MC-EVAL Master of Evaluation

Year and Campus:	2016 - Parkville
CRICOS Code:	073589F
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 Amy Gullickson
Contact:	**Contact (http://education.unimelb.edu.au/contact_us/enquiry-forms/general-enquiry)** **Melbourne Graduate School of Education** Currently enrolled students: ＃ General information: **https://ask.unimelb.edu.au (https://ask.unimelb.edu.au)** ＃ Email: **Contact Stop 1 (http://students.unimelb.edu.au/stop1)** Future students: ＃ **Further information (http://education.unimelb.edu.au/study_with_us/ professional_development/course_list/evaluation)**
Course Overview:	The Master of Evaluation is a professional qualification course catering for the needs of those who wish to prepare for a leadership role in evaluation theory, method, and practice at local, national and international levels. Our students include policy and program planners, trainers, teachers, performance auditors, internal monitoring and evaluation staff, project staff, managers, medical staff, and independent consultants. They are drawn from the public sector, non-government agencies, and business in areas such as education, welfare, and health. The course aims to enable students to become familiar with theories underlying policy and program development, the roles of various types of evaluation, ethical practice, and key concepts and approaches to evaluation. It will encourage critical review of important issues in the design, conduct, and use of evaluation.
Learning Outcomes:	Students who have completed the Master of Evaluation course will be able to: ＃ 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:	The Master of Evaluation (MC-EVAL) is a 100 point coursework classified course. Students undertaking the Master of Evaluation (MC-EVAL) will complete four compulsory subjects and four elective subjects. Information on the 100 point, fully online coursework-classified Master of Evaluation (MC-EVALO) is available here: **https://handbook.unimelb.edu.au/view/current/MC-EVALO (../../ view/current/MC-EVALO)** Information on the research classified Master of Evaluation (MR-EVAL) - which is 150 points and includes a major thesis - is available at the following link: **https:// handbook.unimelb.edu.au/view/current/MR-EVAL (../../view/current/MR-EVAL)**
Subject Options:	**Compulsory subjects**

Subject	Study Period Commencement:	Credit Points:
EDUC90847 Practice of Evaluation	October, Term 4	12.5

| EDUC90848 Applied Research for Evaluation | July, October, Term 3, Term 4 | 12.5 |
| EDUC90850 Foundations of Evaluation | April, July, Term 2, Term 3 | 12.5 |

Capstone subjects

Students should choose one capstone subject from the following list.

Students selecting the 6.25 credit point subject should note that it must be undertaken over two consecutive study periods.

Subject	Study Period Commencement:	Credit Points:
EDUC90747 Evaluation Capstone	January, April, July, October, Term 4	12.5
EDUC90825 Evaluation Capstone	January, April, July, October, Term 4	6.25

Elective subjects

Students should choose four elective subjects from the following list.

Subject	Study Period Commencement:	Credit Points:
EDUC90715 Debates in Evaluation	Term 4	12.5
EDUC90716 Qualitative Methods for Evaluation	January, July, Term 3	12.5
EDUC90717 Mixed Methods Research & Evaluation	Term 3	12.5
EDUC90719 Developing Evaluation Capacity	Term 2	12.5
EDUC90720 Evaluation Project	Not offered 2016	12.5
EDUC90799 Current Evaluation and Research Topics	April, Term 2	12.5
EDUC90849 Impact Evaluation	Term 2	12.5
EDUC90851 Evaluation and Value for Money	October, Term 4	12.5
MAST90078 Quantitative Methods for Evaluation	Term 2	12.5

Entry Requirements:

1. In order to be considered for entry, applicants must have completed:
• either
– a four-year undergraduate degree, or
– a postgraduate qualification, or
– an undergraduate degree with at least three years of documented relevant work experience; and submit
• a personal statement outlining relevant prior study, work experience and why they wish to be considered for the course.
Meeting these requirements does not guarantee selection.
2. In ranking applications, the Selection Committee will consider:
• prior academic performance; and
• the personal statement; and, if relevant
• the professional experience.
3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Academic Board **rules (http://about.unimelb.edu.au/academicboard/ resolutions)** on the use of selection instruments.
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.

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 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 the Disability Liaison Unit.
Further Study:	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.
Graduate Attributes:	Academic distinction Graduates will develop evidence and practice based knowledge of evaluation and research that applies across disciplines. They will demonstrate a high level of skill designing and conducting evaluation and research activities and communicating with clients and stakeholders. Graduates will be critical and creative thinkers, with an aptitude for continued self-directed learning. Active Citizenship Graduates will be prepared to engage in evaluation in their professional and community contexts where they will be able to initiate and implement evaluation projects, and practice evaluative thinking. They will understand the existence of multiple sets of values, how those affect the task of evaluation, and how to make the values conversation an explicit component of evaluation work. Integrity and Self-Awareness Graduates will be familiar with existing professional standards and competencies for evaluators. They will have developed a sense of intellectual integrity regarding evaluation theory, method and practice. They will demonstrate well-developed evaluative decision-making skills and the ability to reflect critically on their evaluation practice.
Links to further information:	http://education.unimelb.edu.au/study_with_us/professional_development/course_list/evalution