Master of Inclusive Education Program

Master of Applied Behaviour Analysis: Application Guidelines

Round 8 – Course commencing Semester 2, 2022

Contents

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) aims to help deepen the knowledge and capacity of teachers to include, motivate and challenge diverse learners in Victorian government schools by recognising and focusing on strengths, not limitations.

The program covers tuition fees for eligible teachers to undertake one of several relevant master's courses endorsed by the Victorian Institute of Teaching.

These guidelines are for Round 8 of the program, **for applicants to the Master of Applied Behaviour Analysis at Monash University only.** Study commences in Semester 2, 2022. (For information about applying to any of the seven other master's courses available through the program, please visit the program's webpage.)

Applied behaviour analysis (ABA) is a science and practice devoted to helping people with diverse needs to learn new skills, become more independent, and overcome socially important problems, using empirically supported assessment, teaching, and behaviour-support strategies.

To be eligible to apply for the ABA course through the program, you must be a teacher or regional support employee in a Victorian government school, working directly with students with disability and additional learning needs. (See Eligibility on page 12 for more information.)

Eligible teachers from diverse backgrounds, or with diverse orientations and abilities, are encouraged to apply.

> **Important**
>
> Please note that these guidelines relate only to applications for the Master of Applied Behaviour Analysis, which has specific course content and considerations.
>
> For information about applying to any of the seven other master's courses available through the program, please visit the program's webpage.

Inclusive Education Scholarships Unit

The program is administered by the Inclusive Education Scholarships Unit (the IESU) in the Department of Education and Training (the Department).

The IESU manages the program and applications and supports recipients to manage and complete their course.

For enquiries or help with your application, phone the IESU on (03) 9084 8496 or email: inclusive.ed.scholarships@education.vic.gov.au

Definitions and spelling

- 'Applicant' – a teacher who is applying for a place in the program
- 'Recipient' – a teacher whose application has been successful
- 'Placement' – a recipient's confirmed place within the program
- 'Behaviour' – spelled 'behavior' (US spelling) in all applicable proper nouns (US organisation names, for example).

Background

The Victorian Government introduced the program in 2017 to support schools to enhance their inclusive education practices.

In 2020–21, $1.6 billion of new Disability Inclusion reforms were introduced, to ensure every student gets the support they need to learn and thrive.

Under these reforms, the Program for Students with Disabilities will progressively be replaced with a funding and support model that focuses on strengths and functional needs.

Funding for the program continues and will now support a total of approximately 897 master's course placements, with about 279 already completed.

In addition, the new Disability Inclusion reforms will increase schools' access to specialist expertise, coaching, professional development, and evidence-based guidance and resources, and create additional scholarships for teachers.

Meeting Victoria's needs

The program aligns with the essential elements of the Framework for Improving Student Outcomes 2.0 (FISO 2.0) and the Victorian Teaching and Learning Model (VTLM). FISO 2.0 and VTLM work together to ensure that classroom practices contribute to a school's core vision and strategies, and vice versa. Victorian government teachers are supported to develop strong, contemporary, evidence-based inclusive practices to improve learning for all students, including those with disability and additional learning needs.

The program also contributes to meeting Education State targets by helping to build professional leadership, encourage excellence in teaching and learning, develop positive climates for learning and 'break the link' between disadvantage and student outcomes.

2. The course

The following is an abridged excerpt from the [Monash University 2022 Handbook](#). Applicants are encouraged to research the ABA course independently.

The Master of Applied Behaviour Analysis at Monash University is aimed at those interested in the science and practice of applied behaviour analysis in clinic, home, school and work settings.

Recipients gain knowledge and tools to help people with diverse needs to learn new skills, become more independent, and overcome socially important problems, using empirically supported assessment, teaching, and behaviour-support strategies.

They are orientated to the field of behaviour analysis and the major theoretical and professional debates in science and practice. Through the core applied behaviour analysis units, they gain knowledge and expertise which have theoretical and practical relevance in a range of contexts, including early intervention, general education, inclusive and special education, and specialised behaviour support.

Table 1: Course overview

Course name	Master of Applied Behaviour Analysis
Course code	D6015
Entry requirements	Entry level 3: an Australian undergraduate degree (or equivalent) with at least a credit (60 per cent) average and a minimum of two years of full-time equivalent professional experience.
	Please note: Monash University recognises equivalent relevant professional experience, graduate certificates, or diplomas. It is the applicant's responsibility to ensure they meet the course entry requirements prior to applying.
	Visit the [Monash University: Master of Applied Behaviour Analysis](#) web page for information about minimum entry requirements for domestic students.
Study mode	Online or on campus (Clayton). This course is delivered in a flexible delivery mode, allowing students to work while completing the course.
	This is a two-year course that is completed on a part-time basis. However, as per the program's policy, recipients have **four years** to complete the course.

Study workload

Depending on the unit/s of study, the part-time workload may range from 15 to 20 hours per week.

It is important to understand the expected weekly hours of study and how this can affect your other commitments. The IESU and Monash University encourage recipients to complete only the **minimum units** of study required per semester.

This helps to ensure a balance between study, work and personal commitments. Those wishing to complete *more* than the minimum units of study in a semester should contact the IESU to discuss and confirm whether an extra study load is feasible.

As program recipients study part-time, they have four years to complete the course. Successful Round 8 applicants are therefore expected to complete their course by **December 2026**.

To find out more about your potential study workload and minimum units of study for the ABA course, please contact Monash University.

Online activities

Participation in online learning activities (presented on Moodle, the Monash University coursework management system) is **mandatory and verifiable**.

This is because ABAI, responsible for verifying that the ABA course meets specific standards, requires that students participate in a total of 315 hours of direct instructional activities aligned to the 5th edition of the Task List (across all units that comprise the verified course sequence).

The ABAI requires that coursework delivered remotely verifies that students are in contact with the material for the required time.

Completion of online learning activities is tracked using Moodle's progress tracker. Students must complete at least 90 per cent of the online learning activities for each unit, in addition to two assessment tasks, to pass the unit.

Most units require that students participate in 45 hours of asynchronous direct instruction (for example, watching video lectures, completing quizzes and participating in discussion forums) across the 12-week semester (about three to four hours per week).

Students will need to allocate additional time to complete weekly readings and work on assessment tasks. For each ABA unit, students should plan to commit approximately six to eight hours per week to their studies.

> **Is ABA for you?**
>
> See the BACB and Association for Behavior Analysis International (ABAI) websites, as well as at the Monash University 2022 Handbook, to help you assess how useful and appropriate applied behaviour analysis might be to your current and prospective roles at Victorian government schools.

Board Certified Behavior Analyst® pathway

The Monash ABA course can be a pathway to becoming a Board Certified Behavior Analyst® (BCBA) or Board Certified Assistant Behavior Analyst® (BcaBA).

These internationally recognised graduate-level certifications are awarded by the Behavior Analyst Certification Board (BACB), based in the United States. However, the Association for Behaviour Analysis Australia is currently establishing a system to monitor the profession of behaviour analysis locally.)

The Monash ABA course meets the requirement of a verified course sequence with 315 hours of direct instruction aligned to the BCBA/BcaBA Task List (5th ed.). (Download a PDF of the Task List or find it at bacb.com)

Those who have completed the ABA course must still meet additional requirements before they can be deemed eligible to take the examinations. (See page 10 for information about the practical experience component.)

Use of the title 'behaviour analyst'

The Monash ABA course is a pathway to certification as a Board Certified Behavior Analyst (BCBA). One of the primary eligibility requirements for certification is the completion of defined practical experience in applied behaviour analysis.

In accordance with the Behavior Analyst Certification Board's code of ethics, the Department does not permit the use of the title 'behaviour analyst' by ABA recipients or graduates who are not formally certified, or of any other title that has the potential to mislead.

However, graduates may acknowledge their qualification and expertise using post-nominal letters. For example, Mary Wood, MEd (ABA).

Under Section 3 of the BACB Professional Disciplinary Standards, any misinterpretations of certification status may be grounds for disciplinary sanctions, including denial or revocation of certification, imposition of fees and other sanctions against eligibility or certification.

3. Funding, support and practical experience

Tuition fees

The Department is funding 75 master's course places each year across the eight courses from 2022 to 2025. This includes places in the Master of Applied Behaviour Analysis.

For successful applicants, the program covers tuition fees associated with a full-fee domestic place in the Master of Applied Behaviour Analysis at Monash University.

Recipients are ineligible to apply for a Commonwealth supported place.

Principal/Manager support

Principals/managers are engaged with a formal principal/manager agreement. This outlines the Department's expectation that principals/managers will support recipients to study and then use what they learn to maximise their impact at their school.

It is expected that participating principals/managers will:

- incorporate recipients' study plans in school Annual Implementation Plans (AIPs)

- give recipients opportunities to lead their peers in practice change

- monitor recipients' progress through regular engagement and discussion

- ensure recipients have the resources and materials needed to support implementation of their learning in classrooms.

System-wide change

The program complements other Disability Inclusion reform initiatives, including the Diverse Learners Hub, Inclusion Outreach Coaching, Inclusive Education Professional Learning, and the Graduate Certificate in Education (Learning Difficulties) Program, all of which aim to facilitate widespread pedagogical and cultural change. As such, recipients and school leaders should be prepared to collaborate with peers, critically examine current practice, and adopt contemporary, evidence-based approaches to inclusive teaching and learning practice.

Benefits for schools

Teachers can use their learning from the program to:

- meet the educational needs and improve the wellbeing of all students through contemporary, evidence-based teaching and learning interventions

- design, implement and evaluate pedagogical interventions to improve learning outcomes

- engage, collaborate with, and lead peers to design 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.

In supporting program recipients, principals/managers will:

- help to develop teachers with the skills and experience to support students with disability or additional learning needs

- collaborate to strengthen whole-school inclusive education practices

- enhance their preparedness for Disability Inclusion reform and consolidate implementation of system initiatives.

Opportunities for practical experience

The Monash ABA course is a pathway to certification as a Board Certified Behavior Analyst (BCBA). One of the primary eligibility requirements for certification is the completion of defined practical experience in applied behaviour analysis.

The Department is currently delivering its BCBA Supervision Opportunity, a multi-year initiative that provides selected ABA recipients with clinical supervision by Departmental BCBAs from February 2022 to December 2024.

If successful in your application for Round 8 of the program, you may submit an expression of interest (EOI) to undertake the Supervision Opportunity in 2022 or 2024. These are invited near the end of each calendar year. An EOI of supervision is open now until February 2022.

If interested in the EOI for supervision, please contact your respective regional Inclusion Access and Participation manager.

- North West Victoria Region: Pauline Cavalot (pauline.cavalot@education.vic.gov.au)

- North East Victoria Region: Siska Frederick and Jackie Brien (siska.frederick@education.vic.gov.au) jackie.brien@education.vic.gov.au

- South East Victoria Region: Tracey Walker (tracey.walker@education.vic.gov.au)

- South West Victoria Region: Sally Midwood (sally.midwood@education.vic.gov.au)

See also the Behavior Analyst Certification Board website for more information about the discipline of applied behaviour analysis.

Other ABA initiatives

Other initiatives promoting the use of contemporary evidence-based practices, underpinned by ABA, in Victorian government schools include:

- the employment of behaviour coaches in regions

- the School Wide Positive Behaviour Support program

- the Behaviour Support Guidance and Policy Advisory Library

- the Inclusive Classrooms professional learning program

- the [Behaviour Support Plans](#).

Those who have completed, or who are currently completing the ABA course at Monash University and are interested in learning more about the application of behaviour science in Victorian government schools can contact their Regional Behaviour Coach:

- North West Victoria Region: Jamie Tatarczuk (Jamie.Tatarczuk@education.vic.gov.au)

- North East Victoria Region: Emma Welsh (Emma.Welsh@education.vic.gov.au)

- South East Victoria Region: Anneliese Freitag (Anneliese.Freitag@education.vic.gov.au)

- South West Victoria Region: Gayle Weir (Gayle.Weir@education.vic.gov.au)

Inclusive Classrooms professional learning program

Applicants and recipients of the program are encouraged to complete a relevant course from the Inclusive Classrooms professional learning program. This is preferred, but not mandatory.

Check upcoming courses for 2022 on the [Inclusive Classrooms](#) professional learning catalogue.

4. Criteria

Eligibility

To be eligible to apply to for Round 8 of the program for the ABA course, you must:

- be an Australian citizen or permanent resident

- continue your employment with the Department for three years after completing your course

- start your approved course in Semester 2, 2022

- be willing and able to complete your course <u>within</u> four years of enrolling

- not be the recipient of a Departmental bursary for your approved course

- understand and adhere to the financial obligations of the program (see Obligations on page 15)

- meet the course Recognition of Prior Learning (RPL) criteria (see Prior learning requirements below).

You must also:

- be a qualified practising teacher with full registration with the Victorian Institute of Teaching (VIT)

  AND

- be currently employed and actively working as a teacher in a Victorian government school, working directly with students with disability and additional learning needs

  OR

- be currently employed and actively working as a regional support employee (in student support services, as a visiting teacher, or as a regional behavioural coach), working directly with students with disability and additional learning needs, and providing one-on-one intervention support.

Important

Teachers working in non-government schools are not eligible for the program, nor are CRTs or those with other categories of VIT registration (provisional registration, non-practising registration or permission to teach).

Applicants must also meet the criteria of the university. Find Monash University contact information on page 21.

Prior learning requirements

To be eligible to receive an ABA placement, an applicant must have 48 credit points of prior learning recognised by Monash University.

Monash recommends the following self-assessment questions:

1. Have I met a 60 per cent credit average in my studies, and are my qualifications related to inclusive education or applied behaviour analysis?

2. Have I worked for more than two years in a teaching or applied behaviour analysis-related role, and can I demonstrate this in my résumé?

Applicants who answer 'yes' to both questions are likely to be eligible for RPL. (Otherwise, contact Monash University via email to discuss how much RPL might be acknowledged based on previous study and work experience.)

Without four units of RPL, applicants will not be able to commence study for the ABA course. Applicants should also review course details in the Monash University 2022 Handbook to check their eligibility.

Exclusions

The program does not cover:

- course costs for teachers or regional support employees already enrolled in a course with study commencing before Semester 2, 2022

- additional expenses associated with completing the ABA course (for example, textbooks, stationery, travel expenses, accommodation, and equipment)

- additional expenses associated with Behavior Analyst Certification Board (BACB) supervision and/or examination

- any re-enrolment costs incurred in relation to failed units

- any costs incurred from withdrawing from a unit after the university census date (the last day you can withdraw from a subject without being financially liable)

- any unit costs associated with a recipient withdrawing from the course entirely, regardless of whether the recipient passed or failed completed units

- any course costs incurred after four years from the commencement of study.

Prioritised applications

A key objective of the program is that **every** Victorian government school will have a master's-qualified inclusive education teacher on-staff, to create and lead more inclusive school environments.

For this reason, teachers at schools that have not yet had a teacher receive a master's placement in previous rounds are prioritised, according to the groups listed in **Error! Reference source not found.**.

Note that there are some separate criteria for regional support employees relevant to their work.

Table 2: Priority groups

Priority 1	Teachers in mainstream and specialist schools in which **no** employee has received a master's placement in previous rounds

Priority 2	Principal-class with an allocated teaching load
Priority 3	Schools that have a recipient from the program will be considered for an additional placement if they have: • enrolment numbers greater than 1,000 • multiple campuses (one per campus).

A selection panel reviews and assesses all applications against detailed assessment criteria.

Applications from teachers at the same school

The program awards **one** master's course per school per application round. This helps to ensure that each school can benefit from a master's-qualified employee, and that the program has the broadest possible impact.

However, additional program placements in schools with multiple campuses or enrolments greater than 1,000 may be considered.

If multiple applications are received from teachers at a single school, the IESU may contact the applicants' principal or manager for additional information about their suitability. This information will be considered in addition to the information provided by the applicants and to the additional criteria listed above. In all cases, funding is awarded at the Department's discretion.

Obligations

Recipients must sign a sponsorship agreement that sets out their financial and other obligations, including the timeframe for completion and employment obligations.

Deferral and leave of absence

Recipients cannot defer their first semester of study. They may request an intermission or leave of absence after they have successfully completed one unit of study in the first semester of the course.

A recipient wanting to take a break from study once this requirement is met can request an intermission for a **maximum of 12 months** (unless exceptional circumstances apply, such as illness, natural disaster or other circumstances beyond their control).

However, applicants are encouraged to take no more than six months' intermission, as this will provide a 'buffer' should they fail any unit of study (and need to re-take that unit).

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 promptly.

Recipients must seek approval from the IESU for any leave of absence. If approved, they should then contact Monash University for specific guidelines regarding intermission or leave of absence.

Failed units

A recipient who fails or is otherwise required to repeat a unit or units of study will be responsible for the associated costs and fees. This includes, but is not limited to, the costs and fees for re-enrolment.

Withdrawal

A recipient who withdraws from a unit of study post-census date will be liable for costs associated with re-enrolment in the unit.

A recipient who withdraws from the course entirely **must** contact the IESU immediately and will be liable for the reimbursement of costs associated with units already engaged (whether passed or failed).

The request to withdraw will be managed on a case-by-case basis.

> **Important**
>
> Withdrawing from a unit after the university census date means a 'fail' grade is recorded for that unit. In this event, the recipient must meet the expense of completing the course.
>
> Recipients should pay close attention to university census dates each semester/trimester and ensure any unit withdrawals are processed before this date to avoid incurring failed units and personal expenses. The Monash University will arrange for students to re-enrol in failed units at their own cost.

Employment obligations

Recipients must reimburse course fees as per the agreement if they:

- leave the Department voluntarily within three years after completion of study

OR

- while studying, voluntarily move into a role that does not directly support students with disability and additional learning needs.

Changing schools

If a recipient changes schools or has a change of principal or manager while completing their approved course, it is the recipient's responsibility to contact the IESU to obtain a 'Principal Agreement' form or 'Manager Agreement' form. This will need to be endorsed by the new principal or manager, confirming their support for the recipient's participation in the program and the practicum components required to complete the course.

Evaluation

Recipients are required to provide feedback to help the Department monitor and evaluate the effectiveness, quality and impact of the program.

The Department, Monash University or a third-party evaluation team appointed by the Department will request participation in evaluations or surveys. These requests will be timely and reasonable, and participation will not be onerous.

5. How to apply

Please apply to the IESU using the online form hosted by SmartyGrants. The application form will also be accessible via a link posted on the MIE webpage (live from Tuesday 1 March, 2022).

Note that the IESU coordinates all aspects of the program in conjunction with Monash University, from assisting applicants with the application process through to guiding recipients on managing and completing their course.

Application Round 8 opens at **9am** on **Tuesday 1 March 2022**.

Applications close at **11:59pm** on **Tuesday 29 March 2022**.

Application advice

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

Application checklist

Have you:

☐ Addressed all selection criteria in the application form?
☐ Provided well-considered responses to 'personal statement' questions?
☐ Included a signed 'Statement of Support' from your principal/manager?
☐ Submitted your application before 11:59pm on Tuesday 29 March 2022?

Note that you cannot change or make additions to your application once it is submitted.

Incomplete or late applications will not be considered.

Selection criteria

Applicants will be assessed against the following selection criteria:

1. Teacher efficacy to build capacity for implementing inclusive practices
2. Commitment to improve practice
3. Capability to influence and foster change
4. Alignment of program with school priorities.

Personal statement

'Personal statement' questions allow you to explain why you are applying for the program, and how you intend to use the knowledge and skills gained by completing your preferred course. Well-considered personal statement responses are key to a strong application.

You will be asked to explain why you are applying and:

- how you intend to use the knowledge and skills you gain within your school

- how you currently support inclusive practice, and how your course will improve, enhance, or extend this

- how you have made a change to teaching and learning at the cohort or whole school level
- how your preferred course aligns to your school's Strategic Plan, Annual Implementation Plan (AIP), and other goals

Statement of support

You must also submit a signed Statement of Support (SoS) from your principal/manager, available in the online application form. In signing this, your principal/manager will endorse your suitability, and acknowledge the expectations for supporting you during your study, should you be successful.

If accepted to the program, the expectations outlined in the SoS will be formalised in a Principal/Manager Agreement (this can be viewed in the SoS).

Assessment

The IESU will conduct an initial check to confirm your application meets the eligibility criteria. A selection panel will then assess your application against the selection criteria listed above.

You may be contacted after the closing date to clarify or add information. Members of the selection panel may also phone you or your principal or manager to discuss your application (between **30 March and 6 April 2022**).

All applicants will receive a SmartyGrants notification of the outcome by **Friday, 22 April 2022**. Figure 1 below is an overview of key dates in the application and selection phase.

Figure 1: Application and assessment – key dates

Unsuccessful applications

The IESU will notify any unsuccessful applicants at the end of the assessment process. Those seeking feedback on an unsuccessful application are encouraged to contact the IESU.

6. Finalising your placement

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

There are three key steps:

> Step 1: Read through your induction pack
> Step 2: Apply to enrol at Monash University
> Step 3: Return completed documents to the IESU

Your acceptance into the program is 'provisional' until all three steps have been completed.

Step One: Read through your induction pack

Successful applicants will be emailed an induction information pack via SmartyGrants that includes:

- a letter of provisional acceptance

- a program information sheet

- a sponsorship agreement

- a fringe benefits tax (FBT) form and policy overview, and FAQ sheet about FBT

- the principal/manager agreement form

- a copy of these Round 8 Master of Applied Behaviour Analysis guidelines.

Read through the induction pack carefully, noting which forms will need to be signed (by you and your principal/manager).

Step Two: Apply to enrol at Monash University

Once you've received and read your induction pack, you will need to apply to enrol for your course through the university. Monash University will then send you a formal Letter of Offer.

You must then accept this offer, as per the instructions in the Letter of Offer.

Note that you must return your Letter of Offer from Monash University to the IESU by no later than Friday, 3 June 2022.

Step Three: Return completed documents to the IESU

The following documents must be returned to the IESU by no later than close of business, Friday, 3 June:

1. Letter of Offer from Monash University
2. Signed Recipient Sponsorship Agreement
3. Signed FBT form
4. Signed Principal/Manager Agreement

The IESU will confirm by email that it has received your documents and they will be stored on your SmartyGrants profile. **Error! Reference source not found.** shows key dates for Monash University.

Table 3. Key dates for Monash University

Enrolment opens	24 June 2022
Enrolment closes	18 July 2022
ABA course commences	25 July 2022
Census date	31 August 2022

7. Contact information

Department of Education and Training

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 leave requests and approvals	**HR regional team** Phone: 1800 641 943 (select option for region) or email: • 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)

Monash University

For future students	Contact
Information about the course, entry requirements and application process	**Future student enquiries team** Phone: 1800 666 274 Website: www.monash.edu.au

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 for program.

Can I apply if I am on a fixed-term contract and/or work part-time?

Yes, a teacher on a fixed-term contract and/or who works part-time can apply.

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

Can I apply if I live in a rural or regional area?

Yes, teachers in rural and regional areas are encouraged to apply. (Note, that the ABA course is delivered online. Travel, accommodation and 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 in and studying the ABA course.

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

As you must be actively working in your role as a teacher when you apply, applications cannot be accepted from those on extended leave, such as long service leave or parental absence.

What happens if I cease employment with the Department of Education and Training while still completing my master's course?

As per the sponsorship agreement, program recipients who voluntarily cease employment with the Department while still completing their master's course will no longer be eligible for funding and will be withdrawn from the program. They must also reimburse the Department for all costs associated with past units of study (whether passed or failed).

However, they may continue to study and complete their course at their own cost.

What happens if I cease employment with the Department in the three years after my course completion date?

Recipients who voluntarily cease employment with the Department in this timeframe must reimburse the Department the full course fees, as per the sponsorship agreement.

The course

Do I have to study full-time?

No, part-time study is preferred, to allow you to effectively balance your study, work and personal commitments.

Please note: Round 8 recipients commencing study in Semester 2, 2022 must complete their course by **31 December 2026**.

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

Recipients 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?

Applications for study leave, paid or unpaid, may be approved as required and in accordance with the Department's study leave policies. It is expected that a principal or manager will grant a recipient a reasonable number of paid study leave days to attend their examinations, plus one day of paid study leave (or part there-of) to attend their graduation ceremony.

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

What happens if I receive an invoice from Monash University?

The Department and Monash have agreed that invoices for course fees will be sent to the IESU once the census date has passed.

If you receive an invoice, please forward it to the IESU.

Appendix B: ABA course overview

The ABA course at Monash University consists of eight 6-point units. A part-time student will complete two 6-point units per semester, while a full-time student will complete four 6-point units per semester. Most units require students to participate in 45 hours of direct instruction across the 12-week semester.

Units are offered in the following semesters, on an ongoing basis, to accommodate Semester 1 and Semester 2 intakes.

Table 4: Units offered (by semester)

Semester 1	Semester 2
EDF5683	EDF5684
EDF5684	EDF5686
EDF5685	EDF5687
EDF5686	EDF5679
EDF5687	EDF5688
EDF5679	EDF5689

A synopsis of each ABA unit, the assessment tasks for each unit and the anticipated workload (hours of study per week) for each unit is below, as per the Monash University 2022 Handbook.

EDF5683: Philosophical Foundations of Behaviour Analysis

Prerequisites

None

Unit outline

Applied behaviour analysis is a science devoted to the understanding and improvement of human behaviour. To be skilled in the design and delivery of behaviour-analytic interventions, one must first have a strong understanding of the philosophy of the science. In this unit, we will explore radical behaviourism as the philosophy underlying the science of applied behaviour analysis. We will review the goals and assumptions of science, the philosophical assumptions underpinning the science of behaviour analysis, compare and contrast radical behaviourism and other theories of learning and behaviour, and describe learning and behaviour from the perspective of a radical behaviourist. This unit aligns primarily with section 1A of the BACB Task List (5th ed.).

Assessment

1. **Multi-choice tests (40%):** Students will demonstrate their learning of the key concepts and principles presented in this unit by completing two 20-question multi-choice tests.

2. **Comparative essay (60%):** Students will demonstrate their learning of the philosophical foundations of behaviour analysis by writing a comparative essay. Students will be asked to describe behaviour and learning from the perspective of radical behaviourism, and to analyse behaviour and learning in relation to the goals and assumptions of science.

EDF5684: Concepts and Principles of Learning

Prerequisites

None

Unit outline

This unit defines the basic elements involved in a scientific analysis of behaviour and introduces students to several principles that have been discovered through such analysis. In this unit, you will learn about two functionally distinct types of behaviour, respondent and operant, and discuss how the environment influences each type of behaviour. In addition, you will gain an in-depth understanding of core concepts and principles in behaviour analysis, including reinforcement, extinction, punishment, motivation, stimulus control and stimulus equivalence. Throughout the unit, you will be challenged to apply these concepts and principles to analyse complex human behaviour in real-world settings. This unit primarily aligns with section 1B of the BACB Task List (5th ed.).

Assessment

1. **Multi-choice tests (40%):** Students will demonstrate their learning of the key concepts and principles presented in this unit by completing two 20-question multi-choice tests.

2. **Conditional discrimination project (60%):** Students will demonstrate their learning of the concepts and principles presented in this unit by designing one or more match-to-sample procedures to teach a conditional discrimination and will explain how to test for emergent relations using a stimulus equivalence paradigm.

EDF5685: Professional Ethics for Behaviour Analysts

Prerequisites

None

Unit outline

The aim of this unit is to develop your ability to practice ethically in a variety of contexts. In this unit, you will be introduced to the BACB's Professional and Ethical Code of Conduct. We will explore professional and ethical issues in behaviour analysis, including our ethical responsibilities to clients, colleagues, supervisees, other professionals, the BACB and society as a whole. You will learn to engage in ethical decision-making within the context of evidence-based practice and will identify contextual and cultural factors that may influence ethical behaviour in real-world settings. In addition, you will learn to distinguish between scope of practice and scope of competence in applied behaviour analysis, identify your own scope of competence and describe ways to expand your scope of competence. This unit aligns primarily to section 2E of the BACB Task List (5th ed.).

Assessment

1. **Ethics case scenario 1 (50%):** Students will demonstrate their ability to engage in the process of ethical decision-making to identify and propose solutions to ethically complex case scenarios.

2. **Ethics case scenario 2 (50%):** Students will demonstrate their ability to engage in the process of ethical decision-making to identify and propose solutions to ethically complex case scenarios.

EDF5686: Measurement, Data Analysis, and Experimental Design

Prerequisites

None

Unit outline

In this unit, you will learn to conduct basic behaviour assessments to inform the selection of treatment goals and objectives, and to evaluate the effectiveness of interventions. In this unit, you will learn about (a) important considerations for selecting and defining target behaviours, (b) various strategies for measuring behaviour, (c) methods for assessing and improving the quality of measurement, and (d) tactics for constructing and interpreting graphic displays of data. In addition, you will learn about specific tactics of scientific research in behaviour analysis, including (a) the components of experiments in behaviour analysis, (b) single-subject research designs, and (c) tactics for visually analysing graphed data to identify functional relations. This unit primarily aligns with sections 1C and 1D of the BACB Task List (5th ed.).

Assessment

1. **Multi-choice tests (40%):** Students will demonstrate their learning of the concepts and principles presented in this unit by completing two 20-question multi-choice tests.

2. **Case study (60%):** Students will demonstrate their learning of measurement, data analysis, data graphing, and data interpretation by conducting a case study. Students will select and define a target behaviour, select an appropriate measurement system, measure the target behaviour during baseline observations, create a graphic display of the baseline data, interpret the data, and discuss their findings and the strengths and limitations of the methodology used. Students will be required to present their findings in a written report.

EDF5679: Behaviour Assessment and Treatment

Prerequisites

EDF5684 and EDF5686

Unit outline

This unit focuses largely on applications of applied behaviour analysis with individuals who display behaviours of concern. In this unit, we will explore a comprehensive, function-based approach to the assessment and treatment of behaviours of concern. Students will learn to design and analyse the results of indirect assessments, descriptive assessments and functional analyses, and to integrate assessment information with client goals, preferences, supporting environments, risks, constraints and social validity to design, deliver and monitor the effectiveness of a function-based, skill-based behaviour support plan. We will also review strategies for promoting maintenance and generalisation of behaviour change, with an emphasis on facilitating the social inclusion of our learners. This unit primarily aligns with sections 2F, 2G and 2H of the BACB Task List (5th ed.).

Assessment

1. **Functional behaviour assessment report (50%):** In Part 1 of the behaviour assessment and treatment project, students will analyse and interpret the results of a functional behaviour assessment. Students will use the functional behaviour assessment data to develop a hypothesis

about the function of the target behaviour and to write a functional behaviour assessment report summarising the purpose and results of each assessment component.

2. **Behaviour support plan (50%):** In Part 2 of the behaviour assessment and treatment project, students will use the results of the functional behaviour assessment to design a function-based behaviour support plan. In the behaviour support plan, students will need to identify and describe strategies for strengthening a functional replacement behaviour and other developmentally and contextually appropriate behaviours. The behaviour support plan will not be implemented as part of this assessment (although students may wish to do so in collaboration with their clinical supervisor).

EDF5687: Evidence-Based Instructional Design

Prerequisites

EDF5684 and EDF5686

Unit outline

In this unit, you will be introduced to evidence-based instructional tactics for teaching learners with diverse needs. We will explore child development from a behaviour-analytic perspective, with an emphasis on communication, language, social and emotional development. You will learn to select meaningful intervention goals and strategies based on the learner's strengths, needs, preferences, supporting environments, risks, constraints and social validity. We will explore how and when to use evidence-based instructional tactics (including shaping, chaining, discrete trial teaching, natural environment teaching, multiple exemplar instruction and precision teaching) and how to use data to inform teaching decisions and clinical problem-solving. We will also review strategies for promoting maintenance and generalisation of skills, with an emphasis on facilitating the social inclusion of our learners. This unit primarily aligns with sections 2G and 2H of the BACB Task List (5th ed.).

Assessment

1. **Individual learning plan (50%)**: In Part 1 of the skill acquisition project, students will analyse the results of a criterion-referenced skills assessment and then develop an individualised learning plan consisting of clear and measurable learning objectives for the student.

2. **Skill acquisition procedure (50%)**: In Part 2 of the skill acquisition project, students will select and define a skill to be taught, write a short-term measurable objective, describe how to teach the skill using an evidence-based teaching tactic, describe how maintenance and generalisation of the new behaviour will be promoted, and design a measurement and data collection system. The teaching procedures will not be implemented as part of this assessment (although students may wish to do so in collaboration with their clinical supervisor).

Workload

In the units described above (**EDF 5683**, **5684**, **5685**, **5686**, **5679** and **5687**) students must complete 45 hours of direct instructional activities. Each week, students should expect to spend three to four hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums and/or post-class quizzes) and one hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately two hours per week) and working on components of the assessment tasks.

EDF5688: Performance Management and Supervision

Prerequisites

None

Unit outline

Behaviour analysts are often responsible for teaching others how to implement behaviour interventions/teaching strategies and for directly supervising aspiring or newly certified behaviour analysts. In this unit, you will learn about applications of behaviour analysis to initial and ongoing job training, supervision and performance management. Topics covered include effective communication and teamwork, assessing performance, establishing performance expectations and goals, teaching new job skills, monitoring performance, delivering effective performance feedback, using reinforcement in the workplace, and identifying and remediating performance problems using a performance analysis. In addition, you will learn about effective strategies for interdisciplinary collaboration and communication with other professionals, such as teachers, school leaders and allied health practitioners. This unit primarily aligns to section 2I of the BACB Task List (5th ed.).

Assessment

1. **Performance checklist (40%)**: Students will demonstrate their learning of the key concepts and principles presented in this unit by developing a performance checklist for a specific job skill. The performance checklist should include a definition of the skill, a list the steps that the trainee needs to perform to successfully complete the task, a description of how procedural integrity data will be collected, and a data collection system.

2. **Employee training plan (60%)**: Students will demonstrate their learning of the key concepts and principles presented in this unit by writing an employee training plan to teach trainees how to correctly and consistently implement a component of a behaviour-analytic intervention. Students will be expected to state the reason for the training plan, state the performance expectation for the trainee, describe how the skill will be trained using an evidence-based employee training tactic, describe how performance will be monitored over time and feedback will be delivered, and incorporate the performance checklist from assessment task 1. The employee training plan will not be implemented as part of this assessment (although students may wish to do so in collaboration with their clinical supervisor).

> **Workload**
>
> In **EDF5688**, students must complete 30 hours of direct instructional activities. Each week, students should expect to spend two to three hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and one hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 30 hours of direct instruction, students will need to allocate time to reading (approximately two hours per week) and working on components of the assessment tasks.

EDF5689: Diverse Applications of Behaviour Analysis

Prerequisites

None

Unit outline

In this unit, we will explore diverse applications of behaviour analysis in areas such as early intervention, parent education, sleep, safety, health and fitness, addiction, mental health, aged care and environmental sustainability. We will explore how basic behavioural principles, including motivation, stimulus control and reinforcement, can be applied to address socially significant problems with diverse populations. You will be challenged to think about and discuss ways to extend the reach of behaviour analysis into more diverse settings, with varied populations. This unit primarily aligns to sections 1B and 2G of the BACB Task List (5th ed.).

Assessment

1. **Annotated bibliography (50%)**: Students will demonstrate their learning of the key concepts and principles presented in this unit by selecting a topic (a diverse application of behaviour analysis), developing a concise and clear introduction that describes the problem and why the evaluation of behaviour-analytic tactics to address this problem is important, and preparing an annotated bibliography of selected articles on the topic.

2. **Research synthesis (50%)**: Students will demonstrate their learning of the key concepts and principles presented in this unit by writing a research synthesis on a diverse application of behaviour analysis. Students will discuss common themes and findings of the selected articles included in the annotated bibliography, summarise the strengths and limitations of this body of research, and propose areas for future study.

Workload

In **EDF5689**, students must complete 15 hours of direct instructional activities. Each week, students should expect to spend 30 minutes to one hour engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and one hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 15 hours of direct instruction, students will need to allocate time to reading (approximately two hours per week) and working on components of the assessment tasks.

Appendix C: Privacy

The Department values and is committed to protecting your privacy.

We handle the personal information of applicants 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 through phone and email correspondence, and via online forms through SmartyGrants.

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 applicants' personal information through SmartyGrants and email correspondence in order to register them as an applicant for the program, and contact them, if necessary, in relation to the program. The information may also be used for reporting purposes.

The Department will not disclose personal information without consent, except where required to do so by law. Applicants who do not wish to provide their personal information will be ineligible for a master's course.

The applicant may contact the IESU to discuss their application, to request access to their personal information, or to discuss 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. 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 IESU will regularly contact recipients to check and update, if necessary, 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 a recipient of the program does not inform the IESU of their new school details, this can impact future applicants as the program is not reporting on up-to-date recipient data.