

MASTER OF INCLUSIVE EDUCATION PROGRAM

APPLICATION GUIDELINES

Round 7: *Courses commencing Semester/Trimester 1, 2022*

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1. INTRODUCTION

The Inclusive Education Scholarships Unit (IESU) of the Inclusive Education Professional Practice Branch at the Department of Education and Training (the Department) has developed these guidelines to support prospective applicants to apply for a master's course through the Master of Inclusive Education program (the program).

Through this program, the Department will support approximately 300 master's course placements over four years for teachers in Victorian government schools who work directly with students with a disability and additional learning needs. This enables them to undertake a Victorian Institute of Teaching (VIT)-endorsed postgraduate course focused on inclusive education.

The Department acknowledges the diversity of the students and employees we serve. We endeavour to support the development of an inclusive and vibrant culture that promotes value and respect for all. Applicants from diverse backgrounds, orientations and abilities are encouraged to apply for the program.

BACKGROUND

Launched in late 2017 as part of the *Inclusive Education Agenda Reform – Additional Supports Program*, this program provides funding for teachers wishing to undertake postgraduate study in inclusive education via a master's degree. This will support schools to strengthen their inclusive education practices so that all students, including those with a disability or an additional learning need, can succeed in their learning.

The program is part of the Victorian Government's commitment to increase the number of highly qualified inclusive and special education teachers working in Victorian schools.

It aligns with all the essential elements of the Framework for Improving Student Outcomes (FISO) and Education State Targets by building *Professional Leadership, Excellence in Teaching and Learning, Positive Climates for Learning* and *Breaking the Link*. The FISO works alongside the Victorian Teaching and Learning Model (VTLM), bringing it into the classroom and creating a line of sight between the whole-school approach and classroom practices. Victorian government teachers are supported to develop strong contemporary evidence-based inclusive practices to improve learning for all students, including those with a disability and additional learning needs.

Visit [Framework for Improving Student Outcomes](#) for more information.

Visit [Victorian Teaching Learning Model](#) for more information.

2. MASTER OF INCLUSIVE EDUCATION PROGRAM

The program aims to strengthen the capability of teachers, schools and regions to provide high-quality inclusive and special education to all students, including those with a disability or an additional learning need. The IESU manages the program, including the application process and assisting successful recipients to manage and complete their course.

These guidelines relate only to master's courses commencing in Semester/Trimester 1, 2022.

Please note: The following terms are used in these guidelines –

- applicant: a teacher who is applying to undertake a master's course through the program
- recipient: a teacher who has been successful in their application
- placement: the confirmed place within a master's program.

WHAT IS BEING FUNDED?

In this round, Round 7, the program will expend **59** master's courses for teachers from Victorian government schools in the following courses:

1. [Master of Education \(Inclusive Practice\) \(Australian Catholic University\)](#)
2. [Master of Specialist Inclusive Education \(Deakin University\)](#)
3. [Master of Disability Studies \(NextSense Institute, NextSense through Macquarie University\)](#)
4. [Master of Learning Intervention \(University of Melbourne\)](#)
5. [Master of Special and Inclusive Education \(University of Newcastle\).](#)

Please note: The full suite of course offerings (seven inclusive courses) will be available from Round 8 onwards.

Successful applicants will remain **provisionally accepted** until they have met the admission requirements of their chosen university course. The Department requires a copy of the applicant's letter of offer from their chosen university to formally finalise their placement.

COURSE FEES

The program will cover the tuition fees associated with a full-fee domestic place in one of the courses listed above. A successful recipient will not be eligible to apply for a Commonwealth Supported Place.

COURSE INFORMATION

More information on available areas of specialisation and methods of course delivery is outlined in the table below.

University	Course	Area of specialisation	Delivery mode
NextSense/ Macquarie University	Master of Disability Studies	<ul style="list-style-type: none"> • Deaf and hard of hearing • Vision impairment • Sensory disability 	Online
University of Melbourne	Master of Learning Intervention	<ul style="list-style-type: none"> • Disability • Specific learning difficulties • Hearing impairment 	Online
University of Newcastle	Master of Special and Inclusive Education	<ul style="list-style-type: none"> • Deaf studies and deaf education • Early childhood • Emotional disturbance/behaviour problems • General special education 	Online
Deakin University	Master of Specialist Inclusive Education	No specialisation to note	Online
Australian Catholic University	Master of Education (Inclusive Practice)	No specialisation to note	Online

TEACHER REPLACEMENT CONTRIBUTION

A teacher replacement contribution of up to \$7,000 will be made available to the base schools of teachers who are participating in a master's course. The contribution is intended to support schools with teacher replacement costs resulting from a course's practicum placement requirements. Additional teacher replacement costs incurred will need to be met by the school.

A recipient's school will be able to access the Schools Targeted Funding Portal to request reimbursement for casual relief teachers (CRT) relating to practicum placement. Through this program, schools are required to submit evidence of teacher replacement costs for when the teacher carries out practicum requirements relating to their approved course.

For example:

If an employee is required to complete three blocks of 15-day placements, the total \$7,000 contribution may cover the full cost of the first placement, a portion of the second placement and none of the third placement. The remaining costs of managing resources while this teacher is out of the classroom will need to be managed by the school.

3. FUNDING CRITERIA

ELIGIBILITY

The teachers applying for the program must:

- be an Australian citizen or permanent resident
- be currently employed and actively working as a teacher in a Victorian government school who works directly with students with a disability or additional learning needs
- continue to be employed in a Victorian government school for the duration of the approved course
- continue their employment with the Department for three years post completion of the course
- be a qualified practising teacher with full VIT registration
- for Round 7 recipients, commence their approved course in February/March 2022
- be willing and able to complete their course within four years of enrolling
- not be the recipient of a scholarship or bursary for their approved course
- abide by and understand financial obligations of the program (see [page 8](#) for more information).

Please note: In addition to the program's eligibility criteria, universities have their own eligibility requirements. Applicants should contact universities and review their preferred course eligibility criteria before submitting their application.

The Department encourages all potential recipients to complete a relevant course from the *Inclusive Classrooms professional learning program* as a precursor to this program. This is preferred, but not mandatory.

Visit the 2021 [Inclusive Classrooms professional learning catalogue](#) to view the upcoming courses.

FUNDING EXCLUSIONS

The program does not cover the following:

- course costs for teachers in non-government schools
- course costs for teachers who are already enrolled in one of their preferred courses, commencing study before Semester/Trimester 1, 2022
- additional expenses associated with completing an approved course (for example, textbooks, stationery, travel expenses, accommodation, and information technology equipment)
- teacher replacement costs beyond the \$7,000 provided by the program
- teachers employed as a CRT
- any re-enrolment costs incurred in relation to failed units
- any costs incurred from withdrawing from a unit, or the course, after the university census date. If a recipient withdraws after the census date, they will be personally responsible for any associated course costs and fees including any failed units of study
- any unit costs associated with a recipient withdrawing, regardless of whether passed or failed
- any course costs incurred after four years of study.

ASSESSMENT PRIORITIES

The program supports teachers and schools to strengthen their inclusive practices so that all students, including those with a disability or an additional learning need, can succeed in their learning.

Please note: Schools which have not received a master’s placement from previous rounds are prioritised at each intake. A selection panel will review and assess all applications against detailed assessment criteria. Applications will be prioritised based on the program’s objectives, which include:

- increasing the number of Victorian government schools with classroom-based employees qualified in inclusive education
- aligning the program with other Departmental programs, such as FISO, VTLM and Inclusive Classrooms.

Eligible group	
Priority 1	• Teachers in mainstream schools in which no employee has received a master’s placement in previous rounds
Priority 2	• Teachers in specialist schools in which no employee has received a master’s placement in previous rounds
Priority 3	• Principal class that may or may not be classroom based, e.g. principal, assistant principal

DEFERRAL AND INTERMISSION

Recipients cannot defer their first semester of study. Recipients can request an intermission or leave of absence (study break) after they have successfully completed one unit of study in the first semester of the approved course. If a recipient wishes to take a break from study once meeting this requirement, they will be able to request an intermission for a maximum of 12 months (unless exceptional circumstances apply, such as illness, natural disaster or other circumstances which are beyond their control).

Although a 12-month maximum intermission is available, applicants are encouraged to take no more than six months’ intermission during their course as this will allow flexibility should they fail any unit of study. This policy ensures that all recipients can become qualified as soon as possible to bring inclusive and special education practices into the classroom. As a limited number of places is available, the Department seeks committed applicants who will complete their studies to support the objectives of the program before its conclusion.

Applicants should contact their university if they would like specific information regarding intermission or leave of absence processes and policies. If an intermission is sought after course commencement, the recipient must advise the Department and the university of their decision.

FAILED UNITS/FINANCIAL OBLIGATIONS

If a recipient fails or is otherwise required to repeat a unit of study, they will be responsible for the costs and fees associated with repeating this failed unit of study, together with the costs and fees associated with any further failed units. This includes, but is not limited to, the costs and fees for re-enrolling in that unit of study.

If a recipient is personally responsible for any course costs under this policy, the Department will contact them regarding these fees.

Please note: Universities will arrange for students to re-enrol at the end of their study, at their own cost, for failed units.

WITHDRAWALS/FINANCIAL OBLIGATIONS

If an applicant chooses to withdraw from a unit of study, or from the course entirely, they must do so before the university census date in the semester/trimester of study and will be liable for the reimbursement of costs associated with units already engaged (passed or failed).

Recipients who wish to withdraw from the program must contact the Department immediately. The request to withdraw will be managed on a case-by-case basis. Withdrawing from the program due to increased workload, change of role/school or competing work priorities will impact the applicant and their school's involvement in the program. The applicant and school have been awarded an opportunity to strengthen inclusive practices within the school and support students with a disability and additional learning needs. By withdrawing from the program, your school will risk being able to apply for a subsequent master's course, program funding will reduce, and students will not receive the support this program intends to provide.

RECIPIENT'S FINANCIAL OBLIGATIONS AFTER COURSE COMPLETION DATE

As per the recipient agreement, if a recipient voluntarily ceases to be employed by the Department during the three years after the course completion date, then the recipient must reimburse the Department the course fees.

4. CONSIDERATIONS BEFORE APPLYING

Applicants should consider the following information when selecting their preferred course.

STUDY WORKLOAD

Study workload for the eligible courses may range from 15 to 20 hours per week. The Department and universities encourage recipients to complete the **minimum units** (one or two units depending on the course) of study required per semester/trimester. This is based on the study workload requisite in conjunction with balancing work and personal commitments.

All courses offer full-time and part-time options. It is important to understand the expected weekly hours of study and how this will affect other commitments. If an applicant is considering studying part-time, they may wish to consider the total length of time they will need to complete the course, noting that they must complete their approved course within four years (December 2025) to be eligible for a placement. An applicant might also like to ask their preferred university provider if there are options to switch from part time to fulltime, or vice versa, part-way through the course.

Applicants are encouraged to contact their preferred university to understand more about study workload commitments and the minimum number of units required to complete per semester/trimester.

TRAVEL

There are no travel requirements for any of the courses on offer, including Macquarie University and the University of Newcastle courses.

MULTIPLE APPLICATIONS FROM TEACHERS AT THE SAME SCHOOL

The program will award **one** master's course per school per application round. This is to ensure that each school receives the benefit of a master's-qualified employee in Inclusive Education. This will also ensure the program has the broadest possible impact.

If multiple applications are received from a single school, the Department may contact the applicants' principal or regional director for additional information about the applicants' suitability.

This information will be considered in addition to the information provided by applicants and the additional criteria listed above. In all cases, funding is awarded at the discretion of the Department.

ACADEMIC CREDIT

Academic credit, or Recognition of Prior Learning (RPL) (also known as credit for prior learning or advanced standing), is acknowledgement of prior study based on previous study or work experience. If a university grants RPL, the recipient may be able to reduce the duration of their approved course. **Please note:** This will not affect the duration of any practicum requirement related to the approved course.

Each participating university has its own policy in relation to RPL, which will be granted at its discretion. Applicants may be asked to provide further information and detail about the studies they have completed to help with this assessment.

PRACTICUM

All VIT-endorsed courses that form part of the program include a requirement to **complete a practicum placement of up to 46 days**.

It is mandatory that all recipients complete the practicum component of their approved course, regardless of whether they are currently working as a teacher or have experience working in specialist education settings.

If a recipient changes schools or has a change of principal or regional director while completing their approved course, it is the recipient's responsibility to contact the IESU to obtain an 'acknowledgement' form that will be required to be endorsed by their new principal or regional director supporting participation in the program and the practicum components required to complete the course.

As each course has different practicum arrangements, recipients should ensure they understand what these are and if they are able to be completed within the designated timeframes. Please refer to [page 16](#) for further practicum information.

5. HOW TO APPLY

SmartyGrants is an online grants administration program used by the Department to facilitate the program. Applications can only be submitted online via SmartyGrants. Application forms can only be accessed from the [program website](#).

The Round 7 application round will be open for **5 weeks**, from **9am on Monday 30 August 2021**.

Applications will close on **Thursday, 7 October (midnight) 2021**.

The Department aims to process all applications and notify applicants of the outcomes by **Friday 29 October 2021**. As part of the assessment process, members of the selection panel may contact short-listed applicants and their principal or regional director by phone to discuss their application. **This will occur between 8 October and 15 October 2021.**

Applications must address each of the criteria. Incomplete or late applications will **not** be considered. Once an applicant has submitted their online application through SmartyGrants, they will not be able to change it or submit any additional documentation through the online form.

GUIDANCE ON PERSONAL STATEMENT AND STATEMENT OF SUPPORT

PERSONAL STATEMENT

As part of the application process, a personal statement is required outlining why the applicant is applying for a placement and how they intend to use the knowledge and skills gained through completing their preferred course. The personal statement should include information about:

- why the applicant would like to undertake their preferred course
- how the applicant intends to use knowledge and skills from their preferred course with schools and regional workforces
- how the applicant currently supports the inclusive practice of schools and regional workforces, and how their ability to do this will be bettered/changed/improved/strengthened by participating in this opportunity
- how the preferred course aligns to the Strategic Plan, Annual Implementation Plan and goals of the applicant's school
- how the applicant sees this course being incorporated into their five-year career plan
- how the applicant proposes to manage the course load associated with the course, and how they will manage potential challenges or issues associated with the course load.

STATEMENT OF SUPPORT

Applicants must submit a statement of support (SoS), completed and signed by their principal or regional director, outlining the reasons why they support the application and how they will best utilise the applicant while studying and after the course completion. The SoS template is available via the online application form.

In the SoS, principals or regional directors must address key questions and acknowledge statements, particularly in relation to the following:

- Alignment of qualification with applicant's Performance and Development Plan, and the schools' Annual Implementation Plan.
- Use of applicant during and post completion of study, to enhance the capability of their peers, and strengthen inclusive practices within the school.
- Support provided to applicant throughout the course of their study.

- **Study Leave**

It is expected that a principal or regional director will grant a reasonable number of paid study leave days for the purpose of attending examinations and that one day of paid study leave will be granted to attend a graduation ceremony.

Any further applications for study leave, paid or unpaid, may be approved on an as required basis and in accordance with the Department's study leave policies.

Information regarding study leave for teaching service employees is available at the HRWeb page – [Study Leave for Teaching Service](#).

- **VTLM Practice Principle**

An applicant's principal or regional director is required to identify a Practice Principle from the VTLM that can be strengthened through the applicant's participation in the program, and to expand on this in the SoS.

COURSE PREFERENCES

When an applicant is completing their application form, it is mandatory that they choose one preferred course. If they choose to select a secondary preferred course, they must be interested in studying either one of these courses in the event they are offered a placement for their second preference.

6. INFORMATION PRIVACY

The Department values and is committed to protecting your privacy. We handle applicant personal information in accordance with the *Privacy and Data Protection Act 2014 (Vic)* (PDP Act) and other applicable legislation. The Department has adopted the Information Privacy Principles in the PDP Act as minimum standards when dealing with personal information.

The Department may collect personal information that applicants choose to give us, which is a necessary function of running the program. This includes information collected via online forms through SmartyGrants, phone and email correspondence. SmartyGrants may also collect personal information for its own purposes. Please refer to the SmartyGrants [terms of service and privacy policy](#) for further information.

Under the PDP Act, the Department has a responsibility to protect personal information. The Department takes reasonable steps to make sure that personal information is protected from misuse, loss, unauthorised access, modification or disclosure. Access to systems, applications and the information that the Department collects is limited to authorised employees only.

For further information on how the Department will handle personal information, please refer to the general [information privacy policy](#).

Please refer to the [Office of the Victorian Information Commissioner](#) for further details regarding the Information Privacy Principle.

COLLECTION NOTICE

The Department will collect an applicant's personal information through SmartyGrants and email correspondence in order to register them as an applicant for the program, contact applicants if necessary in relation to the program, and for reporting purposes. The Department will not disclose personal information without consent, except where required to do so by law. If an applicant does not wish to provide their personal information, they will be unable to apply for a master's course. The applicant may contact the IESU to discuss their application, to request access to their personal information, or for other concerns about the privacy of their personal information.

The Department will collect the average academic outcomes for each student as they progress through their course to obtain their qualification. This information will be used to assess if further support from the educational institution is required for a recipient to successfully complete their course. This information may also be used in a de-identified and aggregated format to assist with reporting and evaluation of the program. This academic information will not impact a person's eligibility to continue to receive their master's as part of the program. Information may also be sought from applicants and recipients over this period to analyse the effectiveness of the program and to inform future workforce policies and initiatives.

UPDATING PROFESSIONAL AND PERSONAL DETAILS

The Department, via the IESU, will regularly contact recipients to update their contact and employment details to assist with the efficacy of the program.

Please note: Recipients are required to inform the Department of any changes relating to their employment details (location and role information). If this information is not regularly received, this will impact future applicants.

7. APPLICATION TIMELINE

Applicants must refer to the table below for a timeline of the assessment process. Applications will close on **Thursday, 7 October (midnight) 2021**.

The Department will conduct an initial check to confirm that each application meets the eligibility criteria, and assess all eligible applications using the assessment priorities (see [page 7](#)). Applicants may be contacted after the closing date to provide clarification or additional information in support of their application.

The Department aims to process all applications and notify the outcome of the application round by the program's closing date: that is, by **Friday 29 October 2021**.

Application Assessment Process	Time and/or date
Opening Date for Application	9am, Monday 30 August 2021
Closing Date for Application	Midnight, Thursday, 7 October 2021
Application Assessment	Friday 8 October – Friday 15 October 2021
Application Outcomes/Induction Packs distributed	Friday 29 October 2021
Induction Packs due back to IESU	Friday 10 December 2021

HOW AND WHEN TO APPLY FOR COURSES

Applicants must wait until they have received a SmartyGrants notification of the outcomes of the program before applying for their course online.

All provisionally accepted applicants will have enough time to enrol in their approved university course after receiving notice of the outcome of their application.

Please refer to the flowchart below for a visual timeline of the application process.

August 2021

October 2021

October 2021

Feb/March 2022

Application round opens
Monday 30 August 2021

Application round closes
Thursday 7 October 2021

Applicants notified of the application round outcomes by
Friday 29 October 2021

Successful recipients commence study for Semester 1,
Feb/March 2022

Provisionally accepted applicants **must** enrol in their approved university course as soon as they are notified by the Department.

Key unit enrolment, study, and census dates for 2022 are outlined as follows:

University	Enrolment opens	Enrolment closes	Course commences	Census date
Australian Catholic University	October 2021	March 2022	28 Feb 2022	31 March 2022
Deakin University	1 December 2021	23 February 2022	7 March 2022	17 April 2022
Macquarie University	September 2021	S1 – 6/3/2022, S2 – 7/8/2022	S1 – 21/2/2022, S2 – 25/7/2022	S1 –18/3/2022, S2 – 19/8/2022
University of Melbourne	July 2021	24 January 2022	28 Feb-2022	31 March 2022
University of Newcastle	10 January 2022	4 March 2022	21 February 2022	18 March 2022

****Key Dates are for indicative purpose only and subject to final notification in early 2022.***

PROVISIONALLY ACCEPTED APPLICANTS

The Department will notify all provisionally accepted applicants of Round 7 application outcomes on **Friday 29 October 2021**, at which point you need to commence your application with the respective University. Provisionally accepted applicants will receive an email through SmartyGrants that includes an induction information pack. This induction pack consists of:

- a provisional acceptance letter
- an information document
- an agreement
- an acknowledgement from
- a policy overview document
- a fringe benefits tax form and FAQs sheet
- a copy of the Round 7 Inclusive Education Guidelines.

Provisionally accepted applicants have four (4) weeks to return their induction pack documents, along with their university's letter of offer, to the Department (no later than **Friday 10 December 2021**): inclusive.ed.scholarships@education.vic.gov.au

UNSUCCESSFUL APPLICATIONS

Following the conclusion of the assessment process, the Department will notify unsuccessful applicants of the outcome of their application. If applicants are seeking feedback on an unsuccessful application, they may [contact the IESU team](#).

8. CONTACT INFORMATION

- For Master of Inclusive Education enquiries and application support, contact the IESU:
Ph: (03) 9084 8496
Email: inclusive.ed.scholarships@education.vic.gov.au
- For advice on how to manage the CRT recruitment process to the school's benefit, contact Schools Recruitment:
Ph: 1800 641 943
Email: schools.recruitment@education.vic.gov.au
- For assistance with managing leave requests and approvals, please contact the HR Service Centre on 1800 641 943 and select the option for the appropriate region, or email:
 - [Schools HR – North Eastern Region](mailto:schools.hr.nev@education.vic.gov.au) (schools.hr.nev@education.vic.gov.au)
 - [Schools HR – North Western Region](mailto:schools.hr.nwv@education.vic.gov.au) (schools.hr.nwv@education.vic.gov.au)
 - [Schools HR – South Eastern Region](mailto:schools.hr.sev@education.vic.gov.au) (schools.hr.sev@education.vic.gov.au)
 - [Schools HR – South Western Region](mailto:schools.hr.swv@education.vic.gov.au) (schools.hr.swv@education.vic.gov.au)

UNIVERSITY CONTACT DETAILS

The universities are in the best position to answer specific questions relating to the master's courses on offer. Each university has support services for prospective students.

University	Website/Email	Contact phone
Australian Catholic University	www.acu.edu.au feapg@acu.edu.au	1300 275 228
Deakin University	artsed-se@deakin.edu.au b.whitburn@deakin.edu.au	133 325 or 13 DEAKIN
Macquarie University	www.mq.edu.au	(02) 9850 6410
University of Melbourne	education.unimelb.edu.au	136 352
University of Newcastle	www.newcastle.edu.au Carl.Leonard@newcastle.edu.au	1300 275 866 (02) 4921 7795

9. PRACTICUM

Australian Catholic University

Master of Education (Inclusive Practice):

During the duration of the course, students are required to complete 45 days of placement. Fifteen (15) days can be within the home school without CRT, and 30 days in an external placement catering for students with diverse learning needs. This will be completed in Semester 2.

EDFX605 X 15 days no CRT required	EDFX605 x 30 days CRT required
Completed in own school during Semester 2, weeks 1-3 (August)	Completed in alternative setting in Semester 2, weeks 4-9 (August – October)

Deakin University

Master of Specialist Inclusive Education:

Practicum consists of 3 x 15-day practicum units/blocks.

EEI703 x 15 days	EEI704 x 15 days	EEI705 x 15 days
Completed in own school	Completed in own school	Alternative setting

- Two practicum blocks are completed in the student's own school where CRT is not required. However, the alternative setting placement does require CRT support.
- Practicum units are to be undertaken sequentially unless alternative arrangements at the discretion of the course director are made. EEI703 Trimester 1, EEI704 Trimester 2, EEI705 Trimester 1 (following year).
- For further information on Deakin University's policy in relation to the practicum element, go to:

<https://www.deakin.edu.au/students/faculties/artsed/soe/professional-experience-placement/policies-and-guidelines>

Macquarie University

Master of Disability Studies:

Practicum completed in **SPED8910** Critical Reflection and Professional Experience for Teachers in Sensory Disability.

University practicum consists of a total of 16 days completed as 2 x 8-day blocks.

SPED8910	
Students completing university requirements	
8 days	8 days
Completed in an alternative setting	Completed in an alternative setting

VIT **student** practicum requirements consist of a total of 30 days completed as 2 x 15-day blocks.

SPED8910	
Students completing VIT and program requirements	
15 days	15 days
Completed in an alternative setting Requires CRT	Completed in an alternative setting Requires CRT

- Placements take place in the Semester in which the student is enrolled (Semester 1 February-June; **OR** Semester 2 August-November).
- Students must complete Auslan I (as part of passing SPED8935) before enrolling in the practicum unit.
- Students are not permitted to complete their practicum placements with their own team/ school/ service, for the purposes of equity for all students.
- Placements must be in two different educational settings and be with a minimum of two different age groups and with two different supervising teachers.
- Students are fully supervised by the supervising teacher throughout these days.
- A 'block of 15 days' could be 15 continuous days of the same day over three consecutive weeks, etc.

University of Melbourne

Master of Learning Intervention:

- The course includes 32 practicum days consisting of two blocks at 16 days each (15 placement days + 1 observation day to take place before the placement begins). For full-time students, both placements take place in their second semester.

For part-time students, completing two subjects per semester, 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/final semester.

- Codes associated with practicum: EDUC90845 (16 days) and EDUC90846 (16 days)
- EDUC90846 is the second placement and can **possibly** be completed in the student's substantive school. **This is dependent on a number of factors, including the student's progress in placement 1, if there are appropriate intervention programs running in the school and if the school has a teacher with special education qualifications who can supervise.** A CRT will **still** be required as the student must come out of their usual role and be under full supervision as a placement student.

University of Newcastle

Master of Special and Inclusive Education:

- Two course options are available:
 - General, Emotional Disturbance and Behavioural Disorders, and Early Childhood Specialisations: ***EDUC6109 Integrated Fieldwork Studies***
 - This course includes 30 practicum days consisting of two 15-day blocks – one in an inclusive setting and the other in a specialist setting
 - Block ONE: students are able to complete one placement in situ (i.e., at their current workplace)
 - Block TWO: students can source the location of their second placement, or PEU (UoN Professional Experience Unit) can organise this placement where students are unable to identify a suitable location
 - Deaf Studies, Deaf Education Specialisation: ***EDUC6056 Practicum for Teachers of Children Who are Deaf or Hard of Hearing***
 - This course includes 30 practicum days consisting of two 15-day blocks
 - EDUC6056 students must have completed EDUC6052, EDUC6053 and seven weeks of EDUC6054 and EDUC6055 before commencing their first practicum placement
 - Students must also show evidence of completing Auslan I before the commencement of their first practicum placement and Auslan II before the completion of their second practicum placement
 - Placements cannot be within the student's current workplace
- Students' home schools receive \$7,000 CRT replacement costs to support the cost of the external (non-home school placement)
- UoN recommends that placements occur in the final semester; however, it is not mandatory – this can be discussed with your placement supervisor

APPENDIX A – FREQUENTLY ASKED QUESTIONS

ELIGIBILITY

DO I NEED TO BE A PERMANENT RESIDENT OR CITIZEN TO APPLY?

Yes, you must be an Australian citizen or permanent resident to be eligible to receive a master's placement.

CAN I APPLY IF I AM ON A FIXED-TERM CONTRACT AND/OR WORK PART-TIME?

Yes, teachers can apply if they are on a fixed-term contract and/or work part time.

Teachers who are employed on a casual basis are **not** eligible to apply.

CAN I APPLY IF I LIVE IN A RURAL OR REGIONAL AREA?

Yes, applicants in rural and regional areas are encouraged to apply.

All courses on offer are available via an online mode.

Please note that travel, accommodation, and information technology equipment expenses are not covered by the program.

CAN I APPLY IF I HAVE ALREADY STARTED THE COURSE?

No, you are not eligible to receive a master's placement if you are already enrolled and studying in your chosen course.

DO I HAVE TO STUDY FULL-TIME?

Both full-time and part-time study modes are eligible. Applicants can select whichever study mode best suits them. The Department and universities encourage applicants to consider part-time study because this will best allow applicants to manage their work and personal commitments while also meeting their chosen course requirements. **Please note:** Round 7 recipients commencing study in Semester/Trimester 2, 2022 **must complete their course by 31 December 2025.**

CAN I STUDY ONLINE?

Yes, all courses on offer are available via an online mode except for practicum units.

Please note that the following course has a compulsory online conference:

- **Master of Disability Studies – Macquarie University**

If a recipient chooses to specialise in blindness/low vision as part of their course, they will be required to complete a five-day intensive online conference in session 1.

CAN I APPLY IF I AM CURRENTLY ON EXTENDED LEAVE (SUCH AS LONG SERVICE LEAVE OR MATERNITY LEAVE)?

In order to meet the eligibility criteria, you will need to be actively working in your role as a teacher or a regional support employee (with the intention of continuing this employment for the foreseeable future) while you apply and, if provisionally accepted, you will be required to complete the first semester of study.

WHAT HAPPENS IF I MOVE OUT OF THE DEPARTMENT OF EDUCATION AND TRAINING?

Scenario 1: If an applicant chooses to voluntarily leave the Department of Education and Training while they are engaged in the master's program, they will no longer be eligible to receive funding to continue their master's course and will be withdrawn from the program.

Please note: Leaving the Department while engaged in the program will have financial implications and will be considered a withdrawal from the program. The recipient will be liable for financial costs associated with units of study regardless of whether they were passed or failed, including those previously completed.

Scenario 2: As per the recipient agreement, if the recipient voluntarily ceases to be employed by the Department during the three years after the course completion date, then the recipient must pay the Department the course fees.

APPLYING FOR A MASTER'S COURSE

MY PRINCIPAL OR REGIONAL DIRECTOR IS NOT AVAILABLE, CAN SOMEONE ELSE ENDORSE MY STATEMENT OF SUPPORT?

Whoever is acting in the position at the time can endorse the SoS.

HOW WILL I KNOW IF MY APPLICATION HAS BEEN RECEIVED?

All applicants will receive an automatic SmartyGrants confirmation email when their application has been received. This will be sent to the primary email address provided by the applicant during the application process.

If an applicant submits their application but does not receive immediate confirmation by return email, they may contact the IESU.

MASTER'S LEVEL COURSE DETAILS

WILL I INCUR A HIGHER EDUCATION CONTRIBUTION SCHEME (HECS) DEBT FOR MY COURSE?

Recipient's will not incur a HECS debt for their master's course. This program covers the tuition fees for a full-fee paying place, not a Commonwealth-supported place that attracts HECS.

CAN I TAKE STUDY LEAVE DAYS WHEN COMPLETING MY APPROVED COURSE?

It is expected that a principal or regional director will grant a reasonable number of paid study leave days for the purpose of attending examinations and that one day of paid study leave will be granted to attend a graduation ceremony.

Any further applications for study leave, paid or unpaid, may be approved on an as required basis and in accordance with the Department's study leave policies.

Information regarding study leave for teaching service employees is available at the HRWeb page: [Study Leave for Teaching Service](#).

WHAT HAPPENS IF I RECEIVE AN INVOICE FROM THE UNIVERSITY?

The Department and the universities have an agreement which states that an invoice for course fees will be sent to the IESU once the census date has passed.

If you receive an invoice from your approved university, please forward it to the [IESU](#).