



**Disability Inclusion**  
Education for All

# Master of Inclusive Education Program Application Guidelines

Round 10 – Course commencing Semester/Trimester 2, 2024



*Published by*  
Department of Education  
Melbourne  
January 2024

© January 2024 State of Victoria (Department of Education)

The copyright in this document is owned by the State of Victoria (Department of Education) or, in the case of some materials, by third parties (third-party materials). No part may be reproduced by any process except in accordance with the provisions of the *Copyright Act 1968*, the National Education Access License for Schools (NEALS) (see below), or with permission.

An educational institution situated in Australia which is not conducted for profit, or a body responsible for administering such an institution, may copy and communicate the materials, other than third-party materials, for the educational purposes of the institution.

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



# Contents

1. Introduction .....	4
3. Support and expectations .....	13
4. Criteria .....	15
5. How to apply .....	21
6. Finalising your placement .....	23
7. Contact information .....	27
Appendix A: Practicum.....	31
Appendix B: Frequently asked questions .....	36
Appendix C: Privacy.....	39

# 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) 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.

The program covers tuition fees for eligible teachers and regional workforces to undertake one of several relevant master's courses on offer. (See page 6 for the list of courses.)

These guidelines are for Round 10 of the program, starting in the second semester, or trimester, of 2024, depending on the university offering the course.

To be eligible for the program, you must be currently teaching in a Victorian government school or in a regional role supporting students with disability and additional learning needs or providing intervention and support for schools. (See Eligibility on page 15 for more information.)

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

## Important

In return for the benefit of receiving sponsorship for postgraduate study, you must continue your employment at the Department of Education (the department) for 3 years after completion of the course and actively work in an eligible role (see Eligibility on page 15). **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 17).

## 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. Please visit the program's [webpage](#).

## 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) 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 Initiative is committed 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.

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

- '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' – any of the 8 courses offered through the program.

## 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. Courses and tuition fees

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 17.

The average cost of courses through the program are noted in table 1 below – please take note of the cost associated with your desired course as you will be required to repay the course fees if you are unable to adhere to the program obligations.

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

University	Course	Specialisation	Delivery mode	Average Course Cost
<b>Australian Catholic University</b>	<a href="#">Master of Education (Inclusive Practice)</a> 80 credit points 8 subjects Course Code: MEDN	No specialisation	Online	Course fee: \$16,838 Per subject: \$2,105
<b>Deakin University</b>	<a href="#">Master of Specialist Inclusive Education</a> 12 credit points 12 Subjects Course code: E734	No specialisation	Online	Course fee: \$44,420 Per subject \$3,612

University	Course	Specialisation	Delivery mode	Average Course Cost
<b>La Trobe University</b>	<a href="#">Master of Education (Inclusion and Diversity)</a> 120 credit points 7 subjects Course code: SPE-IAD01	No specialisation	Online	Course fee: \$29,900 Per subject: \$3,738
<b>NextSense / Macquarie University</b>	<a href="#">Master of Disability Studies</a> 80 credit points 8 subjects Course code: C000169	<ul style="list-style-type: none"> <li>Deaf and hard of hearing</li> <li>Blindness/low vision</li> <li>Sensory Disability</li> </ul>	Online	Course fee: \$27,262 Per subject: \$3,283
<b>Monash University*</b>	<a href="#">Master of Applied Behaviour Analysis</a> 48 credit points 8 subjects Course code (DE cohort): D6017	No specialisation	Online	Course fee: \$27,916 Per subject: \$3,490
<b>Monash University</b>	<a href="#">Master of Inclusive Education</a> 48 credit points 4 subjects Course code (DE cohort): D6018	No specialisation	Online	Course fee: \$26,972 Per subject \$6,743
<b>University of Melbourne</b>	<a href="#">Master of Learning Intervention Stream A</a> 100 credit points 8 subjects Course code: MC-LI	<ul style="list-style-type: none"> <li>Disability</li> <li>Learning difficulties</li> <li>Deaf education</li> </ul>	Online 75% attendance hurdle requirement	Course fee: \$32,434 Per subject: \$3,898

University	Course	Specialisation	Delivery mode	Average Course Cost
University of Newcastle	<a href="#">Master of Special and Inclusive Education</a> 80 credit points 8 Subjects Course code: 40123	<ul style="list-style-type: none"> <li>Deaf studies and deaf education</li> <li>Emotional disturbance / behaviour problems</li> <li>General special education</li> </ul>	Online	Course fee: \$22,369 Per subject: \$2,690

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

**Recognition of Prior Learning (RPL)** – If you are successful in receiving scholarship through the program, the department strongly encourages recipients to ascertain whether they receive RPL. Receiving RPL will reduce the number of subjects required to study and will assist recipients if the Debt Recovery policy is initiated.



**Table 2: Entry Requirements**

Regional workforces should be aware that dual qualifications apply for most courses: for example, an allied health qualification plus initial teacher education (ITE) qualification and full VIT registration (see below for course-specific entry requirements).

University	Entry requirements
<p><b>Australian Catholic University</b></p>	<p><i>(Allied health without an ITE qualification cannot apply for this course)</i></p> <p>To be eligible for admission to the course, an applicant must have completed the following prerequisites:</p> <ol style="list-style-type: none"> <li>Bachelor's degree in education or bachelor's degree and a recognised teaching qualification; or</li> <li>Bachelor's degree in an area other than Education</li> </ol>
<p><b>Deakin University</b></p>	<p><i>(Allied health without an ITE qualification cannot apply for this course)</i></p> <p>To be considered for admission you will need to meet the following criteria:</p> <ol style="list-style-type: none"> <li>Completion of a bachelor degree or masters in the field of Education that is a recognised initial teacher qualification for the purposes of registration as a primary or secondary teacher in Australia</li> </ol>
<p><b>La Trobe University</b></p>	<p><i>(Allied health without an ITE qualification cannot apply for this course)</i></p> <p>No minimum credit average.</p> <p>If you completed an initial teaching education (ITE) degree / diploma including studies at level 4 (AQF8) you can gain up to 120 credit points for the Master of Education which is equivalent to the first year of the course. Degrees include:</p> <ul style="list-style-type: none"> <li>a 4-year Bachelor of Education</li> <li>a 4-year Bachelor of Teaching</li> <li>a Graduate Diploma in Education; or</li> <li>a Master of Teaching.</li> </ul>
<p><b>NextSense / Macquarie University</b></p>	<p>The admission criteria for the Master of Disability Studies are:</p> <ul style="list-style-type: none"> <li>AQF level 7 bachelor's qualification in a related field or recognised equivalent plus minimum 2 years (full time equivalent) work experience relevant to chosen specialisation.</li> <li>The admission criteria for the two education specialisations (<i>deaf and hard of hearing and low vision</i>) include a bachelor or higher degree in education and a minimum of two years (full time equivalent) work experience, in teaching and classroom experience. Work experience can be demonstrated through certified copies of all relevant qualifications, a detailed CV and statement of service, or signed letters from employers confirming the applicant's role, duties and period of employment</li> <li>The admission criteria for the <i>sensory disability</i> specialisation include a bachelor or higher degree in a related field or recognised</li> </ul>

	<p>equivalent (such as allied health, disability, psychology, nursing), and a minimum of two years (full time equivalent) work experience which includes disability support, allied health, psychology, or a related discipline</p> <p>Work experience can be demonstrated through certified copies of all relevant qualifications, a detailed CV, and a statement of service or signed letters from employers confirming your role, duties, and period of employment.</p>
<b>Monash University</b>	<p><i>(Allied health without an ITE qualification cannot apply for this course)</i></p> <p>Entry level 1: An Australian bachelor degree (or equivalent) with at least a credit (60%) average.</p>
<b>University of Melbourne</b>	<p><i>(Allied Health without an ITE qualification cannot apply for this course)</i></p> <p>Entry requirements for the Master of Learning Intervention Stream A include:</p> <ul style="list-style-type: none"> <li>• a 4-year education degree, or equivalent,</li> <li>• a 3-year undergraduate qualification and a fourth-year level education qualification; or</li> <li>• a 3-year undergraduate qualification in an area related to education and at least 2 years of documented, relevant work experience.</li> </ul>
<b>University of Newcastle</b>	<p>The Master of Special and Inclusive Education is an 80-unit postgraduate qualification, with admission available for applicants who have one of the following qualifications or equivalent in a relevant field:</p> <ul style="list-style-type: none"> <li>• Graduate Certificate or Graduate Diploma</li> <li>• Bachelor Honours Degree</li> <li>• Bachelor degree plus 2 years' demonstrable relevant work experience; or</li> <li>• Diploma or Advanced Diploma plus 5 years' demonstrable relevant work experience.</li> </ul> <p>Relevant fields and applicable work experience includes education or teaching, psychology, disability studies, <b>allied health</b>, or a related discipline.</p> <p>Work experience can be demonstrated through certified copies of all relevant qualifications, a detailed CV, and a statement of service or signed letters from employers confirming your role, duties, and period of employment.</p>

## Study workload

The courses are offered on a part-time basis only, they are 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 participating universities encourage you to complete the **minimum subjects (one)** of study required per semester/trimester, however if you are required to enrol in 2 subjects to support practicum requirements, please do so, or speak to your lecturer to understand how this may impact sequencing of subjects.

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 or trimester 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, please contact your preferred university. (Find contact information on page 27.)

Those interested in the Master of Learning Intervention Stream A course at the University of Melbourne should be aware that there is a 75% attendance [hurdle requirement](#) for subjects offered in the course. You are expected to plan ahead in order to meet this requirement but where an absence is unavoidable, you should discuss this in advance with the relevant subject coordinators.

### 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.

## Travel

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

## Practicum

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

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

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

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

Recipients must be released from their current duties at their substantive school at the requisite times for the purpose of undertaking their practicum placements.

Recipients will continue to be paid for the duration of their practicum placement without being required to take any form of paid or unpaid leave. Please ensure your business manager is aware of practicum requirements as noted in the guidelines.

## Teacher replacement contribution

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

Please refer to the departments [Casual Rates of Pay in Victorian Government Schools](#) for hourly and maximum CRT daily rates.

The program includes mandatory practicum placement as part of the qualification. The program will contribute up to \$10,000 for CRT reimbursement, pending the course being undertaken and its practicum requirements. Please refer to Page 31 for university placement requirements, particularly for those interested in the Master of Learning Intervention Stream A course via the University of Melbourne.

### Example 1: CRT reimbursement

**Recipient** has been advised by the department that they can seek CRT reimbursement of up to the value of \$10,000 for practicum placement as part of their scholarship award.

**Recipient** is undertaking the Master of Inclusive Education course at Monash University. This course requires 5 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 for 5 days of CRT.

### Example 2: CRT reimbursement

**Recipient** has been advised by the department that they can seek CRT reimbursement of up to the value of \$10,000 for practicum placement as part of their scholarship award.

**Recipient** is undertaking the Master of Learning Intervention Stream A course at the University of Melbourne. The course includes 32 practicum days consisting of 2 blocks at 16 days each (15 placement days and 1 observation day, to take place before the practicum placement begins). Both practicum blocks require CRT.

The program will contribute up to \$10,000 towards CRT reimbursement for 1 block, however the recipient's school will be required to pay for CRT costs associated with block 2. Please ensure your principal and business manager are aware and support your application. If you move schools, you are required to advise your new principal and business manager of this requirement.

School Business Managers are to refer to the departments [Casual Rates of Pay in Victorian Government Schools](#) for hourly and maximum CRT daily rates – the current maximum hourly rate for 2024 is \$69.57 and the maximum daily rate is \$417.41.

## CRT Reimbursement for practicum placement

Schools are required to use the Schools Targeted Funding Portal ([STFP](#)) to request CRT reimbursement to cover practicum placement. Schools must submit evidence of CRT for when the recipient completes practicum for their course. For more information about CRT reimbursement, please contact the IESU.

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

### **Use of Tier 2 funding**

Schools that have transitioned to DI 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.

## **3. Support and expectations**

### **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 17).

### **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 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
  - Dual qualifications apply to most courses: for example, an allied health qualification plus initial teacher education (ITE) and full VIT registration (see Table 2: Entry requirements on page 9 for specific courses where this does not apply).
  - Nominations are coordinated by the regional manager and endorsed by the respective Executive Director, Student Wellbeing and Engagement (EDSWE).
- acknowledge and agree that you must continue your employment with the department for 3 years post completion of your course. If this cannot be met, the Debt Recovery policy will apply.
- start your approved course in Semester/Trimester 2, 2024 (unless you are already engaged in the course and are transferring to the program. The department will cover the cost from Semester/Trimester 2, 2024 onwards)
- 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 17.

### 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 17).
- **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.

## Exclusions

### The program does not cover:

- course costs for subjects already undertaken prior to Semester/Trimester 2, 2024 (If successful, the department will cover the cost from Semester/Trimester 2, 2024 onwards)
- additional expenses associated with completing an approved course (for example, textbooks, stationery, travel expenses, practicum expenses, accommodation, graduation and equipment)
- teacher replacement costs beyond what is required to support practicum (please refer to page 31 for placement information)
- 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 your withdrawal 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/trimester, you will need to ensure you have enrolled for the next semester/trimester 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 university census dates each semester/trimester and ensure any subject withdrawals are processed before this date to avoid incurring failed subjects and personal expenses. Census dates can be found in the subject listings in each individual university handbook.

The 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/trimester of study.** You may request an intermission or leave of absence after you have successfully completed one subject of study in the first semester/trimester 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). If approved, 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).

Please note the Master of Specialist Inclusive Education with Deakin University contains 12 units which are offered across 3 teaching periods (trimesters) per year. If you are unable to attain any Recognition of Prior Learning (RPL), this will impact your ability to complete the course within 4 years if you are unable to study continuously each trimester. If this situation applies to you, the program will provide you with 5 years to complete the course.

### 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**

<b>Priority 1</b>	Teachers in mainstream and specialist schools in which no employee has received a master's placement in previous rounds
<b>Priority 2</b>	Principal-class
<b>Priority 3</b>	<p>Schools that have a recipient from the program will be considered for an additional placement if they have:</p> <ul style="list-style-type: none"> <li>• enrolment numbers greater than 500</li> <li>• multiple campuses (one per campus)</li> <li>• teachers seeking to specialise in deaf and hard of hearing or vision impairment.</li> </ul> <p>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.</p>

## Regional workforces

The program has opened the full suite of course offerings to regional workforces in Round 10. Nominations are coordinated by the region and must be endorsed by respective EDSWE.

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

Regional workforce applicants should be aware that dual qualifications apply for most courses: for example, an allied health qualification plus initial teacher education (ITE) and full VIT registration. Please see below for specific courses where this does not apply:

- The Master of Applied Behaviour Analysis at Monash University
- The Master of Special and Inclusive Education at the University of Newcastle
- The Master of Disability Studies at Next Sense/Macquarie University.

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

The IESU coordinates all aspects of the program in conjunction with participating universities, 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/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.

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

Endorsement from your principal or manager is a prerequisite for teachers and regional workforce employees to be considered for sponsorship. Principals applying for sponsorship 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 week beginning 22<sup>nd</sup> April 2024 to confirm they have received their induction pack and understand employment and financial obligations.

Figure 1: Application and assessment – key dates



### Unsuccessful applications

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

To avoid disappointment, 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 at your university
- Step 3: Return completed documents to the IESU

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

## Step 1: Read through your induction pack

If your application is successful, you will be emailed an induction information pack 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 Inclusive Education program 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 the university

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

### Documentation required to support applying to your university

You will be asked by the 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:** you will need to provide transcripts for all attempted prior tertiary study. [My eEquals Australia](#) is a good place to start locating and accessing your previous transcripts.
- **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 RPL, 'credit for prior learning' or 'advanced standing'.

If a university grants academic credit, you may be able to reduce the duration of your 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. 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

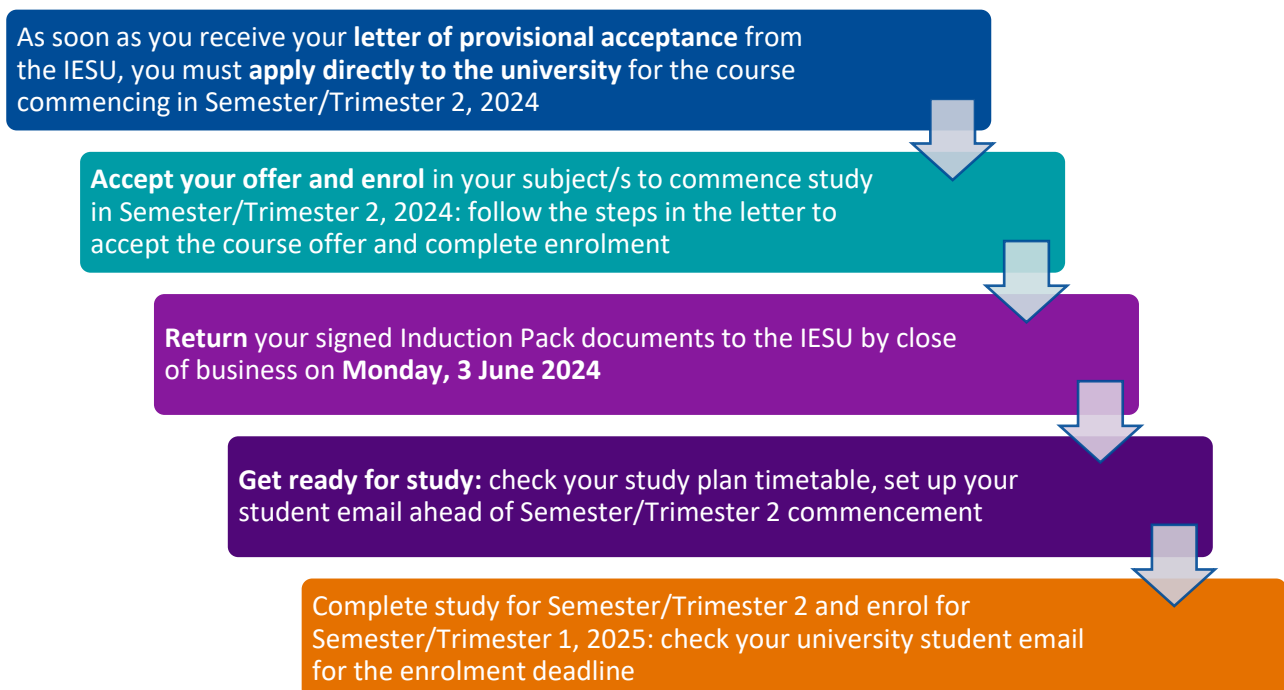
The following documents must be returned to the IESU by no later than close of business, **Monday, 3 June 2024**:

1. Signed Sponsorship Agreement
2. Signed Recurring Expense Payment 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**



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

## Re-enrolment

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

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

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

## Key university dates

University	Applicants to apply with university	Enrolment opens	Enrolment closes*	Course commences	Census date***
<b>Australian Catholic University</b>	Friday 31 April 2024	You need to accept your letter of offer to enrol in subjects	11 August 2024	29 July 2024	31 August 2024
<b>Deakin University</b>			23 June 2024	10 July 2024	15 August 2024
<b>La Trobe University</b>			17 June 2024	29 July 2024	12 August 2024
<b>NextSense/Macquarie University</b>			4 August 2024	22 July 2024	16 August 2024
<b>Monash University</b>			11 May 2024	24 July 2024	31 August 2024
<b>University of Melbourne**</b>			15 July 2024	24 July 2024	31 August 2024
<b>University of Newcastle</b>			4 August 2024	22 July 2024	16 August 2024

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

\*\* The University of Melbourne have different census dates for all subjects, the above date relates only to the first semester of study

\*\*\* 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	<p><b>Inclusive Education Scholarships Unit (IESU)</b></p> <p>Phone: (03) 9084 8496</p> <p>Email: <a href="mailto:inclusive.ed.scholarships@education.vic.gov.au">inclusive.ed.scholarships@education.vic.gov.au</a></p>
Managing CRT recruitment process	<p><b>Schools Recruitment</b></p> <p>Phone: 1800 641 943</p> <p>Email: <a href="mailto:schools.recruitment@education.vic.gov.au">schools.recruitment@education.vic.gov.au</a></p>
CRT reimbursement requests via the STFP	<p><b>STFP team</b></p> <p>Phone: 03 9637 2185</p> <p>Email: <a href="mailto:schools.targeted.funding.governance@education.vic.gov.au">schools.targeted.funding.governance@education.vic.gov.au</a></p>
Managing leave requests and approvals	<p><b>HR regional team</b></p> <p>Phone: 1800 641 943 (select option for region) or email:</p> <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
<b>Australian Catholic University</b>	Information about the course, entry requirements and application process	<b>Application:</b> <ul style="list-style-type: none"> <li>• <a href="#">How to apply</a></li> <li>• Phone: 1300 275 228</li> <li>• SMS: 0427 522 268</li> </ul>
	For general administrative queries	<ul style="list-style-type: none"> <li>• Online enquiry: <a href="#">AskACU</a></li> </ul>
	For academic queries	Contact Amanda Telford <ul style="list-style-type: none"> <li>• Email: <a href="mailto:Amanda.Telford@acu.edu.au">Amanda.Telford@acu.edu.au</a> or</li> <li>• Email: <a href="mailto:feapg@acu.edu.au">feapg@acu.edu.au</a></li> </ul>
	For help with study skills and resources	<ul style="list-style-type: none"> <li>• <a href="#">Master of Education   ACU courses</a></li> <li>• Online enquiry: <a href="#">AskACU</a></li> </ul>
<b>Deakin University</b>	Information about the course, entry requirements and application process	<b>Application:</b> <ul style="list-style-type: none"> <li>• <a href="#">How to apply</a></li> <li>• Phone: 1800 693 888</li> <li>• Email: <a href="mailto:myfuture@deakin.edu.au">myfuture@deakin.edu.au</a></li> </ul>
	For general administrative queries	<ul style="list-style-type: none"> <li>• <a href="#">Student Central</a></li> </ul>
	For academic queries	Contact Genee Marks: <ul style="list-style-type: none"> <li>• Email: <a href="mailto:g.marks@deakin.edu.au">g.marks@deakin.edu.au</a></li> <li>• Phone: 0439 671 336</li> </ul>
	For help with study skills and resources	<ul style="list-style-type: none"> <li>• <a href="#">Study Support</a></li> </ul>
<b>La Trobe University</b>	Information about the course, entry requirements and application process	<b>Application:</b> <ul style="list-style-type: none"> <li>• <a href="#">How to apply</a></li> <li>• Phone: 1300 135 045</li> </ul>
	For general administrative queries	<ul style="list-style-type: none"> <li>• <a href="#">La Trobe - Contact Us</a></li> </ul>
	For academic queries	Contact Anne Southall: <ul style="list-style-type: none"> <li>• Phone: (03) 5444 7907</li> <li>• Email: <a href="mailto:a.southall@latrobe.edu.au">a.southall@latrobe.edu.au</a></li> </ul>

	For help with study skills and resources	<ul style="list-style-type: none"> <li>• <a href="#">Master of Education   Degrees and courses   La Trobe University</a></li> </ul>
<b>NextSense/ Macquarie University</b>	Information about the course, entry requirements and application process	<p><b>Application:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Master of Disability Studies</a></li> <li>• <a href="#">Register and apply</a></li> </ul> <p><b>Once enrolled in subjects</b>, many queries can be answered by contacting the Graduate Studies Coordinator:</p> <ul style="list-style-type: none"> <li>• Tanya Kysa</li> <li>• <a href="mailto:student.enquiries@nextsense.org.au">student.enquiries@nextsense.org.au</a> or 0484 913 641</li> </ul>
	For general administrative queries	<ul style="list-style-type: none"> <li>• Email the Graduate Studies Coordinator, Tanya Kysa: <a href="mailto:student.enquiries@nextsense.org.au">student.enquiries@nextsense.org.au</a></li> <li>• Tel: 0484 913 641</li> </ul>
	For academic queries	<ul style="list-style-type: none"> <li>• Email the Graduate Studies Coordinator, Tanya Kysa: <a href="mailto:student.enquiries@nextsense.org.au">student.enquiries@nextsense.org.au</a></li> </ul>
	For help with study skills and resources	<ul style="list-style-type: none"> <li>• <a href="https://students.mq.edu.au/support/study/writing">https://students.mq.edu.au/support/study/writing</a></li> </ul>
<b>Monash University</b>	Information about the course, entry requirements and application process	<p><b>Application:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Master of Applied Behaviour Analysis</a></li> <li>• 1800 MONASH 1800 666 274</li> <li>• From outside Australia: +61 3 9902 6011</li> </ul> <p><b>Once enrolled</b>, you will be allocated a dedicated Education Success Adviser for any issue contact your <a href="#">Education Success Adviser</a>.</p>
	General administrative queries	<p>Monash Connect or Frequently Asked Questions:</p> <ul style="list-style-type: none"> <li>• <a href="#">Contact us - Monash University</a></li> <li>• <a href="#">Monash Connect</a></li> <li>• <a href="#">Current Students</a></li> <li>• <a href="#">Frequently Asked Questions</a></li> </ul>

	Academic queries	Email the course leader, Dr Philip Chan: <a href="mailto:Philip.K.Chan@monash.edu">Philip.K.Chan@monash.edu</a>
	For help with study skills and resources	<ul style="list-style-type: none"> <li>• <a href="#">Disability Support Services</a></li> <li>• <a href="#">Safety and Security</a></li> <li>• <a href="#">Learn HQ</a></li> <li>• <a href="#">Tutoring</a></li> </ul>
<b>University of Melbourne</b>	Information about the course, entry requirements and application process	<p><b>Application:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Master Learning Intervention: How to apply</a></li> <li>• Phone STOP 1 on 13 MELB (13 6352)</li> </ul> <p><b>Once enrolled</b>, many queries can be answered via:</p> <ul style="list-style-type: none"> <li>• Student Portal: <a href="https://my.unimelb.edu.au/">https://my.unimelb.edu.au/</a></li> <li>• Ask FAQs: <a href="https://ask.unimelb.edu.au/">https://ask.unimelb.edu.au/</a></li> <li>• STOP 1 phone 13 MELB (13 6352)</li> </ul>
	For general administrative queries	<ul style="list-style-type: none"> <li>• STOP 1, Student Portal or Ask FAQs (details above)</li> </ul>
	For academic queries	<ul style="list-style-type: none"> <li>• Email the course coordinator, Dr Sharon Klieve, at: <a href="mailto:sharon.klieve@unimelb.edu.au">sharon.klieve@unimelb.edu.au</a></li> </ul>
	For help with study skills and resources	<ul style="list-style-type: none"> <li>• Email the Academic Skills Unit: <a href="mailto:academic-skills@unimelb.edu.au">academic-skills@unimelb.edu.au</a> or visit the: <a href="#">Academic Skills site</a></li> </ul>
<b>University of Newcastle</b>	Information about the course, entry requirements and application process	<p><b>Application:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.newcastle.edu.au/degrees/master-special-inclusive-education">https://www.newcastle.edu.au/degrees/master-special-inclusive-education</a></li> <li>• Phone 1800 882 121</li> </ul>

		<p><b>Once enrolled</b>, many queries can be answered via:</p> <ul style="list-style-type: none"> <li>• Student Portal: MyHub: <a href="https://myhub.newcastle.edu.au">https://myhub.newcastle.edu.au</a></li> <li>• Ask UoN: <a href="https://askuon.newcastle.edu.au/">https://askuon.newcastle.edu.au/</a></li> </ul>
	For general administrative queries	<ul style="list-style-type: none"> <li>• Student Portal: MyHub <a href="https://myhub.newcastle.edu.au">https://myhub.newcastle.edu.au</a></li> <li>• Ask UoN: <a href="https://askuon.newcastle.edu.au/">https://askuon.newcastle.edu.au/</a></li> </ul>
	For academic queries	<ul style="list-style-type: none"> <li>• Email the Program Convenor, Dr Carl Leonard: <a href="mailto:carl.leonard@newcastle.edu.au">carl.leonard@newcastle.edu.au</a></li> </ul>
	For help with study skills and resources	<ul style="list-style-type: none"> <li>• <a href="https://www.newcastle.edu.au/current-students/support/academic">https://www.newcastle.edu.au/current-students/support/academic</a></li> </ul>

## Appendix A: Practicum

This is an overview of the practicum (practical placement) requirements of the university courses in the program. Practicum placement is a mandatory component of the program for school and regional recipients.

Practicum should be completed within a Victorian government school. If you are unable to secure your practicum placement within a Victorian government school, please contact your relevant university (practicum officer) to discuss your options. The program will not cover financial costs associated with practicum (for example, accommodation and travel).

The department and participating universities encourage you to complete the **minimum subjects (one)** of study required per semester/trimester, however if you are required to enrol in 2 subjects to support practicum requirements, please do so, or speak to your lecturer to understand how this may impact sequencing of subjects.

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

For the duration of the course, you are required to complete 30 days of practicum placement. Fifteen days can be completed at your home school without CRT. The remaining 15 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> </ul>	<ul style="list-style-type: none"> <li>• 15 days of practicum</li> <li>• CRT required (covered by program)</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Completed in home school in Semester 2, weeks 1–3 (August)</li> </ul> | <ul style="list-style-type: none"> <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 3x 15-day practicum subjects/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 (covered by program)</li> </ul>

\* EEI705 must be completed. RPL can be granted for EEI703 and EEI704 if experience is supported by course director.

Practicum subjects are to be undertaken sequentially, with EEI703 in Trimester 1, EEI704 in Trimester 2 and EEI705 in Trimester 1 of the following year. (You are encouraged to apply for RPL for EEI703 if you are experienced, practicing Victorian teachers, who regularly develop Individual Education Plans as a documented part of your role.)

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

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

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

You are required to complete 30 days of practicum placement and can complete this in either semester 1 or 2. The placement subject EDU5005 can be completed in the first or second year of the course. Credit can be awarded for up to 15 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.

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



## NextSense/Macquarie University – Master of Disability Studies

### SPED8910 (SPED8909 – Sensory Disability specialisation)

- 16 days (minimum)
- CRT required (for alternative setting only)
- Completed in an alternative setting or school for both placements or first placement in own setting or school, provided the setting or school can meet supervision requirements and is willing to complete a declaration of conflict of interest.

\* Alternative and own settings will require a supervisor with a master's qualification in teaching students who are deaf/ hard of hearing, or blind, have low vision

### Additional practicum requirements

- Practicum placement 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 in the Education: Deaf/Hard of Hearing specialisation must complete Auslan 1 and 2 (as part of passing SPED8935) before enrolling in the practicum subject.
- Students in the Education: Blindness/Low Vision specialisation must show proficiency in Unified English Braille (UEB) literacy and braille mathematics at a primary school level (as part of passing SPED8923) before enrolling in the practicum subject.
- You are only permitted to complete 1 practicum placement with your own team, school or service school or service if you have access to students who are deaf and hard of hearing or blind and have low vision, a suitably qualified supervisor and the agreement of your principal or manager.
- Practicums must be in a different educational setting and be with a minimum of 2 different age groups and with 2 different supervising teachers.
- You will be fully supervised by the supervising teacher for the full period of your practicum days.
- A 'block of 16 days' which could be 2 practicums of 8 continuous days (Monday to Friday), or 2 practicums of the same 2 days over 8 consecutive weeks (for example, Monday and Tuesday for 8 weeks) etc.
- There can be no Prior Learning exemption related to current employment.

## Monash University – Master of Inclusive Education

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

Please note practicum placement is mandatory. Recipients are unable to receive credit or an exemption for this part of the program.

### EDF5700

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

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

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

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

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

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

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

## University of Newcastle – Master of Special and Inclusive Education

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

- EDUC6109 – Integrated Fieldwork Studies for the ‘General’, ‘Emotional Disturbance and Behavioural Disorders’ Specialisation

- *EDUC6056 – Practicum for Teachers of Children Who are Deaf or Hard of Hearing* ‘for the **Deaf Studies and Deaf Education**’ Specialisation

Practicum requirements for both are described below.

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

EDUC6109 (Integrated Fieldwork Studies)	
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>• You may source the location of your 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>• You may source the location of your 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> <li>• You are encouraged to complete your <b>home</b> school placement <b>first</b>.</li> </ul>	

### ‘Deaf Studies and Deaf Education’ Specialisation

EDUC6056 (Practicum for Teachers of Children Who are Deaf or Hard of Hearing) *	
Block 1*	Block 2*
<ul style="list-style-type: none"> <li>• 15 days – CRT required</li> </ul>	<ul style="list-style-type: none"> <li>• 15 days – CRT required</li> </ul>

#### *Additional requirements for EDUC6056*

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

## **Courses**

### **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 6.

### **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 university provide support and reasonable study adjustments 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 the respective university for further information.

#### **Australian Catholic University**

Equity and Disability Unit | Disability Adviser

[acu.edu.au/student\\_experience/support\\_services/disability\\_services](http://acu.edu.au/student_experience/support_services/disability_services)

#### **Deakin University**

Disability Resource Centre | Disability Liaison Officer

[deakin.edu.au/students/health-and-wellbeing/disability-support](http://deakin.edu.au/students/health-and-wellbeing/disability-support)

#### **La Trobe University**

AccessAbility Hub

[latrobe.edu.au/students/support/wellbeing/accessability-hub](http://latrobe.edu.au/students/support/wellbeing/accessability-hub)

#### **Macquarie University**

Accessibility Support | Disability Adviser

[students.mq.edu.au/support/wellbeing/diversity-and-inclusion/accessibility-support](http://students.mq.edu.au/support/wellbeing/diversity-and-inclusion/accessibility-support)

#### **Monash University**

Disability Support Services | Disability Adviser

[monash.edu/disability/](http://monash.edu/disability/)

#### **The University of Melbourne**

Student Equity and Disability Support | Disability Liaison Officer

<https://students.unimelb.edu.au/student-support/student-equity-and-disability-support>

#### **The University of Newcastle**

AccessAbility | Accessibility Advisor

<https://www.newcastle.edu.au/current-students/support/personal/accessability>

## Appendix 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 \(education.vic.gov.au\)](http://education.vic.gov.au/privacy-policy)

### 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](mailto: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.

You are required to inform the department of any changes relating to your employment details (location and role information). If you do not inform the IESU of your new school details, this can impact future applicants as the program is not reporting on up-to-date data.