OCR
RECOGNISING ACHIEVEMENT

Unit Title:	**Understand Sensory Loss**
Sector unit number	SS MU 3.1
Level:	3
Credit value:	3
Guided learning hours:	21
Unit Reference Number:	M/601/3467

Unit purpose and aim

The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will:	**The Learner can:**	
1 Understand the **factors** that impact on an individual with **sensory loss**	1.1 Analyse how a range of factors can impact on individuals with sensory loss 1.2 Analyse how societal attitudes and beliefs impact on individuals with sensory loss 1.3 Explore how a range of factors, societal attitudes and beliefs impact on service provision	**Factors** could include: • Communication • Information • Familiar layouts and routines • Mobility **Sensory Loss** could include: • Sight loss • Hearing loss • Deafblindness
2 Understand the importance of effective communication for individuals with **sensory loss**	2.1 Explain the methods of communication used by individuals with: • Sight loss • Hearing loss • Deafblindness 2.2 Describe how the environment facilitates effective communication for people with sensory loss 2.3 Explain how effective communication may have a positive impact on lives on individuals with sensory loss	**Sensory Loss** could include: • Sight loss • Hearing loss • Deafblindness
3 Understand the main	3.1 Identify the main causes of	**Sensory Loss** could include:

Learning Outcomes	Assessment Criteria	Exemplification
causes and conditions of **sensory loss**	sensory loss 3.2 Define congenital sensory loss and acquired sensory loss 3.3 Identify the demographic factors that influence the incidence of sensory loss in the population	• Sight loss • Hearing loss • Deafblindness

4 Know how to recognise when an individual may be experiencing sight and/or hearing loss and actions that may be taken	4.1 Identify the indicators and signs of:
	   • Sight loss
	   • Hearing loss
	   • Deafblindness
	4.2 Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status
	4.3 Identify sources of support for those who may be experiencing onset of sensory loss	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications' (A850).*

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.