

695AA Master of Education Policy (International)

Year and Campus:	2015 - Parkville														
CRICOS Code:	052665F														
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees														
Level:	Graduate/Postgraduate														
Duration & Credit Points:	100 credit points taken over 12 months full time. This course is available as full or part time.														
Coordinator:	Dr Mary Leahy														
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)														
Course Overview:	<p>One of the most significant trends in policy development around the world has been the restructuring of education systems in the light of near-universal participation at the secondary level, the growing demand to accommodate vocational education and training in schools and the effects of globalisation on pedagogy and curriculum. It is only through an understanding of these responses and the contexts in which they have occurred that Australian policy formation can occur at the level of international best practice. This course aims to place the analysis of Australian education policy in this broader national and international context of best practice, and will provide a targeted program of study in three international systems. There are no other courses in Australia offering a similar combination of study and overseas experience in this field and very few internationally with a comparative international focus.</p>														
Learning Outcomes:	<p>Students who complete the Master of Education Policy (International) will develop:</p> <ul style="list-style-type: none"> # knowledge of education systems and of the key contemporary issues in education policy in Australia and key OECD countries # knowledge of the key theoretical frameworks to support the analysis of education systems and key contemporary education issues in Australia and internationally # knowledge of research principles and methods for policy analysis, comparative analysis and theoretical studies of education systems and transitions. # the cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theories relevant to education systems and key contemporary education issues. # the cognitive skills to evaluate and generate complex ideas # the research skills to evaluate theoretical propositions, empirical research and data relevant to education # the communication and research skills to develop an argument that is supported by the empirical and theoretical literature. <p>Graduates of the Master of Education Policy (International) will also demonstrate the application of skills and knowledge to plan and execute a substantial research-based capstone project.</p>														
Course Structure & Available Subjects:	Candidates are required to take three electives and the core subject.														
Subject Options:	<p>Elective Subjects</p> <p>NB: EDUC90163 Education Policy: International Study is the Study Tour Subject. Candidates who wish to undertake the Study Tour must complete EDUC90145 Comparative Education Policy first.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90145 Comparative Education Policy</td> <td>February</td> <td>25</td> </tr> <tr> <td>EDUC90163 Education Policy: International Study</td> <td>September</td> <td>25</td> </tr> <tr> <td>EDUC90146 Education Policy and Reform in Australia</td> <td>March</td> <td>25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90145 Comparative Education Policy	February	25	EDUC90163 Education Policy: International Study	September	25	EDUC90146 Education Policy and Reform in Australia	March	25
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EDUC90145 Comparative Education Policy	February	25													
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EDUC90146 Education Policy and Reform in Australia	March	25													

	EDUC90644 Globalisation and Leadership	July	25
Core Subject			
	Subject	Study Period Commencement:	Credit Points:
	EDUC90150 Education Policy: Negotiated Project	March, Semester 2	25
Entry Requirements:	<p>1. In order to be considered for entry, applicants must have completed:</p> <ul style="list-style-type: none"> • either <ul style="list-style-type: none"> – an honours degree in Education, or – a four-year degree and a postgraduate certificate in the field of Education, or equivalent; or – a postgraduate diploma in the field of Education, or equivalent; or – a four year degree, or equivalent, and at least two years of documented relevant work experience. <p>Meeting these requirements does not guarantee selection.</p> <p>2. In ranking applications, the Selection Committee will consider:</p> <ul style="list-style-type: none"> • prior academic performance; and if relevant • relevant work experience. <p>3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Student Application and Selection Procedure (https://policy.unimelb.edu.au/MPF1034) .</p> <p>4. Applicants are required to satisfy the university's English language requirements for postgraduate 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.</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 the Melbourne Graduate School of Education are: In all courses</p> <ol style="list-style-type: none"> 1. The ability to comprehend complex information related to education and the disciplines in which the student is teaching. 2. 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. 3. 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. 		
Further Study:	<p>Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, 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>		
Generic Skills:	<p>On completion of this course, students should have:</p> <ul style="list-style-type: none"> # an advanced understanding of the changing knowledge base in education policy; # an ability to evaluate and synthesise the research and professional literature on education policy; # advanced skills and techniques applicable to education policy; # well-developed problem-solving abilities related to education policy, characterised by flexibility of approach; # advanced competencies in areas of professional expertise and/or scholarship; # a capacity to articulate their knowledge and understanding in oral and written presentations; # an advanced understanding of the international context and sensitivities of education policy; # an appreciation of the design, conduct and reporting of original research; 		

	<ul style="list-style-type: none"># a capacity to manage competing demands on time, including self-directed project work;# a profound respect for truth and intellectual integrity, and for the ethics of scholarship;# an appreciation of the ways in which advanced knowledge equips the student to offer leadership in education policy;# the capacity to value and participate in projects which require team-work;# an understanding of the significance and value of their knowledge to the wider community (including business and industry);# a capacity to engage where appropriate with issues in contemporary society.
Links to further information:	http://education.unimelb.edu.au/study_with_us/professional_development/course_list/education_policy_international