



**NextSense** Institute  
Master of Disability Studies

# 2021 Student Handbook



**MACQUARIE**  
University



## 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: Blindness/Low Vision 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 Blindness/Low Vision .....	15
SPED8923 Literacy for Learners with Blindness/Low Vision.....	16
SPED8925 Technology in Blindness/Low Vision .....	16
SPED8926 Foundational Studies in Blindness/Low Vision .....	16
SPED8927 Advanced Studies in Blindness/Low Vision .....	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

Online Conference and Practicum Attendance .....	19
Hurdle Unit Requirements (Mandatory):.....	19
Auslan.....	19
Braille.....	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
2022 Important Dates .....	25
Appendices .....	26
Appendix I: Auslan Basic Assessment Rubric.....	26
Appendix II: Access Service Registration Form .....	28
Appendix III: Campus Map:.....	30
Appendix IV: Important Links .....	31
Contact Information .....	32

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

You are reviewing 2022 Student Handbook: Version 6/09/2021. 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](http://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 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: Blindness/Low Vision Specialisation**

Completion of the Master of Disability Studies (Education: Blind/Low Vision 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: Blind/Low Vision](#)

### **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: Blind/Low Vision specialisation) or Auslan (in the case of students in the Education: Deaf Hard of Hearing specialisation). Students must complete Auslan/Braille prior to enrolling in SEPD8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability.

**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
<b>SPED8909</b>	Critical Reflection and Professional Experience for Practitioners in Sensory Disability	Alison Hawkins-Bond	1 & 2	In-person-placement Permission to enrol required**
<b>SPED8910</b>	Critical Reflection and Professional Experience for Teachers in Sensory Disability	Alison Hawkins-Bond	1 & 2	In-person-placement Permission to enrol required** Students must show evidence of completion of Auslan/Braille proficiency
<b>SPED8911</b>	Inclusion and Professional Collaboration in Sensory Disability	Dr Sue Silveira/ Dr Bronwen Scott	2	Online-flexible Unit offered in MDisabilityStud, MEd
<b>SPED8912</b>	Independent Project in Sensory Disability	Dr Sue Silveira	1 & 2	Online-flexible Individually arranged. Permission to enrol required**
<b>SPED8913</b>	Research in Sensory Disability	Dr Robyn Cattle Moore	1 & 2	Online-flexible
<b>SPED8914</b>	Perspectives in Disability	Dr Sue Silveira	1	Online-flexible Unit offered in MDisabilityStud, MEd Permission to enrol required**
<b>SPED8921</b>	Orientation and Mobility Fundamentals	Dr Sue Silveira/ Dr Bronwen Scott	1	Online-scheduled-weekday Series of <b>compulsory</b> online sessions 2022 dates to be confirmed.
<b>SPED8922</b>	Educational Adjustments for Learners with Blindness/Low Vision	Dr Fran Gentle	1	Online-flexible

Unit Code	Unit Name	Convenor/ Lecturer	Session	Important Notes
SPED8923	Literacy for Learners with Blindness/Low Vision	Dr Fran Gentle	2	Online-flexible <b>Hurdle component (mandatory):</b> UEB Literacy (Modules 1 and 2) and Mathematics (primary school level). Permission to enrol required**
SPED8925	Technology in Blindness/Low Vision	Dr Fran Gentle	2	Online-flexible
SPED8926	Foundational Studies in Blindness/Low Vision	Dr Sue Silveira	1	Online-flexible
SPED8927	Advanced Studies in Blindness/Low Vision	Dr Sue Silveira	2	Online-flexible Permission to enrol required**
SPED8931	Introduction to Educational Audiology *	Dr Sue Silveira/ Simone Punch	1	Online-flexible
SPED8932	Perception and Production of Speech in Deaf/Hard of Hearing Children *	Dr Sue Silveira/ Marie Fram	2	Online-flexible
SPED8933	Language and Literacy Learning in Deaf/Hard of Hearing Children *	Dr Robyn Cattle Moore	1	Online-flexible
SPED8934	Language and Literacy Interventions for Deaf/Hard of Hearing Learners *	Prof Greg Leigh/ Trudy Smith	2	Online-flexible
SPED8935	Social Perspectives on Deafness and Deaf Education	TBC	1	Online-flexible <b>Hurdle component (mandatory):</b> Auslan Basic. Unit offered in MDisabilityStud, GradDipAEInt

\* Endorsed by AG Bell Academy of Listening and Spoken Language (LSL) to offer LSL Continuing Education Units

\*\* Students are required to request permission to enrol, by applying for a special waiver at: [Applying for Special Approval \(waiver\)](#)

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

## 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, including demonstration of **Auslan** proficiency prior to enrolment. 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](mailto:alison.hawkins-bond@nextsense.org.au).

\*\*Demonstrated proficiency in **Auslan** is a hurdle requirement (mandatory) for SPED8935. Please refer to **Auslan** in the **General Information** section of this handbook.

### Education: Blindness/Low Vision 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](mailto:alison.hawkins-bond@nextsense.org.au)

\*\* Demonstrated proficiency in **Unified English Braille (UEB)** literacy and braille mathematics at a primary school level is a hurdle requirement (mandatory) for SPED8923. Please refer to **Braille** in the **General Information** section of this handbook.

### 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			

\* Demonstrated proficiency in **Auslan** is a hurdle requirement (mandatory) for SPED8935. Please refer to **Auslan** in the **General Information** section of this handbook.

\*\* Demonstrated proficiency in **Unified English Braille (UEB)** literacy and braille mathematics at a primary school level is a hurdle requirement (mandatory) for SPED8923. Please refer to **Braille** in the **General Information** section of this handbook

## **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.

**Sue Silveira**            Course Director  
Ph: +61 477 202 129  
Email: [sue.silveira@nextsense.org.au](mailto:sue.silveira@nextsense.org.au)

**Lena Karam:**            Centre Administration and Support Officer.  
Ph: +61 2 9872 0303  
Email: [lena.karam@nextsense.org.au](mailto: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). Demonstrated proficiency in **Auslan** is mandatory for enrolment in SPED8910 Please refer to **Auslan** in the **General Information** section of this handbook.

Students in the Education: Blindness/Low Vision 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). Demonstrated proficiency in **Unified English Braille (UEB)** literacy and braille mathematics at a primary school level is a mandatory requirement for SPED8910. Please refer to **Braille** in the **General Information** section of this handbook.

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/low vision.

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 utilised in contemporary studies of sensory disability. If students are new to the field of disability it is recommended that other units are completed prior to enrolling in SPED8913. This allows students to draw on a beginning foundation of understanding in sensory disability, as they explore literature in the disability field in SPED8913.

## **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 Blindness/Low Vision**

This unit examines the theory and practice of reasonable adjustments and accommodations to curriculum, pedagogy and learning environments, to ensure learners with blindness/low vision 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 (blindness/low vision), 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 Blindness/Low Vision**

**Hurdle Unit Requirement (mandatory):** Demonstrated proficiency in Unified English braille (UEB) Literacy and Braille Mathematics at a primary school level is a mandatory requirement of SPED8923. Please refer to **Braille** in the **General Information** section of this handbook.

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

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 Technology in Blindness/Low Vision**

**Pre-requisite:** SPED8926 Foundational Studies in Blindness/Low Vision

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 blindness/low vision 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 Foundational Studies in Blindness/Low Vision**

This unit provides foundation knowledge in the cause and implication of disease and blindness/low vision 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 Advanced Studies in Blindness/Low Vision**

**Pre-requisite:** SPED8926 Foundational Studies in Blindness/Low Vision

This unit extends and develops concepts and learning introduced in SPED8926 Foundational Studies in Blindness/Low Vision, 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/low vision 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**

**Hurdle Unit Requirement (mandatory):** 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](mailto:king.house@nextsense.org.au). Please note that in 2022, 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](#).

### Online 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.

### Hurdle Unit Requirements (Mandatory):

#### Auslan

Demonstrated proficiency in Auslan Basic is a hurdle requirement (mandatory) for SPED8935 Social Perspectives on Deafness and Deaf Education, and mandatory for enrolment in SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability. 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 I) for details on the skills required to meet the Auslan Basic competency.

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

## Braille

Demonstrated proficiency in **Unified English braille (UEB)** Literacy and Braille Mathematics (primary school level) is a hurdle requirement (mandatory ) for SPED8923 and mandatory for enrolment in SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability..

You must complete courses in UEB Literacy and Mathematics (primary school level) and submit evidence of completion by the end of week one. You are encouraged to commence the required braille literacy and mathematics (primary school level) training approximately four months prior to enrolling in SPED8923. If you wish to enrol in SPED8923 and you have not completed the required braille literacy and mathematics (primary school level) training, please do so as soon as possible or seek further advice from [sue.silveira@nextsense.org.au](mailto:sue.silveira@nextsense.org.au).

Modules 1 and 2 of UEB Literacy, and UEB Introductory Mathematics are offered by NextSense Institute. Details of these courses can be found at: <https://uebonline.org/> You will need to create an account and password and have access to a laptop/PC and internet connection; **please note**, these courses cannot be completed on a mobile phone. Once you complete each UEB online module, ensure that you purchase and download the relevant UEB completion certificate from the link on your UEB online dashboard then email the completion certificates to the Unit Convenor via the **Dialogue** section in SPED8923 iLearn site before the end of week one of session.

You are also welcome to complete equivalent UEB Literacy and Braille Mathematics (primary school level) completion certificates with other relevant agencies.

## 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.

When students require adjustments to **Assessment tasks only**, they should register with Macquarie University at [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.

When students require adjustments **to both Assessment tasks and unit learning activities** (e.g. Auslan interpretation and captioning), they should register with Macquarie University at [Campus Wellbeing](#) and NextSense Institute by completing the form in Appendix II and emailing this to: [Administration and Support Officer](#).

### **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 provides library support to 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**

Library services are available Monday to Friday from 9:00 am – 5:00 pm.

If you wish to visit the library, please phone to check if we are open as we may need to close at short notice in response to COVID-19 restrictions. Staff will still be available to assist students via email and phone. The library is closed on weekends and public holidays.

## NextSense Institute Library Borrowing

Borrowing privileges for students are:

- 10 items 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 not available for loan.
- Some assessment kits are only available to qualified users. Please consult library staff if you wish to borrow a kit.

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*)

<b>2022 Important Dates</b>		
<b>Week Beginning</b>	<b>Lecture Week</b>	<b>Details</b>
February 21	1	Session 1 commences
February 28	2	
March 7	3	
March 14	4	
March 21	5	
March 28	6	
April 4	7	
April 11		<b>University Recess</b>
April 18		<b>University Recess</b> Easter Monday Holiday 18 April
April 25	8	ANZAC Day Public Holiday (Monday)
May 2	9	
May 9	10	
May 16	11	
May 23	12	
May 30	13	Session 1 concludes Friday, 3 June
June 6		
June 13		Queen's Birthday Monday, 13 June
June 20		
June 27		<b>Recess</b>
July 4		<b>Recess</b>
July 11		<b>Recess</b>
July 18		<b>Recess</b>
July 25	1	Session 2 commences
August 1	2	
August 8	3	
August 15	4	
August 22	5	
August 29	6	
September 5	7	
September 12		<b>Recess</b>
September 19		<b>Recess</b>
September 26	8	
October 3	9	Labour Day Monday, 3 October
October 10	10	
October 17	11	
October 24	12	
October 31	13	Session 2 concludes Friday, November 4
November 7		
Further dates are available on the <a href="#">University's website</a>		

## Appendices

### Appendix I: 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"> <li>giving and understanding simple directions (e.g., to locations within a school)</li> <li>describing the layout of simple rooms or buildings</li> </ul>			

Learning Outcome	Not Yet Competent	Competent	Comments
<ul style="list-style-type: none"> <li>using depicting signs to show location (not only prepositions such as ON or UNDER)</li> </ul>			
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			
<b>Comments:</b>			
<b>Signature:</b>		<b>Date:</b>	



## Appendix II: Access Service Registration Form

### Confidential Registration for Access Services and/or Modification of Assessment

#### Registration is essential

Access Services and/or Modification to Assessments will not be approved without Registration

#### Please complete and return to:

Sue Silveira, NextSense Institute

**Email:** [sue.silveira@nextsense.org.au](mailto:sue.silveira@nextsense.org.au)

**Address:** NextSense Institute, Private Bag 29, Parramatta NSW 2124

NextSense Institute will use the personal information you provide to offer you practical assistance and/or advice associated with a medical condition, permanent or temporary disability or other special circumstance in relation to your postgraduate study. The support and assistance aims to help students meet the inherent requirements of their course whilst maintaining academic independence. If you do not complete all the questions on this form, it may not be possible to process your registration. Your personal information will be stored securely. You may access and change your personal information by contacting [sue.silveira@nextsense.org.au](mailto:sue.silveira@nextsense.org.au). NextSense Institute will not disclose your personal information without your consent unless under a legal obligation to do so. By returning this application, it is understood that you have read this statement and agree to the use and disclosure of your personal information as detailed in this form.

<b>Student No:</b>	
<b>Family Name:</b>	<b>Given Names:</b>
<b>Address:</b>	
<b>Home Phone:</b>	<b>Mobile:</b>
<b>Work Phone:</b>	<b>Email:</b>
<b>Program of Study:</b>	

Unit Code	Unit Title	Unit Convenor



**Provide details of your medical condition/disability/other special circumstance and its impact on your study:**

**What support/adjustments are you requesting? (e.g. alternative formats, Auslan interpreters, note takers, captioning, physical access, modified assessment or other support):**

**Please provide other relevant information necessary for determining your access requirements:**

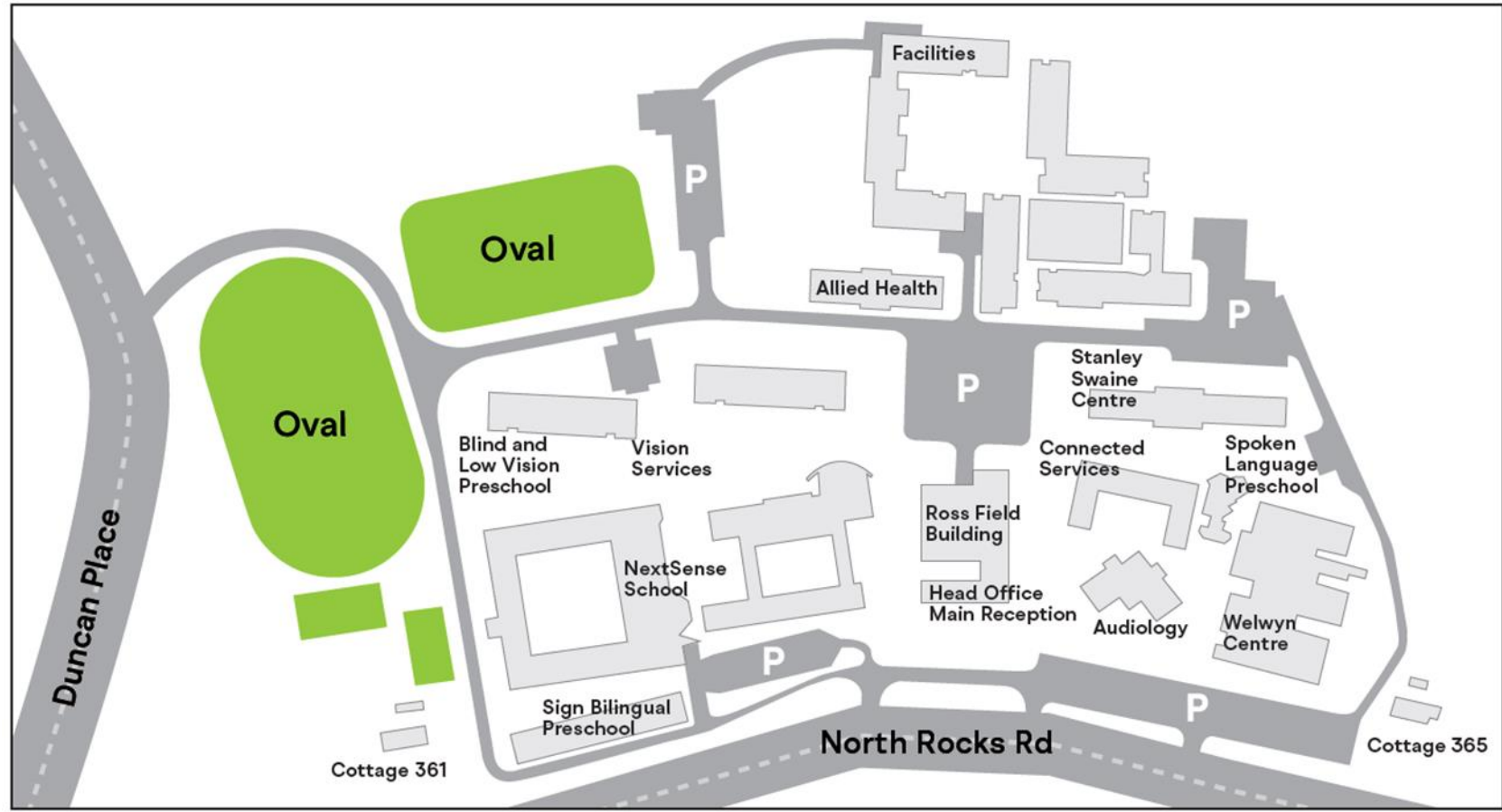
By returning this application, it is understood that you have read and agreed to the use and disclosure of your personal information as detailed in this form.

**Name:**

**Date:**

### Appendix III: Campus Map:

NextSense  
361-365 North Rocks Rd  
North Rocks NSW



## **Appendix IV: 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](mailto: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](mailto:lena.karam@nextsense.org.au)