



Australian Government

**Assessment Requirements for PSPLAN006
Research the development of educational
and social conditions for Australian Deaf
communities**

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Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- complete a research project using information from at least three different sources to identify and explore issues of significance in the history of Australian Deaf education and social progression of Deaf people
- complete a written, verbal or Auslan signed report which covers:
 - two diverse types of Deaf schools and their teaching methods
 - an overview of two diverse debates about the provision of education to the Deaf
 - how teaching methods have changed from early establishment of schools until the present
 - the establishment of two welfare, social or advocacy organisations of and for Deaf people, their initial purpose and how this has changed over time
 - two significant issues, not related to education, that have engaged Deaf communities and ways in which Deaf people have addressed those issues in Australian history.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- examples of deaf people living and working in early colonial Australia and an overview of their working and social lives, including:
 - Deaf convicts
 - early Deaf free settlers
 - Deaf people born in Australia
- types of Deaf schools established in Australia and their main methods of teaching, at an overview level:
 - early schools supported by charity
 - large state schools for the Deaf
 - Catholic and other private schools for the Deaf
 - cued speech schools
 - inclusion programs within mainstream schools

- oralism
- auditory-verbal therapy
- use of sign language
- signed English
- total communication
- bilingual education
- key points about changes in Deaf education from early establishment of schools until the present:
 - shift towards oralism
 - shift towards mainstreaming of Deaf students
 - closure of Deaf schools
- key points of debates that have surrounded deaf education in Australia:
 - influence of religion
 - dominance of spoken languages
 - employment of Deaf teachers
 - effectiveness of teaching methods
 - benefits of mainstream compared to specialised education programs
 - role and delivery of early education programs
 - empowerment of Deaf people linked to quality of education
- key features and roles of welfare, social and advocacy organisations of and for Deaf people in Australian history:
 - Deaf societies
 - Deaf clubs and sporting groups
 - Deaf associations or groups formed for advocacy purposes
- significant issues that have engaged Deaf communities and ways in which Deaf people have addressed those issues in Australian history, at an overview level:
 - technology including the development of hearing and other aids and Cochlear implants
 - recognition of signed languages
 - equity of access to services for legal assistance, education, training and interpreting
 - legal rights and equity of access to contracts, property ownership and marriage
 - Deaf people's participation in service planning and delivery
 - Deaf people's access to and participation in professional work
 - government policy, funding and support services.

Assessment Conditions

Assessment must ensure use of computers and the Internet to search for information.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>