



**Disability Inclusion**  
Education for All

Master of Inclusive Education Program

# Application Guidelines

Round 8 – Course commencing Semester/Trimester 2, 2022



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# 1. Introduction

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

The Master of Inclusive Education Program (the program) 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. (See page 6 for a list of courses.)

These guidelines are for Round 8 of the program, starting in the second semester, or trimester, of 2022, depending on the university offering the course.

To be eligible for the program, you must be currently teaching in a Victorian government school and working directly with students with disability and additional learning needs. (See Eligibility on page 11 for more information.)

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

## Important

Please note there are separate application guidelines for the Master of Applied Behaviour Analysis at Monash University, due to the course's specific content and considerations. Visit the program's [webpage](#).

## Inclusive Education Scholarships Unit

The program is administered by the Inclusive Education Scholarships Unit (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](mailto:inclusive.ed.scholarships@education.vic.gov.au)

## Definitions

- '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 (not to be confused with a practical placement, known here instead as 'practicum').

## 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. Courses

The following courses are available through the program. (Note that the Master of Applied Behaviour Analysis at Monash University is also available through the program, but has separate application guidelines: visit the program's [webpage](#).)

**Table 1: Courses available through the program**

University	Course	Areas of specialisation	Delivery mode
NextSense / Macquarie University	<a href="#">Master of Disability Studies</a> 8 Units Course code: C000169A	<ul style="list-style-type: none"> <li>Deaf and Hard of Hearing</li> <li>Blindness/Low Vision</li> </ul>	Online
University of Melbourne	<a href="#">Master of Learning Intervention Stream A</a> 8 Units Course code: MC-LI	<ul style="list-style-type: none"> <li>Disability</li> <li>Specific Learning Difficulties</li> <li>Deaf Education</li> </ul>	Online or on campus
University of Newcastle	<a href="#">Master of Special and Inclusive Education</a> 8 Units Course code: 40123	<ul style="list-style-type: none"> <li>Deaf studies and deaf education</li> <li>Early childhood</li> <li>Emotional disturbance / behaviour problems</li> <li>General special education</li> </ul>	Online
Deakin University	<a href="#">Master of Specialist Inclusive Education</a> 12 Units Course code: E734D	No specialisation to note	Online or on campus
La Trobe University	<a href="#">Master of Education (Inclusion and Diversity)</a> 120 credit points	No specialisation to note	Online or on campus
Monash University	<a href="#">Master of Inclusive Education</a> 4 Units Course code: D6014	No specialisation to note	Online or on campus
Australian Catholic University	<a href="#">Master of Education (Inclusive Practice)</a> 8 Units Course Code: MEDINP	No specialisation to note	Online or on campus

## Study workload

All eligible master's courses are offered on a part-time basis. Study 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 Department and participating universities encourage recipients to complete only the **minimum units** of study required per semester/trimester.

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 or trimester 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 their course; however, their course can be completed in a shorter period. Successful Round 8 applicants are expected to complete their course by **December 2026**.

To find out more about your potential study workload and minimum units of study, please contact your preferred university. (Find contact information on page 19.)

## Travel

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

## Practicum

All courses include a requirement to complete a practicum placement of up to 45 days. Please refer to **Appendix B** for university requirements.

Completion of the practicum component is **mandatory**, regardless of whether the recipient is currently working as a teacher or has experience working in specialist education settings.

Each course has different practicum arrangements. Recipients should ensure they understand these and can complete the practicum requirements within the designated timeframes.

# 3. Funding and support

## 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 at Monash University: visit the program's [webpage](#) for application guidelines specific to this course.)

For successful applicants, the program covers tuition fees associated with a full-fee domestic place in any of the courses listed above.

**Recipients are ineligible to apply for a Commonwealth supported place.**

## Principal support

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

It is expected that participating principals will:

- incorporate recipients' study plans in school Annual Implementation Plans (AIPs)
- give recipients opportunities to lead their peers in practice change
- provide support for practicum placement
- 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 Master of Inclusive Education/Applied Behaviour Analysis 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 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.

## Teacher replacement contribution

The program also helps schools to cover the cost of replacing recipients with casual relief teachers (CRT) during practicum placements.

Schools can apply for a contribution of up to \$7,000 or \$10,000, depending on the funding stream, to cover the cost of replacing a teacher if and when they need to complete a practicum as part of their course.

The school must be the 'base school' of the teacher, and the funding amount will depend on the school's funding stream and the number of practicum days where a CRT has been required. (See the example below, as well as Appendix B: Practicum on page 23 for practicum requirements for each university.)

### Example

The Master of Inclusive Education course at Monash University requires five days of practicum to be completed outside of the recipient's substantive school setting, whereby a CRT will be required.

The school must only invoice the five days for CRT, which amounts to approximately \$2,500, rather than invoicing the maximum contribution amount (up to \$7,000 or \$10,000, depending on funding stream). For information about funding streams, please contact the IESU.

### Use of Tier 2 funding

Schools that have transitioned to the Disability Inclusion funding and support model can use Tier 2 school-level funding to cover CRT and access the teacher replacement contribution through the program.

However, schools are advised to consider the needs of the student-with-disability population, and their strategic plans for supporting and strengthening whole-school inclusion, when considering the use of Tier 2 funding for this purpose.

### Reimbursement

Depending on their funding stream, schools may use the Schools Targeted Funding Portal ([STFP](#)) to request reimbursement for CRT to cover practicum placement. Schools must submit evidence of

CRT for when the recipient carries out practicum requirements relating to their approved course. For more information about CRT reimbursement, please contact the IESU.

## **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 for Round 8 of the program, you must:

- be an Australian citizen or permanent resident
- be currently employed and actively working as a teacher in a Victorian government school, working directly with students with disability and additional learning needs
- be a qualified practising teacher with full registration with the Victorian Institute of Teaching (VIT)
- continue your employment with the Department for three years after completing your course
- start your approved course in Semester/Trimester 2, 2022
- be willing and able to complete your course within 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 13).

#### **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. Contact your preferred university and review its course eligibility criteria before submitting your application: find contact information on page 19.

### Exclusions

The program does not cover:

- course costs for teachers already enrolled in a course with study commencing before Semester/Trimester 2, 2022
- additional expenses associated with completing an approved course (for example, textbooks, stationery, travel expenses, accommodation, and equipment)
- teacher replacement costs beyond \$7,000 and \$10,000 (depending on funding stream)
- 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 Table 2.

**Table 2: Priority groups**

Priority 1	Teachers in mainstream and specialist schools in which <b>no</b> 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: <ul style="list-style-type: none"> <li>• enrolment numbers greater than 1,000</li> <li>• multiple campuses (one per campus)</li> <li>• teachers seeking to specialise in deaf and hard of hearing or vision impairment.</li> </ul>

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.

In addition, for teachers interested in specialising in Deaf and Hard of Hearing or Vision Impairment, are encouraged to apply in Round 8 in the following three courses:

- **NextSense - Macquarie University:** [Master of Disability Studies](#) – Deaf and hard of hearing; Blindness/low vision
- **University of Melbourne:** [Master of Learning Intervention Stream A](#) – Deaf education
- **University of Newcastle:** [Master of Special and Inclusive Education](#) – Deaf studies and deaf education.

If multiple applications are received from teachers at a single school, the IESU may contact the applicants’ principal 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 in Table 2: Priority groups (above). In all cases, funding is awarded at the Department’s discretion.

## Regional Support Employees

In addition to providing one Master of Applied Behaviour Analysis place per region at each application round to regional support employees (Visiting Teachers, Student Support Services, and Behaviour Coaches), the program will provide further places to Visiting Teachers interested in specialising in Deaf and Hard of Hearing or Vision Impairment.

The following three courses are available:

- **NextSense - Macquarie University:** [Master of Disability Studies](#) – Deaf and hard of hearing, Blindness/low vision
- **University of Melbourne:** [Master of Learning Intervention Stream A](#) – Deaf education
- **University of Newcastle:** [Master of Special and Inclusive Education](#) – Deaf studies and deaf education.

Please discuss your interest in the above courses and specific specialisation with your manager to facilitate your nomination through the Inclusion Access Participation Managers.

## 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/trimester of study.** They may request an intermission or leave of absence after they have successfully completed one unit of study in the first semester/trimester of the approved 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 their 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 their 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. Universities 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, 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 participating universities, 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?
- 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. Experience addressing needs of students with disability and additional learning needs
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:

- your motivation for undertaking the preferred course
- 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 your preferred course aligns to your school's Strategic Plan, Annual Implementation Plan (AIP), and other goals
- how you will manage the course load associated with your course, and how you will manage potential challenges or issues associated with the course load.

## Statement of support

You must also submit a signed Statement of Support (SoS) from your principal, available in the [online application form](#). In signing this, your principal will confirm that they 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 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 regional director 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](#).

## Academic credit

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

If a university grants academic credit, the recipient may be able to reduce the duration of their approved course. **This will not affect the duration of any practicum requirement for the approved course.**

Each participating university has its own academic credit or RPL policy. Credit is granted at the university's discretion. Applicants may be asked to provide further information about the studies they have completed to help with this assessment.



## 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 your 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/regional director agreement form
- a copy of these Round 8 Master of Inclusive Education Program guidelines.

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

### Step Two: Apply to enrol at university

Once you've received and read your induction pack, you will need to apply to enrol for your course through the relevant university. Your 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 the 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 your university
2. Signed Recipient Sponsorship Agreement
3. Signed FBT form
4. Signed Principal Agreement

The IESU will confirm by email that it has received your documents and they will be stored on your SmartyGrants profile. Table 3 shows key university dates.

**Table 3: Key university dates**

University	R8 Applicants to apply with university	Enrolment opens	Enrolment closes*	Course commences	Census date**
Australian Catholic University	Friday, 22 April 2022	Once letter of offer accepted	7 August 2022	25 July 2022	31 August 2022
Deakin University			24 July 2022	20 June 2022	15 August 2022
La Trobe University			31 July 2022	18 July 2022	4 August 2022
Macquarie University			7 August 2022	25 July 2022	19 August 2022
Monash University			18 July 2022	25 July 2022	31 August 2022
University of Melbourne			25 July 2022	25 July 2022	23 August 2022
University of Newcastle			30 July 2022	19 July 2022	13 August 2022

\* Please ensure you enrol promptly, returning your Letter of Offer from your university to the IESU by close of business, Friday, 3 June.

\*\* The last date you can withdraw from a unit of study without incurring a fee.

# 7. Contact information

## Department of Education and Training

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

## Universities

University	Website/Email	Phone/Contact
Australian Catholic University	<a href="http://www.acu.edu.au">www.acu.edu.au</a> <a href="mailto:feapg@acu.edu.au">feapg@acu.edu.au</a>	Call: 1300 275 228 SMS: 0427 522 268 Online enquiry: <a href="#">AskACU</a>
Deakin University	<a href="mailto:artsed-se@deakin.edu.au">artsed-se@deakin.edu.au</a> <a href="mailto:b.whitburn@deakin.edu.au">b.whitburn@deakin.edu.au</a>	133 325 or 13 DEAKIN
La Trobe University	<a href="https://www.latrobe.edu.au/students/support/it/contact-us">https://www.latrobe.edu.au/students/support/it/contact-us</a>	1300 135 045
Macquarie University	<a href="http://www.mq.edu.au">www.mq.edu.au</a> Course Director: Dr Sue Silveira: <a href="mailto:sue.silveira@nextsense.org.au">sue.silveira@nextsense.org.au</a>	(02) 9850 6410 0477202129
Monash University	<a href="http://www.monash.edu">www.monash.edu</a>	1800 666 274
University of Melbourne	<a href="https://education.unimelb.edu.au/">https://education.unimelb.edu.au/</a>	136 352
University of Newcastle	<a href="http://www.newcastle.edu.au">www.newcastle.edu.au</a> <a href="mailto:carl.leonard@newcastle.edu.au">carl.leonard@newcastle.edu.au</a>	1300 275 866 02 4921 7795

# 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 the 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 all available courses are delivered online. Travel, accommodation and equipment expenses are not covered by the program.)

### **Can I apply if I have already started my course?**

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

## Courses

### **Can I study online?**

Yes, all courses on offer are delivered online, with practicum placements conducted onsite.

Please note that **Master of Disability Studies – Macquarie University** has a compulsory online conference.

If you specialise in blindness/low vision as part of your course, you will be required to complete four days of compulsory online conference (one day per week for four weeks) in Semester 1.

### **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/Trimester 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, manager or regional director 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.

### **What happens if I receive an invoice from the university?**

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

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

## Appendix B: Practicum

This is an overview of the practicum (practical placement) requirements of the university courses in the program.

### Australian Catholic University – Master of Education (Inclusive Practice)

For the duration of the course, students are required to complete 45 days of practicum placement. Fifteen days can be completed at the teacher's home school without CRT. The remaining 30 days should be completed at a different school, which caters for students with diverse learning needs. The practicum is to be completed in Semester 2.

EDFX605	EDFX605
<ul style="list-style-type: none"><li>• 15 days of practicum</li><li>• CRT not required</li><li>• Completed in home school in Semester 2, weeks 1–3 (August)</li></ul>	<ul style="list-style-type: none"><li>• 30 days of practicum</li><li>• CRT required</li><li>• Completed in alternative setting in Semester 2, weeks 4–9 (August – October)</li></ul>

### Deakin University – Master of Specialist Inclusive Education

Practicum consists of three 15-day practicum units/blocks, detailed below.

EEI703*	EEI704*	EEI705*
<ul style="list-style-type: none"><li>• 15 days</li><li>• Completed in home school</li><li>• CRT not required</li></ul>	<ul style="list-style-type: none"><li>• 15 days</li><li>• Completed in home school</li><li>• CRT not required</li></ul>	<ul style="list-style-type: none"><li>• 15 days</li><li>• Alternative setting</li><li>• CRT required</li></ul>

\* All blocks must be completed.

Practicum units are to be undertaken sequentially, with EEI703 in Trimester 1, EEI704 in Trimester 2 and EEI705 in Trimester 1 of the following year.

Undertaking practicum units in a different order is at the discretion of the course director.

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

### La Trobe University - Master of Education (Inclusion and Diversity)

Students are required to complete 45 days of practicum placement and can complete this in either semester 1 or 2. The placement subject EDU5SCL can be completed in the first or second year of the course. Credit can be awarded for up to 30 days for prior experience with diverse learning needs, provided evidence is supplied. A minimum of fifteen days must be completed in an alternative setting and will require CRT replacement.

## Macquarie University – Master of Disability Studies

SPED8910	
<Block 1>*	<Block 2>*
<ul style="list-style-type: none"><li>• 15 days</li><li>• CRT required</li><li>• Completed in an alternative setting</li></ul>	<ul style="list-style-type: none"><li>• 15 days</li><li>• CRT required</li><li>• Completed in an alternative setting</li></ul>

\* Both blocks must be completed. One block can be completed in the student's substantive school; however, the school will require a supervisor with a master's qualification in teaching of the deaf, or blind and low vision.

### Additional practicum requirements

- Placements must take place in the semester in which the student is enrolled (Semester 1, from February to June, OR Semester 2, from August to 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 or 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 for the full period of their practicum days.
- A 'block of 15 days' which could be 15 continuous days, i.e. Monday to Friday, or the same two days over 8 consecutive weeks (e.g. Monday and Tuesday for 8 weeks) etc.
- There can be no Prior Learning exemption related to current employment.
- Students are not permitted to receive a salary on practicum days.

## Monash University – Master of Inclusive Education

For the duration of the course, students are required to complete 20 days of practicum placement, of which 5 days must be completed outside of their current place of employment. The 5 days should be completed at a school which accommodates students with diverse learning needs.

EDF5700
<ul style="list-style-type: none"><li>• 20 days of practicum</li><li>• (CRT required for 5 days) external to the school of employment)</li><li>• Completed in Semester Two</li></ul>



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

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

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.

The second placement **may** be completed in the student’s substantive school. This is dependent on several 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

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

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

Practicum requirements for both are described below.

### ‘General’, ‘Emotional Disturbance and Behavioural Disorders’, and ‘Early Childhood’ Specialisations

EDUC6109 (Integrated Fieldwork Studies)	
<Block 1>*	<Block 2>*
<ul style="list-style-type: none"> <li>• 15 days</li> <li>• Mainstream setting</li> <li>• May be completed at current workplace (if currently working in a mainstream setting)</li> <li>• Students may source the location of their placement. If unable to find a suitable location, the university will source</li> </ul>	<ul style="list-style-type: none"> <li>• 15 days</li> <li>• Specialist setting</li> <li>• May be completed at current workplace (if currently working in a specialist setting)</li> <li>• Students may source the location of their placement. If unable to find a suitable location, the university will source</li> </ul>
<p><i>Additional Notes:</i></p> <ul style="list-style-type: none"> <li>• Both blocks must be completed (CRT will be required for one block in an alternative setting)</li> <li>• Blocks 1 and 2 can be completed in either order</li> </ul>	

- Students are encouraged to complete their **home** school placement **first**.

### ‘Deaf Studies, Deaf Education’ Specialisation

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

<Block 1>\*

- 15 days – CRT required

<Block 2>\*

- 15 days – CRT required

#### *Additional requirements for 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 between \$7,000 and \$10,000 (depending on funding stream) 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.
- Both blocks must be completed.

# 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.