

MR-EVAL Master of Evaluation

Year and Campus:	2013 - Parkville								
CRICOS Code:	073590B								
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees								
Level:	Research Higher Degree								
Duration & Credit Points:	Students are expected to complete this research in 1.50 years full time, or equivalent part time. Credit Points: 0								
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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 Master of Evaluation course will be able to:</p> <ul style="list-style-type: none"> # demonstrate advanced knowledge and understanding of evaluation theory and practice; # make effective use of evaluation literature and research; # apply understandings of evaluation theory and methods to a range of professional settings; and # demonstrate an appreciation of professional responsibilities and ethical principles that should characterise leaders in the evaluation field. 								
Course Structure & Available Subjects:	<p>The Master of Evaluation (MR-EVAL) is a research classified course which requires completion of a major thesis. The course is 150 points and is taken over 18 months full time (or equivalent part time).</p> <p>Students in the Master of Evaluation (MR-EVAL) complete</p> <ul style="list-style-type: none"> # one compulsory subject EDUC90713 Program Evaluation: Forms and Approaches (25 points) # 25 points of elective subjects # a 20,000 word thesis including research methodology modules (EDUC90729) <p>Students in the Master of Evaluation (MR-EVAL) must achieve an H2A (75% average) in the coursework component to proceed to the thesis.</p> <p>Information on the 100 point coursework-classified Master of Evaluation (MC-EVAL) is available here: https://handbook.unimelb.edu.au/view/current/MC-EVAL (../view/current/MC-EVAL)</p>								
Subject Options:	<p>Compulsory subject</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>Not offered 2013</td> <td>25</td> </tr> </tbody> </table> <p>Elective subjects</p>			Subject	Study Period Commencement:	Credit Points:	EDUC90713 Program Evaluation: Forms and Approaches	Not offered 2013	25
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EDUC90713 Program Evaluation: Forms and Approaches	Not offered 2013	25							

Students undertake 25 points of electives from the following list:

Subject	Study Period Commencement:	Credit Points:
EDUC90714 Impact Evaluation: Principles & Practice	Not offered 2013	25
EDUC90715 Debates in Evaluation	Not offered 2013	12.50
EDUC90716 Introduction to Qualitative Methods	Not offered 2013	12.50
EDUC90717 Mixed Methods Research & Evaluation	Semester 2	12.50
EDUC90718 Recent Approaches to Research/Evaluation	Not offered 2013	12.50
EDUC90719 Evaluation Capacity Development & Change	Not offered 2013	12.50
MAST90070 Introduction to Quantitative Methods	Not offered 2013	12.50

Thesis

The research component of this course is comprised of a 20,000 word thesis and research methodology. The research methodology modules must be completed during the first semester of enrolment in the thesis.

Subject	Study Period Commencement:	Credit Points:
EDUC90356 Major Thesis - Education	Not offered 2013	Not Assigned
EDUC90729 Conducting Educational Research	September	12.50

Entry Requirements:

An applicant may be eligible for entry in the Master of Evaluation if the applicant has:

- # an appropriate undergraduate degree in a social or human science, or
- # an appropriate postgraduate qualification in social or human science, or
- # an undergraduate degree with at least three years of documented relevant work experience.

Applicants are normally required to have completed a research project, component, subject or group of subjects that accounts for at least 25% of their work (i.e. Honours year), or 25% of one year accumulated over the length of a Masters course, and which has, or have, been conducted, and assessed, individually. Research carried out in groups should at least have been graded individually. This project, component, or subject(s) may include:

- (a) any obviously research oriented project, subject or sustained piece of scholarly writing conducted for assessment, such as small theses, research essays, long essays, or studios; AND/OR
- (b) any less-obviously research subjects, including practice-based subjects such as performance or fieldwork, where there is also scholastic rigor as documented in a sustained piece of writing analogous to (a); AND/OR
- (c) any subjects directed at the formation of research skills, such as methodology and reasoning, such as scientific reasoning, or legal reasoning, where a sustained piece of writing has also been produced.

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. 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

	<p>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>
Further Study:	<p>Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD 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.</p>
Graduate Attributes:	<p>This course seeks to enable students to achieve the University of Melbourne Graduate Attributes by: 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.</p>
Generic Skills:	<p>The University's general graduate attributes are located on the Office of the Provost's website: http://www.unimelb.edu.au/about/attributes.html (http://www.unimelb.edu.au/about/attributes.html)</p>
Links to further information:	<p>http://education.unimelb.edu.au/study_with_us/professional_development/course_list/evaluation</p>