practice. Such people are normally employed as policy and program planners, trainers, teachers, performance auditors, managers and consultants. They are drawn from public sector organizations (in areas such as education, welfare and health), non-government agencies, business, or from consultants offering evaluation services. The course aims to enable students to become familiar with theories underlying policy and program development, the roles of various types of evaluation as well as key concepts and approaches to evaluation. It will encourage critical review of important issues in the design, conduct and use of evaluation.</p>																													
Objectives:	<p>Students who have completed the Postgraduate Certificate in Evaluation should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of evaluation theory and practice; • apply understandings of evaluation theory and methods to a range of practical settings; and • demonstrate awareness of professional responsibilities and ethical principles that should characterise leaders in the evaluation field. 																													
Course Structure & Available Subjects:	Students undertaking the Postgraduate Certificate in Evaluation will be expected to complete three subjects; one compulsory subject and two elective subjects.																													
Subject Options:	<p>The compulsory subject is:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90713 Program Evaluation: Forms and Approaches</td> <td>Semester 1, Semester 2</td> <td>25</td> </tr> </tbody> </table> <p>Students should also choose two subjects from the following list:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90715 Debates in Evaluation</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90716 Introduction to Qualitative Methods</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90717 Mixed Methods Research & Evaluation</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90718 Recent Approaches to Research/Evaluation</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90719 Evaluation Capacity Development & Change</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>MAST90070 Introduction to Quantitative Methods</td> <td>January, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90713 Program Evaluation: Forms and Approaches	Semester 1, Semester 2	25	Subject	Study Period Commencement:	Credit Points:	EDUC90715 Debates in Evaluation	Semester 2	12.50	EDUC90716 Introduction to Qualitative Methods	Semester 1	12.50	EDUC90717 Mixed Methods Research & Evaluation	Semester 2	12.50	EDUC90718 Recent Approaches to Research/Evaluation	Semester 1	12.50	EDUC90719 Evaluation Capacity Development & Change	Semester 1	12.50	MAST90070 Introduction to Quantitative Methods	January, Semester 2	12.50
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Entry Requirements:	<p>An applicant may be eligible for entry in the Master of Evaluation if the applicant has:</p> <ul style="list-style-type: none"> • an appropriate undergraduate degree in a social or human science, or • an appropriate postgraduate qualification in social or human science, or 																													

	<ul style="list-style-type: none"> • an undergraduate degree with at least three years of documented relevant work experience.
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: In all courses The 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 placements The 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>This course seeks to enable students to achieve the University of Melbourne Graduate Attributes by:</p> <ul style="list-style-type: none"> • Providing a rich learning environment that assists students to think critically, expand their analytical and cognitive skills as well as develop exemplary interpersonal and evaluative decision-making skills; • Encouraging students to develop a strong sense of intellectual integrity as well as in-depth knowledge of the discipline of evaluation; and • Promoting an appreciation of the global and interdisciplinary nature of evaluative inquiry as well as their role as future thought leaders in the evaluation profession.