

<b>Title</b>	<b>Explain, teach, and evaluate selected skills and techniques whilst providing services to people with vision impairment</b>		
<b>Level</b>	<b>7</b>	<b>Credits</b>	<b>20</b>

<b>Purpose</b>	People credited with this standard are able to: explain the general impact of blindness, deafblindness and low vision on people in New Zealand; assess needs, select and explain selected skills and techniques, and teach and/or advise on these skills and techniques, whilst providing teaching or advisory services to a person with a vision impairment, and evaluate their application.
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<b>Classification</b>	Health, Disability, and Aged Support > Sensory Support
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<b>Available grade</b>	Achieved
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<b>Entry information</b>	
<b>Recommended skills and knowledge</b>	Unit 29607, <i>Incorporate culturally appropriate responsive processes when working with people who have a vision impairment</i> , or demonstrate equivalent skills and knowledge.

### Explanatory notes

- 1 Work practices must be in accordance with organisational requirements, and comply with relevant international conventions and New Zealand government policies, legislation, and codes which include:
- 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](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.)

## 2 Definitions

*Organisational standards* means the agreed best practice of the skill or technique in the New Zealand context at organisations or agencies providing services to persons with a vision or visual impairment.

*Skills and techniques* are those that are safe, noncomplex, and taught through advice, guidance, and/or instruction in accordance with recognised texts in specialist subjects.

## 3 Recognised reference texts and research include but are not limited to:

- Braille Authority of New Zealand (2013). *Unified English Braille Manual: New Zealand edition*. Auckland: Royal New Zealand Foundation of the Blind.
- Corn, A.L., & Lusk, K. E. (2010). Chapter One: Perspectives on Low Vision. In Corn, A.L., & Erin, J.N. (Eds.), *Foundations of low vision: Clinical and functional perspectives*, 2nd ed. (pp. 3-34). New York: AFB Press.
- Duffy, M.A. (2015). *Making life more livable; Simple adaptations for living at home after vision loss*, 3rd ed., New York: AFB Press.
- La Grow, S.J., & Long, R.G. (2011). *Orientation and mobility: Techniques for independence*, 2nd ed. (pp. 15-95). Alexandria, VA: AER Publications.
- 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/>.
- Orr, A.L. & Rogers, P. (2003). *Solutions for success: A training manual for working with older people who are visually impaired*. New York: American Foundation for the Blind.
- Ponchillia, P.E., & Ponchillia, S.V. (1996). *Foundations of rehabilitation teaching with persons who are blind or visually impaired*. New York: American Foundation for the Blind (pp. 13-21, 113-12, & 213-222).

- Sacks, S Z (2010). Psychological and social implications of low vision. In Corn, A.L., & Erin, J.N. (Eds.). *Foundations of low vision: Clinical and functional perspectives*, 2nd ed. (pp. 67-96). New York: AFB Press.
- Sauerburger, D. (1993). *Independence without sight or sound: Suggestions for practitioners working with deaf-blind adults*. New York: AFB Press.
- American Foundation for the Blind (2016). *VisionAware for independent living with vision loss*. Website: <http://www.visionaware.org/default.aspx>. The entire website is a useful resource but there are some parts that relate to specific areas:
  - *Everyday Living* at <http://www.visionaware.org/info/everyday-living/essential-skills/12>;
  - *Seniors* at <http://www.visionaware.org/info/for-seniors/1>;
  - *Emotional Support* at <http://www.visionaware.org/info/emotional-support/1>;
  - *Your Eye Condition* at <http://www.visionaware.org/info/your-eye-condition/1>.
- 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>.
- Wiener, W., Welsh, R., & Blasch, B. (2010). *Foundations of orientation and mobility: Volume 1, History and theory*, 3rd ed. (pp. 434-532). New York: AFB Press.

- 4 It is required that people seeking credit for this unit standard demonstrate competence and are assessed in the workplace through paid or unpaid employment, or in placements in a service provider workplace negotiated by an education provider. Achievement of this unit standard cannot be assessed in a simulated environment.

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## Outcomes and evidence requirements

### Outcome 1

Explain the general impact of blindness, deafblindness and low vision on people in New Zealand.

Range explanation includes the possible psychosocial impact on individuals with the impairment, the possible impact on family/whānau, access to information, access to the environment, access to services

### Evidence requirements

- 1.1 The explanation is in accordance with government strategies and standards and/or organisational standards and/or recognised texts.

### Outcome 2

Assess needs, and select and explain introductory skills and techniques whilst providing teaching or advisory services to a person with a vision impairment.

- Range evidence is required for four selected skills and/or techniques in each of the following subjects:
- guiding;
  - introductory adaptive communication and technology with non-complex equipment;
  - deafblind communication;
  - uncontracted Braille;
  - introductory adaptive daily living skills;
  - indoor orientation and mobility skills;
  - non-complex adaptation: of printed material, everyday items, the environment;
- it is intended that the assessment of needs and explanation of introductory skills and techniques be carried out with a different person for each of the subjects. However, for logistical purposes it is permissible for more than one subject to be demonstrated per person as long as the candidate's achievement is demonstrated with a minimum of four individuals.

### Evidence requirements

- 2.1 Needs are assessed in accordance with organisational procedures, the person's goals and objectives, and factors relating to the individual and the setting.
- Range: factors relating to individuals may include but are not limited to – functional vision, other sensory skills, cognitive skills, physical skills, age, preferences, learning style, culture;  
factors relating to setting may include but are not limited to – location, whether group or individual, environment.
- 2.2 The skills and techniques that are selected are matched to the person with vision impairment and their characteristics, assessed needs, and situation.
- 2.3 The explanation of each skill or technique is supported by reference to a recognised text or organisational standard.
- 2.4 Each skill or technique is explained in terms of the circumstances where such a skill or technique would be used, in accordance with a recognised text or organisational standards.

**Outcome 3**

Teach and/or advise on skills and techniques whilst providing services to a person with a vision impairment.

Range evidence is required for four selected skills and/or techniques in each of the following subjects:

- guiding;
- introductory adaptive communication and technology with non-complex equipment;
- deafblind communication;
- uncontracted Braille;
- introductory adaptive daily living skills;
- indoor orientation and mobility skills;
- non-complex adaptation: of printed material, everyday items, the environment;

it is intended that the teaching and/or advising on skills and techniques be carried out with a different person for each of the subjects. However, for logistical purposes it is permissible for more than one subject to be demonstrated per person as long as the candidate's achievement is assessed with a minimum of four individuals.

**Evidence requirements**

- 3.1 The skills and techniques are taught or applied in accordance with a recognised text or organisational standards.
- 3.2 The skills and techniques are taught or applied in accordance with a collaborative approach with the person, and with their family/whānau in terms of the age and wishes of the person and their family/whānau.

**Outcome 4**

Evaluate the application of the selected skills and techniques whilst providing teaching or advisory services to people with vision impairment.

**Evidence requirements**

- 4.1 The skills and techniques are evaluated in terms of their suitability to address an assessed need.
- 4.2 Possible adaptations of the skills and techniques are suggested where practical.

<b>Planned review date</b>	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

<b>Consent and Moderation Requirements (CMR) reference</b>	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](mailto:info@careerforce.org.nz) if you wish to suggest changes to the content of this unit standard.