



# SPED927

## Complex Vision Impairment

S2 Online 2018

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit convenor

Susan Silveira

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Contact via 02 9872 0248

Renwick Centre, Royal Institute for Deaf and Blind Children

8.30-5pm, Monday to Friday

Administration

Lena Karam

[lena.karam@mq.edu.au](mailto:lena.karam@mq.edu.au)

Contact via 02 9872 0303

Renwick Centre, Royal Institute for Deaf and Blind Children

Credit points

4

Prerequisites

SPED926

Corequisites

Co-badged status

Unit description

This course extends and develops concepts and learning introduced in SPED926 Introduction to Vision Impairment, with a particular focus on individuals and groups with complex support needs. The student's knowledge and understanding of the substantial challenges for individual, family and community arising from blindness and vision impairment will be developed.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Provide support to people with vision impairment and their families through the ongoing clinical diagnostic process

Demonstrate a high level of understanding regarding complex medical conditions and vision impairment

Demonstrate an understanding of the impact of neurological insult on the body systems

Communicate appropriately with people, their families and other professionals regarding individual needs related to vision impairment

## General Assessment Information

### Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration request **before** the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

**Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays).** Students are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### Requesting a remark of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are

standards referenced and effort is NOT a criterion.

### Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using Arial 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc format
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Renwick Centre assignment cover sheets are required as the first page of an assignment and these must be accurately completed.

Note: it is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin **at least one week prior to the due date** to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Students should be aware that **one Originality Report is generated every 24 hours up to the due date**.

#### Note:

- Students should regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted **after the date** that the assessment has been returned to other students.
- Students are responsible for checking that their submission has been successful and has

been submitted by the due date and time.

### University policy on grading - criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

### Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

### Other important policies

Macquarie University policies and procedures are accessible from [Policy Central](#). Students

should be aware of the policies listed in this/the Unit Guide with regard to Learning and Teaching.

For this Unit, students must also be aware of the following specific requirements:

- Students must meet the mandatory requirements to undertake placements as specified in this/the Unit Guide. These may include both University requirements and mandatory requirements specified by the accrediting authority such as the Working with Children check.
- Macquarie University operates under a 'Fit to Sit' model as specified in the University's [Special Consideration Policy](#). For this Unit, this means that, when undertaking a placement, a student is declaring that they are fit to do so. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so.
- If a Student is identified by the Unit Convenor as being 'At Risk', the [Department's 'At Risk' procedure](#) will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

**Other policies that relate to Learning and Teaching (see Policy central):**

Academic Honesty Policy

Assessment Policy

Grade Appeal Policy

Complaint Management Procedure for Students and Members of the Public

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Personal reflection essay</a>	40%	No	31/08/2018
<a href="#">Complex individual essay</a>	30%	No	19/10/2018
<a href="#">Online contribution</a>	30%	No	Various session dates

### Personal reflection essay

Due: **31/08/2018**

Weighting: **40%**

Students report on an exploration of their personal readiness for supporting people with complex health needs and disability.

Word count: 2000 words +/- 10%

On successful completion you will be able to:

- Provide support to people with vision impairment and their families through the ongoing clinical diagnostic process
- Communicate appropriately with people, their families and other professionals regarding individual needs related to vision impairment

## Complex individual essay

Due: **19/10/2018**

Weighting: **30%**

Students report on one health condition associated with people with complex needs, to build their knowledge and understanding of the common comorbidities that occur with disability.

Word count: 2000 words +/- 10%

On successful completion you will be able to:

- Provide support to people with vision impairment and their families through the ongoing clinical diagnostic process
- Demonstrate a high level of understanding regarding complex medical conditions and vision impairment

## Online contribution

Due: **Various session dates**

Weighting: **30%**

Students contribute to online discussion and case studies to build their body of knowledge of people with complex needs.

On successful completion you will be able to:

- Demonstrate a high level of understanding regarding complex medical conditions and vision impairment
- Demonstrate an understanding of the impact of neurological insult on the body systems
- Communicate appropriately with people, their families and other professionals regarding individual needs related to vision impairment

## Delivery and Resources

This unit is delivered online. All learning materials will be available for download in the iLearn site.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate a high level of understanding regarding complex medical conditions and vision impairment
- Communicate appropriately with people, their families and other professionals regarding individual needs related to vision impairment

### Assessment tasks

- Personal reflection essay
- Complex individual essay

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate a high level of understanding regarding complex medical conditions and vision impairment
- Demonstrate an understanding of the impact of neurological insult on the body systems

### Assessment tasks

- Complex individual essay
- Online contribution

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate a high level of understanding regarding complex medical conditions and vision impairment
- Demonstrate an understanding of the impact of neurological insult on the body systems

### Assessment tasks

- Personal reflection essay
- Complex individual essay
- Online contribution

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## **Learning outcomes**

- Provide support to people with vision impairment and their families through the ongoing clinical diagnostic process
- Demonstrate an understanding of the impact of neurological insult on the body systems

## **Assessment tasks**

- Personal reflection essay
- Online contribution

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcome**

- Communicate appropriately with people, their families and other professionals regarding individual needs related to vision impairment

## **Assessment task**

- Online contribution

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- Provide support to people with vision impairment and their families through the ongoing clinical diagnostic process
- Communicate appropriately with people, their families and other professionals regarding individual needs related to vision impairment