

**NextSense** Institute  
Master of Disability Studies

# 2025 Student Handbook



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

You are reviewing 2025 Student Handbook: Version 21/11/2024.



**MACQUARIE**  
University



## Director's Welcome Message

On behalf of NextSense Institute and Macquarie University I am delighted to welcome you as a student. 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;
- the 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
- our 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 University award programs in 1994, students at NextSense Institute have come from every state in Australia and thirteen 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 more about 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.

I wish you every success in pursuing your educational ambitions,

**Professor Greg Leigh, AO, PhD, FACE**

Director, NextSense Institute

## **NextSense Institute**

NextSense Institute (NSI) 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 and is operated in affiliation with Macquarie University.

Situated in the grounds of the national headquarters of NextSense at Macquarie University (NSW), among several schools, educational services and the Australian Hearing Hub, 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.

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.

## Contact Information

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2 Gymnasium Rd  
Macquarie Park NSW 2113

Postal address:  
Private Bag 29  
Parramatta NSW 2124  
Australia

Email: [student.enquiries@nextsense.org.au](mailto:student.enquiries@nextsense.org.au)

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



**Dr Sue Silveira**, Course Director  
Phone: 0477 202 129



**Tanya Kysa**, Graduate Studies Coordinator  
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## Continuing Professional Education

In addition to [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, health professionals and families. Information about current CPE courses on offer is available on the [NextSense website](#).

The AG Bell Academy of Listening and Spoken Language has accredited SPED8931, 8933 and 8935 for 20 Continuing Education Units per course. Should you wish to pursue certification as a Listening and Spoken Language Specialist Auditory Verbal Therapist or Educator after you complete your degree, these CEUs will assist you to achieve the majority of the 70 CEUs you require.

If you would like to learn more about this, please contact [Trudy Smith](#) or go to the [AG Bell website](#).



## **Research and Publication by NSI staff**

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 at Macquarie University, which provides access to print and online resources, as well as access to all facilities at NextSense and Macquarie University.

Research projects fall into three broad categories:

1. Projects conducted by members of the academic staff (either individually or in collaboration with other researchers). Projects may be supported by existing research infrastructure as part of the NextSense commitment to the conduct of research in sensory disabilities. Alternatively, 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 from 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 Postgraduate 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 – Education: Deaf/Hard of Hearing (DHH), Education: Blindness/Low Vision (BLV), or Sensory Disability (SD) - within a contemporary disability context. The program is available fully online asynchronously for part-time or full-time study. [Table 1](#) on page 13 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, upto 4 years) postgraduate degree program designed to meet the needs of a range of candidates including:

- qualified teachers who wish to obtain the skills and qualification to teach students who have either hearing or vision loss
- teachers already working in the sensory disability field who wish to obtain recognition, further skills and a formal qualification in the area of deaf/hard of hearing or blindness/low vision
- allied health professionals working with children and clients who have a sensory disability
- a wide range of professionals in other sectors seeking to complete studies in disability, specifically in hearing and/or vision loss

### Education: Blindness/Low Vision Specialisation

In this specialisation, students will become qualified as a teacher of students with blindness or low vision, learning how to effectively support young children and school-age students. This includes individualised adjustments to the curriculum, teaching methods and the learning environment, in accordance with each learner's assessed visual and academic needs and strengths.

Key areas of learning include concept and literacy development, access to teaching-learning activities, social interaction, independence, self-organisation, orientation and mobility, and career education.

This specialisation is recognised in all Australia states and territories. This specialisation links to the [Australian Institute for Teaching and School Leadership \(AITSL\)](#) national accreditation standards, with reference to the [South Pacific Educators in Vision Impairment \(SPEVI\) Professional Standard Elaborations](#).

Completion of the Master of Disability Studies (Education: Blindness/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 'Recommended Study Patterns' at: [Education: Blindness/Low Vision](#)

### **Education: Deaf/Hard of Hearing Specialisation**

In this specialisation, students will become qualified as a Teacher of the Deaf. This course will provide you with the skills and knowledge to meet the Graduate Statements of the Teacher of the Deaf Elaborations of the Australian Professional Standards of Teachers. This includes developing an understanding of hearing loss, and its impacts and influence on language development (through listening and spoken language, or signed communication using Auslan); speech acquisition; audition, audiological testing and management of hearing loss; and assessment and intervention of students who are Deaf or hard of hearing, enabling them to achieve their educational and career goals.

This specialisation is recognised in all Australian states and territories. Graduates will gain the skills and knowledge to work in a range of educational roles including itinerant/advisory visiting teacher and regular school positions (consistent with the Graduate Statements in the Teacher of the Deaf Elaborations to the Australian Professional Standards for Teachers [APST]).

The Deaf/Hard of Hearing specialisation links to the [Australian Institute for Teaching and School Leadership \(AITSL\)](#) national accreditation standards, with reference to the [National Association of Australian Teacher of the Deaf \(NAATD\) Elaborations](#). A selection of subjects have been accredited by [AG Bell Academy of Listening and Spoken Language](#). Graduates will be 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).

Acquisition of the skills and knowledge needed to work in more specialised areas such as sign bilingual education or Auditory Verbal Practice will require additional professional development in those contexts (consistent with Statements for additional stages of the Teacher of the Deaf Elaborations to the APST). Refer to the 'Recommended Study Patterns' at: [Education: Deaf and Hard of Hearing](#)

## Sensory Disability Specialisation

Completion of the Sensory Disability specialisation will provide graduates with advanced knowledge in both hearing and vision loss within contemporary studies in disability, preparing students for roles that support the needs of children and adults who are deaf, hard of hearing, blind or have low vision.

This specialisation provides an introduction to blindness, low vision, deafness and hard of hearing; critical reflection on practice by understanding human rights based models; and modifying their practice to ensure self-determination and inclusion of people with disability.

It is suitable for a range of allied health and other professionals (such as psychologists; occupational therapists; developmental educators; youth, community and social workers; disability support workers/carers; managers in disability organisations) who are seeking to complete studies in disability and specifically in hearing loss and blindness/low vision. Refer to the 'Recommended Study Patterns' at: [Sensory Disability](#).

**Please note:** The Sensory Disability specialisation will **not** qualify you as a specialist teacher. Teachers intending to become specialist teachers need to complete either the Education: Deaf/Hard of Hearing or Education: Blindness/Low Vision specialisation to be eligible for NAATD or SPEVI membership.

### Student testimonials for the Master of Disability Studies

*Participating in the collaborative learning tasks provided me with opportunities to reflect on the specialist role of being a Teacher of the Deaf. While the tasks supported my own personal reflections, they also helped our cohort to remain connected while studying online and in practicum placements across Australia. Our shared experiences, while different in many ways, were also reassuringly similar, thought-provoking and informative. (Recent graduate, Dec 2023)*

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*Completing a Masters in Sensory Disability has taught me that true growth as a therapist comes from embracing flexibility. Each child's needs are unique, and effective support requires adapting, refining, and sometimes reimagining my approach. It's about seeing each challenge as an opportunity to deepen my understanding and find new ways to empower children on their journey. (Current student, 2024)*

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*I have loved being part of this course and feel like I am leaving a 'family' as I graduate. I have learnt so much that has helped me in my work in deaf education. Thank you to all of the staff for the enormous amount of work they put into their units and for being so supportive and helpful throughout. Your admin team too, are amazing. (Recent graduate, May 2023)*

## Application for admission to the course

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

All prospective students are encouraged to consult with NextSense Institute staff to discuss unit selection and receive general course advice before submitting their application.

**Dr Sue Silveira** Course Director

Ph: 0477 202 129

**Tanya Kysa** Graduate Studies Coordinator

Ph: 0484 913 641

Email: [student.enquiries@nextsense.org.au](mailto:student.enquiries@nextsense.org.au)

## Entry requirements

- AQF Level 7 qualification (Bachelor degree), or
- a 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 the chosen specialisation (e.g. classroom teaching experience or allied health/clinical experience).

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 you are not already qualified for such accreditation.

Applicants wishing to apply for either of the two Education specialisations must be registered teachers with a minimum of 2 years classroom teaching experience.

## Study Load

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

A study planner is available for you to use in [Appendix C](#).

## Unit Fees and Student Services and Amenities Fees

Students are offered a [Commonwealth Supported Place \(CSP\)](#)\* and eligible students can defer their tuition fees via HECS-HELP. Students should consult the [University website](#) for **estimated** fees. If you have any questions regarding your tuition fees, or would like to discuss your particular circumstances, please contact the [Graduate Studies Coordinator](#).

Each student is also required to pay the [Student Services and Amenities Fees \(SSAF\)](#) each Session. Eligible students can also defer this via [SA-HELP](#) if they choose.

*\* with the exception of students offered a full-fee place in the Victorian Master of Inclusive Education Scholarship program*

## Scholarships

Students of the Master of Disability Studies are eligible for a variety of scholarships and study support schemes. This includes scholarships offered by the NSW, VIC, QLD and SA Departments of Education for current teachers looking to retrain as specialist teachers; NextSense and other community organisations; and Macquarie University scholarships for postgraduate students that meet set eligibility criteria. Some examples of available scholarships are in [Appendix B](#), however this is not an extensive list and students are encouraged to do their own research.

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.

For information on available scholarships, please contact [student.enquiries@nextsense.org.au](mailto:student.enquiries@nextsense.org.au)

## Recognition of Prior Learning (RPL)

With our [Recognition of Prior Learning \(RPL\) policy](#), you could get credit for previous study, reducing the duration of your course. The maximum amount of RPL possible for the MDisabilityStud is **20cp (2 units) and is derived from formal learning only**. In exceptional circumstances, consideration may be given to informal learning (e.g. work experience).

Please read the [RPL application information](#) carefully, as your application will be rejected if supporting evidence is not supplied at the time of application.

### Evidence required:

- Official academic transcripts (unofficial transcripts will NOT be accepted)
- Unit outlines - for each unit you would like assessed for RPL

### RPL assessment criteria:

#### *Currency*

Prior formal learning attained within ten years of the date of application for credit will generally be considered current.

#### *Relevancy*

Prior formal learning will be considered relevant where there is evidence to demonstrate that:

1. you have achieved a quality and standard of learning equivalent to tertiary studies at an appropriate level
2. you have attained the learning outcomes of specific unit(s) of the degree – learning outcomes and other information for Macquarie University units are available through the Unit Guide webpage.
3. your prior learning is assessed as equivalent in depth and breadth.

There are strict RPL application deadlines each Session, so please check the website for details.

## Students with Disabilities

It is the policy of both the NextSense Institute and Macquarie University to respond to individual student needs to the greatest extent possible. Consistent with this policy, NextSense Institute and Macquarie University welcome applications from students with disabilities and/or those who may require special assistance to successfully complete their course.

Students with access support requirements are encouraged to consider **two forms** of registration:

1. Registration with Macquarie University Campus Wellbeing: [Accessibility Service](#) to ensure that adjustments to assessment tasks are explored and then in place, **prior to the start of the session**. This is managed solely by Macquarie University Campus Wellbeing and you **must** register for suitable adjustments to assessment tasks to occur. Providing materials in alternative formats is also administered by the Accessibility Service.

### **AND**

2. Registration with the NextSense Institute for access support such as sign language interpreters and captioning. This is managed solely by the NextSense Institute and without registration, suitable access will not occur.

Registration is only required **once**, with the exception of temporary conditions which may require a form to be submitted each Session.

If you require NextSense access support such as Auslan interpreters, captioning, and materials in alternative formats, please complete the **Confidential Registration for Access Services Form**. NextSense Institute Access Services will not be approved and provided if you do not submit this form.



## Braille and Auslan hurdle requirements (in brief)

To meet the Master of Disability Studies requirements, students must achieve a minimum level of proficiency in either Unified English Braille (for the Education: Blindness/Low Vision specialisation and Sensory Disability specialisation) or Auslan (for the Education: Deaf/Hard of Hearing specialisation and Sensory Disability specialisation). Students **must** complete all Auslan/Braille hurdles **prior to enrolling in their professional experience unit SPED8910 or SPED8909**.

### Planning ahead – Auslan and Braille

For students new to Unified English Braille (UEB) or Auslan, it is **strongly recommended** that students start learning these skills early in their studies. Each skill can take many hours to master or complete and cannot be done in the same Session as the unit requiring them (see table below). Auslan classes are frequently in high demand and may be difficult to secure a place at short notice.

Skill to learn	Hours to complete training (approximate)	Unit(s) requiring skill
<b>Auslan</b>	Level 1 – 16 hours (8 weeks) Level 2 – 16 hours (8 weeks)	SPED8909 (level 1 only); SPED8910
<b>UEB</b>	Literacy modules (x2) – approx. 40-50 hours Introductory mathematics – approximately 30-40 hours	SPED8910; SPED8923; SPED8909 (choice of literacy module 1 or video series only; no need to complete literacy module 2 or introductory maths)

## **Professional Experience requirements (in brief)**

Students who wish to seek employment as a teacher of the deaf or teacher of students who are blind or have low vision will need to complete a professional experience unit, SPED8910. 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 who are blind or have low vision.

Students in the Sensory Disability specialisation will be completing an observational unit, SPED8909.

When planning for enrolment in either the professional experience or observational unit, students should be aware of the following:

- **Planning should begin at least one session prior to enrolling in SPED8909 or 8910**
- Following the [recommended study patterns](#) for their chosen specialisation to ensure all pre-requisites and hurdles are met
- The need to apply for a special approval waiver as part of enrolling (applies to all SPED8910 students)
- The need to negotiate supervision at the professional experience location

**Table 1: NextSense Institute - Unit availability/Timetable**

Most units are offered online and do not require attendance on-campus. The exceptions are Professional Experience units, SPED8909 and SPED8910, which require students to complete a practicum placement.

**For successful completion of your course, access to a computer, smartphone/tablet (for MFA) 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	Sheridan Howell	1 & 2	In-person placement Permission to enrol required**  <b>Hurdle - Students must show evidence of completion of Auslan/Braille proficiency</b>  <b>Pre-requisites:</b> 40cp from SPED8900 - SPED8999 and SPED8908
<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**  <b>Hurdle - Students must show evidence of completion of Auslan/Braille proficiency</b>  <b>Pre-requisites:</b> 40cp from SPED units at 8000-level; SPED8906 or SPED8907; and permission by special approval
<b>SPED8911</b>	Inclusion and Professional Collaboration in Sensory Disability	Dr Sue Silveira/ Dr Bronwen Scott	2	Online-flexible
<b>SPED8912</b>	Independent Project in Sensory Disability	Dr Sue Silveira	1 & 2	Online-flexible Permission to enrol required**

Unit Code	Unit Name	Convenor/ Lecturer	Session	Important Notes
				<b>Pre-requisites:</b> 20cp from SPED8909-SPED8935 and permission by special approval
<b>SPED8913</b>	Research in Sensory Disability	Dr Bronwen Scott	1 & 2	Online-flexible
<b>SPED8914</b>	Perspectives in Disability	Dr Sue Silveira	1	Online-flexible Permission to enrol required**  <b>Pre-requisites:</b> permission by special approval
<b>SPED8921</b>	Orientation and Mobility Fundamentals	Dr Sue Silveira/ Dr Bronwen Scott	1	Online-scheduled – weekday Series of <b>compulsory</b> online sessions held from 9:30 am – 3:30 pm on <b>Monday: 3 March, 7 April, 5 &amp; 12 May 2025</b>
<b>SPED8922</b>	Educational Adjustments for Learners with Blindness/Low Vision	TBC	1	Online-flexible
<b>SPED8923</b>	Literacy for Learners with Blindness/Low Vision	Dr Frances Gentle	2	Online-flexible <b>Hurdle requirement^ (mandatory):</b> UEB Literacy (Modules 1 and 2) and Introductory Mathematics . Permission to enrol required**  <b>Pre-requisites:</b> (SPED8926 or SPED926) and permission by special approval
<b>SPED8925</b>	Technology in Blindness/Low Vision	TBC	2	Online-flexible  <b>Pre-requisites:</b> SPED8926
<b>SPED8926</b>	Foundational Studies in Blindness/Low Vision	Dr Sue Silveira	1	Online-flexible

<b>SPED8927</b>	Advanced Studies in Blindness/Low Vision	Dr Sue Silveira	2	Online-flexible Permission to enrol required**  <b>Pre-requisites:</b> (SPED8926 or SPED926) and permission by special approval
<b>SPED8931</b>	Introduction to Educational Audiology*	Dr Sue Silveira/ Dr Rebecca Kim	1	Online-flexible
<b>SPED8932</b>	Perception and Production of Speech in Deaf/Hard of Hearing Children*	Inge Kaltenbrunn	2	Online-flexible  <b>Pre-requisites:</b> SPED8931 or SPED931
<b>SPED8933</b>	Language and Literacy Learning in Deaf/Hard of Hearing Children*	TBC	1	Online-flexible
<b>SPED8934</b>	Language and Literacy Interventions for Deaf/Hard of Hearing Learners *	Trudy Smith	2	Online-flexible  <b>Pre-requisites:</b> SPED8934 or SPED934
<b>SPED8935</b>	Social Perspectives on Deafness and Deaf Education*	TBC	1	Online-flexible  <b>Hurdle requirement<sup>^</sup> (mandatory):</b> Auslan Basic Assessment

\* 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 approval (waiver).

<sup>^</sup> Hurdle component - A hurdle requirement is an activity for which a minimum level of performance or participation is a condition of passing the unit in which it occurs. Please refer to pages 11 and 32-34 in this handbook for more information.

## Table 2: Units comprising the Master of Disability Studies

To qualify for the award, candidates must complete 80 credit points (8 units) of coursework according to the [structure detailed for the year of admission on the MQU website](#).

### Essential units for all specialisations (20cp/2 units):

- SPED8911 Inclusion and Professional Collaboration in Sensory Disability
- SPED8913 Research in Sensory Disability

### Essential units per specialisation - complete all 40 credit points (4 units):

#### Education: Deaf Hard of Hearing Specialisation

- SPED8906 Auslan Competency\*
- SPED8932 Perception and Production of Speech in Deaf/Hard of Hearing Children
- SPED8933 Language and Literacy Learning in Deaf/Hard of Hearing Children
- SPED8935 Social Perspectives on Deafness and Deaf Education
- SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability

#### Education: Blindness/Low Vision Specialisation

- SPED8907 Braille Competency\*
- SPED8922 Educational Adjustments for Learners with Blindness/Low Vision
- SPED8925 Technology in Blindness/Low Vision
- SPED8926 Foundational Studies in Blindness/Low Vision
- SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability

#### Sensory Disability Specialisation

- SPED8908 Sensory Communication Competency\*
- SPED8914 Perspectives in Disability
- SPED8926 Foundational Studies in Blindness/Low Vision
- SPED8935 Social Perspectives on Deafness and Deaf Education
- SPED8909 Critical Reflection and Professional Experience for Practitioners in Sensory Disability

**Elective Set 1 – one choice per specialisation (10cp/1 unit):**

- SPED8923 Literacy for Learners with Blindness/Low Vision (Blindness/Low Vision specialisation)
- SPED8931 Introduction to Educational Audiology (Deaf/Hard of Hearing OR Sensory Disability specialisation)
- 

**Elective Set 2 – one choice per specialisation (10cp/1 unit):**

- SPED8921 Orientation and Mobility (Blindness/Low Vision specialisation OR Sensory Disability specialisation)
- SPED8927 Advanced Studies in Blindness/Low Vision (Sensory Disability specialisation)
- SPED8934 Language and Literacy Interventions for Deaf/Hard of Hearing Learners (Deaf/Hard of Hearing specialisation)



## 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).

All students are strongly advised to **enrol in the same sequence of units as per the study patterns** outlined in the following pages. These study patterns take account of unit availability, pre-requisites, and requirements of professional experience to ensure a smooth journey through your course. **If students modify their unit sequence, they may not meet pre-requisites for future units and unintentionally extend their course.** Please contact the [Graduate Studies Coordinator](#) if you have any questions about your unit choice or enrolment.

Students of all specialisations may commence studies in either Session 1 or Session 2. Due to timetabling and pre-requisites, unit selection for students commencing in Session 2 is limited and a full-time study load is **not** possible. Students commencing in Session 2 may select SPED8911 *Inclusion and Professional Collaboration* as a single unit; or select both SPED8911 and SPED8913 *Research in Sensory Disability*.

You will find tables below for each specialisation outlining the best recommended study pattern, one for Session 1 commencement and another for Session 2 commencement.

## Education: Deaf Hard of Hearing - Session 1 commencement

This is the recommended sequence of units (1 unit/Session). Please see below for full-time and part-time (2 units/session) study patterns.

Sequence	Unit type	Unit code	Unit name	Session offered	Credit points	Prerequisites
1	Elective set 1	SPED8931	Introduction to Educational Audiology	Session 1	10	None
2	Specialisation	SPED8932	Perception and Production of Speech in Deaf/Hard of Hearing Children <sup>#</sup>	Session 2	10	SPED8931
3	Specialisation	SPED8933	Language and Literacy Learning in Deaf/Hard of Hearing Children	Session 1	10	None
4	Elective set 2	SPED8934	Language and Literacy Interventions for Deaf/Hard of Hearing Learners	Session 2	10	SPED8933
5	Specialisation	SPED8935	Social Perspectives on Deafness and Deaf Education	Session 1	10	None
6	Essential	SPED8911	Inclusion and Professional Collaboration in Sensory Disability	Session 2	10	None
7	Essential	SPED8913	Research in Sensory Disability	Sessions 1 and 2	10	None
8	Specialisation	SPED8910	Critical Reflection and Professional Experience for Teachers in Sensory Disability	Sessions 1 and 2	10	40cp and special approval <sup>^</sup> ; SPED8906
<b>Any time</b>	Specialisation	SPED8906	Auslan Competency <sup>**</sup>	Sessions 1 and 2	0	None

Full-time study load	
Session 1	Session 2
SPED8913	SPED8910
SPED8931	SPED8911
SPED8933	SPED8932
SPED8935	SPED8934
SPED8906	

Part-time study load 2 units/Session (2 yrs)	
Year 1	
Session 1	Session 2
SPED8931	SPED8932
SPED8933	SPED8934
	SPED8906
Year 2	
SPED8913	SPED8910
SPED8935	SPED8911

<sup>^</sup> Special approval is required from the Professional Experience Co-ordinator.

**\*\* Students must complete SPED8906 prior to enrolling in their professional experience unit, SPED8910.**

<sup>#</sup> An alternative unit is available for students that are Deaf or Hard of Hearing. Please contact the Course Director or Graduate Studies Coordinator.

## Education: Deaf Hard of Hearing - Session 2 commencement

This is the recommended sequence of units (1 unit/Session). Course completion within 1 year (full-time study) is **not** possible for Session 2 intake, 3 sessions will be required.

Sequence	Unit type	Unit code	Unit name	Session offered	Credit points	Prerequisites
1	Essential	SPED8911	Inclusion and Professional Collaboration in Sensory Disability	Session 2	10	None
2	Elective set 1	SPED8931	Introduction to Educational Audiology	Session 1	10	None
3	Specialisation	SPED8932	Perception and Production of Speech in Deaf/Hard of Hearing Children <sup>#</sup>	Session 2	10	SPED8931
4	Specialisation	SPED8933	Language and Literacy Learning in Deaf/Hard of Hearing Children	Session 1	10	None
5	Elective set 2	SPED8934	Language and Literacy Interventions for Deaf/Hard of Hearing Learners	Session 2	10	SPED8933
6	Specialisation	SPED8935	Social Perspectives on Deafness and Deaf Education	Session 1	10	None
7	Essential	SPED8913	Research in Sensory Disability	Sessions 1 and 2	10	None
8	Specialisation	SPED8910	Critical Reflection and Professional Experience for Teachers in Sensory Disability	Sessions 1 and 2	10	40cp and special approval <sup>^</sup> ; SPED8906
<b>Any time</b>	Specialisation	SPED8906	Auslan Competency <sup>**</sup>	Sessions 1 and 2	0	None

Full-time study load (extended)	
Year 1	
<b>Session 2</b>	<b>Session 1</b>
SPED8911	SPED8931
SPED8913	SPED8933
	SPED8935
Year 2	
SPED8910	
SPED8932	
SPED8934	

Part-time study load 2 units/Session (2 yrs)	
Year 1	
<b>Session 2</b>	<b>Session 1</b>
SPED8911	SPED8931
SPED8913	SPED8933
Year 2	
SPED8932	SPED8910
SPED8934	SPED8935

<sup>^</sup> Special approval is required from the Professional Experience Co-ordinator.

**\*\* Students must complete SPED8906 prior to enrolling in their professional experience unit, SPED8910.**

<sup>#</sup> An alternative unit is available for students that are Deaf or Hard of Hearing. Please contact the Course Director or Graduate Studies Coordinator.

## Education: Blindness/Low Vision - Session 1 commencement

This is the recommended sequence of units (1 unit/Session). Please see below for full-time and part-time (2 units/session) study patterns.

Sequence	Unit type	Unit code	Unit name	Session offered	Credit points	Prerequisites
1	Specialisation	SPED8926	Foundational Studies in Blindness/Low Vision	Session 1	10	None
2	Specialisation	SPED8925	Technology in Blindness/Low Vision	Session 2	10	SPED8926
3	Specialisation	SPED8922	Educational Adjustments for Learners with Blindness/Low Vision	Session 1	10	None
4	Elective set 1	SPED8923	Literacy for Learners with Blindness/Low Vision	Session 2	10	SPED8926; SPED8907
5	Elective set 2	SPED8921	Orientation and Mobility Fundamentals	Session 1	10	None
6	Essential	SPED8911	Inclusion and Professional Collaboration in Sensory Disability	Session 2	10	None
7	Essential	SPED8913	Research in Sensory Disability	Sessions 1 and 2	10	None
8	Specialisation	SPED8910	Critical Reflection and Professional Experience for Teachers in Sensory Disability	Sessions 1 and 2	10	40cp and special approval^; SPED8907
<b>Any time</b>	Specialisation	SPED8907	Braille Competency**	Sessions 1 and 2	0	None

Full-time study load	
Session 1	Session 2
SPED8913	SPED8910
SPED8921	SPED8911
SPED8922	SPED8923
SPED8926	SPED8925
SPED8907	

Part-time study load 2 units/Session (2 yrs)	
Year 1	
Session 1	Session 2
SPED8922	SPED8923
SPED8926	SPED8925
SPED8907	
Year 2	
SPED8913	SPED8910
SPED8921	SPED8911

^ Special approval is required from the Professional Experience Co-ordinator.

\*\* Students must complete SPED8907 prior to enrolling in their professional experience unit, SPED8910.

## Education: Blindness/Low Vision - Session 2 commencement

This is the recommended sequence of units (1 unit/Session). Course completion within 1 year (full-time study) is **not** possible for Session 2 intake, 3 sessions will be required.

Sequence	Unit type	Unit code	Unit name	Session offered	Credit points	Prerequisites
1	Essential	SPED8911	Inclusion and Professional Collaboration in Sensory Disability	Session 2	10	None
2	Specialisation	SPED8926	Foundational Studies in Blindness/Low Vision	Session 1	10	None
3	Specialisation	SPED8925	Technology in Blindness/Low Vision	Session 2	10	SPED8926
4	Specialisation	SPED8922	Educational Adjustments for Learners with Blindness/Low Vision	Session 1	10	None
5	Elective set 1	SPED8923	Literacy for Learners with Blindness/Low Vision	Session 2	10	SPED8926; SPED8907
6	Elective set 2	SPED8921	Orientation and Mobility Fundamentals	Session 1	10	None
7	Essential	SPED8913	Research in Sensory Disability	Sessions 1 and 2	10	None
8	Specialisation	SPED8910	Critical Reflection and Professional Experience for Teachers in Sensory Disability	Sessions 1 and 2	10	40cp and special approval^; SPED8907
<b>Any time</b>	Specialisation	SPED8907	Braille Competency**	Sessions 1 and 2	0	None

Full-time study load (extended)	
Year 1	
<b>Session 2</b>	<b>Session 1</b>
SPED8911	SPED8921
SPED8913	SPED8922
SPED8907	SPED8926
Year 2	
SPED8923	
SPED8925	
SPED8910	

Part-time study load 2 units/Session (2 yrs)	
Year 1	
<b>Session 2</b>	<b>Session 1</b>
SPED8911	SPED8926
SPED8913	SPED8922
SPED8907	
Year 2	
SPED8923	SPED8910
SPED8925	SPED8921

^ Special approval is required from the Professional Experience Co-ordinator.

\*\* Students must complete SPED8907 prior to enrolling in their professional experience unit, SPED8910.

## Sensory Disability - Session 1 commencement

This is the recommended sequence of units (1 unit/Session). Please see below for full-time and part-time (2 units/session) study patterns.

Sequence	Unit type	Unit code	Unit name	Session offered	Credit points	Prerequisites
1	Specialisation	SPED8926	Foundational Studies in Blindness/Low Vision	Session 1	10	None
2	Specialisation	SPED8914	Perspectives in Disability	Session 2	10	None
3	Elective set 2*	SPED8921	Orientation and Mobility	Session 1	10	None
3	Elective set 2*	SPED8927	Advanced Studies in Blindness/Low Vision*	Session 2	10	<b>SPED8926 and Special approval^</b>
4	Essential	SPED8911	Inclusion and Professional Collaboration in Sensory Disability	Session 2	10	None
5	Specialisation	SPED8935	Social Perspectives on Deafness and Deaf Education	Session 1	10	None
6	Essential	SPED8913	Research in Sensory Disability	Sessions 1 and 2	10	None
7	Elective set 1	SPED8931	Introduction to Educational Audiology	Session 1	10	None
8	Specialisation	SPED8909	Critical Reflection and Professional Experience for Practitioners in Sensory Disability	Sessions 1 and 2	10	40cp; SPED8908
<b>Any time</b>	Specialisation	SPED8908	Sensory Communication Competency**	Sessions 1 and 2	0	None

Full-time study load	
Session 1	Session 2
SPED8921	SPED8911
SPED8926	SPED8913
SPED8931	SPED8914
SPED8935	SPED8909
SPED8908	

Part-time study load 2 units/Session (2 yrs)	
Year 1	
Session 1	Session 2
SPED8926	SPED8911
SPED8935	SPED8914
	SPED8908
Year 2	
SPED8921	SPED8909
SPED8931	SPED8913

\* Students may choose either SPED8921 **or** SPED8927. Enrolment into SPED8927 is only possible via special approval from the Course Director. Please contact [Tanya Kysa](#) if you plan to enrol into SPED8927 instead of SPED8921, as your recommended study plan may need amendments.

\*\* **Students must complete SPED8908 prior to enrolling in their professional experience unit, SPED8909.**

^ Special approval is required from the Course Director.

## Sensory Disability - Session 2 commencement

This is the recommended sequence of units (1 unit/Session). Course completion within 1 year (full-time study) is **not** possible for Session 2 intake, 3 sessions will be required.

Sequence	Unit type	Unit code	Unit name	Session offered	Credit points	Prerequisites
1	Specialisation	SPED8914	Perspectives in Disability	Session 2	10	None
2	Specialisation	SPED8926	Foundational Studies in Blindness/Low Vision	Session 1	10	None
3	Essential	SPED8911	Inclusion and Professional Collaboration in Sensory Disability	Session 2	10	None
4	Elective set 2*	SPED8921	Orientation and Mobility	Session 1	10	None
4	Elective set 2*	SPED8927	Advanced Studies in Blindness/Low Vision	Session 2	10	<b>SPED8926 and Special approval<sup>^</sup></b>
5	Essential	SPED8913	Research in Sensory Disability	Sessions 1 and 2	10	None
6	Elective set 1	SPED8931	Introduction to Educational Audiology	Session 1	10	None
7	Specialisation	SPED8909	Critical Reflection and Professional Experience for Practitioners in Sensory Disability	Sessions 1 and 2	10	40cp; SPED8908
8	Specialisation	SPED8935	Social Perspectives on Deafness and Deaf Education	Session 1	10	None
<b>Any time</b>	Specialisation	SPED8908	Sensory Communication Competency**	Sessions 1 and 2	0	None

Full-time study load (extended)	
Year 1	
Session 2	Session 1
SPED8911	SPED8921
SPED8913	SPED8926
SPED8914	SPED8931
SPED8908	SPED8935
Year 2	
SPED8909	

Part-time study load 2 units/Session (2 yrs)	
Year 1	
Session 2	Session 1
SPED8911	SPED8926
SPED8914	SPED8935
	SPED8908
Year 2	
SPED8909	SPED8921
SPED8913	SPED8931

\* Students may choose either SPED8921 **or** SPED8927. Enrolment into SPED8927 is only possible via special approval from the Course Director. Please contact [Tanya Kysa](#) if you plan to enrol into SPED8927 instead of SPED8921, as your recommended study plan may need amendments.

\*\* **Students must complete SPED8908 prior to enrolling in their professional experience unit, SPED8909.**

<sup>^</sup> Special approval is required from the Course Director.



## General Course Information

### Significant Cultural and Religious Dates

If there are any significant cultural or religious dates that students would like the NextSense Institute staff to be aware of, please contact the [Graduate Studies Coordinator](#). Students will need to provide details and exact dates prior to the start of Session (where possible) to allow staff to make any adjustments if required.

### Online Conference and Practicum Attendance

Students **must attend** mandatory online sessions and professional experience for their units. Students should be punctual, follow accepted etiquette for use of mobile phones and conduct whilst in Zoom sessions, and act in a manner appropriate to postgraduate level study. Information about how to participate in online discussions and netiquette is [available here](#).

### Hurdle Requirements (Mandatory):

A hurdle requirement is a Macquarie University endorsed activity for which a minimum level of performance or participation is a condition of passing the unit in which it occurs.

For the Master of Disability Studies, hurdles are applied for each of the specialisations – please read more below. **It is also mandatory for students to demonstrate that hurdles have been met prior to enrolling in their professional experience unit, either SPED8909 or SPED8910.**

- For the **‘Education: Deaf/Hard of Hearing’** specialisation: SPED8906 - a hurdle that requires students to demonstrate competency in Auslan (Australian Sign Language) levels 1 and 2 and successful passing of an Auslan Basic assessment. **Students must complete this unit prior to enrolment in their professional experience unit, SPED8910.**
- For the **‘Education: Blindness/Low Vision’** specialisation: SPED8907 – a hurdle that requires students to demonstrate competency in Unified English Braille (UEB) literacy (modules 1 & 2) and introductory mathematics. **It will not be possible to enrol in either SPED8923 or SPED8910 (professional placement unit) if this hurdle is not met.**
- For the **‘Sensory Disability’** specialisation: SPED8908 - a hurdle that requires students to demonstrate basic competency in Auslan (Australian Sign Language) level 1 and Unified English Braille (UEB) – choice of ‘Instructional Braille Literacy’ video series or UEB online literacy module 1. **Students must complete this unit prior to enrolment in their placement unit, SPED8909.**

**It is strongly recommended that students plan to complete their relevant hurdles - competency in Auslan or UEB - as soon as they are admitted into the Master of Disability Studies, well ahead of enrolling into the specific hurdle unit.** This is because it can take a number of weeks to finish the Auslan or UEB training.

### **Auslan – SPED8906**

Demonstrated proficiency in Auslan Basic is a hurdle requirement (mandatory) to complete SPED8906 and mandatory for enrolment in the professional experience unit SPED8910. **It will not be possible to enrol into SPED8910 if this hurdle is not met.**

For students enrolled in SPED8906, a basic level of competency in Auslan (levels 1 & 2) must be demonstrated by the end of the Session in which they enrol in the unit. **Students should only enrol in SPED8906 if they are confident that all Auslan courses and assessments will be completed by the due date each Session.**

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. Hurdle requirements can be completed at any time, and it is strongly recommended that students complete them **prior to their final Session of enrolment**. Auslan courses typically take 16 hours to complete each level (spread over 8 weeks).

Most students will need to pass the Auslan Basic Assessment, which is an assessment of Auslan skills by a Deaf Connect examiner. Assessments will be offered each Session. Students must register for the assessment and a fee of \$75 is required. Please refer to the Auslan Basic Assessment Rubric for details on the skills required to meet the Auslan Basic competency, and a list of exempt students is provided in the 'Auslan Basic FAQs' information sheet sent out with your 'Session 1/2 - important course information' email.

If you need a copy of the FAQs, please email the [Graduate Studies Coordinator](#).

### **Braille – SPED8907**

Demonstrated proficiency in **Unified English braille (UEB) Literacy** (modules 1 & 2) and [Introductory Mathematics](#) is a hurdle requirement (mandatory) for SPED8907 and mandatory for enrolment in SPED8923 and the professional experience unit SPED8910. **It will not be possible to enrol into either SPED8923 or SPED8910 if this hurdle is not met.**

You are encouraged to commence the required UEB literacy (modules 1 & 2) and introductory mathematics training approximately **four months prior** to enrolling in SPED8923. It is recommended to set aside 40-45 hours of solid time for the 2 literacy modules and another 30-40 hours for the mathematics content.

UEB Literacy (modules 1 & 2) 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 or tablet.

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.

**Students should only enrol in SPED8907 if they are confident that all UEB modules will be completed by the due date each Session.**

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

### **Auslan and Braille – SPED8908**

Demonstrated proficiency in Auslan (level 1 or higher) and Unified English Braille (choice of Instructional Braille Literacy video series or UEB online literacy module 1) is required (mandatory) to complete SPED8908 and mandatory for enrolment in the professional experience unit SPED8909. **It will not be possible to enrol into SPED8909 if this hurdle has not already been completed.**

# Preparing for Professional Experience

Prior to enrolling into the relevant Professional Experience unit, a student will be required to complete a minimum of four (4) specific units of study from their chosen specialisation.

The professional experience unit required for each specialisation is listed at the top of the column (SPED8909 or 8910) and the units required from each specialisation are detailed below:

<b>SPED8910</b> Critical Reflection & Professional Experience for Teachers in Sensory Disability		<b>SPED8909</b> - Critical Reflection & Professional Experience for Practitioners in Sensory Disability
<b>Education: Blindness/ Low Vision</b>	<b>Education: Deaf Hard of Hearing</b>	<b>Sensory Disability</b>
<b>SPED8907</b> Braille Competency	<b>SPED8906</b> Auslan Competency	<b>SPED8908</b> Sensory Communication Competency
<b>SPED8922</b> Educational Adjustment for Learners with Blindness/Low Vision	<b>SPED8931</b> Introduction to Educational Audiology	40cp from any units in the Sensory Disability specialisation
<b>SPED8923*</b> Literacy for Learners with Blindness/Low Vision <i>Pre-requisite: SPED8907</i>	<b>SPED8932*</b> Perception & Production of Speech in Deaf/Hard of Hearing Children	
<b>SPED8925*</b> Technology in Blindness/Low Vision	<b>SPED8933</b> Language & Literacy Learning in Deaf/Hard of Hearing Children	
<b>SPED8926</b> Foundation Studies in Blindness/Low Vision	<b>SPED8934*</b> Language & Literacy Interventions for Deaf/Hard of Hearing Learners	
	<b>SPED8935</b> Social Perspectives on Deafness & Deaf Education.	
* Concurrent enrolment in any of these units & SPED8910 will require a delayed placement until <b>Week 8</b> of session.		

## NextSense Institute Library Resources

The NextSense Institute librarian provides library support to students studying in the field of sensory disability. 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.

NextSense Institute Library items are now part of the Macquarie University Library collection and can be found by searching [MultiSearch](#), the [Macquarie University Library system](#).

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

Librarian support services are available **Monday – Friday from 9am – 4pm**.

All students can use the [Macquarie University Library Distance Education Service](#) to borrow books from the library. Requests for items can be placed through [MultiSearch, and they will be posted out to you](#). The standard [Macquarie University Library conditions of use](#) apply to all loans.

Please phone +61 2 9872 0285 or email the [NextSense Institute Librarian](#) to contact the library staff for help with your information needs.

## NextSense Institute Staff

### Academic Staff and Research Interests

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

**Professor Teresa Ching**, PhD (*London*), MPhil (*Hong Kong*), BA (*Hong Kong*)

- Efficacy of early detection and intervention for hearing loss in children
- Speech, language, and literacy outcomes in children using hearing aids or cochlear implants
- Psychosocial development and health-related quality of life in children who use hearing aids or cochlear implants
- Educational attainment of children who are deaf/hard of hearing
- Impact and management needs of children with unilateral hearing loss or mild bilateral hearing loss
- Hearing aids and cochlear implants for children and adults

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

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

**Dr Sue Silveira**, PhD (*Newcastle*), MHIthSci(Ed)(*Sydney*), GradDipHIthSci(Ed) (*Cumberland*), DipAppSc(Orthoptics)

- Early detection and prevention of blindness/low vision in children
- Determination of levels of blindness/low vision in Australian children
- Inclusion of children with blindness and low vision in playgrounds

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

- Development of critical thinking skills to reflect on prior knowledge and practice
- Implementation of best practice principles in early childhood intervention
- Change management

**Trudy Smith**, MEd(*Deakin*), BSpecEd(*Griffith*), LSLSCert AVT

- Professional Standards for Teachers of the Deaf
- Identity and Professionalism of Teachers of the Deaf
- Professional learning and development
- Family Centred Early Intervention

## **Adjunct Academic Staff**

**Inge Kaltenbrunn**, MCommunication Pathology (Pretoria), BSp&Audio (Stellenbosch), LSLS Cert. AVT

- Best practice family-centred early intervention
- Cochlear implantation- clinical governance and (re)habilitation
- Identification and development of evidence-based service delivery models
- Professional learning and development

**Dr Bronwen Scott**, EdD(*Sydney*), MEd(SpecEd)(*Charles Sturt*), GradDipO&M (*Lincoln Institute*), BPsych(*UWA*)

- Orientation and Mobility (O&M) across the life span
- Early childhood intervention for children who are blind/low vision
- Cerebral vision impairment (CVI)
- Editor, Journal of the South Pacific Educators in Vision Impairment (JSPEVI)

## **Professional Staff**

### **Graduate Studies Coordinator**

Tanya Kysa, MA (*Macquarie*), BA (*Macquarie*)

- Student administration support
- Student well-being and accessibility support



- Macquarie University policies and procedures
- Macquarie University liaison officer
- Course administration
- Data maintenance and analysis
- Scholarships

### **Professional Experience Coordinator**

Sheridan Howell, MSpecEd (Hearing Impairment) (*Griffith*), GradDipEd (Early Childhood) (*QUT*), BA (Psychology & Sociology) (*UQ*)

- Support students to critically reflect on their professional practice and strengthen their knowledge and skills to optimise service delivery for people with sensory disability
- Family-centred early intervention
- Collaborative partnerships and teamwork – families, educators/teachers and allied health professionals

### **Administration Coordinator, Professional Experience & Research**

Celise Morrison

- Professional Experience student support and compliance for placement regulations and standards
- liaison with schools/supervisors, including payment coordination
- coordination and tracking of placements and evaluation reports;
- marketing support and planning
- coordination of supervisor payments
- data management
- administrative support to the Research Governance and Advisory Committee, the Cochlear Implant Research and Audiology subcommittee and Clinical Practice subcommittee

### **Manager, Library and Information Services**

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

- Referencing software support
- Literature searching
- Evidence based practice

## Appendix A: Important Dates – 2025

Week Beginning	Session Week	Details
February 24	1	<b>Session 1 commences</b>
March 3	2	Last date to enrol in S1 units via eStudent - 9 March SPED8921 compulsory online session – 3 March, 9.30am – 3.30pm
March 10	3	
March 17	4	<b>Census date 21 March</b>
March 24	5	
March 31	6	
April 7	7	SPED8921 compulsory online session – 7 April, 9.30am – 3.30pm
April 14	Recess	University Recess
April 21	Recess	University Recess
April 28		<b>Last day to withdraw without fail – 28 April</b>
April 28	8	Session classes resume
May 5	9	SPED8921 compulsory online session – 5 May, 9.30am – 3.30pm
May 12	10	SPED8921 compulsory online session – 12 May, 9.30am – 3.30pm
May 19	11	
May 26	12	
June 2	13	Session 1 concludes Sunday 8 June
June 9		King's Birthday public holiday Monday 9 June
June 16		
June 23		
June 30	Recess	Recess
July 7	Recess	Recess <b>Results publication date 10 July</b>
July 14	Recess	Recess

<b>Week Beginning</b>	<b>Session Week</b>	<b>Details</b>
July 21	Recess	Recess
July 28	1	<b>Session 2 commences</b>
August 4	2	
August 11	3	Last date to enrol in S2 units via eStudent – 10 August
August 18	4	<b>Census date 22 August</b>
August 25	5	
September 1	6	
September 8	7	
September 15	8	
September 22	Recess	Recess <b>Last day to withdraw without fail – 28 September</b>
September 29	Recess	Recess
October 6		Labour Day Monday 6 October
October 7	9	Session classes resume
October 13	10	
October 20	11	
October 27	12	
November 3	13	Session 2 concludes Sunday, November 9
		<b>Result publication date 11 December</b>

Further dates are available on the [University's website](#)

## **Appendix B: Important Links**

Please click on any of the links below that may interest you.

[Macquarie University](#)

[Master of Disability Studies \(MQU Course Handbook\)](#)

[NextSense](#)

[NextSense Institute](#)

[NextSense Institute Postgraduate Study](#)

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

[South Pacific Educators in Vision Impairment \(SPEVI\)](#)

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

[Developmental Educators Australia Incorporated \(DEAI\)](#)

### **Scholarships**

[Elisabeth Murdoch scholarship \(NextSense\)](#)

[Inclusive Practice in Education Scholarship \(NSW Dept of Education\)](#)

[Master of Inclusive Education Program \(VIC Dept of Education\)](#)

[Postgraduate scholarships at Macquarie University](#)

[Further Education Bursary \(Vision Australia\)](#)

[Maple Equality and Inclusion Scholarship \(Maple Community\)](#)

Holly Lorraine scholarship (please [contact the Graduate Studies Coordinator](#) for details)

**Appendix E: Plan your studies worksheet**

<b>2024 Session 1</b>	<b>2024 Session 2</b>

<b>2025 Session 1</b>	<b>2025 Session 2</b>

<b>2026 Session 1</b>	<b>2026 Session 2</b>

<b>2027 Session 1</b>	<b>2027 Session 2</b>

<b>2028 Session 1</b>	<b>2028 Session 2</b>

## Appendix D: 5 Steps Before Going On Placement

# 5 STEPS BEFORE GOING ON PLACEMENT

## THAT APPLY TO EVERYONE

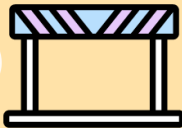
01



### UNITS REQUIRED

Make sure you check which units you need to complete BEFORE applying to enrol in your professional experience unit. Read “**Professional Experience Information**” in the Master of Disability Studies student handbook.

02



### HURDLES

Students MUST provide evidence of completing their relevant hurdle (Unified English Braille and/or Auslan competency) prior to applying for enrolment in their professional experience unit.

03



### NETWORKING

Students to build up their professional network over the course of their studies to find the best placements that meet assessment requirements and their career aspirations.

04



### PLACEMENTS

Students to start looking for placements early and securing them in the Session prior to going out on placement. Placements should support growth in two focus areas from the Critical Reflection Tool reviewed throughout the course.

05



### MANDATORY CHECKS

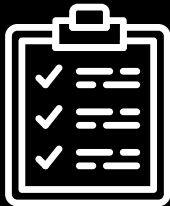
Students to complete all mandatory checks and submit documentation to Professional Experience team. This includes (but not limited to): Working with Children Checks, child protection training, anaphylaxis certification, etc.

NEED HELP WITH YOUR PLACEMENT? EMAIL [PROF.EXP@NEXTSENSE.ORG.AU](mailto:PROF.EXP@NEXTSENSE.ORG.AU)

# 5 STEPS BEFORE GOING ON PLACEMENT

THAT APPLY TO ALL MASTER OF DISABILITY STUDIES STUDENTS

1



## UNITS REQUIRED

Make sure you check which units you need to complete BEFORE applying to enrol in your professional experience unit. Read “**Professional Experience Information**” in the Master of Disability Studies student handbook.

2



## HURDLES

Students **MUST** provide evidence of completing their relevant hurdle (Unified English Braille and/or Auslan competency) prior to applying for enrolment in their professional experience unit.

3



## NETWORKING

Students to build up their professional network over the course of their studies to find the best placements that meet assessment requirements and their career aspirations.

4



## THE CHOICE OF PLACEMENT

Students to start looking for placements early and securing them in the session prior to going out on placement. Placements should support growth in two focus areas from the Critical Reflection Tool reviewed throughout the course.

5

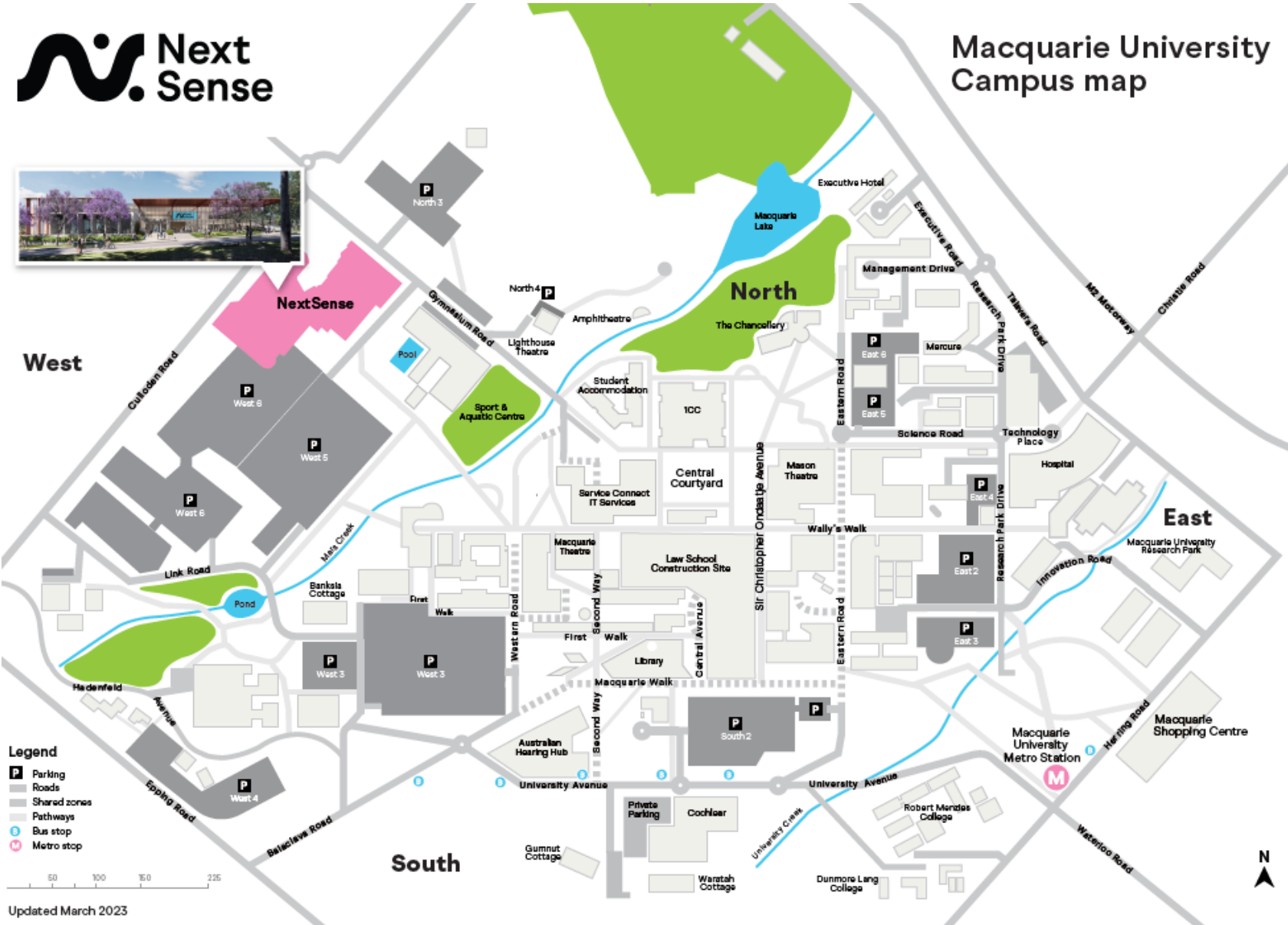


## MANDATORY CHECKS

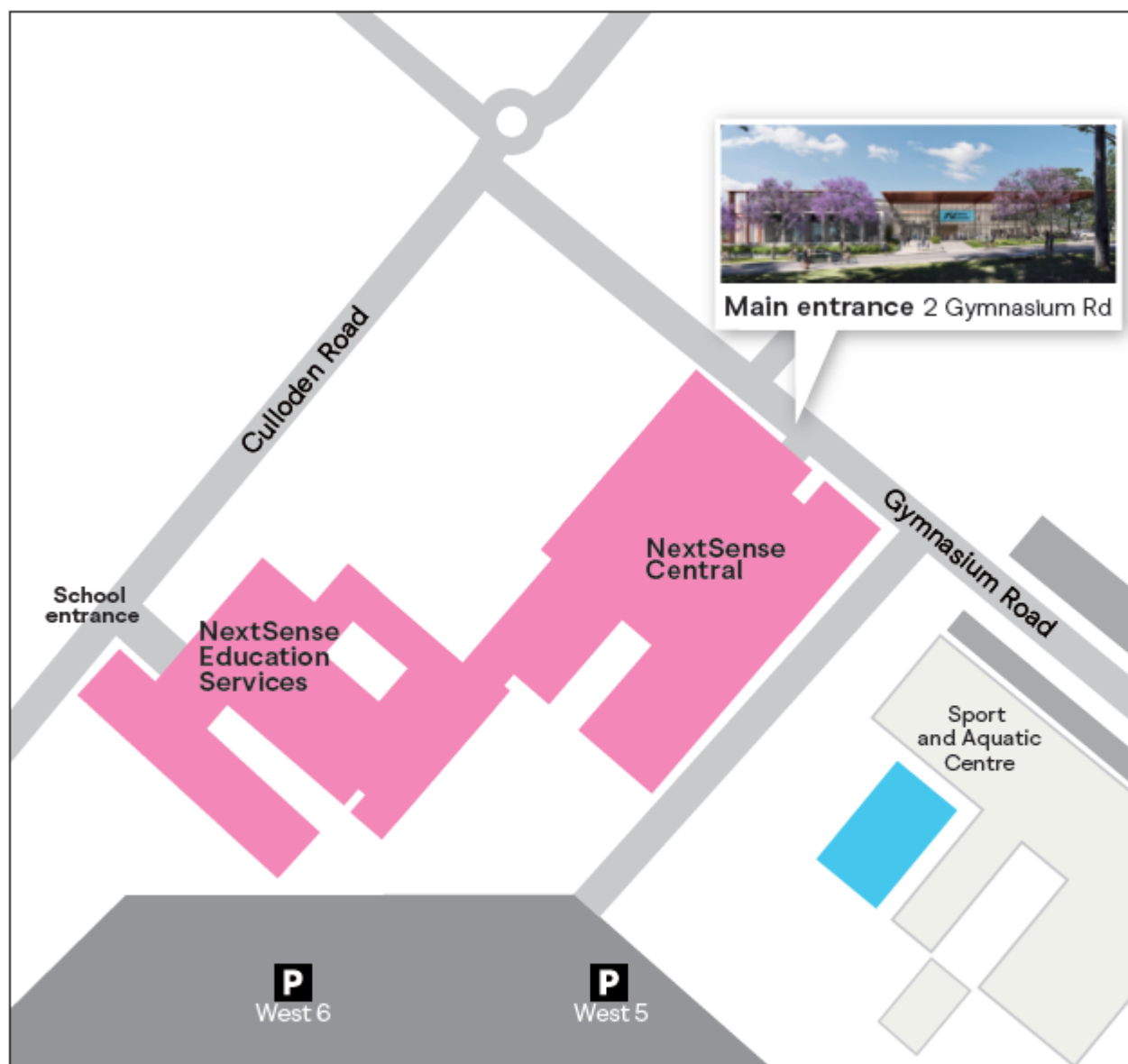
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Need help with your placement? Email [prof.exp@nextsense.org.au](mailto:prof.exp@nextsense.org.au)

# Appendix E: Campus maps of Macquarie University and NextSense







## NextSense

2 Gymnasium Rd, Macquarie Park

Access from roundabout on Culloden Rd, Macquarie Park.