

Master of Inclusive Education Program

Application Guidelines

Round 12 – Course commencing Semester/Trimester 2, 2026



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200 Victoria Parade, East Melbourne, Victoria, 3002



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1. Introduction

Inclusive education ensures students with disability and additional learning needs achieve their full potential, at school and in life. Research shows that strong inclusive education practices benefit all students, academically and socially, and can be transformative for many.

The **Master of Inclusive Education Program** (the program) represents a significant investment in individuals, schools, and the Victorian education system. Its objective is to deepen the disciplinary knowledge and pedagogical skills of teachers and regional workforces, equipping them with the expertise and confidence to effectively support students with disability and additional learning needs.

The program covers tuition fees for eligible teachers and regional workforce to undertake one of several relevant master's degree courses (see page 7 for the list of courses).

These guidelines are for **Round 12** of the program, which begins in Semester/Trimester 2, 2026., depending on the university offering the course.

To be eligible, applicants must currently be teaching in a Victorian government school or working in a regional role supporting students with disability and additional learning needs or providing intervention and support to schools (see Eligibility on page 16 for more details).

Applicants from diverse backgrounds, orientations, and abilities are warmly encouraged to apply.

Important

In return for the benefit of receiving sponsorship for postgraduate study, you must continue your employment at the Department of Education (the department) for 3 years after completion of the course and actively work in an eligible role (see Eligibility on page 16).

In the event you become ineligible or breach your sponsorship obligations, you will be required to repay the course fees (or part of) immediately to the department (see the Debt Recovery policy on page 18).

Important

Please note that the **Master of Applied Behaviour Analysis** at Monash University has separate application guidelines due to the course's specific content and requirements. For full details, please visit the program's [webpage](#).

Background

The Victorian Government introduced this program in 2017 to support schools in enhancing their inclusive education practices.

In 2020-21, \$1.6 billion was invested in [Disability Inclusion](#) (DI) reforms to ensure every student receives the support they need to learn and thrive.

To foster a culture of continuous learning for teachers and regional workforces, the DI Initiative is committed to providing ongoing, sustainable professional learning. This is achieved through a combination of theory, modelling, practice, and coaching, which significantly improves the transfer of new knowledge into classroom practice.

By participating in targeted postgraduate study, you can strengthen your skills and capabilities to better meet the educational needs and aspirations of students with disability and additional learning needs, while also enhancing how the education system supports every student to reach their full potential.

Furthermore, the DI reforms increase schools' access to specialist expertise, coaching, professional development, evidence-based guidance and resources, alongside creating additional scholarships for teachers and regional workforces.

Recipients and school leaders should be ready to collaborate with peers, critically examine current practices, and embrace contemporary, evidence-based approaches to inclusive teaching and learning

Inclusive Education Scholarships Unit

The program is administered by the Inclusive Education Scholarships Unit (the IESU) in the department. The IESU is located in the Inclusive Education Division, School Education Programs and Support, which coordinates the reforms sitting under the DI umbrella.

The IESU manages the start to end process of annual application rounds, and provides support to recipients during their study journey, including post completion. The IESU is required to report regularly on the program (which includes recipients) to ensure objectives of the program are being met for system wide impact.

Definitions

- 'Applicant' – a teacher or regional workforce employee who is applying for a place in the program
- 'Recipient/you' – a teacher or regional workforce employee whose application has been successful
- 'Placement' – your confirmed place in the program (not to be confused with a practical placement, known here instead as 'practicum')
- 'Course' – any of the 7 courses offered through the program.

Meeting Victoria's needs

The program complements a suite of Disability Inclusion (DI) reform initiatives - including the Diverse Learners Hub, Inclusion Outreach Coaching, Inclusive Education Professional Learning, and the [Graduate Certificate in Education \(Learning Difficulties\)](#) program. Together, these initiatives drive systemic pedagogical and cultural transformation across Victorian government schools. As such, recipients and school leaders are encouraged to collaborate actively with peers, critically reflect on current practices, and embrace contemporary, evidence-based approaches to inclusive teaching and learning.

Aligned with the key components of the [Framework for Improving Student Outcomes 2.0](#) (FISO 2.0) and the [Victorian Teaching and Learning Model 2.0](#) (VTLM 2.0), the program ensures that classroom practice and school-wide vision and strategy work in harmony. This alignment supports education workforces to develop and embed strong, evidence-based inclusive practices, improving learning outcomes for all students - particularly those with disability and additional learning needs.

Furthermore, the program directly contributes to the [Education State](#) targets by fostering professional leadership, promoting excellence in teaching and learning, nurturing positive learning environments, and breaking the link between disadvantage and student outcomes.

2. Courses and tuition fees

The department has made a **significant financial investment** to build capability in schools and regional workforces, enhancing skills and knowledge in inclusive education to better support the needs of all students. **Financial obligations for successful applicants are clearly outlined** on the program webpage, in these guidelines, and within the application form.

If you are **unable to meet the program's employment and financial obligations, you will be required to repay the department for the course fees** associated with the course or subjects undertaken, regardless of whether you pass or fail. Please refer to the Debt Recovery policy on page 18 for more details.

Table 1 below provides the **average cost of courses** offered through the program - please review the cost related to your chosen course carefully, as you will be responsible for repayment if you do not adhere to the program obligations.

Table 1: Courses available through the program

University	Course	Specialisation	Delivery mode	Indicative Course Cost
Deakin University	Master of Education (Specialist Inclusive Education) 8 credit points + 0 credit point compulsory academic integrity unit (8 subjects) Course Code: E768	No specialisation	Online	\$30,065.60 Per subject: \$3,758.20 Yearly admin fee: \$1,226.44
La Trobe University	Master of Education (Inclusion and Diversity) 120 credit points 7 subjects Course code: EM001O	No specialisation	Online	\$33,800 Per subject: \$4,062.60
NextSense/ Macquarie University	Master of Disability Studies 80 credit points 8 units (subject) Course code: C000169	<ul style="list-style-type: none"> Deaf and hard of hearing Blindness/low vision Sensory Disability 	Online	\$24,500.00 Per subject: \$3,062.50

University	Course	Specialisation	Delivery mode	Indicative Course Cost
Monash University*	Master of Applied Behaviour Analysis 48 credit points 8 subjects Course code (DE cohort): D6017 <i>(Please note the course code differs for <u>non-sponsored</u> recipients: D6015)</i>	No specialisation	Online	\$30,627 Per subject: \$3,828.38
Monash University	Master of Inclusive Education 48 credit points 4 subjects (includes a 0 credit point placement subject) Course code (DE cohort): D6018 <i>(Please note the course code differs for <u>non-sponsored</u> recipients: D6014)</i>	No specialisation	Online	\$29,591 Per subject: \$7,397.75
University of Melbourne	Master of Learning Intervention (Stream A) 100 credit points 8 subjects Course code: MC-LI	<ul style="list-style-type: none"> Disability Deaf education Learning Difficulties** 	Online 75% attendance hurdle requirement	\$35,041.78 Per subject: \$4,380.22 Yearly admin fee: \$1,312.50
University of Newcastle	Master of Special and Inclusive Education 80 credit points 8 Courses Course code: 40123	<ul style="list-style-type: none"> Deaf studies and deaf education Emotional disturbance/behaviour problems General special education 	Online	\$26,441.84 Per subject: \$3,305.23 Yearly admin fee: \$1,042.33

*The Master of Applied Behaviour Analysis at Monash University has separate application guidelines. To access these guidelines, please visit the program's [webpage](#).

****Round 12 Program requirement for applicants interested in the learning difficulties specialisation:**

For Round 12, if you wish to apply for the learning difficulties specialisation you will need to:

Step 1: Apply for the Graduate Certificate in Education (Learning Difficulties) course.

Step 2: On completion, apply for the Master of Learning Intervention course, specialising in learning difficulties

Step 3: Apply for 50% Recognition of Prior Learning for the 4 subjects completed through the Graduate Certificate.

Step 4: Complete another 4 subjects and graduate with the Master of Learning Intervention qualification.

Recognition of Prior Learning (RPL)

If you are successful in receiving a scholarship through the program, the department strongly encourages you to ascertain whether you can receive RPL.

Receiving RPL will reduce the number of subjects required to complete and could assist you if the Debt Recovery policy is initiated at some point during your study.

Entry requirements

Regional workforces should be aware that dual qualifications apply for most courses: for example, an allied health qualification plus initial teacher education (ITE) qualification and full registration with the Victorian Institute of Teaching (VIT).

See below for course-specific entry requirements.

Table 2: Entry Requirements

University	Entry requirements
Deakin University	<p><i>(Allied health without an ITE qualification cannot apply for this course)</i></p> <p>To be considered for admission you will need to meet the following criteria:</p> <p>Completion of a bachelor's or master's degree in the field of education that is a recognised initial teacher qualification for the purposes of registration as a primary or secondary teacher in Australia AND at least 2 years' relevant work experience (or part-time equivalent).</p>
La Trobe University	<p><i>(Allied health without an ITE qualification cannot apply for the Master of Education (Inclusion and Diversity) at La Trobe University)</i></p> <p>No minimum credit average.</p> <p>Applicants with a four-year teaching qualification, an Honours degree, or a relevant graduate diploma from a recognised university or institution are eligible for advanced standing (RPL) entry to the 120-credit point program. Applicants must have completed the previous qualification within the last 8 years to be eligible for advanced standing. Applicants whose 4-year Bachelor degree, Honours or Graduate Diploma was completed more than 8 years ago</p>

	<p>may be eligible for recognition of professional learning but will need to supply a CV outlining their work history.</p> <p>Department-sponsored recipients receive funding for 120 credit points or 7 subjects after this RPL has been approved by the university.</p> <p>Degrees include:</p> <ul style="list-style-type: none"> • a 4-year Bachelor of Education • a 4-year Bachelor of Teaching • a Graduate Diploma in Education; or • a Master of Teaching.
NextSense/ Macquarie University	<p>The admission criteria for the Master of Disability Studies are:</p> <ul style="list-style-type: none"> • AQF level 7 bachelor qualification in a related field or recognised equivalent plus minimum 2 years (full time equivalent) work experience relevant to chosen specialisation. • The admission criteria for the two education specialisations (<i>Education: Deaf and Hard of Hearing</i>, <i>Education: Blindness and Low Vision</i>) include a bachelor or higher degree in education and a minimum of two years (full time equivalent) work experience in teaching and classroom experience. Work experience can be demonstrated through certified copies of all relevant qualifications, a detailed CV and statement of service, or signed letters from employers confirming the applicant's role, duties and period of employment. • The admission criteria for sensory <i>disability</i> specialisation include a bachelor or higher degree in a related field or recognised equivalent (such as allied health, disability, psychology, nursing), and a minimum of two years (full time equivalent) work experience, which includes disability support, allied health, psychology, or a related discipline. Work experience can be demonstrated through certified copies of all relevant qualifications, a detailed CV, and a statement of service or signed letters from employers confirming your role, duties, and period of employment.
Monash University	<p><i>(Allied health without an ITE qualification cannot apply for the Master of Inclusive Education course at Monash)</i></p> <p>Entry level 1: An Australian bachelor degree (or equivalent) with at least a credit (60%) average.</p> <p>Scholarship program requirement: Bachelor study must be in the field of Education.</p>
University of Melbourne	<p><i>(Allied Health without an ITE qualification cannot apply for the Master of Learning Intervention at the University of Melbourne)</i></p> <p>Entry requirements for the Master of Learning Intervention Stream A include:</p> <ul style="list-style-type: none"> • a 4-year education degree, or equivalent, • a 3-year undergraduate qualification and a fourth-year level education qualification.

University of Newcastle

The Master of Special and Inclusive Education is an 80-unit postgraduate qualification, with admission available for applicants who have one of the following qualifications or equivalent in a relevant field:

- Graduate Certificate or Graduate Diploma; or
- Bachelor (Honours) degree; or
- Bachelor degree plus two years' demonstrable relevant work experience; or
- Diploma or Advanced Diploma plus five years' demonstrable relevant work experience.

Relevant fields and applicable work experience include education/teaching, psychology, disability studies, allied health or related discipline.

Work experience can be demonstrated through certified copies of relevant qualifications, a detailed CV, and a statement of service or signed letters from employers confirming your role, duties and period of employment.

Study workload

The courses are offered on a part-time basis only, as they are designed for recipients who are also working. Depending on the subject/s of study, the part-time workload may range from **15 to 20 hours per week**.

It is important to understand the expected weekly study hours and how this may affect your work and personal commitments. **The department does not encourage students to enrol in more than one subject per semester/trimester.**

As a scholarship recipient, you are required to complete a minimum study load of one subject per semester/trimester - regardless of the university's minimum enrolment policy.

Some universities may automatically enrol students in two subjects. **Please check your enrolment carefully**, and if you are unsure, contact the IESU.

If you are required to enrol in two subjects due to practicum or course structure, you should proceed or speak with your lecturer to understand how this may affect subject sequencing.

This approach helps maintain a healthy balance between study, work, and personal commitments. If you wish to enrol in more than one subject in a semester/trimester for other reasons, you must contact the IESU to discuss and confirm whether an increased study load is feasible.

The Department provides up to 4 years to complete your course. Successful Round 12 applicants are required to complete their course by 30 June 2030.

For information about your expected study workload and minimum enrolment requirements, please contact your preferred university (see page 32 for contact details).

Those interested in the **Master of Learning Intervention (Stream A)** at the University of Melbourne should note that each subject includes a **75% [attendance hurdle](#)**. Please plan ahead to attend all teaching days — dates are available in the timetable. If you anticipate being absent, discuss this in advance with your subject coordinator (contact details available via Canvas LMS).

Supporting your transition to postgraduate study

To help you get off to a strong start, the IESU hosts an annual induction session for all provisionally accepted recipients. This session outlines your obligations as a recipient of an inclusive education scholarship through the department and introduces practical strategies to support a smooth transition into postgraduate study.

You'll also have the opportunity to connect with peers and ask questions before your course begins.

The induction session date will be included in your Letter of Provisional Acceptance, issued in April 2026.

Travel

There are no travel requirements for any of the courses, including those offered by NextSense/Macquarie University and the University of Newcastle, both located in New South Wales.

Practicum

All courses include a requirement to complete a practicum placement. This is mandatory because it provides essential hands-on experience, allowing you to apply theoretical knowledge in real educational settings and develop professional skills critical for inclusive education practice. Please refer to Appendix A for university-specific requirements.

Completion of the practicum component is required regardless of whether you are currently working as a teacher, in a principal class position, a regional role, or have experience in specialist education settings. Practicum placements must be completed within Victoria, with first preference given to Victorian government schools.

To ensure **implementation fidelity**, it is important that the practicum is completed according to the specified requirements. This helps maintain the quality and consistency of the learning experience and supports achieving the intended outcomes of the course.

The program does **not** cover financial costs associated with practicum (for example, accommodation, travel, etc.).

Each course has different practicum arrangements. You should ensure you understand these, inform your principal/manager (including your business manager), and complete the practicum requirements within the designated timeframes.

Recipients must be released from their current duties at their substantive school at the required times to undertake their practicum placements.

Recipients will continue to be paid for the duration of their practicum placement and are **not** required to take any form of paid or unpaid leave. Please ensure your business manager is aware of these practicum requirements as outlined in the guidelines.

Teacher replacement contribution

The program supports schools by helping to cover the cost of replacing scholarship recipients with casual relief teachers (CRTs) **during practicum placements only**. Please note that **CRT reimbursement is not available for study leave**.

Schools must refer to the Department's [Rules of Use for CRT](#), which outline the **maximum daily CRT rates** and list **12 recommended suppliers**. For questions relating to these rules, please contact the Schools Recruitment Panel – CRT at sr.crt.panel@education.vic.gov.au.

As practicum placements are a mandatory component of the qualification, the program will contribute **up to \$10,000** towards CRT reimbursement, subject to the course undertaken and its practicum requirements. (Refer to page 38 for university placement requirements, particularly for the **Master of Learning Intervention Stream A** at the University of Melbourne.)

Examples of CRT reimbursement

Example 1: Master of Inclusive Education (Monash University)

The course includes **20 practicum days**, with **5 days required to be completed outside** the recipient's substantive school setting (i.e. where a CRT may be required).

- **Program CRT Contribution:** The program will cover the cost of **5 external CRT days** only. The school must only invoice for these 5 days.

Example 2: Master of Learning Intervention Stream A (University of Melbourne)

This course includes **32 practicum days**, delivered in two blocks of 16 days (15 placement days + 1 observation day per block). **Both blocks require CRT coverage.**

- **Program CRT Contribution:** The program will contribute **up to \$10,000** towards CRT reimbursement. This typically covers **one practicum block** only. The school will be responsible for CRT costs for the **second block**.

Please ensure your **principal and business manager** are aware of and support your application. If you change schools, you must advise your new principal and business manager of this requirement.

How schools seek CRT reimbursement

Please ensure your principal and business manager are aware of your course's practicum requirements and the **maximum CRT reimbursement allowance**.

- Schools must use the [School Targeted Funding Governance \(STFG\) Portal](#) to request CRT reimbursement for practicum placements. The IESU will create an Initiative Agreement in the STFG once a school is eligible to submit a CRT claim.
- Schools are required to submit evidence of CRT usage corresponding to the recipient's completed practicum.

After you complete your practicum, the IESU will contact your school business manager with instructions on how to claim CRT reimbursement.

Use of Tier 2 funding

From 2026, all Victorian government schools have access to [Tier 2 school-level funding](#) through the Disability Inclusion Reform. Schools can use this funding to cover CRT costs and access the teacher replacement contribution through the program, where appropriate.

When considering the use of Tier 2 funding for this purpose, schools should take into account the needs of their students with disability as well as their broader strategic priorities for strengthening whole-school inclusive education practices. The tiered funding model and Disability Inclusion Profile were introduced through a staged roll-out, which is now complete.

3. Support and expectations

Principal or manager support

The program aims to deepen the disciplinary knowledge and pedagogical practice of teachers and regional workforces, equipping them with the skills, expertise, and confidence to meet the needs of all students through contemporary, evidence-based strategies and fidelity of practice.

Upon completion of the program, you will be well-prepared to champion, plan, and implement inclusive practices that support students with diverse learning needs. You will also be positioned to drive cultural change and embed the attitudes and values essential for high-impact, contemporary inclusive teaching.

If you receive a scholarship, the support agreement signed by your principal or manager as part of your application will become active for the duration of your study and beyond. This agreement outlines the department's expectation that participating principals or managers will support recipients in their study and encourage them to apply their learning to maximise impact within their schools.

It is expected that the principal or manager will:

- Incorporate recipients' study plans into the school Annual Implementation Plans (AIPs)
- Support recipients to include their study in their Professional Development Plan (PDP)
- Identify clear links between recipients' study and school priorities
- Provide recipients with opportunities to lead their peers in practice change
- Support recipients to undertake practicum placement (*Recipients are expected to be released from duty to conduct their practicum placement. Recipients will continue to be paid during this time and are not required to take paid or unpaid leave.*)
- Monitor recipients' progress through regular engagement and discussion
- Ensure recipients have the resources and materials needed to implement their learning in classrooms
- Be aware of the **Debt Recovery** policy requiring graduates to stay employed by the department and in a role that supports students with diverse learning needs for 3 years post completion of study.

You will be required to repay the funds associated with your course if you fail to meet your employment obligations (see the Debt Recovery policy on page 18).

Benefits for schools and regional workforces

As a program participant, you are expected to use your learning to:

- Make a significant contribution to how schools apply contemporary, evidence-based teaching practices to adapt learning environments that support all students, including those with disability and additional learning needs

- Support schools in assessing and identifying student needs, selecting appropriate interventions and teaching methodologies, and monitoring and evaluating student progress using evidence-based practices
- Design, implement, and evaluate pedagogical interventions aimed at improving learning outcomes
- Engage, collaborate with, and lead peers to develop effective inclusive teaching and learning practices
- Develop and apply strategic improvements at whole-school and system levels to support inclusive education targets and initiatives
- Influence and champion inclusive education change through collaborative professional networks within and between schools.

Important: Participating in the program does not guarantee an increase in remuneration or success in recruitment processes for new roles or promotions.

Recruitment and role creation are managed at the school level, and the department's role is to implement centrally driven initiatives.

In supporting you as a program recipient, your principal or manager will:

- Assist you in developing the skills and experience needed to support students with disability or additional learning needs.
- Collaborate with you to strengthen and embed whole-school inclusive education practices.
- Consolidate the implementation of DI system initiatives and inclusive education strategies within the school setting.

4. Criteria

Eligibility

To be eligible to apply for Round 12 of the program, you must:

- Be an Australian citizen, permanent resident, or eligible to work indefinitely in Australia
- Be currently employed by the department (not directly by a school) in a part-time or full-time capacity
- Be either:
 - **a qualified practising teacher with full registration with the VIT** and actively working in an eligible role in a Victorian government school supporting students with disability and additional learning needs

OR

- **A regional workforce employee***, currently employed and actively working in a role that supports DI reform, supports students with disability and additional learning needs, and/or provides intervention supports to create more inclusive learning environments in schools.

***Important**

Dual qualifications apply to most courses: for example, an allied health qualification plus ITE and full VIT registration (see Table 2: Entry requirements on page 7 for specific courses where this does not apply).

- Acknowledge and agree that you must continue your employment with the department for 3 years post completion of your course. If this cannot be met, the Debt Recovery policy will apply
- Start your approved course in Semester/Trimester 2, 2026 (unless you are already enrolled and transferring into the program, in which case the department will cover course costs from Semester/Trimester 2, 2026 onwards)
- Be willing and able to complete your course **within** 4 years of enrolling
- **Not** be a previous scholarship recipient through this program or the Graduate Certificate in Education (Learning Difficulties) program
- Understand and adhere to the program's employment and financial obligations (see page 18).

Important:

- Teachers working in non-government schools are not eligible for the program, nor are Casual Relief Teachers (CRTs), Education Support (ES) staff, or individuals holding other categories of VIT registration (including provisional registration, non-practising registration, or permission to teach)
- To remain eligible for the program while studying, you must be supporting students with disability and additional learning needs or working in a role that supports DI reform. Changes to your role during your studies may render you ineligible to continue in the program. If you transition to CRT work while studying or within three years post-completion, you will be required to repay course fees (or part thereof) to the department (see the Debt Recovery policy on page 18)
- Recipients on expiring fixed-term contracts must secure alternative employment immediately to remain eligible for the program. Failure to do so will require repayment of any funds associated with subjects undertaken, whether passed or failed

Common questions

Can I take study leave while undertaking the course?

Applications for study leave, paid or unpaid, may be approved in accordance with the department's [study leave policy and guidelines](#). It is expected that your principal or manager will provide a reasonable number of paid study leave days to attend examinations (if applicable), plus one day of paid study leave (or part thereof) to attend your graduation ceremony. Any additional study leave, paid or unpaid, may be considered in accordance with the department's policy and guidelines (see link above).

Can I apply for the program if I am currently on extended leave, such as long service leave or parental absence?

No. You must be actively working in your role as a teacher or a regional workforce employee at the time you apply. Applications cannot be accepted from individuals currently on extended leave, such as long service leave or parental absence.

Can I apply for extended leave, such as long service leave or parental absence and continue my studies?

Yes, as long as you remain employed by the department, you may continue your studies while on extended leave.

Can I change schools while I am studying?

Yes, absolutely. You can move between Victorian government schools within the department during the application process or after receiving a scholarship. In these cases, you must seek endorsement from the principal of your new school. Please contact the IESU for the necessary paperwork.

Exclusions

The program does **not** cover:

- Course costs for subjects undertaken prior to Semester/Trimester 2, 2026. (If successful, the department will only cover course costs from Semester/Trimester 2, 2026 onwards.)
- Additional expenses associated with completing an approved course (for example: textbooks, stationery, travel expenses, practicum expenses, accommodation, graduation costs, and equipment).
- Teacher replacement costs beyond what is required to support practicum placements. (Refer to page 38 for placement information.)
- Re-enrolment costs incurred as a result of failed subjects.
- Costs incurred from withdrawing from a subject after the university census date (the final date to withdraw without financial penalty).
- Subject costs associated with withdrawing from the course entirely, regardless of whether any subjects were passed or failed.
- Any course costs incurred more than four years from commencement of study (unless the Sponsorship Agreement is formally extended by the department).
- Course costs for recipients seeking to transfer to an alternative course offering through the program. Please carefully select the course that best suits you and your school's needs before applying.

Please note: if you do not meet your scholarship obligations, you will be liable to repay all costs associated with your course.

Debt Recovery policy

If you breach your scholarship obligations - including the employment and financial obligations below - you will be required to repay the course fees (or part thereof). The debt will immediately become an amount owed to the department, and you will be contacted by the department to commence the debt recovery process.

Important

You will be immediately required to repay the course fees (or part thereof) either while studying or within the 3 years post completion of your course if you:

- Are deemed ineligible for the course.
- Defer prior to or during the first semester/trimester of study.
- Withdraw from the course without prior approval from the department.
- Fail to complete the course.
- Voluntarily cease employment with the department.
- Voluntarily leave an eligible role that supports students with disability and/or additional learning needs, or a role that strengthens inclusive practices.

- Fail to secure continuous employment in an eligible role if your fixed-term contract expires.
- Breach the Sponsorship Agreement and the department subsequently terminates the agreement.
- Ongoing failure to respond to IESU communications may be considered a breach of the Sponsorship Agreement and could trigger the department's debt recovery process. In addition, failure to engage may constitute a breach of expected employee conduct and may be referred to your principal, manager, or relevant People Services team for further action.

Terms and conditions outlining debt recovery are contained in the **Sponsorship Agreement** that you will sign when accepting your scholarship. You will be asked to acknowledge your awareness of the **Debt Recovery policy and process** when you apply and formally agree to it as part of the sponsorship agreement's terms and conditions.

The application form also includes multiple declarations highlighting the scenarios that could trigger debt recovery. You are strongly encouraged to familiarise yourself with these before applying.

Please carefully consider the potential financial impact this may have on you. If a breach occurs, you will be invoiced for the total value of scholarship funds paid by the department on your behalf up to that point. Repayments can be made either in full or through an agreed periodic instalment plan.

If you are awarded a scholarship, you are responsible for meeting all obligations outlined in your **Sponsorship Agreement**, as summarised in these guidelines.

Employment and financial obligations

As a scholarship recipient, you must sign a **Sponsorship Agreement** setting out your employment and financial obligations.

1. Employment

You will be required to repay course fees (or part thereof) in line with your agreement if you:

- **Voluntarily leave the department within 3 years after completing your course.**

OR

- **While studying, voluntarily move into a role that no longer supports students with disability and additional learning needs or no longer contributes to DI reform.**

You must be directly employed by the Victorian Department of Education (not solely by an individual school council or third-party employer) in order to be considered compliant with the employment obligations of this scholarship.

2. Changes to your professional circumstances

The Master of Inclusive Education Program and Graduate Certificate Initiative represents a significant investment in building the department's capability to effectively support diverse learners. The Inclusive Education Support Unit (IESU) monitors program participation to evaluate its quality, effectiveness, and workforce impact.

- You must promptly notify the IESU of any changes in your professional circumstances, such as a change of school, role, principal, or manager.
- You are required to request a new Support Agreement form, which must be endorsed by your new principal or manager.
- The IESU actively monitors changes to recipients' employment status and will attempt to contact you by phone and email.
- You are expected to respond within 24–36 hours.
- Failure to respond may result in the IESU contacting your principal or manager and initiating employee conduct procedures.
- Ongoing non-responsiveness or failure to engage with the IESU may be treated as a breach of the Victorian Public Sector Code of Conduct.
- It is important to understand that you are accountable to the Department of Education as a whole, not just your local school or immediate workplace.
- The Support Agreement highlights your core obligation to prioritise inclusive education improvements for students with disability and additional learning needs, and to foster a culture of inclusion within your school and wider networks.
- This is a fundamental expectation in return for the department's investment in your professional development.

Failed subjects

If you fail or are required to repeat any subjects, **you will be responsible for all associated costs**, including any re-enrolment fees.

3. Enrolment

You must ensure you are enrolled for the next semester/trimester's subjects at the end of each study period. **Failure to enrol on time may result in the university withdrawing you from your course.**

4. Withdrawal

If you withdraw from a subject after the university census date, **you will be liable for the costs of re-enrolment in that subject.**

If you withdraw from your course entirely, you must notify the IESU immediately, even though the university will also notify us. Prompt notification by you helps ensure timely support and accurate processing. **You will be liable** to repay the costs associated with subjects already undertaken, whether passed or failed. All withdrawal requests will be assessed on a case-by-case basis.

Important:

Withdrawing from a subject after census date typically results in a 'fail' grade being recorded. In this case, **you will be responsible for the costs of completing the course.**

Please carefully note university census dates each semester/trimester to avoid unexpected fees. These dates are listed in subject information within each university's handbook. Universities will arrange re-enrolment in failed subjects **at your expense.**

Common questions:

What happens if I receive a Fees Statement from the university?

Some universities may automatically generate and send Fee Statements to recipients. If this happens, forward the Fee Statement email to the IESU. They will notify the university and resolve any errors.

If you are required to pay re-enrolment fees for a failed subject, you must manage the payment of that Fee Statement directly with the university.

Will I incur a Higher Education Contribution Scheme (HECS-HELP) debt for my course?

No. This program covers tuition fees for a **domestic full fee-paying place only**, not a Commonwealth Supported Place (CSP). You will not incur a HECS-HELP debt for course fees covered by the department.

5. Making the best study decision for you and your school

Changing courses because a course does not meet your expectations is **not supported by the program**. If you choose to withdraw or transfer courses without departmental approval, **financial consequences and the Debt Recovery policy will apply.**

To ensure you select the right course for both you and your school, the IESU can arrange discussions between applicants and universities prior to application.

General program obligations

6. Intermission, deferral and leave of absence

Enrolment deferrals for the first semester/trimester are not permitted.

However, after successfully completing at least one unit in your initial study period, you may apply for an intermission or leave of absence. It is important that you familiarise yourself with your university's policies, as they vary. Some institutions may automatically withdraw you from the course if your leave exceeds 12 months, requiring you to reapply for future enrolment. Extended leave due

to exceptional circumstances may require a formal extension request and approval through your university's faculty or student administration.

During any period of leave, you must keep your contact details up to date and regularly check your university student email. You'll retain access to university services such as the library, student wellbeing and careers services. If you wish to shorten your leave or re-enrol, you can submit an enquiry via your university's student portal.

IESU approval is required before requesting any intermission, deferral or leave of absence from your university. Intermissions are typically limited to 12 months, with exceptions considered for special circumstances such as illness or natural disasters. Consult your university's specific guidelines for more details.

7. Post completion of Study: Obligations Within and Outside the Return of Service Period

As a recipient of a scholarship funded by the Victorian Department of Education, you have been given a unique opportunity to acquire valuable postgraduate qualifications to support Disability Inclusion, a key driver of inclusive change in Victoria's education system. This scholarship is more than just free education; it comes with specific obligations designed to maximise its effectiveness and impact.

During Your 3-Year Return of Service:

As a Victorian public sector employee benefiting from this scholarship, you are required to remain employed by the department for the full period of your return of service obligation.

You must advise the IESU immediately if you are considering leaving the department as this will trigger the Debt Recovery policy being implemented.

We also encourage you to notify the IESU of any significant employment changes. This ongoing communication helps us evaluate the program's long-term impact and inform improvements for future participants.

Additionally, the IESU may contact you to verify your employment details using EduPay records. Keeping your employment information up to date is essential for maintaining the program's integrity and ensuring its continued success.

Beyond Your 3-Year Return of Service:

After your return of service period, the IESU will continue to monitor and assess the program's long-term outcomes, including workforce capability, return on investment, and contributions to inclusive education reform. You may be contacted for participation in evaluations or to provide feedback on your experience and its ongoing impact.

8. DI reform activities

As a scholarship recipient, you play a vital role in strengthening inclusive education practices within the context of the fully implemented Disability Inclusion reform. To help the department evaluate the program's impact, quality, and contribution to inclusive education, recipients are required to provide feedback on their experiences and outcomes.

Your insights are essential to ensuring this program continues to build workforce capability and improve learning outcomes for students with disability and additional learning needs.

The department, your university, or a third-party evaluation team engaged by the department may invite you to participate in evaluations, surveys, or interviews. These requests will be **reasonable, timely, and designed to be manageable alongside your professional commitments**.

In addition, **we encourage you to participate in relevant Communities of Practice and professional networks** that focus on inclusive education and system priorities. These collaborative opportunities are valuable for sharing expertise, strengthening practice, and supporting continuous improvement across schools and regions.

You may also be invited to:

- Engage in communities of practice focused on inclusive education priorities and workforce capability.
- Contribute to written or video case studies, sharing your experiences, challenges, and successes.
- Discuss how the course has enhanced your professional practice and how you have applied your learning to strengthen inclusive practices in your school, network, or regional setting.

Your active participation will help the department continue to measure the program's long-term value and inform future capability-building initiatives in inclusive education.

Scholarship Eligibility and Prioritisation Criteria — Inclusive Education Workforce Strategy

A key objective of this program is to ensure that **every Victorian government school has a qualified inclusive education teacher on staff** who can create and lead more inclusive school environments.

To maximise the program's impact, **priority is given to schools that do not currently have, and have not previously had, a scholarship recipient** (whether currently studying or graduated).

Guaranteed Scholarships

The following schools are guaranteed scholarships as part of our commitment to supporting inclusive education:

- **Specialist schools:** guaranteed 2 scholarships each
- **Supported inclusion schools:** guaranteed 2 scholarships each
- **Schools specialising in Deaf/Hard of Hearing or Vision Impairment:** Scholarships are available for specific courses offered by NextSense (Macquarie University), the University of Melbourne, and the University of Newcastle.

Additional Eligibility Guidelines

Schools meeting the criteria below may also qualify for additional scholarships:

- **Multiple campuses:** each campus qualify for an additional scholarship

- **Large enrolments:** schools with over **500 students** are eligible for **1 scholarship per 500 students**, with an additional scholarship available for every **250 students beyond that**.

Regional workforces

Regional workforce applicants interested in applying must follow the process below:

- **Contact your Regional Nomination Coordinator (RNC)** to express your interest in the program.
- **Discuss your application** with your **Disability Inclusion Implementation Manager** to confirm eligibility and program expectations.
- **Prepare a written justification** outlining your reasons for applying.
- **Obtain support and endorsement** from:
 - your manager
 - your Disability Inclusion Implementation Manager
 - the relevant executive (either the **Area Executive Director** or **Student Wellbeing and Engagement**)
- **Work with your RNC** to complete the nomination form.
- The **RNC will submit the completed nomination form** to the IESU for further review.

Region	Regional Nomination Coordinators (RNCs)
SWVR	Dianne Ryan
NEVR	Marco Gallucci
SEVR	Judi Milano
NWVR	Belinda Smith

**Details current on 29/07/2025*

Regional workforce employees must be actively working in a role that directly supports students with disability and additional learning needs, and/or provides intervention supports to help create more inclusive learning environments in schools.

Regional workforce applicants should note that **dual qualifications apply to most courses** - typically an allied health qualification plus full VIT registration.

The following courses **do not** require dual qualifications:

- **Master of Applied Behaviour Analysis** - Monash University
- **Master of Special and Inclusive Education** - University of Newcastle
- **Master of Disability Studies** - NextSense/Macquarie University

5. How to apply

Please submit your application to the IESU using an online application form.

The application form will be live and accessible from 9:00 am on Monday, 2 February 2026 via a link posted on the [program webpage](#).

Application Round 12 opens at 9:00 am on Monday, 2 February 2026.

Applications close at 11:59 pm on Monday, 16 March 2026.

Application advice

The IESU coordinates all aspects of the program in conjunction with participating universities - from assisting you during the application process to supporting you through course completion.

Use the checklist below to make sure your application is complete. Each item is explained in detail in the following sections.

Application checklist

Have you:

- ☐ Addressed all selection criteria in the application form?
- ☐ Provided well-considered responses to all selection criteria questions?
- ☐ Included a signed Support Agreement from your principal or manager?
- ☐ Submitted your application before **11:59 pm on Monday 16 March 2026?**

Important:

You can save a draft of your application and return to it before submitting. However, once your application is submitted, you cannot make changes or add information. Incomplete or late applications will not be considered.

Before applying, please check with the IESU to confirm your school's eligibility for a Round 12 scholarship, as your school may already have a current or past recipient in the program.

Selection Criteria

Your application will be assessed against the following selection criteria:

1. Experience addressing the needs of students with disability and additional learning needs.
2. Commitment to improving practice.
3. Capability to influence and foster change.
4. Alignment of the program with school or regional priorities.

Your responses to the application questions, based on these criteria, allow you to explain why you are applying for the program and how you intend to use the knowledge and skills gained by completing the course.

Well-considered responses are key to writing a strong application.

You will be asked to explain:

- How you intend to implement the knowledge and skills from your preferred course in your current role within schools and/or regional workforces.
- How your preferred course will strengthen inclusive practices within your school or region.
- How you have previously made changes to teaching and learning at the cohort, whole school, or regional level.
- How your preferred course aligns with your school or regional priorities, such as the Strategic Plan, Annual Implementation Plan (AIP), and other key goals.

Important

You must provide your completed selection criteria responses to your principal or manager before submitting your application. This step ensures you receive valuable feedback and support to make your responses clear, well-written, and impactful.

Support Agreement

You must submit a signed Support Agreement from your principal or manager via the online application form. By signing, your principal or manager confirms their endorsement of your suitability for the program and acknowledges the expectations of schools participating in the program, including their commitment to support you during your studies, should you be successful.

For school-based applicants, your school's business manager will also be asked to sign the Support Agreement to ensure they are aware of the CRT reimbursement process.

Endorsement from your principal or manager is a prerequisite for teachers and regional workforce employees to be considered for sponsorship. Principals applying for sponsorship must obtain endorsement from their regional leadership.

Application Assessment

The IESU will first conduct an initial check to confirm your application meets the eligibility criteria.

Following this, your application will be assessed against the selection criteria listed above between 17 and 26 March 2026.

Members of the selection panel may contact you, your principal, or your manager to discuss your application. You may also be contacted after the closing date to clarify any information.

Application Outcomes

All applicants will be notified of their application outcome by **Thursday, 23 April 2026**.

The IESU will inform both successful and unsuccessful applicants during this notification process. Applicants who wish to receive feedback on unsuccessful applications are encouraged to [contact the IESU](#).

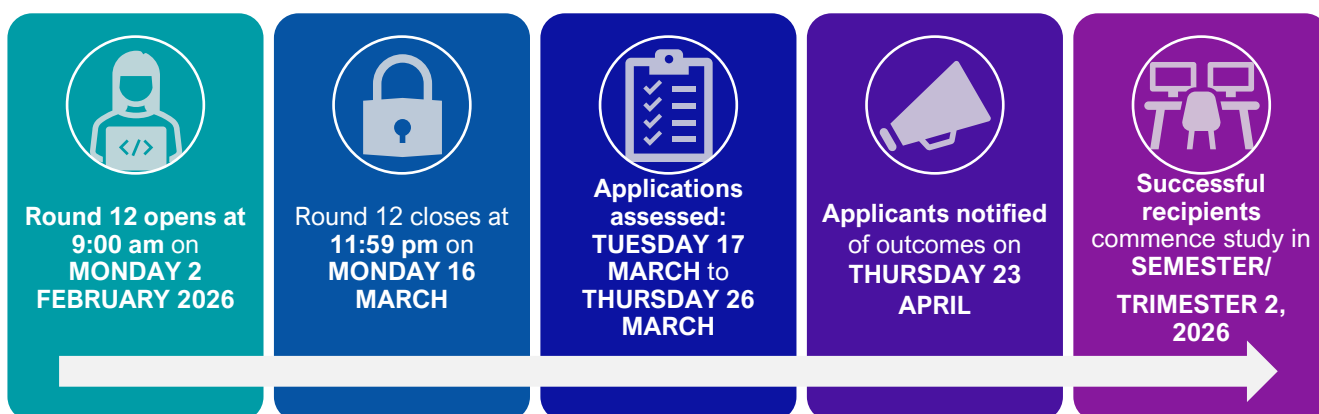
Figure 1 below provides an overview of the key dates for the application, assessment, and selection phases.

Unsuccessful applications

The IESU will notify unsuccessful applicants at the end of the assessment process. For unsuccessful applicants seeking further feedback, please [contact the IESU](#).

To avoid disappointment, we encourage you to check with the IESU beforehand to confirm your school's eligibility for a scholarship in Round 12, as your school may already have a current recipient or graduate of the program.

Figure 1: Application and assessment – key dates



6. Finalising your placement

This section explains how to finalise your placement should your application be successful.

There are 3 key steps:

- Step 1:** Read through your induction pack
- Step 2:** Apply to enrol at your university
- Step 3:** Return completed documents to the IESU

Your acceptance into the program is 'provisional' until you have completed all 3 steps.

Step 1: Read through your induction pack

If your application is successful, you will be emailed an induction information pack that includes:

- A letter of provisional acceptance
- A Sponsorship Agreement
- A Recurring Expense Payment Fringe Benefits Tax (FBT) form and policy overview, and FAQ sheet
- A copy of these Round 12 Master of Inclusive Education program guidelines.

Please read the induction pack documents carefully, noting which forms need to be signed by you and your principal.

An approved delegate acting in the principal or manager role at the time of application may sign the Sponsorship Agreement; however, approval by your usual principal or manager is preferred.

If your principal or manager changes during your scholarship - whether due to a return from an acting role or a new appointment- you are responsible for keeping the current principal or manager fully informed and regularly updated. In some cases, a new Sponsorship Agreement may need to be signed to reflect this change.

Step 2: Apply at the university

1. Once you have received and read your induction pack, **you will need to apply for your course** through the relevant university. You will be required to provide **original transcripts or supporting documentation** for application purposes.

Documentation required to support applying to your university

As part of the university application process, you will be asked to provide supporting documentation such as official academic transcripts for any prior tertiary study you have undertaken.

Obtaining official documentation can be time-consuming, so the IESU advises you to start this process as soon as you submit your application. Failure to provide relevant supporting documentation may cause significant delays in your enrolment.

Supporting documentation includes:

- **Official academic transcripts:** you will need to provide transcripts for all attempted prior tertiary study. [My eEquals Australia](#) is a good place to start locating and accessing your previous transcripts.
 - **Your Unique Student Identifier (USI)** is your lifelong education number and must be provided to the university. You can visit the USI website (<https://www.usi.gov.au>) to check if you already have a USI or need to create one. The website also explains what identification is required to create a USI and how to update your personal details (such as name changes). It's important that your personal details on your USI match those on your university application to avoid delays in enrolment.
 - **Proof of identity documentation**, if your name has changed since your last university enrolment.
 - **Statement of Service:** depending on the chosen course, you may need to provide a Statement of Service which can be extracted from EduPay.
2. Once your application has been approved by the university, you will receive a formal Letter of Offer. At this point, **accept and enrol in** your first subject.
 3. Enrol into the **minimum number of subjects (ONE)** required for the course.
 4. As part of your preparation for study, you should ensure you have set up your student email and checked your timetable, so you are aware of teaching days and assignment deadlines.

Academic credit

Academic credit acknowledges comparable study based on previous study or work experience. It is also known as Recognition of Prior Learning (RPL), 'credit for prior learning' or 'advanced standing'.

RPL is awarded at a university's discretion. If a university grants academic credit, you may be able to reduce the duration of your approved course. However, this will not affect the length of any practicum requirements for the course.

Each participating university has its own policy regarding academic credit or RPL, and credit is granted at the university's discretion. You may be asked to provide additional information about your previous studies to support the assessment.

Step 3: Return completed documents to the IESU

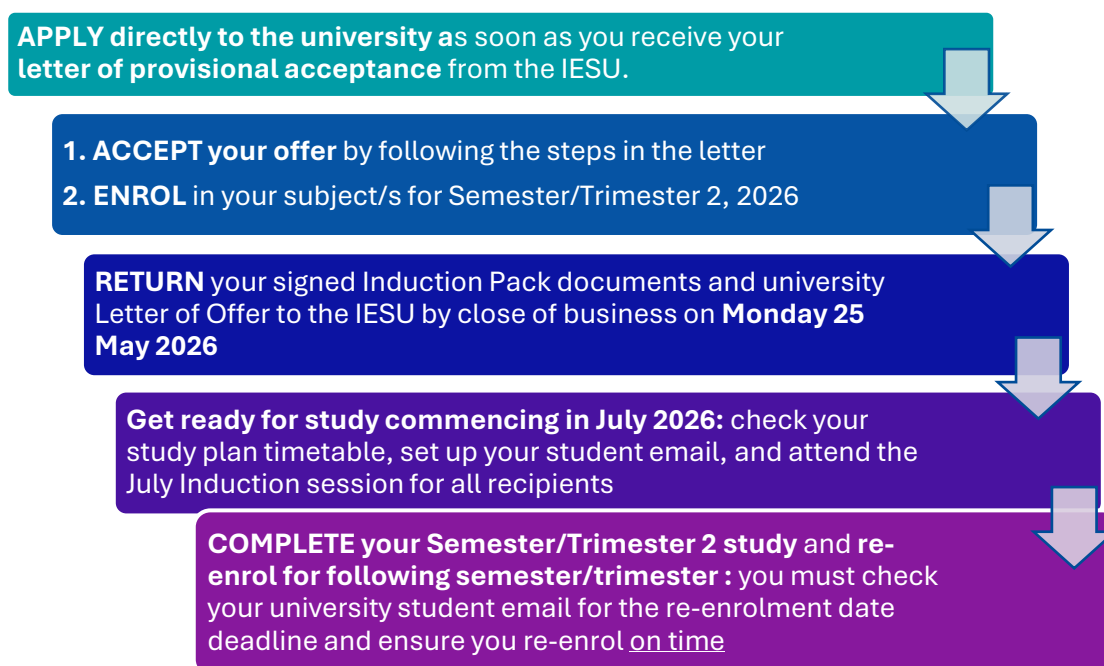
The following documents must be returned to the IESU by no later than close of business, **Monday, 25 May 2026**:

1. Signed Sponsorship Agreement (sign on last page and return **all** pages)
2. Signed Recurring Expense Payment Fringe Benefit Declaration (return page 1 only).

The IESU will confirm receipt of your documents by email. All documents will be stored securely on the department's SharePoint drive.

Figure 2 summarises the key actions and dates* once you have accepted your place in the program.

Figure 2: Summary of key actions for successful recipients



**Dates are indicative and may be subject to change.*

Re-enrolment

At the end of each semester/trimester, you must ensure you re-enrol for the next semester/trimester subjects. Failure to re-enrol on time may result in the university withdrawing you from the course.

To avoid this, simply log into your Student Portal at the end of each semester/trimester, check your student email for re-enrolment deadlines, and complete the re-enrolment by the specified date.

The department and participating universities encourage you to enrol in the minimum required subjects (one per semester/trimester). However, if you need to enrol in 2 subjects to meet practicum requirements, please do so. Alternatively, speak with your lecturer to understand how this may affect subject sequencing.

Please note that some universities may automatically enrol you in two subjects per semester/trimester by default. This does not align with the department's recommended subject load. You are responsible for reviewing your enrolment and adjusting it to one subject per semester/trimester unless you have a specific need to take more.

If you experience any issues enrolling in the necessary subject/s, please contact the IESU for assistance.

Key university dates for 2026

Please note that **enrolment opens for all universities** from **Friday 24 April 2026**.

Table 3: Key university dates

University	Enrolment closes*	Course commences	Census date***
Deakin University	21 June 2026	6 July 2026	15 August 2026
La Trobe University	28 June 2026	13 July 2026	27 July 2026
NextSense/Macquarie University	9 August 2026	27 July 2026	21 August 2026
Monash University	19 June 2026	27 July 2026	31 August 2026
University of Melbourne**	31 May 2026*	27 July 2026	31 August 2026
University of Newcastle	31 July 2026	17 August 2026	11 September 2026

* **You MUST accept your Letter of Offer to enrol in subjects:** Enrol promptly before the listed enrolment closing date. Please note that the official enrolment deadline of 31 May 2026 may be extended if necessary for departmental scholarship recipients.

**** Please note:** The University of Melbourne has different census dates for each subject. Be sure to check the census date for every subject you enrol in, as some may fall earlier than the deadline above.

***** Census date** = the last day to withdraw from a subject without incurring a fee.

7. Contact information

Department of Education

For help with:	Contact
Applying to the program	Inclusive Education Scholarships Unit (IESU) Phone: (03) 9084 8496 Email: inclusive.ed.scholarships@education.vic.gov.au
Managing CRT recruitment process	Schools Recruitment Phone: 1800 641 943 Email: schools.recruitment@education.vic.gov.au
CRT reimbursement requests via the STFP	STFP team Phone: 03 9637 2185 Email: schools.targeted.funding.governance@education.vic.gov.au
Managing leave requests and approvals	HR regional team Phone: 1800 641 943 (select option for region) or email: <ul style="list-style-type: none"> Schools HR – North Eastern Region (schools.hr.nev@education.vic.gov.au) Schools HR – North Western Region (schools.hr.nwv@education.vic.gov.au) Schools HR – South Eastern Region (schools.hr.sev@education.vic.gov.au) Schools HR – South Western Region (schools.hr.swv@education.vic.gov.au)

Universities

University	Website/Email	Phone/Contact
Deakin University	Information about the course, entry requirements and application process	Application: <ul style="list-style-type: none"> • How to apply • Phone: 1800 693 888 • Email: myfuture@deakin.edu.au
	For general administrative queries	<ul style="list-style-type: none"> • Student Central
	For academic queries	Contact Dr Maria Nicholas: <ul style="list-style-type: none"> • Email: maria.n@deakin.edu.au • Phone: (03) 5227 1472
	For help with study skills and resources	<ul style="list-style-type: none"> • Study Support
La Trobe University	Information about the course, entry requirements and application process	Application: <ul style="list-style-type: none"> • How to apply • Phone: 1300 135 045
	For general administrative queries	<ul style="list-style-type: none"> • La Trobe - Contact Us
	For academic queries	Contact Anne Southall: <ul style="list-style-type: none"> • Phone: (03) 5444 7907 • Email: a.southall@latrobe.edu.au
	For help with study skills and resources	<ul style="list-style-type: none"> • Master of Education Degrees and courses La Trobe University
NextSense/ Macquarie University	Information about the course, entry requirements and application process	Application: <ul style="list-style-type: none"> • Master of Disability Studies • Register and apply <p>Once enrolled in subjects, all queries can be answered by contacting the Graduate Studies Coordinator, Tanya Kysa at student.enquiries@nextsense.org.au</p> <p>Tel: 0484 913 641</p>
	For general administrative queries	Email the Graduate Studies Coordinator, Tanya Kysa at student.enquiries@nextsense.org.au

		Tel: 0484 913 641
	For academic queries	Email the Graduate Studies Coordinator, Tanya Kysa at student.enquiries@nextsense.org.au Tel: 0484 913 641
	For help with study skills and resources	<ul style="list-style-type: none"> • https://students.mq.edu.au/support/study/writing
Monash University	Information about the course, entry requirements and application process	Application: <ul style="list-style-type: none"> • Master of Inclusive Education • 1800 MONASH 1800 666 274 • From outside Australia: +61 3 9902 6011 <p>Once enrolled, you will be allocated a dedicated Education Success Adviser for any issue contact your Education Success Adviser</p>
	General administrative queries	Monash Connect or Frequently Asked Questions: <ul style="list-style-type: none"> • Contact us - Monash University • Monash Connect • Current Students • Frequently Asked Questions
	Academic queries	Email the course leader, Dr Philip Chan: Philip.K.Chan@monash.edu
	For help with study skills and resources	<ul style="list-style-type: none"> • Disability Support Services • Safety and Security • Learn HQ • Tutoring
University of Melbourne	Information about the course, entry requirements and application process	Application: <ul style="list-style-type: none"> • Master of Learning Intervention: How to apply • Phone STOP 1 on 13 MELB (13 6352) <p>Once enrolled, many queries can be answered via:</p> <ul style="list-style-type: none"> • Student Portal: https://my.unimelb.edu.au/

		<ul style="list-style-type: none"> Ask FAQs: https://ask.unimelb.edu.au/ STOP 1 phone 13 MELB (13 6352)
	For general administrative queries	<ul style="list-style-type: none"> STOP 1, Student Portal or Ask FAQs (details above)
	For academic queries	Email Dr Sharon Klieve, the Course Coordinator: sharon.klieve@unimelb.edu.au
	For help with study skills and resources	<ul style="list-style-type: none"> Email the Academic Skills Unit: academic-skills@unimelb.edu.au or visit the Academic Skills Unit
University of Newcastle	Information about the course, entry requirements and application process	Applications: <ul style="list-style-type: none"> https://www.newcastle.edu.au/degrees/master-special-inclusive-education Phone 1800 882 121 <p>Once enrolled, many queries can be answered via:</p> <ul style="list-style-type: none"> Student Portal - MyHub: https://myhub.newcastle.edu.au Ask UoN: https://askuon.newcastle.edu.au/
	For general administrative queries	<ul style="list-style-type: none"> Student Portal - MyHub: https://myhub.newcastle.edu.au Ask UoN: https://askuon.newcastle.edu.au/
	For academic queries	Email the Program Convenor, Dr Carl Leonard at carl.leonard@newcastle.edu.au
	For help with study skills and resources	<ul style="list-style-type: none"> https://www.newcastle.edu.au/current-students/support/academic

Support and reasonable study adjustments

All partner universities in this program are committed to providing support and reasonable adjustments for students who disclose a disability or condition that may affect their study.

You can explore the university links below for more detail about the types of support available, including developing an Academic Adjustment Plan and setting up individual study adjustments.

- **Deakin University**
Disability Resource Centre | Disability Liaison Officer
deakin.edu.au/students/health-and-wellbeing/disability-support
- **La Trobe University**
AccessAbility Hub
latrobe.edu.au/students/support/wellbeing/accessability-hub
- **Macquarie University**
Accessibility Support | Disability Adviser
students.mq.edu.au/support/wellbeing/diversity-and-inclusion/accessibility-support
- **Monash University**
Disability Support Services | Disability Adviser
monash.edu/disability/
- **The University of Melbourne**
Student Equity and Disability Support | Disability Liaison Officer
<https://students.unimelb.edu.au/student-support/student-equity-and-disability-support>
- **The University of Newcastle**
AccessAbility | Accessibility Advisor
<https://www.newcastle.edu.au/current-students/support/personal/accessability>

Appendix A: Practicum

This is an overview of the practicum (practical placement) requirements of the university courses in the program. Practicum placement is a **mandatory component** for all school-based and regional recipients because it provides essential hands-on experience applying inclusive education practices in real-world settings.

Universities will prioritise your practicum placement within a Victorian government school in the first instance. If this is not possible, alternative sectors or settings may be considered and is support by the department.

Please note that the program **does not cover** any financial costs related to practicum, such as accommodation or travel expenses.

Deakin University – Master of Education (Specialist Inclusive Education)

Practicum consists of 2 x 15-day practicum subjects/blocks, detailed below.

EEI704	EEI705*
<ul style="list-style-type: none"> • 15 days • Completed in home school • CRT not required 	<ul style="list-style-type: none"> • 15 days • Alternative setting • CRT required (covered by program)

Important

Practicum subjects are generally completed sequentially - **EEI704 first, followed by EEI705**.

In **2026**, the units will run in the following trimesters:

- **Trimester 1:** EEI705
- **Trimester 2:** EEI704

From **2027**, this will be reversed to:

- **Trimester 1:** EEI704
- **Trimester 2:** EEI705

This adjustment ensures students can complete the important prerequisite EEI704 before undertaking EEI705.

Undertaking practicum subjects in a different order is at the discretion of the Course Director.

For more information, see [Deakin University's placement policies](#).

La Trobe University – Master of Education (Inclusion and Diversity)

You are required to complete **30 days of practicum placement**, which can be undertaken in either **Semester 1 or Semester 2**. The placement subject, **EDU5005**, may be completed in the first or second year of your course.

Credit may be granted for up to **15 days of prior experience** supporting students with diverse learning needs, provided appropriate evidence is supplied.

A minimum of **15 days must be completed in an alternative setting** (outside your current school) that caters for students with diverse learning needs. This component will require **CRT replacement**.

EDU5005	
<Block 1>*	<Block 2>*
<ul style="list-style-type: none"> 15 days CRT required (covered by program) Completed in an alternative setting 	<ul style="list-style-type: none"> 15 days CRT not required Completed in home school

NextSense/Macquarie University – Master of Disability Studies

SPED8910 (DHH and BLV specialisations only)
<ul style="list-style-type: none"> 16 days CRT required Completed in an alternative setting or school for both placements, or first placement in own setting or school, provided the setting or school can meet supervision requirements* and is willing to complete a declaration of conflict of interest.

Additional practicum requirements:

- All students must complete a **minimum of 40 credit points** before enrolling into their professional experience unit (**SPED8910**), including completion of either SPED8906 (Auslan) or SPED8907 (UEB).
- You are only permitted to complete one (1) practicum placement with your own team, school or service if you have access to students who are deaf and hard of hearing, or blind and have low vision; a suitably qualified supervising teacher*; and the agreement of your principal or manager.
- The two (2) professional experience placements must involve working with at least two different age groups—such as early childhood (e.g., early intervention or preschool), primary school, or high school students. Ideally, these placements should also take place in two (2) different educational settings/locations.

- Flexibility can be provided to students regarding completion of each 8-day practicum placement within the session of enrolment.

**Alternative and own settings will require a supervising teacher with a master-degree qualification in teaching students who are deaf/hard of hearing, or blind/have low vision, and full registration with either National Association of Australian Teachers of the Deaf (NAATD) or South Pacific Educator in Vision Impairment (SPEVI).*

SPED8909 (SD specialisation only)

- complete twelve (12) days of professional experience, plus two (2) online tutorial days relevant to their profession or study goals

Additional practicum requirements:

- Students may enrol in SPED8909 Professional Experience after completion of at least four core units and SPED8908.
- Practical placement is completed in two (2) blocks of six (6) days (plus two (2) days for online tutorial presentations).
- Placements need to provide students with the opportunity to observe professionals working with adults or children with a sensory impairment, or screening for a sensory impairment (for example, Low Vision and Eye Clinics).
- Flexibility can be provided to students regarding completion of each 6-day placement within the session of enrolment.

Monash University – Master of Inclusive Education

For the duration of the course, you are required to complete **20 days of practicum placement**, of which **5 days must be completed outside your current place of employment**. This external placement should take place in a school that accommodates students with diverse learning needs.

Please note: Practicum placement is **mandatory for all scholarship recipients**. Credit or exemptions for this requirement will **not be granted** under any circumstances.

EDF5700

- 20 days of practicum
- (CRT required for 5 days) external to the school of employment

University of Melbourne – Master of Learning Intervention (Stream A)

The course includes 32 mandatory practicum days consisting of 2 blocks at 16 days each (15 placement days and 1 observation day, to take place before the practicum placement begins). Both practicum blocks require CRT.

Learning Intervention 1 (Placement 1) EDUC90845 will take place in their third semester and Learning Intervention 2 (Placement 2) EDUC90846 will take place in their fourth and final semester.

The program will contribute up to \$10,000.00 towards CRT for practicum placement. Please note, your school will need to cover CRT costs associated with practicum placement for the second block, please ensure your principal and business manager are aware and support your application.

Block 1 Learning Intervention 1 - EDUC90845	Block 2 Learning Intervention 2 - EDUC90846
<ul style="list-style-type: none"> 16 days – CRT required 15 placement days and 1 observation day, to take place before the practicum placement begins Completed in third Semester CRT for 16 days paid by program 	<ul style="list-style-type: none"> 16 days – CRT required 15 placement days and 1 observation day, to take place before the practicum placement begins Completed in fourth/final Semester CRT for 16 days paid by school

The 2nd placement **may be completed in your substantive school. This is dependent on several factors, including your progress in placement 1, if there are appropriate intervention programs running in the school, and if the school has a supervising teacher with special education qualifications and/or relevant experience and training in supporting diverse learners. A CRT will still be required, as you must come out of your usual role and be under full supervision as a placement student.*

University of Newcastle – Master of Special and Inclusive Education

There are 2 course options for the Master of Special and Inclusive Education. Students complete:

- EDUC6109 – Integrated Fieldwork Studies** for the General and Emotional Disturbance and Behavioural Disorders Specialisations
- EDUC6056 – Practicum for Teachers of Children who are Deaf or Hard of Hearing** for the Deaf Studies and Deaf Education Specialisation

Practicum requirements for both are described below.

‘General’, ‘Emotional Disturbance and Behavioural Disorders’ Specialisation

EDUC6109 (Integrated Fieldwork Studies)	
Placement Block 1*	Placement Block 2*
<ul style="list-style-type: none"> 15 days Inclusive setting Completed at current workplace (if currently working in an inclusive setting) If unable to find a suitable location, UoN will source a placement location for you as geographically close as possible 	<ul style="list-style-type: none"> 15 days Specialist setting

- Completed at current workplace (if currently working in a specialist setting)
- If not currently working in a specialist setting, you may source the location of your placement.
- If unable to find a suitable location, UoN will source a placement location for you as geographically close as possible.

Additional Notes:

- Both blocks must be completed (CRT will be required for one block in an alternative setting, with funding for CRT replacement provided via the scholarship program)
- You are encouraged to complete your **home school** placement **first**
- UoN recommends that you undertake EDUC6109 in your final semester; however, it is not mandatory – this can be discussed with your course coordinator
- Your home schools receive up to \$10,000 (depending on course requirements) CRT replacement costs to support the cost of the external teacher (non-home school placement)

‘Deaf Studies and Deaf Education’ Specialisation

EDUC6056 (Practicum for Teachers of Children Who are Deaf or Hard of Hearing) *

Placement Block 1*

- 15 days – CRT required

Placement Block 2*

- 15 days – CRT required

Additional requirements for EDUC6056

- You must have completed **EDUC6052**, **EDUC6053** and **7 weeks of EDUC6054 and EDUC6055** before commencing your first practicum placement
- Both blocks must be completed
- You must also show evidence of completing **Auslan I** before the commencement of your first practicum placement and **Auslan II** before the completion of your second practicum placement
- **Placements cannot be within your current workplace** - this is a strict requirement for accreditation with Deaf Australia
- Your home schools receive up to \$10,000 (depending on course requirements) CRT replacement costs to support the cost of the external teacher (non-home school placement).

Updating professional and personal details

You have the right to access or correct your personal information. To do so, please contact the IESU on (03) 9084 8496 or inclusive.ed.scholarships@education.vic.gov.au.

To ensure our records are current and to support program effectiveness, the department will regularly contact scholarship recipients to update their contact and employment details.

Important:

As this initiative is government-funded, the IESU actively monitors recipients and graduates to evaluate the program's impact, quality, and return on investment for system-wide change. You are **required** to inform the department promptly of any changes to your employment details (including location and role). Failure to update this information may affect future scholarship applications, as program data would be inaccurate.