



SPED8926

Foundational Studies in Blindness/Low Vision

Session 1, Online-flexible 2022

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff
Credit points 10
Prerequisites Admission to MDisabilityStud
Corequisites
Co-badged status
Unit description 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 can play in meeting these needs.

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:

- ULO1:** Apply knowledge of the visual system including the eyes, the brain and human visual development to demonstrate an understanding of the human visual process.
- ULO2:** Apply knowledge of human anatomy and body system development to contextualise the impact of disease on the human body.
- ULO3:** Interpret clinical findings and vision behaviours to develop appropriate vision profiles that accurately report the visual capacity of an individual with blindness/low vision.
- ULO4:** Analyse the impact of blindness/low vision across the age spectrum by applying broad and coherent knowledge of disorders of the eye and visual system.
- ULO5:** Critically reflect on literature and discussions that explore public perceptions, to develop a personal advocacy standpoint addressing issues encountered by people with blindness/low vision.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- **All assignments must comply with the NextSense Accessible Style Guide**
- The assignment title page should include the student name, student number, unit code, title of the assessment and submitted word count.
- 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 assignments must be submitted through Turnitin as an accessible word document – **do not submit as a pdf.**
- It is the responsibility of the student to ensure that all assignments are successfully submitted through Turnitin (<https://students.mq.edu.au/support/technology/systems/ilearn>).
- **For written assignments, the Turnitin Similarity Report must also be submitted using the correct Turnitin submission point at the time of assignment submission.**
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Similarity Reports

- Students must use the Turnitin Similarity Report as a learning tool to improve their academic writing and, in consideration of the report outcome, attend to any potential academic integrity issues, prior to submission of the final version of the assignment.
- Students are strongly encouraged to upload a draft copy of each assignment to Turnitin at least one week prior to the due date to obtain a Similarity Report.
- The Similarity 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.
- Generally, one Similarity Report is generated every 24 hours up to the due date.
- For all written assignments, the Similarity Report must also be submitted using the correct Turnitin submission point.

Please note:

- Students should regularly save a copy of all assignments before submission,

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. 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.
- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g., quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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 re-assessment 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.

Grades are *standards referenced* and effort is NOT a criterion.

Units with Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

In submitting your responses to an online quiz you agree that you:

- have not included content that has previously been submitted for academic credit in this or any other unit
- are submitting answers which are your own work
- acknowledge that you are aware of, and are acting in accordance with the Macquarie University Academic Integrity Policy at: <https://policies.mq.edu.au/document/view.php?id=3>
- that you are not participating in any unacceptable academic activities such as cheating, collusion, deception, fabrication, impersonation, obstruction, plagiarism and/or sabotage.

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.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a

genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

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.

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so, as this unit may be a co-requisite or prerequisite for units

in the following sessions and may impact on your progression through the degree. Please also contact the Course Director Sue Silveira on 0477202129 or susan.silveira@mq.edu.au, prior to withdrawing, for advice related to your progression.

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](#).

Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz One	20%	No	11.59pm Friday 8th April 2022
Quiz two	30%	No	11.59pm Friday 27 May 2022
Online case presentation (1500 words)	30%	No	5pm Monday 30 May 2022
Student online discussion	20%	No	11.59pm Friday 3rd June 2022

Quiz One

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 4 hours

Due: **11.59pm Friday 8th April 2022**

Weighting: **20%**

Short answer based quiz

On successful completion you will be able to:

- Apply knowledge of the visual system including the eyes, the brain and human visual development to demonstrate an understanding of the human visual process.
- Apply knowledge of human anatomy and body system development to contextualise the impact of disease on the human body.

Quiz two

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 6 hours

Due: **11.59pm Friday 27 May 2022**

Weighting: **30%**

Short answer based quiz

On successful completion you will be able to:

- Interpret clinical findings and vision behaviours to develop appropriate vision profiles that accurately report the visual capacity of an individual with blindness/low vision.
- Analyse the impact of blindness/low vision across the age spectrum by applying broad and coherent knowledge of disorders of the eye and visual system.

Online case presentation (1500 words)

Assessment Type ¹: Essay

Indicative Time on Task ²: 10 hours

Due: **5pm Monday 30 May 2022**

Weighting: **30%**

A list of eye conditions will be presented. Students will construct a case study around the chosen condition, describing the typical development of the condition, clinical findings and the impact of the blindness/low vision.

On successful completion you will be able to:

- Apply knowledge of the visual system including the eyes, the brain and human visual development to demonstrate an understanding of the human visual process.
- Analyse the impact of blindness/low vision across the age spectrum by applying broad and coherent knowledge of disorders of the eye and visual system.
- Critically reflect on literature and discussions that explore public perceptions, to develop a personal advocacy standpoint addressing issues encountered by people with blindness/low vision.

Student online discussion

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 30 hours

Due: **11.59pm Friday 3rd June 2022**

Weighting: **20%**

Responses to the case studies of other students and general online discussion performance

On successful completion you will be able to:

- Apply knowledge of the visual system including the eyes, the brain and human visual development to demonstrate an understanding of the human visual process.
- Apply knowledge of human anatomy and body system development to contextualise the impact of disease on the human body.
- Interpret clinical findings and vision behaviours to develop appropriate vision profiles that accurately report the visual capacity of an individual with blindness/low vision.
- Analyse the impact of blindness/low vision across the age spectrum by applying broad and coherent knowledge of disorders of the eye and visual system.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

SPED8926 has a full web presence through iLearn. All requirements for this unit begin Session 1 Week 1, 2022. Students are expected to access the iLearn site and engage with unit materials regularly during session 1.

Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services [here](#).

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://students.mq.edu.au/support/study/tools-and-resources/ilearn>. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding iLearn technical help. No extensions will be given for any technical issues. Allow enough time for your submissions. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff. This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

Unit Schedule

Topic 1: Introduction to the healthy human

Topic 2: Vision assessment

Topic 3: Blindness and low vision in childhood

Topic 4: Blindness and low vision in adolescence

Topic 5: Blindness and low vision in adulthood

Topic 6: Support for blindness and low vision

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

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

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)

- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit 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.

5 R's Framework

5 R's Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your course. Your use of the 5Rs Framework will help you develop the capabilities that will make your career sustainable and fulfilling. The 5 R's include you being:

1. Resilient
2. Reflexive in your teaching practice
3. Responsive to children, colleagues, parents, professionals and communities
4. Ready to learn, and
5. Research engaged

In this unit, you will learn using the 5Rs framework in the following important ways:

Reflexive: you are encouraged to critically reflect in the context of yourself as a beginning practitioner, your previous and future professional experiences and the engagement you will have with people, organisations and society in general.

Research engaged: you will engage with literature and base your practice on evidence. You will practice academic integrity as you learn to explore contemporary and relevant literature.