

## Qualification details

Qualification number/Te nama o te tohu mātauranga	2912-2		
English title/Taitara Ingarihi	New Zealand Diploma in Vision Habilitation/Rehabilitation (Level 7) with strands in Daily Living, Low Vision Therapy, Orientation and Mobility, and Technology and Communication		
Version number/Te putanga	2	Qualification type/Te momo tohu	Diploma
Level/Te kaupae	7	Credits/Ngā whiwhinga	150
NZSCED/Whakaraupapa	090511 Society and Culture > Human Welfare Studies and Services > Community Client Care		
Qualification developer/Te kaihanga tohu	Careerforce		
Next review /Te rā arotake	MM 2024		

## Outcome statement/Te tauāki ā-hua

<p><b>Strategic Purpose statement/ Te rautaki o te tohu</b></p> <p>The purpose of this qualification is to provide the vision habilitation/rehabilitation sector with a specialised workforce focussed on the application of technical knowledge and skills in clinical and community settings.</p> <p>This qualification is targeted at people seeking to further develop their knowledge, skills and abilities in one or more of the vision habilitation/rehabilitation fields.</p> <p>Graduates of this qualification will lead and coordinate an individualised quality service for people who have a vision impairment, are blind, or are deafblind, to enable them to live safe, productive and interdependent lives.</p> <p>The qualification is stranded to recognise the particular specialist knowledge and skills required for different roles in the vision habilitation/rehabilitation sector.</p>
---

<p><b>Graduate Profile/Ngā hua o te tohu</b></p> <p>All graduates of this qualification will be able to:</p> <ol style="list-style-type: none"> <li>1. Teach individuals ways to manage the physical, sensory, and psycho-social impact of vision impairment on aspects of their life, using appropriate culturally responsive processes and protocols.</li> <li>2. Design, lead and coordinate the writing and implementation of a customised habilitation/rehabilitation plan for a person who has a vision impairment, is blind or is deafblind; and monitor and evaluate results</li> <li>3. Identify the current and future capability of a person who has a vision impairment, is blind or is</li> </ol>
--

deafblind; and through this continuous assessment, plan and deliver a customised specialist habilitation/rehabilitation programme.

4. Manage own learning and performance in complex and dynamic contexts/systems, using best practice methods, resources and professional networks, in order to provide a constantly improving customised outcome-focused service

In addition

Graduates of the Daily Living strand will be able to:

5. Provide an adaptive/developmental daily living service to enable people who have a vision impairment, are blind, or are deafblind, to reach their potential through the use of compensatory skills to perform everyday activities.

Graduates of the Low Vision Therapy strand will be able to:

6. Provide a low vision person-centred therapy service to enable people who have low vision to maximize their visual skills and abilities.

Graduates of the Orientation and Mobility strand will be able to:

7. Provide an orientation and mobility service to teach people who have a vision impairment, are blind, or are deafblind, to use their remaining senses to determine their position in space and to plan and negotiate safe and efficient travel.

Graduates of the Technology and Communication strand will be able to:

8. Provide an adaptive/developmental technology and communication service to enable people who have a vision impairment, are blind, or are deafblind to communicate, and to access and manage information

#### **Education Pathway/ Ngā huarahi mātauranga**

The qualification provides a pathway for people with a disability-focused qualification at level 4, 5, or 6 to progress within the health and disability qualifications framework; for people already holding other higher level qualifications in a Human Service related field, seeking to focus on one of the vision rehabilitation/habilitation specialisations; and for people with relevant experience.

Graduates may progress via an appropriate undergraduate degree (e.g. Bachelor of Health Science with a major in Rehabilitation) to a specialised educational or clinical qualification such as the Postgraduate Diploma in Rehabilitation or Master of Health Science (Rehabilitation); or complete another specialisation in vision rehabilitation by undertaking training in an additional strand of this diploma.

#### **Employment, Cultural, Community Pathway/ Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki**

**Graduates may obtain employment as:**

- Activities of Daily Living (ADL) Instructors
- Orientation and Mobility (O&M) Instructors
- Independent Living Skills Specialists (ADL & O&M)
- Rehabilitation Instructors (ADL & O&M)
- Vision Rehabilitation Needs Assessors (with ADL responsibilities)
- Accessible Information Consultants
- Employment Consultants
- Vision Therapists
- Deafblind Coordinators (with ADL responsibilities)
- Pacific Services Coordinators (with ADL responsibilities)
- Adaptive Technology Consultants or Trainers
- Accessible Formats Producers

- Braille Producers
- Braille Proofreaders
- Braille Awareness Consultants
- Equipment Solutions Salespersons

**This qualification may also be suitable, as an added specialty for people working in the following occupations:**

- Counselling
- Diversional Therapy
- Employment support
- Occupational Therapy
- Physiotherapy
- Rehabilitation Therapy
- Needs Assessment and Service Coordination
- Nursing
- Social Work
- Teaching
- Vision Hearing Screening
- Sport and Recreation
- Guide Dog Mobility Instruction

## Qualification Specifications/Ngā tauwhāititanga o te tohu

<p><b>Qualification Award/ Te whakawhiwhinga o te tohu</b></p>	<p>This qualification can be awarded by an organisation which has an approved program of study or industry training program leading to the qualification.</p>
<p><b>Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga</b></p>	<p>Tertiary Education Organisations (TEOs) either arranging training or delivering programmes that lead to the award of this qualification will provide evidence that demonstrates how the graduate outcomes are being met.</p> <p>Evidence may include the following:</p> <ul style="list-style-type: none"> <li>- Feedback from employers and graduates which demonstrates how well graduates are meeting the graduate outcomes in the workplace</li> <li>- Evidence of effective internal quality assurance systems to assure that graduates meet the graduate outcomes of the qualification.</li> <li>- Portfolios of work and/or assessment samples demonstrating the range of student performance within a programme and that the graduate outcomes have been met.</li> <li>- A range of workplace evidence that shows how the graduate outcomes are being met.</li> <li>- Any other relevant evidence as appropriate</li> </ul>
<p><b>Minimum standard of achievement and standards for grade endorsements/ Te pae o raro e tutuki ai, ngā paerewa hoki hei whakaatu i te taumata o te whakatutukinga</b></p>	<p>Achieved.</p>

<p><b>Other requirements for the qualification (including regulatory body or legislative requirements)/ Kō ētahi atu here o te tohu (tae atu hoki ki ngā here ā-hinonga whakamarumarū, ki ngā here ā-ture rānei)</b></p>	<p>There are no prerequisites for this qualification.</p>
<p><b>General conditions for programme/ Ngā tikanga whānui o te hōtaka</b></p>	<p>There is an expectation that industry training programmes leading to this qualification will be completed in a workplace.</p> <p>For programmes of study that are offered by an education provider, a formal arrangement must be in place whereby a learner is able to demonstrate achievement of the outcomes in an appropriate practical environment.</p> <p>For all programmes the practical learning must be developed and applied through work-placements under the supervision of a relevant qualified specialist.</p> <p>The achievement of practical outcomes must demonstrate the integration of theory and practice.</p> <p>Programmes must incorporate and integrate appropriate aspects of an individual's life span, so that communication, and rehabilitation plans and programmes for persons with a vision impairment, are relevant and appropriate given the person's age, development, culture, and circumstances.</p> <p>It is envisaged that a learner can complete more than one strand of this qualification. This could be achieved either through concurrent training (via a programme of study designed to meet the common outcomes of the graduate profile and the outcomes of more than one strand), or via subsequent training (by completing the outcomes of one or more additional strands after completing an initial programme that covers the common outcomes of the graduate profile and one of the strands).</p> <p>Use the following link for sector guidance on developing programmes that lead to this qualification:  <a href="https://www.careerforce.org.nz/programme-developer-information/">https://www.careerforce.org.nz/programme-developer-information/</a>.</p>

**Conditions relating to the Graduate Profile /Ngā tikanga e hāngai ana ki nga hua o te tohu**

	Qualification outcomes/ Ngā hua	Credits/Ngā whiwhinga	Conditions/Ngā tikanga
1.	Teach individuals ways to manage the physical, sensory, and psycho-social impact of vision impairment on aspects of their life, using appropriate culturally responsive processes and protocols.	20	
2.	Design, lead and coordinate the writing and implementation of a customised habilitation/rehabilitation plan for a person who has a vision impairment, is blind or is deafblind; and monitor and evaluate results.	10	

3.	Identify the current and future capability of a person who has a vision impairment, is blind, or is deafblind; and through this continuous assessment, plan and deliver a customised specialist habilitation/rehabilitation programme.	15	
4.	Manage own learning and performance in complex and dynamic contexts/systems, using best practice methods, resources and professional networks, in order to provide a constantly improving customised outcome-focused service.	15	
<b>Daily Living strand</b>			
5.	Teach adaptive/developmental daily living techniques which enable people who have a vision impairment, are blind, or are deafblind, to reach their potential through the use of compensatory skills to perform everyday activities.	90	
<b>Low Vision Therapy strand</b>			
6.	Teach people who have low vision to maximize their functional visual skills and abilities by providing low vision person-centred therapy service.	90	
<b>Orientation and Mobility strand</b>			
7.	Teach people who have a vision impairment, are blind, or are deafblind, to use their remaining senses to determine their position in space and to plan and negotiate safe and efficient travel, by providing an orientation and mobility service.	90	
<b>Technology and Communication strand</b>			
8.	Teach people who have a vision impairment, are blind, or are deafblind, to communicate and to access and manage information by providing an adaptive technology and communication service.	90	

## Transition information/He kōrero whakawhiti

<b>Replacement information/ He kōrero mō te whakakapi</b>	Version 2 of this qualification was published following scheduled mandatory review.
<b>Additional transition information/ Kō ētahi atu kōrero mō te whakakapi</b>	<p>The final date for completion of programmes leading to version 1 is 31 December 2024.</p> <p>Any person who considers they have been disadvantaged by these transition arrangements may appeal to Careerforce at the address below. Appeals will be considered on a case by case basis.</p> <p>Careerforce, PO Box 2637, Wellington 6140  Email: <a href="mailto:info@careerforce.org.nz">info@careerforce.org.nz</a>.</p>