

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.
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Classification	Health, Disability, and Aged Support > Sensory Support
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Available grade	Achieved
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Explanatory notes

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.
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- 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>.
- Bogdan, 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*.
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- 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.
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- 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.
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- Kingi, J., & Bray, A. (2000). *Māori concepts of disability*. Dunedin: Donald Beasley Institute.
- Koppers, 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>.
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- 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_Oliver_2.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.
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- Sullivan, M. (1991). From personal tragedy to social oppression: The medical model and social theories of disability. *NZ Journal of Industrial Relations*, 16, 255-272.
- 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 evidence requirements

Outcome 1

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

Evidence requirements

- 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 Tauīwi perceptions of disability, economic development for Māori and Tauīwi, 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.

Evidence requirements

- 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.

Planned review date	31 December 2021
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15 September 2016	N/A

Consent and Moderation Requirements (CMR) reference	0024
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.