

PC-EVAL Postgraduate Certificate in Evaluation

| Year and Campus: | 2014 - Parkville | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 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: | Dr Amy Gullickson | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contact: | Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Overview: | <p>The Postgraduate Certificate in Evaluation 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.</p> <p>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> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Outcomes: | <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 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>October</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>Not offered 2014</td> <td>12.50</td> </tr> <tr> <td>EDUC90719 Evaluation Capacity Development & Change</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>MAST90070 Introduction to Quantitative Methods</td> <td>Summer Term</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 | October | 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 | Not offered 2014 | 12.50 | EDUC90719 Evaluation Capacity Development & Change | Semester 2 | 12.50 | MAST90070 Introduction to Quantitative Methods | Summer Term | 12.50 |
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| EDUC90713 Program Evaluation: Forms and Approaches | Semester 1, Semester 2 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| EDUC90715 Debates in Evaluation | October | 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 | Not offered 2014 | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90719 Evaluation Capacity Development & Change | Semester 2 | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MAST90070 Introduction to Quantitative Methods | Summer Term | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | EDUC90799 Current Eval/Research Topics | March | 12.50 |
| | EDUC90795 Qualitative Methods for Evaluation | Not offered 2014 | 12.50 |
| | EDUC90800 Evaluation Capacity Development | Not offered 2014 | 12.50 |
| | MAST90078 Quantitative Methods for Evaluation | May, October | 12.50 |
| Entry Requirements: | <p>1. The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following criteria:</p> <ul style="list-style-type: none"> # a four-year undergraduate degree in a social or human science, or # a postgraduate qualification in social or human science, or # a relevant undergraduate degree with at least three years of documented relevant work experience. <p>2. The Selection Committee will require a personal statement of no more than 500 words outlining relevant prior study and work experience, and motivation to undertake the course in a format as specified by the Selection Committee.</p> <p>3. The Selection Committee may conduct interviews or tests or may call for referee reports or employer references to elucidate any of the matters referred to above.</p> | | |
| 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 all courses at the Melbourne Graduate School of Education are: 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. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact Disability Liaison.</p> | | |
| Further Study: | <p>Graduates may progress to a range of other graduate coursework programs.</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> | | |
| Links to further information: | <p>http://www.education.unimelb.edu.au/</p> | | |