Title	Explain structures, ideologies and models of disability and their relevance to vision impairment services		
Level	7	Credits	8

Purpose	People credited with this standard are able to explain: how social, cultural, and economic structures and ideologies in Aotearoa New Zealand and other countries construct the experience of disability; and how different models of disability inform policy and practice with relevance to people with vision impairment.

Classification	Health, Disability, and Aged Support > Sensory Support

Available grade	Achieved

Guidance Information

1   Definitions
Impairment is the functional limitation within the individual caused by physical, mental or sensory impairment. Source: Disabled Persons International 1982.
Disability is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers. Source: cited in Oliver, 1996, p. 30-31 Further to this, *"Disability is not something individuals have. What individuals have are impairments. They may be physical, sensory, neurological, psychiatric, intellectual or other impairments. Disability is the process which happens when one group of people create barriers by designing a world only for their way of living, taking no account of the impairments other people have."* Source: New Zealand Disability Strategy 2001.
The *individual/medical* model of disability is exemplified in the 1981 World Health's definition of impairment, disability and handicap. It stated that impairment was "any loss or abnormality of psychological, physiological, or anatomical structure or function" (cited in Harris, 1995, p. 345). Disability was "any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being" (cited in Harris, 1995, p. 345). Handicap was the "disadvantage for a given individual resulting from an impairment or a disability that limits or prevents the fulfilment of a role that is normal" (cited in Harris, 1995, p. 345).
The *social model of disability* contrasts with the medical model of disability as it identifies systemic barriers, negative attitudes and exclusion by society as causing disability. (Higgins, 2001). Further to this, a number of scholars have analysed the social model to create the following models from it.
The *critical/political* model includes the institutional, economic, political practices and/or physical environments designed for and by non-disabled people. (Oliver, 1990; Sullivan, 1991)

The *disability advocacy, arts and culture* model is defined as a process and is a movement, which is driven by disabled persons themselves, that aims to bring about positive changes of attitude, systems and laws, through visibility, self-awareness, and the shared thought and action of disabled people. (Kuppers, 2014)

The *liberal/consensual* (or social construction) model views disability as a problem located (or constructed) in the minds of non-disabled people and manifested in social attitudes or ideological underpinnings of discriminatory practices (Barnes, 1996; Bogdan & Taylor, 1992).

2   Social policy, international conventions, legislative and regulatory requirements in Aotearoa New Zealand may include but are not limited to:
NZ Disability Strategy. Available at http://www.odi.govt.nz/nzds/.
Accident Compensation Act 2001
Children, Young Persons, and Their Families Act 1989
Disabled Persons Community Welfare Act 1975
Health and Disability Commissioner Act 1994
Health Practitioners Competence Assurance Act 2003
Human Rights Act 1993
Intellectual Disability (Compulsory Care and Rehabilitation) Act 2003
Mental Health (Compulsory Assessment and Treatment) Act 1992
New Zealand Bill of Rights Act 1990
Privacy Act 1993
Protection of Personal and Property Rights Act 1988
All the above legislation is available at http://www.legislation.govt.nz/.
Health and Disability Commissioner Code of Health and Disability Services Consumers' Rights Regulations 1996 (The Code of Rights). Available at http://www.hdc.org.nz/the-act--code/the-code-of-rights.
Privacy Commissioner 2008, *Health Information Privacy Code 1994: Incorporating amendments and including revised commentary*. Available at https://www.privacy.org.nz/assets/Files/Codes-of-Practice-materials/HIPC-1994-incl.-amendments-revised-commentary-edit.pdf .
UN Convention on the Rights of the Child 1989, Available at http://www.ohchr.org/en/professionalinterest/pages/crc.aspx.
UN Convention on the Rights of Persons with Disabilities 2006. Available at http://www.un.org/disabilities/convention/conventionfull.shtml.
UN Declaration on the Rights of Indigenous Peoples 2007. Available at http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf .
Waitangi Tribunal Te Tiriti o Waitangi 1840. Available at http://www.waitangitribunal.govt.nz/treaty-of-waitangi/ (This website is overarching, it should be noted that there may be different references/information/interpretations associated with individual iwi.)

3   Recognised reference texts and research include but are not limited to:
Agnew, F., Pulotu-Endemann, F. K., Robinson, G., Suallii-Sauni, T., Warren, H. Wheeler, A., Erick, M., Hingano, T., & Schmidt-Sopoaga, H. (2004). *Pacific models of mental health service delivery in New Zealand ("PMMHSD") project.* Auckland: Health Research Council. Available at www.leva.co.nz/download/asset/190.

Barnes, C. (1996). Theories of disability and the origins of the oppression of disabled people in western society. In L. Barton (Ed.), *Disability and society: Emerging issues and insights* (pp. 43-60). London: Longman.

Barton, L. (1996). Citizenship and disabled people: A discourse of Control? Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996). Available at http://files.eric.ed.gov/fulltext/ED405668.pdf.

Boglan, R., & Taylor, S. J. (1992). The social construction of humanness: Relationships with severely disabled people. In P. M. Ferguson, D. L. Ferguson & S. J. Taylor (eds.), *Interpreting disability* (pp. 275-294). New York: Teachers' College Press. Available at http://4000summerb2014.weebly.com/uploads/2/8/7/3/28734887/bogdan__taylor_1989.pdf

Brown, S.E. (2002). 'What is disability culture?', *Disability Studies Quarterly, 22*(2). Available at http://www.dsq-sds.org/article/view/343/433

Centre for Health, Activity, and Rehabilitation Research. (2014). *Hauā Mana Māori: Living unique and enriched lives: A report for the Health Research Council and the Ministry of Health.* Dunedin: School of Physiotherapy, University of Otago. Available at http://www.donaldbeasley.org.nz/resources/publications/haua-maori/.

Harris, P. (1995). 'Who am I? Concepts of disability and their implications for people with learning difficulties', *Disability & Society*, *10*(3), 341-351.

Higgins, N., (2001). Blind people: A social constructivist analysis of New Zealand education policy and practice. *A thesis submitted for the degree of Doctor of Philosophy at the University of Otago, Dunedin, New Zealand.*

Higgins, N. (2004). 'The construction of blindness in New Zealand: A case study in social dislocation', *International Journal of Diversity in Organizations, Communities and Nations*, vol 4. Available at http://ijd.cgpublisher.com/product/pub.29/prod.4.

Higgins, N. & Ballard, K. (2000). 'Like everybody else? What seven New Zealand adults learned about blindness from the education system', *International Journal of Inclusive Education, 4*(2), 163-178.

Higgins, N., Phillips, H., Cowan, C., & Tikao, K. (2009), 'Identity, invisibility, and growing up kāpō Māori', *Children's Issues Journal, 13 (1),* 13-20.

Higgins, N., MacArthur, J., & Kelly, B. (2009), 'Including disabled children at school: is it really as simple as 'a, c, d'?', *International Journal of Inclusive Education 13*(5), 471-487.

Huakau, G., & Bray, A. (2000). "*Talking disabilities" from a Pacific perspective.* Dunedin: Donald Beasley Institute.

Kingi, J., & Bray, A. (2000). *Māori concepts of disability*. Dunedin: Donald Beasley Institute.

Kuppers, P. (2014). *Studying disability arts and culture: An introduction.* Hampshire, UK: Palgrave Macmillan.

Langtree, I. (2015). *Disability pride: Definitions & awareness information.* Retrieved from http://www.disabled-world.com/definitions/disability-pride.php.

MacArthur, J., Kelly, B., & Higgins, N. (2005). Supporting the learning and social experiences of students with disabilities: What does the research say? In D. Fraser, R. Motzen, & K. Ryba (Eds.), *Learners with special needs in Aotearoa New Zealand,* 3rd ed, (pp. 49-74). Palmerston North: Dunmore Press.

Ministry of Health. (2014). *'Ala Mo'ui: Pathways to Pacific health and wellbeing 2014–2018*. Wellington: Ministry of Health. Available at: http://www.moh.govt.nz/.

Ministry of Health. (2014). *He Korowai Oranga – Māori Health Strategy*. Wellington: Ministry of Health. Available at: http://www.moh.govt.nz/.

Ministry of Health. (2008). *Pacific Peoples' experience of disability: A paper for the Pacific Health and Disability Action Plan Review*. Wellington: Ministry of Health. Available at: https://www.health.govt.nz/system/files/documents/publications/pacific-peoples-experience-of-disability-may08.pdf.

Ministry of Health. (2001). *The New Zealand Disability Strategy*. Wellington: Ministry of Health. Available at: http://www.moh.govt.nz/.

Morton, M., Duke, J., Todd, N., Higgins, N., Mercer, L., & Kimber, M. (2012). Chapter 2: The social and political underpinnings of the inclusive education movement. In S. Carrington & J. Macarthur (Eds.), *Teaching in inclusive school communities* (pp. 66-87). Brisbane: John Wiley & Sons.

Newbold, G. (1995). *Quest for equity: A history of blindness advocacy in New Zealand*. Palmerston North: Dunmore Press.

Oliver, M. (1990). *The politics of disablement*. London: The Macmillan Press Ltd.

Oliver, M. (1996). Defining impairment and disability: Issues at stake. In Barnes, C. & Mercer, G. (Eds.), *Exploring the Divide* (pp. 29-54). Leeds: The Disability Press. available from http://www.um.es/discatif/PROYECTO_DISCATIF/Textos_discapacidad/00_Oliver2.pdf.

Phillips, H., & Higgins, N. (2013). Growing up Māori and disabled in Aotearoa. In C. Freeman & N. Higgins (Eds.), *Childhoods: Growing up in Aotearoa New Zealand*. Dunedin: University of Otago Press.

Shakespeare, T. & Watson, N. (2002), 'The social model of disability: An outdated ideology?', *Research in Social Science and Disability*, vol 2, 9-28. Available at http://disability-studies.leeds.ac.uk/files/library/Shakespeare-social-model-of-disability.pdf

Smiler, K., & McKee, R.L. (2007), 'Perceptions of Māori deaf identity in New Zealand, *Journal of Deaf Studies and Deaf Education, 12*(1), 93-111. Retrieved May 27, 2016, from http://jdsde.oxfordjournals.org/content/12/1/93.full.

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Te Pou o Te Whakaaro Nui (2014). Let's get real: Real skills for people working in *disability: A framework*. Auckland: Te Pou o Te Whakaaro Nui. Available at http://www.tepou.co.nz/resources/lets-get-real-disability-a-framework/530.

Tikao, K., Higgins, N., Phillips, H.,& Cowan, C. (2009), 'Kāpo (blind) Māori in the ancient world', *MAI Review*. Available at http://www.kapomaori.com/docs/maireview2.pdf.

Outcomes and performance criteria

Outcome 1

Explain how historical, social, cultural, and economic structures and ideologies in Aotearoa New Zealand and other countries construct the experience of disability.

Performance criteria

1.1 Historical and contemporary influences in Aotearoa New Zealand are explained in terms of how they construct the experience of disability.

    Range   influences include but are not limited to – Māori and Tauiwi perceptions of disability, economic development for Māori and Tauiwi, competitive individualism, economic rationalism, medicalisation of disability, social Darwinism, eugenics movement, the disability advocacy, arts and culture model;
                      evidence relating to four influences is required.

1.2 Models of disability are explained and their key features are compared.

    Range   models of disability may include but are not limited to – individual/medical model, liberal/consensual model, critical/political model, disability advocacy, arts and culture model;
                      evidence relating to three models of disability, which includes an international model, is required.

1.3 Barriers to social engagement for people with vision impairment are explained in terms of their origin in historical, social, cultural, and economic structures and ideologies in Aotearoa New Zealand and other countries.

Outcome 2

Explain how different models of disability inform policy and practice with relevance to people with vision impairment.

Range   explanation must include – local and international models;
                  may include but is not limited to – individual/medical model, liberal/consensual model, critical/political model, disability advocacy, arts and culture model.

Performance criteria

2.1 The candidate's personal values are identified and explained in relation to people with vision impairment.

    Range   evidence relating to four personal values is required.

2.2 Models of disability are explained in terms of how they define social engagement of people with vision impairment as a problem, and how the models construct solutions to the problem.

    Range   solutions may include but are not limited to - consumer group involvement, advocacy, inclusion, social change, services in vision impairment, legislation;
                      evidence relating to three models of disability is required.

2.3 The explanation identifies the models of disability that underpin social policy, and legislative and/or regulatory requirements in Aotearoa New Zealand, and their potential impact on people with vision impairment.

Range evidence relating to three social policies and one legislative or regulatory requirement in Aotearoa New Zealand is required.

2.4 The explanation proposes changes to social policy, or legislative or regulatory requirements in Aotearoa New Zealand in terms of improved opportunities and social engagement for people with vision impairment.

Range the explanation must include three proposed changes.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15 September 2016	31 December 2023
Review	2	26 August 2021	31 December 2023

Consent and Moderation Requirements (CMR) reference	0024

This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.