Master of Inclusive Education Program

Master of Applied Behaviour Analysis

Application Guidelines

Round 10 – Course commencing Semester 2, 2024

Authorised by the Department of Education
2 Treasury Place, East Melbourne, Victoria, 3002

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) covers tuition fees for eligible teachers and regional workforces and is a significant investment in individuals, schools, and the State system. The objective of the program is to deepen the disciplinary knowledge and pedagogical practice of teachers and regional workforces, so they have the skills, expertise, and confidence to meet the needs of students with disability and additional learning needs. (See Eligibility on page 10 for more information.)

These guidelines are for Round 10 of the program, and for prospects interested in applying for the Master of Applied Behaviour Analysis (ABA) course at Monash University**.** Study commences in Semester 2, 2024. (For information about applying to any of the 7 other master's courses available through the program, please visit the program's [webpage](.)

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

> **Important**
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> In return for the benefit of receiving sponsorship for postgraduate study, you must continue your employment at the Department of Education (the department) for 3 years after completion of the course and actively work in an eligible role (see Eligibility on page 10). **In the event you become ineligible or breach your sponsorship obligations, you will be required to repay the course fees (or part of) immediately to the department** (see the Debt Recovery policy on page 12).

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](DI) (DI) reforms were introduced, to ensure every student gets the support they need to learn and thrive.

To build a culture of continuous learning for teachers and regional workforces, the DI Initiatives commit to delivering professional learning that is ongoing and sustainable using theory, modelling, practice and coaching to substantially increase the transfer of new knowledge into classroom practice.

The program is among the reforms. It complements the department's [existing Graduate Certificate in Education (Learning Difficulties)](.).

Through participation in targeted postgraduate study, you can strengthen your skills and capability to better meet the educational needs and aspirations of students with disability and additional learning needs and improve the way the system as a whole supports every student to realise their full potential.

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

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.

Inclusive Education Scholarships Unit

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

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

Definitions and spelling

- 'Applicant' – a teacher or a regional workforce employee who is applying for a place in the program
- 'Recipient/You' – a teacher or a regional workforce whose application has been successful
- 'Placement' – your confirmed place within the program (not to be confused with a practical placement, known here instead as 'practicum')
- 'Course' – the Master of Applied Behaviour Analysis course
- 'Behaviour' – spelled 'behavior' (US spelling) in all applicable proper nouns (US organisation names, for example).

Meeting Victoria's needs

The program complements other DI reform initiatives, including the Diverse Learners Hub, Inclusion Outreach Coaching, Inclusive Education Professional Learning, and the Graduate Certificate in Education (Learning Difficulties) program. All 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.

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). The FISO 2.0 and VTLM work together to ensure that classroom practices contribute to a school's core vision and strategies, and vice versa.

Education workforces eligible for the program 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 and tuition fees

The following is an abridged excerpt from the [Monash University 2024 Handbook](#). Applicants are encouraged to research the ABA course independently. The Monash University 2023 Handbook can be found here: https://handbook.monash.edu/

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

You will 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.

You will be orientated to the field of behaviour analysis and the major theoretical and professional debates in science and practice. Through the core applied behaviour analysis subjects, you will 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	D6017
Entry requirements	Entry level 1: An Australian bachelor degree (or equivalent) with at least a credit (60%) average. **Please note:** It is the applicant's responsibility to ensure they meet the course entry requirements prior to applying. Please visit the [Monash University: Master of Applied Behaviour Analysis](#) webpage for information about minimum entry requirements.
Delivery mode	This course is delivered as an **online** delivery mode, allowing students to work while completing the course.

	Recipients have **4 years** to complete the course.
	This is an 8-subject course (48 credit points). The department recommends undertaking the minimum subjects per semester (**one per semester**).
Course fee	Average course fee is $27,916.
	Per subject is $3,490

Study workload

The course is offered on a **part-time basis only**, as it is aimed at recipients who are also working. Depending on the subject/s of study, the part-time workload may range from 15 to 20 hours per week.

It is important to understand the expected weekly hours of study and how this can affect your other commitments. The department and Monash University encourage you to complete only the **minimum subjects** of study required per semester. Although Monash University requires a minimum of 2 subjects per semester, scholarship recipients are encouraged to enrol in **one** subject per semester.

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

The department provides you with **4 years** to complete the course. As a result, successful Round 10 applicants are required to complete their course by **30 June 2028**.

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

Online activities

For the Master of Applied Behaviour Analysis course, participation in online learning activities (presented on Moodle, the Monash University coursework management system) is **mandatory and verifiable**.

This is because the international accrediting body (ABAI) has verified that the ABA course meets specific standards and 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 subjects 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. You must complete at least 90 per cent of the online learning activities for each subject, in addition to 2 assessment tasks, to pass the subject.

Most subjects 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 3 to 4 hours per week).

You will need to allocate additional time to complete weekly readings and work on assessment tasks. For each ABA subject, you should plan to commit approximately 6 to 8 hours per week to your studies.

> **Is ABA for you?**
>
> See the BACB and Association for Behavior Analysis International (ABAI) websites, as well as at the Monash University 2024 Handbook, to help you assess how useful and appropriate applied behaviour analysis might be to your current and prospective roles at Victorian government schools.

Supporting your transition to postgraduate study

The IESU will also host an induction webinar on Arc (Access. Resource. Collaborate) for new provisionally accepted recipients. This webinar will provide more information about study workload and unpack the important obligations associated with taking up an inclusive education scholarship through the department. The webinar date time and link will be shared in the Letter of Provisional Acceptance issued in April 2024.

3. Funding and support

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

If you are unable to meet the program employment and financial obligations, you will be required to repay to the department the course fees associated with the course/subjects taken, regardless of whether you have passed or failed. See the Debt Recovery policy on page 12.

The cost of the ABA courses through the program is provided in table 1 above – please take note of the cost associated with this course as you will be required to repay the course fees if you are unable to adhere to the program obligations.

Principal or Manager support

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

Once you complete the program, you will be well-prepared to help champion, plan and implement inclusive practices and support students with diverse learning needs.

You will also be primed to drive cultural change and help embed the attitudes and values needed for high-impact, contemporary inclusive teaching.

If you are successful in receiving a scholarship, the support agreement that your principal or manager signed as part of your application will become active for the duration of your study and beyond. This outlines the department's expectation that participating principals or managers will support recipients to study and then use what they learn to maximise their impact at their school.

It is expected that your principal or manager will:

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

- support recipients to include their study in their Professional Development Plan (PDP)

- identify a link between your study and school priorities

- provide recipients opportunities to lead their peers in practice change

- support recipients to undertake practicum placement (It is an expectation that recipients will be released from duty to conduct their practicum placement. The applicant will continue to be paid for the duration of their practicum placement without being required to take any form of paid or unpaid leave)

- monitor recipients' progress through regular engagement and discussion

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

- be aware of the Debt Recovery policy requiring graduates to stay employed by the department and in a role that supports students with diverse learning needs for 3 years post completion of study.

  - Recipients will be required to repay the funds associated with your study (course) if you fail to meet your employment obligations (see the Debt Recovery Policy on Page 12).

Benefits for schools and regional workforces

It is expected that you will use your learning from the program to:

- make a significant contribution in how their schools use contemporary evidence-based teaching practices to adapt the learning environment to support all students, including students with disability and additional learning needs

- support schools in assessing and identifying student needs, select interventions and teaching methodologies, and monitor and evaluate student progress using evidence-based practices

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

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

- collaborate to strengthen whole-school inclusive education practices

- enhance school preparedness for DI reform and consolidate implementation of system initiatives.

4. Criteria

Eligibility

To be eligible to apply for Round 10 of the program you must:

- be an Australian citizen or permanent resident, or eligible to work indefinitely in Australia

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

- be currently employed by the department (not directly by a school) in a part-time or full-time capacity

- be actively working in an eligible role in a Victorian government school supporting students with disability and additional learning needs OR

- be currently employed and actively working as a regional workforce employee, supporting students with disability and additional learning needs, and/or providing intervention supports to create a more inclusive learning environment in schools

- acknowledge and agree that you must continue your employment with the department for 3 years post completion of your course. If this cannot be met, the Debt Recovery policy will apply.

- start your approved course in Semester 2, 2024 (unless you are already engaged in the course and are transferring to the program. The department will cover the cost from Semester 2, 2024 onwards)

- meet Prior learning requirements for the course on page 11

- be willing and able to complete your course within 4 years of enrolling

- not be a previous scholarship recipient

- understand and adhere to the employment and financial obligations of the program, found on page 13.

> **Important**
>
> - **Teachers working in non-government schools are not eligible for the program, nor are CRTs or Education Support (ES) staff** or those with other categories of VIT registration (provisional registration, non-practising registration or permission to teach).
>
> - **To remain eligible for the program** and while studying, you must be supporting students with disability and additional learning needs, or in a role that supports DI reform. In addition, changes to the recipient's role whilst studying may render you ineligible to continue with the program. You will no longer be eligible if you transition to Casual Relief Teaching (CRT) while studying or within 3 years post completion and you will be required to repay the course fees (or part of) to the department (see the Debt Recovery policy on page 12).
>
> - **Recipients on expiring fixed term contracts must secure alternative employment** immediately to remain eligible for the program, otherwise they will be required to repay funds associated with subjects engaged, whether passed or failed.

Prior learning requirements

To be eligible to receive an ABA placement, you 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 2 years in a teaching or applied behaviour analysis-related role, and can I demonstrate this in my résumé?

If you answer 'yes' to both questions, you are likely 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 4 subjects of RPL, you will not be able to commence study for the ABA course. You should also review course details in the Monash University 2024 Handbook to check their eligibility.

Exclusions

The program does not cover:

- course costs for subjects already undertaken prior to Semester 2, 2024 (if successful, the department will cover the cost from Semester 2, 2024 onwards)

- additional expenses associated with completing an approved course (for example, textbooks, stationery, travel expenses, practicum expenses, accommodation, graduation and equipment)

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

- additional expenses associated with Association for Behaviour Analysis Australia (ABBA) supervision and/or registration

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

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

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

- any course costs incurred after 4 years from the commencement of study (unless the Sponsorship Agreement is formally extended by the department)

- recipients seeking to transfer to an alternative course offering through the program. Please ensure you choose the right course for you and your school.

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

Debt recovery policy

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

Important

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

- become ineligible for the course

- defer prior to or during the first semester/trimester of study

- withdraw from the course other than where the department has given prior approval

- fail to complete the course

- voluntarily cease being employed by the department

- voluntarily cease working in an eligible role that supports students with disability and/ additional learning needs, or in a role to strengthen inclusive practices

- fail to secure continuous employment in an eligible role if your fixed term contract is expiring

> • breach the sponsorship agreement and the department terminates the sponsorship agreement.

Terms and conditions outlining debt recovery are contained in the sponsorship agreement that you sign when accepting your scholarship. You will be asked to acknowledge your awareness of the Debt Recovery policy and process when you apply and agree to it in the sponsorship agreement terms and conditions. The application form also includes multiple declarations highlighting scenarios that could trigger debt recovery that you should familiarise yourself with.

Please consider the financial impact this will have on you as you will be invoiced for the total scholarship funds paid by the department on your behalf at the time of your breach. You will have the option to pay this over an agreed periodical instalment schedule or in full.

If you are awarded a scholarship, you are responsible for meeting all obligations in your sponsorship agreement as summarised below.

Employment and financial obligations

You must sign a sponsorship agreement that sets out your employment and financial obligations.

1. Employment

You must **repay course fees** as per the agreement if you:

- leave the department voluntarily within 3 years post completion of study

   OR

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

2. Failed subjects

If you fail or are required to repeat a subject(s) of study, you will be responsible for the associated costs and fees. This includes, but is not limited to, the costs and fees for re-enrolment.

3. Enrolment

At the end of each semester, you will need to ensure you have enrolled for the next semester subject/s. You should be aware that failure to enrol on time may result in the university withdrawing you from the course.

4. Withdrawal

If you withdraw from a subject of study post-census date, you will be liable for costs associated with re-enrolment in the subject.

You **must** contact the IESU immediately if you withdraw from the course entirely. **On withdrawing, you will be liable for the repayment of costs associated with subjects already engaged (whether passed or failed).** All requests to withdraw will be managed on a case-by-case basis.

Important

Withdrawing from a subject after the university census date means a 'fail' grade is recorded for that subject. In this event, you must meet the expense of completing the course.

You should pay close attention to Monash university census dates each semester and ensure any subject withdrawals are processed before this date to avoid incurring failed subjects and personal expenses.

Monash university will arrange for you to re-enrol in any failed subjects at your own cost.

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

Changing courses due to a course not meeting your expectations, is **not** supported by the program. Financial impacts and the Debt Recovery policy will apply.

To ensure you choose the right course for you and your school, the IESU can facilitate discussions between applicants and universities.

General program obligations

6. Intermission, deferral and leave of absence

You cannot defer your first semester of study. You may request an intermission or leave of absence after you have successfully completed one subject of study in the first semester of the course.

You must seek approval from the IESU for any intermission, deferral or leave of absence. If approved, you can intermit for a **maximum of 12 months** (unless exceptional circumstances apply, such as illness, natural disaster, or other circumstances beyond your control). You should then contact your respective university for specific guidelines regarding intermission, deferral or leave of absence.

However, you are encouraged to take no more than 6 months' intermission, as this will provide a 'buffer' should you fail any subject of study (and need to re-take that subject).

7. Changes to your professional circumstances

As a government-funded program, the IESU actively monitors and reports on recipients, including graduates, to evaluate the effectiveness, quality, return on investment and impact for system-wide change.

If you change school, role, or have a change of principal or manager while studying or post-completion of your course, it is your responsibility to contact the IESU to obtain another Support Agreement form for endorsement by your principal or manager.

The Support Agreement emphasises the importance for schools and regions to prioritise improvement in provision for students with disability and additional learning needs and expand the culture of inclusion in their school communities and regional networks.

8. Disability Inclusion reform activities

As a recipient or graduate, you 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 your participation in evaluations or surveys. These requests will be timely and reasonable, and participation will not be onerous.

The department may contact you to discuss how the course has enhanced your teaching practice, including how you have used your course learning and role to strengthen inclusive practices.

The department may also contact you to participate in communities of practice or written/video case studies.

9. Post Completion

As a government-funded program, the IESU is required to continue actively monitoring and reporting on graduates to evaluate the effectiveness, quality, return on investment and impact for system-wide change.

As such, graduates are required to inform the IESU of any changes to their employment details (such as location and role information) until you cease employment with the department.

The IESU may contact you to confirm your employment details based on information noted in EduPay. Please note, if you do not inform the IESU of your new details, this can impact future applicants as the program is not able to report on up-to-date data.

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.

Teachers from schools with an existing program recipients (enrolled or completed) will only be considered for a placement if the school falls in to categories noted in Priority 3 below.

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

Priority 3	Schools that have a recipient from the program will be considered for an additional placement if they have:
	• enrolment numbers greater than 500
	• multiple campuses (one per campus)
	• teachers seeking to specialise in deaf and hard of hearing or vision impairment.
	Specialist and Supported Inclusion Schools are eligible to receive 2 scholarships from the program, until commitment is fulfilled – please contact the IESU to see whether your school is eligible.

Regional Workforces

Regional workforce nominations are coordinated by the region and must be endorsed by Executive Director Student Wellbeing and Engagement.

Regional employees must be actively working in a role that directly supports students with disability and additional learning needs, and/or provides intervention supports to create a more inclusive learning environment in schools. Please contact your relevant manager for further information about the program and your application.

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 program webpage (live from Monday 5, February 2024).

Application Round 10 opens at 9:00 am on Monday, 5 February 2024.

Applications close at 11:59 pm on Sunday, 17 March 2024.

Application advice

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

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 'Selection Criteria' questions?
☐ Included a signed 'Support Agreement' from your principal or manager?
☐ Submitted your application before 11:59 pm on Sunday 17 March 2024?

Note that you will be able to save your application draft progressively in SmartyGrants prior to submitting however, you cannot change or make additions to your application once it is submitted.

The IESU will not consider incomplete or late applications.

To avoid disappointment, please contact the IESU to ensure your school is eligible for a scholarship in Round 10 as your school may already have a recipient from the program.

Selection criteria

Your application will be assessed against the following selection criteria:

1. 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 or regional priorities.

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

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

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

- how you intend to implement your knowledge and skills from your preferred course in your current role with schools and/or regional workforces

- how your preferred course will aim to strengthen inclusive practices within your school or region

- how you have made a change to teaching and learning at the cohort or whole school level and/or region

- how your preferred course aligns to your school or regional priorities (for example: Strategic Plan, Annual Implementation Plan (AIP), and other goals).

Important

You will need to provide your completed selection criteria responses to your principal or manager **before** submitting your application.

Support Agreement

You will be required to submit a signed Support Agreement from your principal or manager, available in the application form. In signing this, your principal or manager will confirm that they endorse your

suitability and acknowledge the expectations of schools participating in the program and for supporting you during your study, should you be successful.

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

Application Assessment

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

The IESU will then assess your application against the selection criteria listed above (**18 - 26 March 2024**). Members of the selection panel may phone you, your principal or your manager to discuss your application. You may also be contacted after the closing date to clarify information.

Application Outcomes

All applicants will receive a SmartyGrants notification of their application outcome by **Friday, 19 April 2024**. Successful applicants will be contacted by a member of the IESU in the week beginning 22 April 2024 to confirm they have received their induction pack and understand program employment and financial obligations.

Figure 1: Application and assessment – key dates

Round 10 opens at **9:00 am** on **MONDAY 5 FEBRUARY 2024** → Round 10 closes at **11:59 pm** on **SUNDAY 17 MARCH** → Applications assessed: **MONDAY 18 MARCH** to **TUESDAY 26 MARCH** → Applicants notified of outcomes on **FRIDAY 19 APRIL** → Successful recipients commence study in **SEMESTER 2, 2024**

Unsuccessful applications

The IESU will notify unsuccessful applicants at the end of the assessment process. For unsuccessful applicants, if you are seeking further feedback, please contact the IESU.

To avoid disappointment, please contact the IESU to ensure your school is eligible for a scholarship in Round 10 as your school may already have a recipient or graduate from the program.

6. Finalising your placement

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

> **There are 3 key steps:**
>
> Step 1: Read through your induction pack
> Step 2: Apply to enrol online through Monash University
> Step 3: Return completed documents to the IESU
>
> Your acceptance into the program is 'provisional' until you have completed all 3 steps.

Step 1: Read through your induction pack

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

- a letter of provisional acceptance

- a Sponsorship Agreement

- a Recurring Expense Payment Fringe Benefits Tax (FBT) form and policy overview, and FAQ sheet

- a copy of these Round 10 Master of Applied Behaviour Analysis guidelines.

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

Any approved delegate acting in the principal or manager position at the time of application may sign the Support Agreement, although approval by your principal or manager is preferable.

You should ensure your principal or manager is regularly updated about the application process.

Step 2: Apply to enrol at Monash University

1. Once you have received and read your induction pack, you will need to apply for the Master of Applied Behaviour analysis course via Monash University's admissions portal.

2. Once your application has been approved by Monash University you will receive a formal Letter of Offer; at this point, please accept and enrol in your first subject.

3. Enrol into the minimum number of subjects (one) required for this course.

Documentation required to support applying to your university

You will be asked by Monash University to provide an official record of your full academic history (Academic Transcripts) or supporting documentation as part of the application process.

It can be time-consuming to obtain official documentation, so the IESU advises starting this process as soon as you have submitted your application.

Failure to upload relevant supporting documentation may significantly delay your application.

Supporting documentation includes:

- **Official academic transcripts:** if you have studied previously at university, you will need to provide transcripts for all attempted prior tertiary study. My eQuals Australia is a good place to start locating and accessing your previous transcripts.
- **Proof of identity documentation:** you may need to verify your identity if your name has changed since you last enrolled at university.

You will also need to provide your **Unique Student Identifier (USI)** to the university. Your USI is your lifelong education number. You can check via the USI website whether you already have a USI or whether you need to get one. You should also check what kind of identification you need to supply to create your USI.

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 Monash University grants academic credit, you may be able to reduce the duration of your approved course.

Credit is granted at Monash University's discretion. You may be asked to provide further information about the studies you have completed to help with this assessment.

Step 3: Return completed documents to the IESU

The following documents must be returned to the IESU by no later than close of business, **Monday, 3 June 2024:**

1. Signed Sponsorship Agreement
2. Signed Recurring Expense Fringe Benefit Declaration (return page 1 only).

The IESU will confirm by email your documents have been received and they will be stored on your SmartyGrants profile.

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

Figure 2: Summary of key actions for successful recipients

As soon as you receive your **letter of provisional acceptance** from the IESU, you must **apply directly to Monash University** for the course commencing in Semester 2, 2024

Accept your offer and enrol in your subject/s to commence study in Semester 2, 2024: follow the steps in the letter to accept the course offer and complete enrolment

Return your signed Induction Pack documents to the IESU by close of business on **Monday, 3 June 2024**

Get ready for study: check your study plan timetable, set up your student email ahead of Semester 2 commencement

Complete study for Semester 2 and enrol for Semester 1, 2025: check your university student email for the enrolment deadline

*Dates are indicative and subject to final notification in early 2024.

Re-enrolment

At the end of each semester, you will need to ensure you have re-enrolled for the next semester subject/s.

You should be aware that failure to re-enrol on time may result in Monash university withdrawing you from the course.

This can be avoided very simply by logging into your Student Portal at the end of each semester, checking your student email for the deadline, and ensuring you complete re-enrolment by the set date.

Key Monash university dates

University	Applicants to apply with university	Enrolment opens	Enrolment closes*	Course commences	Census date**
Monash University	Friday 31 April 2024	You need to accept your letter of offer to enrol in subjects	11 August 2024	24 July 2024	31 August 2024

*Please ensure you accept your letter of offer and enrol promptly before the listed enrolment closing date

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

7. Contact information

Department of Education

For help with:	Contact
Applying to the program	**Inclusive Education Scholarships Unit (IESU)** • Phone: (03) 9084 8496 • Email: inclusive.ed.scholarships@education.vic.gov.au
Managing 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 help with:	Contact

Information about the course, entry requirements and application process	**Application:**
	
	• Master of Applied Behaviour Analysis
	• 1800 MONASH
	  1800 666 274
	• From outside Australia:
	  +61 3 9902 6011
	
	Once enrolled, you will be allocated a dedicated Education Success Adviser. For any issue contact your:
	
	• Education Success Adviser

General administrative queries	Monash Connect or Frequently Asked Questions: • Contact us - Monash University • Monash Connect • Current Students • Frequently Asked Questions

Academic queries	• Email the course leader, Dr Brad Bloomfield: brad.bloomfield@monash.edu
For help with study skills and resources	• Disability Support Services • Safety and Security • Learn HQ • Tutoring

Pathway to becoming a registered behaviour analyst

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

Professionals who are registered as a BCBA or CBA, are independent practitioners who provide behaviour analytic services and may supervise the work of others conducting behaviour analytic work. BCBA is an internationally recognised graduate-level certification, awarded by the Behavior Analyst Certification Board (BACB), based in the United States. The Association for Behaviour Analysis Australia (ABAA) is the body overseeing applications and self-regulation for Certified Behaviour Analyst (CBA).

The Monash ABA course sequence has been verified by the Association of Behaviour Analysis International (ABAI) for eligibility to register with both the organisations, 315 hours of direct instruction aligned to the BCBA Task List (5th ed.) and the ABAA Behaviour Analyst Professional Competencies List (Download a PDF of the Task List or find it at bacb.com; Download a PDF of the Competencies List or find it at auaba.com.au).

Those who have completed the ABA course must still meet additional requirements before they can be deemed eligible to take the examination with the BACB to register as a BCBA or apply for certification as a CBA with the ABAA.

> **Use of the title 'behaviour analyst'**
>
> The Monash ABA course is a pathway to certification as a Board Certified Behavior Analyst (BCBA) and as a Certified Behaviour Analyst (CBA). One of the primary eligibility requirements for certification as either of these titles, 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.

Behaviour initiatives

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.

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, or eligible to work indefinitely in Australia to apply for the program.

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

Yes, applicants on a fixed-term contract and/or who work part-time can apply. Please be aware that you must secure continuous eligible employment if your fixed term contract is expiring otherwise you will be required to repay funds associated with subjects engaged, whether passed or failed.

Applicants employed on a casual basis are not eligible to apply.

Can I apply if I have already started my course?

Yes. If you are successful, you can transition to the scholarship program provided eligibility criteria is met. The department will cover the cost from Semester/Trimester 2, 2024 onwards. Please contact the IESU to discuss further.

Am I eligible to apply for a second scholarship to pursue another course offered through the program?

No, individuals who have previously received a scholarship (enrolled/completed) are not eligible to apply for a second scholarship through the initiative.

Can I change courses after commencing my course?

It is not possible to change courses as a scholarship recipient due to equity and budgetary reasons. Funding for sponsorship comes from different business unit accounts, with set budgets for the year based on the agreed number of students. Financial impacts and the Debt Recovery policy for withdrawing will apply. To ensure you choose the right course for you and your school, the IESU can facilitate discussions between applicants and universities.

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

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

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

Yes, as long as you are still employed by department.

Can I change schools whilst I am studying?

You may change employment from one school in the department to another during the application process and post receiving a scholarship. In this case, you are required to seek the endorsement of the principal of the new school to which you have been appointed. Contact the IESU for the relevant paperwork.

Course

Recognition of Prior Learning (RPL)

All questions relating to credits for previous studies need to be directed to the university. Each university has its own process for RPL and credit. Once you have accepted your offer and enrolled, you can apply for credit by submitting the appropriate application forms and supporting documents directly to the university.

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 you with a reasonable number of paid study leave days to attend your examinations, plus one day of paid study leave (or part there-of) to attend your 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](#).

Financial

How does the Debt Recovery policy work if I am required to repay course fees to the department?

- You will receive an invoice for the total amount owing.

- You can negotiate a periodic payment plan with the department, or you can pay the invoice in full.

It is important to factor in how you would manage repayment of fees should you breach the program obligations. Course costs are provided on page 7.

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](#).

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

This program covers the tuition fees for **a (domestic) full fee-paying place only**, not a Commonwealth supported place.

Support

Will the Monash University provide support and reasonable adjustment If I register a disability or condition that may impact study?

Yes, all partnered universities of the program are committed to providing support and adjustments for students who register they have a disability or condition that may impact their study. Please contact Monash University for further information:

Monash University
Disability Support Services | Disability Adviser
[monash.edu/disability/](#)

Appendix B: ABA course overview

Applied behaviour analysis (ABA) is science and practice based on learning and social-learning theory, prevention science, and implementation science. ABA focuses on the selection, adaption, implementation, and evaluation of evidence-informed educational and behavioural programs and interventions within classrooms (universal tier) and for individual students (tiers 2 and 3).

There is emphasis on exploring the interactions between learning and the social and physical environment. At Monash, ABA is not taught as a specific intervention for a specific population (for

example, autism). Rather, it is taught as a framework that includes (a) assessment to pinpoint student strengths and needs, (b) development of student-centred learning goals, (c) development learning plans and behaviour support plans that are strengths-based and matched to student need, (d) support for educators to implement a variety of teaching and behaviour support strategies, and (e) collection and analysis of data to guide data-based problem solving and decision-making.

The ABA course at Monash University consists of 8 x 6-point subjects. A part-time student will complete <u>one</u> 6-point subject per semester. Most subjects require students to participate in up to 36 hours of direct instruction across the 12-week semester.

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

Table 4: Subjects offered (by semester)

Semester 1	Semester 2
EDF5683 Sem 1 only	EDF5684 Sem 1 and Sem 2
EDF5684 Sem 1 and Sem 2	EDF5686 Sem 1 and Sem 2
EDF5685 Sem 1 only	EDF5687 Sem 1 and Sem 2
EDF5686 Sem 1 and Sem 2	EDF5679 Sem 1 and Sem 2
EDF5687 Sem 1 and Sem 2	EDF5688 Sem 2 only
EDF5679 Sem 1 and Sem 2	EDF5689 Sem 2 only

A synopsis of each ABA subject, the assessment tasks for each subject and the anticipated workload (hours of study per week) for each subject is below, as per the Monash University 2024 Handbook.

EDF5683: Philosophical Foundations of Behaviour Analysis

Prerequisites

None

Subject 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 subject, 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 radical behaviourism and other theories of learning and behaviour, and describe learning and behaviour from the perspective of a radical behaviourist. This subject 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 subject by completing 2 x 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

Subject outline

This subject 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 subject, you will learn about 2 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 subject, you will be challenged to apply these concepts and principles to analyse complex human behaviour in real-world settings. This subject 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 subject by completing 2 x 20-question multi-choice tests.

2. **Conditional discrimination project (60%):** Students will demonstrate their learning of the concepts and principles presented in this subject 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

Subject outline

The aim of this subject is to develop your ability to practice ethically in a variety of contexts. In this subject, 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 subject 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

Subject outline

In this subject, 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 subject, 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 subject 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 subject by completing 2 x 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

Subject outline

This subject focuses largely on applications of applied behaviour analysis with individuals who display behaviours of concern. In this subject, 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 subject 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

Subject outline

In this subject, 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 subject 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 subjects 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 3 to 4 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 2 hours per week) and working on components of the assessment tasks.

EDF5688: Performance Management and Supervision

Prerequisites

None

Subject outline

Behaviour analysts are often responsible for teaching others how to implement behaviour interventions or teaching strategies and for directly supervising aspiring or newly certified behaviour analysts. In this subject, 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 subject 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 subject 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 subject 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 2 to 3 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 2hours per week) and working on components of the assessment tasks.

EDF5689: Diverse Applications of Behaviour Analysis

Prerequisites

None

Subject outline

In this subject, 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 subject primarily aligns to sections 1B and 2G of the BACB Task List (5th ed.).

Assessment

3. **Literature Search (50%)**: Students will demonstrate their learning of the key concepts and principles presented in this subject 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 a table summarising selected articles on the topic.

4. **Research synthesis (50%)**: Students will demonstrate their learning of the key concepts and principles presented in this subject 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 their literature search, 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 2hours per week) and working on components of the assessment tasks.

Appendix C: Privacy

The department values and is committed to protecting your privacy.

The department protects your personal information in accordance with the *Privacy and Data Protection Act 2014* (Vic) (PDP Act), the *Health Records Act 2001* (Vic) (the HR Act) and the *Public Records Act 1973* (Vic).

The IESU will need to collect personal information, which is a necessary function of running the program. This includes information collected via online forms through SmartyGrants, phone and email correspondence.

SmartyGrants is a hosted grants management application that allows the program to receive and manage applications. To effectively manage and monitor the provision of funding for the program, SmartyGrants will also collect your personal information. Please refer to SmartyGrants' terms of service and privacy policy for further information

For further information about the way the department collects and handles personal information, including access, correction, and complaints, go to:

Privacy policy (education.vic.gov.au)

Collection notice

The department collects your personal information through SmartyGrants and email correspondence to register you as an applicant for the program, contact you, if necessary, in relation to the program, and for reporting purposes.

We will not disclose your personal information without your consent, except where required to do so by law. If you do not wish to provide your personal information you will be unable to submit an application for the program.

You may contact us to discuss your application, to request access to your personal information, or for other concerns about the privacy of your personal information.

Access to systems, applications, and the information that we collect is limited to authorised staff, including the IESU.

The department will collect the academic outcomes for each recipient as they progress through the course to obtain their qualification. This information will be used to assess if further support from the educational institution is required for a scholarship recipient to successfully complete their course. The information may also be used by the department to produce publicly available reports that evaluate the program. However, all information will be de-identified and aggregated.

We may contact you to help us understand how the program has enhanced your teaching practice, including whether it has assisted you in improving student outcomes. This information will also help to inform future workforce policies and programs. Your information will also be used to administer the program, including to discuss financial arrangements.

As you gain new insights and skills by completing this qualification, you may be approached by the university, or the department to participate in communities of practice. However, participation is

optional. You may be contacted to participate in an interview, but this is optional. You may also be approached to participate in a video interview, which would be published online. Again, participation is optional.

The information will be stored in SmartyGrants on Amazon Web Services in Australia.

Updating professional and personal details

You have the right to seek access to, or correction of your own personal information. You can request access and correction of your information by contacting the IESU on (03) 9084 8496 or inclusive.ed.scholarships@education.vic.gov.au.

To ensure that our records are current and assist with the efficacy of the program, the department will also regularly contact sponsorship recipients to update their contact and employment details.

Please note: As the initiative is government-funded, the IESU actively monitors recipients and graduates to evaluate the effectiveness, quality, return on investment and impact of the program for system-wide change.

Recipients and graduates are required to inform the department of any changes relating to their employment details (location and role information). If a recipient or graduate 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 data.