



NextSense Institute
Master of Disability Studies

2021 Student Handbook



Advancing the RIDBC Renwick Centre experience.



MACQUARIE
University

nextsense.org.au

Table of Contents

Director's Welcome Message	1
NextSense Institute.....	2
Academic Studies.....	2
Continuing Professional Education.....	3
Research and Publication	3
NextSense Institute Graduate Programs.....	3
Master of Disability Studies	4
Education: Vision Impairment Specialisation	4
Education: Deaf Hard of Hearing Specialisation	4
Sensory Disability Specialisation	4
Entry requirements	5
Professional Experience requirements	5
Braille and Auslan requirements	5
Table 1: NextSense Institute - Unit availability/Timetable.....	6
Table 2: Units comprising the Master of Disability Studies.....	8
Recommended Study Patterns.....	9
Application for admission to the course.....	12
Brief unit descriptions.....	13
SPED8909 Critical Reflection and Professional Experience for Practitioners in Sensory Disability	13
SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability	13
SPED8911 Inclusion and Professional Collaboration in Sensory Disability.....	14
SPED8912 Independent Project in Sensory Disability	15
SPED8913 Research in Sensory Disability	15
SPED8914 Perspectives in Disability	15
SPED8921 Orientation and Mobility Fundamentals	15
SPED8922 Educational Adjustments for Learners with Vision Impairment	15
SPED8923 Literacy for Learners with Vision Impairment.....	16
SPED8925 Foundations of Technology in Vision Impairment	16
SPED8926 Introduction to Vision Impairment	16
SPED8927 Complex Vision Impairment.....	16
SPED8931 Introduction to Educational Audiology	17
SPED8932 Perception and Production of Speech in Deaf Hard of Hearing Children	17
SPED8933 Language and Literacy Learning in Deaf Hard of Hearing Children	17
SPED8934 Language and Literacy Interventions for Deaf Hard of Hearing Children	18
SPED8935 Social Perspectives on Deafness and Deaf Education	18
General information	19
Accommodation.....	19
Applying for Recognition of Prior Learning (RPL).....	19

Campus Conference and Practicum Attendance	19
Car Parking at NextSense Institute	19
Mandatory Unit Requirements:.....	19
Auslan.....	19
Braille.....	20
Security	20
Scholarship Requirements	20
Students with Disabilities.....	20
Unit Fees.....	21
NextSense Institute Rydge Family Library	21
NextSense Institute Library Borrowing	22
NextSense Institute Staff	23
Academic Staff and Research Interests	23
Adjunct Academic Staff	24
Professional Experience Coordinator	24
Manager, Library and Information Services.....	24
Continuing Professional Education Staff	24
Centre Administration and Support Officer.....	24
2021 Important Dates	25
Appendices	26
Appendix 1: Auslan Basic Assessment Rubric.....	26
Appendix 2: Campus Map:	28
Appendix 3: Important Links.....	29
Contact Information	30

This document has been optimised for electronic review. Content includes active hyperlinks.

You are reviewing 2021 Student Handbook: Version 3/05/2021. The most current version of the Handbook is located on NextSense Institute website



Advancing the RIDBC Renwick Centre experience.



MACQUARIE
University

Director's Welcome Message

On behalf of NextSense Institute (formerly the RIDBC Renwick Centre) and Macquarie University I am delighted to welcome you as a student of both NextSense Institute and the University. I encourage you to explore this handbook and our website to find out more about NextSense Institute and its many strengths, including our:

- outstanding faculty and staff;
- innovative research that supports the role of the Institute as a leader in the field of education (both initial and continuing) for a wide range of professionals who work with children and adults with sensory disabilities; and
- strong partnerships with educational and other service providers that provide developmental, educational, therapeutic, and other support services for children and adults who have sensory disabilities.

At NextSense Institute we take great pride in producing well-prepared professionals who are ready to join national and international efforts in addressing the needs of children and adults with hearing and/or vision loss. Since we commenced our programs in 1994, students at NextSense Institute have come from every state in Australia and more than 13 other countries. Graduates of our programs can be found working in all those locations, and many more.

In partnership with Macquarie University, NextSense Institute is committed to continuous improvement and review in its provision of evidence-based learning opportunities for teachers and allied professionals serving people with a sensory disability, research in this same area, and professionally related community service. Our philosophy is that all individuals with disabilities have the right to access high quality evidence-based services to meet their educational, developmental, and related support needs.

Once again, I invite you to explore this handbook and our website to learn about the exceptional work occurring in the Institute and the broad range of learning opportunities that are available to you—whether that be as a graduate student, or as a participant in our Continuing Professional Education program. We are always happy to share information about what we do, and I invite you to visit us at any time, virtually or in person.

I wish you every success in pursuing your educational ambitions,

Professor Greg Leigh, AO, PhD, FACE

Director, NextSense Institute

NextSense Institute

NextSense Institute is Australia's preeminent centre for research and professional studies in the field of education and related service delivery for children with sensory disabilities. The Centre is administered by NextSense (formerly the Royal Institute for Deaf and Blind Children) and is operated in affiliation with Macquarie University.

Situated in the grounds of the national headquarters of NextSense in North Rocks (NSW), among several schools and educational services, NextSense Institute offers students a unique opportunity for observation and practical experience.

All degrees offered at NextSense Institute are awards of Macquarie University. Students enrol through the University and must meet the University's criteria for admission and progression.

NextSense is a not-for-profit that provides dedicated, innovative, and customised services aimed at breaking down barriers for children, adults, and families of people with hearing or vision loss. The organisation relies on a generous network of support—from donors to volunteers. To find out more or get involved, go to nextsense.org.au.

Macquarie University is a public research university based in Sydney, in the suburb of Macquarie Park. Founded in 1964, it was the third university to be established in the metropolitan area of Sydney and was named after Governor Lachlan Macquarie. Uniquely located in the heart of Australia's largest high-tech precinct, Macquarie brings together 40,000 students and 2000 staff on a campus that spans 126 hectares.

In collaboration with Macquarie University, NextSense Institute is committed to continuous improvement and review in its provision of evidence-based learning opportunities for teachers and allied health practitioners serving people with a sensory disability, research in this same area, and professionally related community service.

NextSense Institute's philosophy is that all individuals with disabilities have a right of access to appropriate and high-quality evidence-based education and allied health services.

Academic Studies

NextSense Institute provides a range of postgraduate educational award options for professionals engaged, or seeking to engage, in serving people with a sensory disability. In particular, the Institute provides a program leading to the Macquarie University award of Master of Disability Studies (MDisabilityStud).

Continuing Professional Education

In addition to "award-bearing" university courses, NextSense Institute is committed to delivering high-quality continuing professional education—in-person and remotely—to meet the professional learning needs of educators, therapists, and other allied health professionals.

Research and Publication

NextSense Institute conducts research on a wide range of topics related to (re)habilitation and education of people with a sensory disability. Research infrastructure at the NextSense Institute includes a highly specialised modern library, which provides access to print and on-line resources, as well as access to the NextSense and University facilities. In addition, NextSense Institute's Ross Field Building houses purpose-built research suites for use by academics and research higher degree students.

Research projects fall into three broad categories.

1. Projects conducted by members of the academic staff (either individually or in collaboration with other researchers). Such projects may be supported by existing research infrastructure as part of the NextSense commitment to the conduct of research in sensory disabilities. Alternatively, such research may be funded through the University's internal grants schemes or through one of several external grant schemes (e.g., the Australian Research Council). Students are encouraged to familiarise themselves with the current research projects and research interests of staff within the Institute. This will be of particular importance for students seeking to continue studies in a higher degree by research.
2. Projects conducted by staff or research associates with philanthropic support form one of several sources including endowments such as Japan-Australia Friendship Fund (JAFF).
3. Projects conducted by students undertaking research as part of their degree studies. These projects may be supported (to varying degrees) by existing research infrastructure.

NextSense Institute Graduate Programs

NextSense Institute offers a range of postgraduate programs including Master of Disability Studies (MDisabilityStud), Master of Research (MRes), and Doctor of Philosophy (PhD). All are awards of Macquarie University. Studies in the Master of Disability Studies offer the opportunity to specialise in one of three areas—deaf/hard of hearing (DHH), blind, low vision (BLV), or sensory disability (SD)—within a contemporary disability context. The program is available through online delivery for

part-time or full-time study. Table 1 lists the units available to study through the Master of Disability Studies.

Master of Disability Studies

The Master of Disability Studies (MDisabilityStud) is a one year full-time (or equivalent part-time) degree program designed to meet the needs of a range of candidates including: qualified teachers who wish to obtain a qualification to teach students who have either a hearing or vision loss; teachers already working in the sensory disability field who wish to upgrade their skills and qualifications; and a wide range of professionals seeking to complete studies in disability specifically in hearing or vision loss.

Education: Vision Impairment Specialisation

Completion of the Master of Disability Studies (Education: Vision Impairment specialisation), in addition to annual professional learning, will see graduates eligible for membership under the South Pacific Educators of Vision Impaired (SPEVI) category 'Qualified Specialist Teacher (VI) plus Professional Learning'. Members of SPEVI in this category may apply to be service providers under the National Disability Insurance Scheme (NDIS). Refer to the structure at: [Education: Vision Impairment](#)

Education: Deaf Hard of Hearing Specialisation

Completion of the Master of Disability Studies (Education: Deaf Hard of Hearing specialisation) will see graduates eligible for full membership of the National Association of Australian Teachers of the Deaf (NAATD). Members of NAATD in this category may apply to be service providers under the National Disability Insurance Scheme (NDIS). Completion of the Deaf Hard of Hearing specialisation provides the skills and knowledge to work in a range of educational roles inclusive of itinerant/advisory visiting teacher and regular school positions (i.e., consistent with the Graduate Statements in the Teacher of the Deaf Elaborations to the Australian Professional Standards for Teachers [APST]). Acquisition of the skills and knowledge that are needed to work in more specialised areas such as sign bilingual education or Auditory Verbal Practice will require additional professional development in those contexts (i.e., consistent with Statements for additional stages of the Teacher of the Deaf Elaborations to the APST). Refer to the structure at: [Education: Deaf and Hard of Hearing](#).

Sensory Disability Specialisation

Completion of the Master of Disability Studies (Sensory Disability specialisation) will provide graduates with advanced knowledge in both hearing and vision within contemporary studies in disability, preparing students for roles that support the needs of children and adults with hearing and/or vision loss. It is suitable for a range of allied health and other professionals (such as youth, community and social

workers, disability support workers/carers, and managers in disability organisations) who are seeking to complete studies in disability and specifically in hearing loss and vision impairment. Refer to the structure at: [Sensory Disability](#)

Entry requirements

AQF Level 7 qualification (Bachelor degree) or recognised equivalent in a related field (education, psychology, speech and hearing, special education, disability studies, health sciences, allied health, or a related discipline) and a minimum of two years (full-time equivalent) work experience relevant to chosen specialisation.

This degree is not an alternative to a pre-service postgraduate qualification in teaching (e.g., Diploma of Education or Master of Teaching) and will not qualify a graduate to be accredited with the NSW Institute of Teachers (or equivalent teacher accreditation bodies in other states) if not already qualified for such accreditation.

Professional Experience requirements

Prospective students who wish to seek employment as a teacher of the deaf or teacher of the vision impaired will need to complete a professional experience unit. Each State Teacher Registration Board has specific professional experience requirements. Students are responsible for ensuring that they meet the requirement for the state in which they seek registration as a teacher of the deaf or teacher of students with vision impairment. Please refer to the Professional Experience Coordinator for additional information regarding professional experience.

Braille and Auslan requirements

To meet the Master of Disability Studies requirements, students must achieve a minimum level of proficiency in either Braille (in the case of the Education: Vision Impaired specialisation) or Auslan (in the case of students in the Education: Deaf Hard of Hearing specialisation).

Table 1: NextSense Institute - Unit availability/Timetable

Units offered online do not require attendance on-campus.

For successful completion of your course, access to a computer and the Internet is essential

Unit Code	Unit Name	Convenor/ Lecturer	Session	Important Notes
SPED8909	Critical Reflection and Professional Experience for Practitioners in Sensory Disability	Alison Hawkins-Bond	1 & 2	Online Permission to enrol required**
SPED8910	Critical Reflection and Professional Experience for Teachers in Sensory Disability	Alison Hawkins-Bond	1 & 2	Online Permission to enrol required**
SPED8911	Inclusion and Professional Collaboration in Sensory Disability	Dr Sue Silveira/ Dr Bronwen Scott	2	Online Unit offered in MDisabilityStud, MEd
SPED8912	Independent Project in Sensory Disability	Dr Sue Silveira	1 & 2	Online Individually arranged. Permission to enrol required**
SPED8913	Research in Sensory Disability	Dr Robyn Cattle Moore	1 & 2	Online
SPED8914	Perspectives in Disability	Dr Sue Silveira	1	Online Unit offered in MDisabilityStud, MEd Permission to enrol required**
SPED8921	Orientation and Mobility Fundamentals	Dr Sue Silveira/ Dr Bronwen Scott	1	Online Series of compulsory online sessions 2022 dates to be confirmed.
SPED8922	Educational Adjustments for Learners with Vision Impairment	Dr Fran Gentle	1	Online
SPED8923	Literacy for Learners with Vision Impairment	Dr Fran Gentle	2	Online Mandatory component: UEB Grade Two Braille. Permission to enrol required**

Unit Code	Unit Name	Convenor/ Lecturer	Session	Important Notes
SPED8925	Foundations of Technology in Vision Impairment	Dr Fran Gentle	2	Online
SPED8926	Introduction to Vision Impairment	Dr Sue Silveira	1	Online
SPED8927	Complex Vision Impairment	Dr Sue Silveira	2	Online Permission to enrol required**
SPED8931	Introduction to Educational Audiology *	Dr Sue Silveira/ Simone Punch	1	Online
SPED8932	Perception and Production of Speech in Deaf/Hard of Hearing Children *	Dr Sue Silveira/ Marie Fram	2	Online
SPED8933	Language and Literacy Learning in Deaf/Hard of Hearing Children *	Dr Robyn Cattle Moore	1	Online
SPED8934	Language and Literacy Interventions for Deaf/Hard of Hearing Learners *	Prof Greg Leigh/ Trudy Smith	2	Online
SPED8935	Social Perspectives on Deafness and Deaf Education	Dr Louise de Beuzeville	1	Online. Mandatory component: Auslan Basic. Unit offered in MDisabilityStud, GradDipAEInt

* Approved by AG Bell Academy to offer LSLS Continuing Education hours

** Students are required to request permission to enrol. Students may submit a request for permission (called Permission by Special Approval) at [Permissions Processes](#)

Table 2: Units comprising the Master of Disability Studies

To qualify for the award, candidates must complete 80 credit points of coursework according to the structure detailed on MQU website.

<p>Complete both of the following essential Units (20cp):</p> <ul style="list-style-type: none"> • SPED8911 Inclusion and Professional Collaboration in Sensory Disability • SPED8913 Research in Sensory Disability 		
<p>PLUS Select one Specialisation and complete all 40 credit points:</p>		
<p>Education: Deaf Hard of Hearing Specialisation</p> <ul style="list-style-type: none"> • SPED8931 Introduction to Educational Audiology • SPED8935 Social Perspectives on Deafness and Deaf Education • SPED8933 Language and Literacy Learning in Deaf/Hard of Hearing Children • SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability 	<p>Education: Vision Impairment Specialisation</p> <ul style="list-style-type: none"> • SPED8926 Introduction to Vision Impairment • SPED8921 Orientation and Mobility Fundamentals • SPED8922 Educational Adjustments for Learners with Vision Impairment • SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability 	<p>Sensory Disability Specialisation</p> <ul style="list-style-type: none"> • SPED8926 Introduction to Vision Impairment • SPED8935 Social Perspectives on Deafness and Deaf Education • SPED8914 Perspectives in Disability • SPED8909 Critical Reflection and Professional Experience for Practitioners in Sensory Disability
<p>PLUS Select one Elective (10cp) from:</p> <ul style="list-style-type: none"> • SPED8914 Perspectives in Disability • SPED8923 Literacy for Learners with Vision Impairment • SPED8927 Complex Vision Impairment • SPED8934 Language and Literacy Interventions for Deaf/Hard of Hearing Learners 		
<p>PLUS Select one Elective (10cp) from:</p> <ul style="list-style-type: none"> • SPED8912 Independent Project in Sensory Disability • SPED8925 Foundations of Technology in Vision Impairment • SPED8932 Perception and Production of Speech in Deaf/Hard of Hearing Children 		

Recommended Study Patterns

Students of all specialisations may complete their studies at a part-time rate (1 or 2 units per session); extended full-time rate (2-3 units per session); or standard full-time rate (4 units per session).

Students of all specialisations are strongly advised to enrol in units in the sequence detailed in the study patterns below. These study patterns take account of unit availability, pre-requisites, and requirements of professional experience.

Each unit requires approximately 8-10 hours per week of study. Consequently, enrolment in a full-time study load of four units requires 36-40 hours per week of study. Students are encouraged to consider paid work, volunteer work, family commitments and known health concerns when determining study load each session. Students employed in full-time paid work are strongly encouraged to enrol in no more than two units per session.

Students of all specialisations may commence studies in either Session One or Session Two. Due to timetabling and pre-requisites, unit selection for students commencing in Session Two is limited. Students commencing in Session Two may select SPED8911 Inclusion and Professional Collaboration as a single unit; or select both SPED8911 and SPED8913 Research in Sensory Disability.

Education: Deaf Hard of Hearing Specialisation

Year	Session	1 unit per session	2 units per session	Full-time (extended)	Full-time (one year)
1	1	SPED8931	SPED8931 SPED8933	SPED8931 SPED8933 SPED8935	SPED8931 SPED8933 SPED8935 SPED8913
	2	SPED8932	SPED8932 SPED8934	SPED8932 SPED8934 SPED8911	SPED8932 SPED8934 SPED8911 SPED8910*
2	1	SPED8933	SPED8935 SPED8913	SPED8910* SPED8913	
	2	SPED8934	SPED8911 SPED8910*		
3	1	SPED8935			
	2	SPED8911			
4	1	SPED8910*			
	2	SPED8913			

* Refer to important pre-requisite information under the SPED8910 unit description in this handbook. It is essential that prospective students of SPED8910 commence discussions and planning a minimum of **three months prior** to session of enrolment. Contact alison.hawkins-bond@nextsense.org.au

Education: Vision Impairment Specialisation

Year	Session	1 unit per session	2 units per session	Full-time (extended)	Full-time (one year)
1	1	SPED8926	SPED8926 SPED8922	SPED8926 SPED8922 SPED8921	SPED8926 SPED8922 SPED8921 SPED8913
	2	SPED8925	SPED8925 SPED8923**	SPED8925 SPED8923** SPED8911	SPED8925 SPED8923** SPED8911 SPED8910*
2	1	SPED8922	SPED8921 SPED8913	SPED8910* SPED8913	
	2	SPED8923**	SPED8911 SPED8910*		
3	1	SPED8921			
	2	SPED8911			
4	1	SPED8910*			
	2	SPED8913			

* Refer to important pre-requisite information under the SPED8910 unit description in this handbook. It is essential that prospective students of SPED8910 commence discussions and planning a minimum of **three months prior** to session of enrolment. Contact alison.hawkins-bond@nextsense.org.au

** Completion of all lessons comprising Grade Two Unified English Braille (UEB) is required prior to commencing this course. Completion certificate may be requested from carla.silveira@nextsense.org.au. **Please provide certificate of completion to SPED8923 unit convenor in Week 1 of Session.** Students are encouraged to commence the UEB online module at <http://uebonline.org/> a minimum of **four months prior** to enrolling in SPED8923.

Sensory Disability Specialisation

Year	Session	1 unit per session	2 units per session	Full-time (extended)	Full-time (one year)
1	1	SPED8926	SPED8926 SPED8935	SPED8926 SPED8935 SPED8914	SPED8926 SPED8935 SPED8914 SPED8913
	2	SPED8927 or SPED8923	(SPED8927 or SPED8923) and SPED8911	(SPED8927 or SPED8923) and (SPED8912 or SPED8925) and SPED8911	(SPED8927 or SPED8923) and (SPED8912 or SPED8925) and SPED8911 and SPED8909
2	1	SPED8935	SPED8914 SPED8913	SPED8913 SPED8909	
	2	SPED8911	(SPED8912 or SPED8925) and SPED8909		
3	1	SPED8914			
	2	SPED8912 or SPED8925			
4	1	SPED8913			
	2	SPED8909			

Application for admission to the course

All NextSense Institute/Macquarie University students apply for admission via [Macquarie University website](#).

All prospective students are encouraged to consult with NextSense Institute staff prior to applying for entry to obtain unit selection and general advice.

Lena Karam: Centre Administration and Support Officer.
Ph: +61 2 9872 0303
Email: lena.karam@nextsense.org.au

Brief unit descriptions

SPED8909 Critical Reflection and Professional Experience for Practitioners in Sensory Disability

Pre-requisites: Completion of 40 credit points from SPED8900 units

Permission to enrol must be sought via the [special waiver process](#).

This unit provides students with the opportunity to prepare for and then undertake the equivalent of 14 days of professional experiences in the field of sensory disability. As a means of understanding both diverse roles and a team approach, students complete a professional experience including both observation of professionals supporting people with sensory impairment and online learning experiences relating to the student's chosen areas of interest. Central to this professional experience is a critical reflection model that guides and highlights the student's awareness regarding the role that research plays in strengthening their professional skills and knowledge. Using critical reflection students will demonstrate in the ePortfolio knowledge of professional practice that optimises outcomes for people with sensory disability.

SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability

Pre-requisites: Completion of 40 credit points from SPED units at 8000 level and permission by special approval of the Professional Experience Coordinator. Pre-requisite units will vary per specialisation. Observe the study patterns relevant to your specialisation to ensure you meet the pre-requisites. The permission of the Professional Experience Coordinator must be sought via the [special waiver process](#). Please submit the waiver just prior to enrolment in SPED8910. Permission of the Professional Experience Coordinator may not be granted if there is a pending issue relating (but not limited) to [Fitness to Practice](#), the [Progression Policy](#) or the [Student Code of Conduct](#).

Students in the Education: Deaf Hard of Hearing specialisation must complete SPED8931 and SPED8933 prior to seeking permission to enrol in SPED8910. It is highly recommended (and advantageous for students) to also complete SPED8932 and SPED8934 **prior** to enrolment in SPED8910. Where necessitated by an individual's study pattern, permission to enrol in SPED8932 and/or SPED8934 **concurrently** with SPED8910 may be granted however students will be required to delay commencement of placement until after mid-session recess (approximately Week 8 of session.)

Students in the Education: Vision Impairment specialisation must complete SPED8926 and SPED8922 prior to seeking permission to enrol in SPED8910. It is highly recommended (and advantageous for students) to also complete SPED8923

and SPED8925 **prior** to enrolment in SPED8910. Where necessitated by an individual's study pattern, permission to enrol in SPED8923 and/or SPED8925 **concurrently** with SPED8910 may be granted however students will be required to delay commencement of placement until after mid-session recess (approximately Week 8 of session.)

This unit provides students with the opportunity to observe, plan, implement, manage, and evaluate teaching programs as part of undertaking 16 days of professional experiences. Central to this professional experience is a critical reflection model that guides and highlights the student's awareness regarding the role that research plays in strengthening their professional skills and knowledge. Using critical reflection students will demonstrate professional practice that optimises outcomes for people with sensory disability.

Prospective students who wish to seek employment as a teacher of the deaf or teacher of the vision impaired must complete supervised professional experience. Some state teacher accreditation authorities have specific requirements regarding the completion of professional experience as a basis for accreditation to teach in special education. Students are responsible for ensuring that they meet the requirement for the State in which they plan to seek employment as a teacher of the deaf/hard of hearing or teacher of the blind/vision impaired.

Students of the Deaf/HH specialisation are required to identify professional experience centres/schools/programs that use communication approaches that are appropriate to their level of proficiency. Before undertaking professional experience days in educational environments where students are taught using signed language, NextSense Institute students must demonstrate competency equivalent to or higher than Certificate II in Auslan. Auslan courses are offered at several TAFE colleges (or equivalent) nationally. Contact the [Professional Experience Co-ordinator](#) for detailed information on professional experience requirements.

SPED8911 Inclusion and Professional Collaboration in Sensory Disability

SPED8911 explores inclusive principles and practice that promote, protect, and support the rights of learners with sensory impairment to participation in education and society without discrimination and on the same basis as people without disability.

SPED8912 Independent Project in Sensory Disability

Pre-requisite: Completion of 20 credit points from SPED8909 - SPED8935

Permission to enrol must be sought via the [special waiver process](#).

This is an advanced unit with flexible goals and assessments. The unit is intended for students interested in studying a specialised topic with the close direction of a NextSense Institute faculty member. Consent of the Unit Convenor is required prior to enrolling.

SPED8913 Research in Sensory Disability

This unit comprises a series of modules which support student exploration, understanding and application of research methodologies utilized in contemporary studies of sensory disability.

SPED8914 Perspectives in Disability

Permission to enrol must be sought via the [special waiver process](#).

This unit will explore the theoretical underpinnings of practice in the disability sector. This unit will support students to translate from their current role to one that reflects a contemporary global disability paradigm. The unit will facilitate a holistic view of disability and encourage critical thinking that contributes to future practice within the Australian disability sector.

SPED8921 Orientation and Mobility Fundamentals

This unit examines the theory and practice of orientation and mobility for children and adults who are blind, have low vision, deafblindness or additional disabilities, within a range of learning environments. Unit content includes an introduction to foundational principles of concept development, spatial orientation, and environmental analysis, with practical opportunities to teach and learn orientation and mobility concepts and skills.

SPED8922 Educational Adjustments for Learners with Vision Impairment

This unit examines the theory and practice of reasonable adjustments and accommodations to curriculum, pedagogy and learning environments, to ensure learners with vision impairment can participate in education on the same basis as their sighted peers. Unit content includes legislative and policy frameworks, psychological and social considerations, roles, and responsibilities of specialist teachers (vision impairment), technology, and considerations for preschool and school-age learners who are blind or have low vision, deafblindness or additional disabilities.

SPED8923 Literacy for Learners with Vision Impairment

Mandatory Unit Requirement: Demonstrated proficiency in UEB (Unified English Braille), for example, completion of a course in Braille or certificate in Braille proficiency. **Please provide certificate of completion to SPED8923 unit convenor in Week 1 of Session.**

Permission to enrol must be sought via the [special waiver process](#). Permission will be granted to qualified teachers completing a specialised teaching qualification in Vision Impairment.

This unit examines the theory and practice of language, literacy and numeracy development for preschool and school-aged learners who are blind or have low vision, deafblindness or additional disabilities. Unit content includes theoretical and instructional approaches to such areas as concept development, communication modes, and curriculum and pedagogic adjustments and accommodations. Students will have practical opportunities to investigate optical aids and Braille equipment, learning media assessment and production of alternative formats, and instructional approaches to emergent.

SPED8925 Foundations of Technology in Vision Impairment

Pre-requisite: SPED8926 Introduction to Vision Impairment

This unit provides the theory and practice in the selection and application of technology for individuals who are blind or vision impaired (B/VI). Students will be introduced to a wide variety of technology that assists individuals with vision impairment to access information, including consideration of suitable assessment, instructional strategies, financing, and usage. This unit will provide students with practical experiences with a range of technology.

SPED8926 Introduction to Vision Impairment

This unit provides foundation knowledge in the cause and implication of disease and vision impairment across the age spectrum. The student will develop a broad view of the low vision needs of individuals and the role they will play in meeting these.

SPED8927 Complex Vision Impairment

Pre-requisite: SPED8926 Introduction to Vision Impairment

This unit extends and develops concepts and learning introduced in SPED8926 Introduction to Vision Impairment, with a particular focus on individuals and groups with complex support needs. The student's knowledge and understanding of the substantial challenges for individual, family and community arising from blindness and vision impairment will be developed.

SPED8931 Introduction to Educational Audiology

This unit aims to provide teachers of the deaf with a broad overview of auditory development and audiological practice. Students will be introduced to the anatomy and physiology of hearing as a basis for understanding the mechanisms underlying auditory perception. The causes and implications of various types of hearing loss will be examined. Procedures and testing techniques will also be explored. Topics covered in this area will include screening, behavioural assessment, objective assessment, and evoked potential testing techniques. Students will develop an understanding of clinical reports and audiograms. Hearing aids, cochlear implants and other assistive listening devices are reviewed, and students will learn skills in troubleshooting and monitoring such devices.

SPED8932 Perception and Production of Speech in Deaf Hard of Hearing Children

Pre-requisite: SPED8931 Introduction to Educational Audiology

This unit presents an introduction to speech perception and speech production of children who are deaf/hard of hearing. Emphasis is given to typical speech perception and the continuum of development supporting the emergence of mature speech production. Strategies to assess and enhance the intelligibility of speech for listeners who are deaf or hard of hearing (D/HH) are explored.

Portions of content and one assessment in this unit assumes the student has auditory access to sound and speech. Students with a hearing loss are encouraged to discuss the availability of an alternative assessment. Students who are Deaf are encouraged to discuss the availability of alternative unit content. Contact the Manager, Graduate Education to discuss access support registration and options.

SPED8933 Language and Literacy Learning in Deaf Hard of Hearing Children

This unit introduces students to the concepts and principles of language and literacy development and the relationship between the two. Emphasis is given to the structure and function of language; theoretical perspectives on the relationship between language and thought, and the developmental stages and processes of (spoken) language and literacy acquisition in both hearing and Deaf/Hard of Hearing children.

SPED8934 Language and Literacy Interventions for Deaf Hard of Hearing Children

Prerequisite: SPED8933 Language and Literacy Learning in DHH Children

This unit aims to provide students with the knowledge to be competent in assessment as part of an integrated approach to supporting the development and/or remediation of language and literacy abilities in deaf and hard of hearing children. The unit provides a foundation for students to relate assessment of children's abilities to intervention and remediation approaches in each of those three areas.

SPED8935 Social Perspectives on Deafness and Deaf Education

Mandatory Unit Requirement: Auslan Basic.

This unit provides students with a broad context for professional practice in education of deaf and hard of hearing students. It will introduce students to the historical background and current settings, policies and approaches used in deaf education. Socio-cultural contexts of deaf people's lives will be explored, including the role of spoken and signed languages and identity and social-emotional development.

General information

Accommodation

Accommodation is available on campus in King House (at NextSense) for students attending Professional Experience on site, Visiting Research/Teaching Fellows, conference participants, and other official NextSense visitors. King House offers a range of accommodation options including single rooms with private facilities, and single and twin-share rooms with shared facilities. Communal living/dining areas are provided, as are fully equipped kitchens and laundries.

Students can obtain information regarding costs, associated conditions, and applications for accommodation in King House from the Accommodations Officer on king.house@nextsense.org.au. Please note that in 2021, accommodation availability will be subject to COVID-19 restrictions.

Applying for Recognition of Prior Learning (RPL)

Students may be eligible for RPL towards an enrolled program if a graduate unit has been completed at another institution within the past ten years. Students wishing to investigate this option further should complete the online application, located on the [University website](#).

Campus Conference and Practicum Attendance

Attendance at compulsory online sessions, professional experience and practical skills sessions is compulsory. Students should be punctual, show respect regarding the appropriate use of mobile phones, and act in a manner appropriate to graduate level study.

Car Parking at NextSense Institute

Students may park in any marked parking bay, which is not designated for a specific purpose or vehicle. For the safety and security of the children and staff of NextSense, drivers must obey all traffic and parking signs and any directions issued by Security Staff. The on-campus speed limit of 10km/hr should be strictly always observed.

Mandatory Unit Requirements:

Auslan

Demonstrated proficiency in Auslan Basic is a requirement of SPED8935 Social Perspectives on Deafness and Deaf Education. Students must demonstrate a basic level of competency by the end of the session of enrolment in SPED8935. Auslan Basic is described as a minimal level of fluency required for participation in deaf education settings or basic conversational fluency with deaf colleagues and families.

Refer to the [Auslan Basic Assessment Rubric](#) (Appendix 1) for details on the skills required to meet the Auslan Basic competency.

For further information, request the [Auslan Basic FAQs](#).

Braille

Demonstrated proficiency in UEB (Unified English braille) is a mandatory requirement of SPED8923 Literacy for Learners with Vision Impairment. Students enrolled in SPED8923 must demonstrate proficiency in UEB prior to the commencement of the session of enrolment. Students must provide a certificate of UEB proficiency to the Unit Convenor. Students who need to acquire UEB skills may wish to complete Module 1 and 2 of the NextSense Institute [UEB Online course](#). For more information, contact [Continuing Professional Education](#) at the NextSense Institute.

Security

The security of all NextSense community members is a priority for NextSense's administrators. Between the hours of 5:30 pm and 7:00 am each day, and at all times on weekends, a Security Officer is present on campus. In accordance with NextSense policy, people on the NextSense campus during these hours may be requested to produce some form of acceptable identification. For these purposes, your Macquarie University Student Photo ID Card should be always carried with you.

When students are leaving the NextSense Institute after dark and require an escort to a vehicle in one of the lower car parks, this can be arranged by calling the Security Officer on 244 (internal call) or 0417 430 609. These same numbers should be used in the event of a security emergency.

Scholarship Requirements

Students of the Master of Disability Studies are the recipients of a variety of scholarships and study support schemes. NextSense and Macquarie University will support students to meet any special requirements of scholarships, so long as these requirements do not conflict with university requirements. It is the responsibility of the student to be aware of scholarship and university requirements and to seek advice on how to meet both.

Students with Disabilities

It is the policy of both the NextSense Institute and the University to respond to individual student needs to the greatest extent possible. Consistent with this policy, NextSense Institute and the University welcome applications from students with disabilities and/or those who may require special assistance to successfully complete their course. NextSense Institute students may request access support by registering with the [Administration and Support Officer](#) at the NextSense Institute. Students are also required to register with Macquarie University [Campus Wellbeing](#). The NextSense Institute is unable to provide access services or modification of assessments for a student until registration is received. Students are encouraged to register for support a minimum of one month prior to commencement of study. Contact [Administration and Support Officer](#) for information on the registration process.

Unit Fees

Units undertaken for university credit carry the enrolment fee applicable to either Commonwealth supported or full-fee places at postgraduate level. Students should consult the [University website](#) for **estimated** fees. Should exact fees be required please contact the [University](#) directly.

NextSense Institute Rydge Family Library

The NextSense Institute Library supports academic staff and students studying in the field of sensory disability. All our resources have been selected to meet the information needs of teachers and other professionals working with people who are deaf, hard of hearing, blind or have low vision.

We have a significant collection of books, audio-visual resources, assessment kits and journals (both print and online). Our collection is tightly focused on deafness and hearing loss, blindness and low vision, and specific topics related to the education of children with these special learning needs.

NextSense Institute Library items are listed on [MultiSearch](#) the [Macquarie University Library](#).

Unit readings and journal databases are also accessed through [MultiSearch](#).

For NextSense Institute Library online journal passwords, please contact the library staff.

NextSense Institute Library Hours

Session Hours:

Monday	9:00 am – 5:00 pm
Tuesday	9:00 am – 6:00 pm
Wednesday	9:00 am – 5:00 pm
Thursday	9:00 am – 5:00 pm
Friday	9:00 am – 5:00 pm

Non-Session Hours

Monday to Friday 9:00 am – 5:00 pm

In 2021, please phone to check availability as hours may change in response to COVID-19 restrictions and at short notice. The library is closed on weekends and public holidays.

NextSense Institute Library Borrowing

Borrowing privileges for academic staff and students are:

- 10 items overall for four weeks with two renewals.
- Items may be recalled with a shortened due date if requested by another borrower.
- Overdue fines are not charged, but loans will be suspended until overdue items are returned.
- Any item lost or long overdue will be billed to the borrower and may block re-enrolment or release of final results.
- It is the responsibility of borrowers to cover the cost of return postage of items sent out by mail.
- Special Reserve books (such as those on reading lists and in high demand) are 7-day loans.
- Videos and DVDs are also 7-day loans.
- Some assessment kits are on closed access and are only available to qualified users. Please consult library staff.

You are invited to visit the NextSense Institute Library at the North Rocks campus. For those students living outside Sydney, distance is no barrier. You can make use of our telephone reference service, postal loan service and document delivery service. For more details, see the [NextSense Institute Library Services](#)

We pride ourselves in offering a personalised library service to enhance your university experience. Please phone +61 2 9872 0285 or email [NextSense Institute Library](#) to contact the library staff to find out how we can help you with your information needs.

NextSense Institute Staff

Academic Staff and Research Interests

Dr Frances Gentle, AO, BA, Dip Ed(*Macquarie*), BEd(Special Education) (*New England*), MSpecEd(Hons), PhD(*Newcastle*)

- Development of disability services in the South Pacific region
- Contemporary issues associated with educational standards and pedagogy
- Braille literacy and numeracy development
- Curriculum and expanded core curriculum provision for students with vision impairment

Professor Greg Leigh, AO, BEd(*Griffith*), MSc(*Washington*), PhD(*Monash*), FACE

- Newborn hearing screening - implementation and standards for delivery
- Outcomes of intervention
- Communications access by deaf and hard of hearing children and adults (captions and related media accessibility)
- Children's reception and use of simultaneous communication
- Literacy development in deaf children and adults

Dr Robyn Cantle Moore, BMusEd(*Sydney*), DSCM(Performance)(*Conservatorium Sydney*), MSpecEd, MEdStud, PhD(*Newcastle*)

- Parent education and support following diagnosis of infant hearing loss
- Early intervention curriculum and monitoring of infants with hearing loss
- Audition, speech, and language development of infants in Deaf family environments

Professor Philip Newall, BA(Hons)(*Keele*), MSc(*Surrey*), MSc(*Salford*)

- Amplification for people who are deaf/hard of hearing
- Epidemiology of hearing loss
- Audiology in developing countries

Dr Sue Silveira, DipAppSc(Orthoptics), GradDipHlthSci(Ed)(*Cumberland*), MHlthSci(Ed)(*Sydney*), PhD(*Newcastle*)

- Prevention of eye injury in children
- Early detection and prevention of vision impairment in children
- Determination of levels of vision impairment in Australian children

Adjunct Academic Staff

- Dr Louise de Beuzeville, BA(Hons)(*Sydney*), GradDipEd(Prim)(*Sydney*), DiplInterpreting (Auslan) (*TAFE*), MSpecEd(*Newcastle*), PhD(*Newcastle*)
- Mike Corrigan, BCom(*Newcastle*), MRehabCIng(*Sydney*), GradDipVocEd&Training(*UTS*), MEd(*UTS*)
- Marie Fram, DipTeach (*ACU*), GradDipSpEd(*Deakin*), BEd(*Deakin*), GradDipCurriculum(*Melbourne*), MEd(*Melbourne*), DiplInterpreting(Auslan) (*RMIT*), GradDipDeaf Studies(*La Trobe*), GradCertDeaf Studies(*La Trobe*)
- Josie Howse BA(*Macquarie*), MSpecEd(*Newcastle*), PSM
- Simone Punch, BA(*UQ*), PG Dip Aud(*UQ*), MHM(*UNSW*)
- Dr Bronwen Scott, BPsych(*UWA*), GradDipO&M(*Lincoln Institute*), MEd(SpecEd)(*Charles Sturt*), EdD(*Sydney*)
- Trudy Smith, BSpecEd(*Griffith*), MEd(*Deakin*), LSLSCert AVT

Professional Experience Coordinator

- Alison Hawkins-Bond, BEd(Hons)(*London*), PGradDip(Special Ed-HI) (*Birmingham*)

Manager, Library and Information Services

- Andrew Spencer, BTech(EnvGeo)(*Macquarie*), GradDipAppSc(LIM)(*Charles Sturt*), AALIA(CP).

Continuing Professional Education Staff

- Trudy Smith, BSpecEd(*Griffith*), MEd(*Deakin*), LSLSCert AVT
- Carla Silveira, BDesign(Visual Communication)(*WSU*)

Centre Administration and Support Officer

- Lena Karam, DipBusAdmin(*TAFE*)

2021 Important Dates		
Week Beginning	Lecture Week	Details
February 22	1	Session 1 commences
March 1	2	
March 8	3	
March 15	4	
March 22	5	
March 29	6	Good Friday, 2 April
April 5		University Recess: Easter Monday, 5 April
April 12		University Recess
April 19	7	
April 26	8	ANZAC Day Sunday, 25 April
May 3	9	
May 10	10	
May 17	11	
May 24	12	
May 31	13	Session 1 concludes Friday, 4 June
June 7		
June 14		Queen's Birthday Monday, 14 June
June 21		
June 28		Recess
July 5		Recess
July 12		Recess
July 19		Recess
July 26	1	Session 2 commences
August 2	2	
August 9	3	
August 16	4	
August 23	5	
August 30	6	
September 6	7	
September 13		Recess
September 20		Recess
September 27	8	
October 4	9	Labour Day Monday, 4 October
October 11	10	
October 18	11	
October 25	12	
November 1	13	Session 2 concludes Friday, November 5
November 8		
Further dates are available on the University's website		

Appendices

Appendix 1: Auslan Basic Assessment Rubric

Student's Name: _____ Name of Assessor: _____

Learning Outcome	Not Yet Competent	Competent	Comments
1. Use standard greetings			
2. Introduce self and others using finger spelling			
3. Use the fingerspelling alphabet and recognize familiar finger spelled words			
4. Produce and understand simple descriptions of family members and kinship terms (such as MOTHER, FATHER, etc.)			
5. Use and recognise numbers (cardinal, ordinal and indicating individuals' ages) up to 100			
6. Conduct simple exchanges about daily routines, such as eating, sleeping, dressing, work, school, shopping			
7. Demonstrate beginning use of question forms ('yes-no', 'wh-') including appropriate facial expression			
8. Negotiate basic discussions using signs for dates, times and common events and celebrations (e.g., appointments, school timetables and excursions, birthdays, etc.)			
9. Demonstrate beginning awareness of how to describe spatial layout in Auslan, including: <ul style="list-style-type: none"> giving and understanding simple directions (e.g., to locations within a school) describing the layout of simple rooms or buildings 			

Learning Outcome	Not Yet Competent	Competent	Comments
<ul style="list-style-type: none"> using depicting signs to show location (not only prepositions such as ON or UNDER) 			
10. Conduct brief exchanges using signs for colours, animals, transport, common objects, countries, and other familiar locations			
11. Use common adjectives and other modifiers, including for a range of emotions			
12. Demonstrate awareness of the range of communication strategies deaf people use with each other and hearing people			
13. Demonstrate beginnings of appropriate use of non-manual features of Auslan (e.g., facial expressions, role shift)			
Does this student meet the 'Auslan Basic' requirement? Yes/No			
Comments:			
Signature:		Date:	

Appendix 3: Important Links

[Macquarie University](#)

[Macquarie University Master of Disability Studies](#)

[NextSense](#)

[NextSense Institute](#)

[NextSense Institute Future Students](#)

[National Association of Australian Teachers of the Deaf](#)

[South Pacific Educators in Vision Impairment](#)

[Australian Institute for Teaching and School Leadership \(Teacher registration authorities\)](#)

Contact Information

NextSense Institute
Private Bag 29
Parramatta NSW 2124
Australia

361-365 North Rocks Rd
North Rocks NSW 2151

Email: institute@nextsense.org.au

Web: <https://www.nextsense.org.au/professional-development>

Lena Karam, Administration and Support Officer

Phone: +61 2 9872 0303

Email: lena.karam@nextsense.org.au