

Unit Title:	Support effective communication with individuals with a sensory loss
Unit sector reference:	SS OP 2.2
Level:	2
Credit value:	3
Guided learning hours:	23
Unit accreditation number:	K/601/3449

Unit purpose and aim

The purpose of this unit is to provide the learner with the knowledge and skills required to support effective communication with individuals with sensory loss.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Know different methods that can support communication with individuals with sensory loss	1.1 Identify specific methods of communication that may be used with individuals with sensory loss that utilise hearing, vision and touch 1.2 Describe how specific different methods enable communication with individuals with sensory loss 1.3 Explain where additional information and support can be accessed in relation to communication with individuals with sensory loss	
2 Be able to use different methods of communication with individuals with sensory loss	2.1 Explain how the use of specific methods of communication used by individuals has been agreed 2.2 Use agreed specific methods of communication with individuals 2.3 Make adjustments to communication with individuals where there is difficulty in understanding	Sensory Loss could include: <ul style="list-style-type: none"> • Sight loss • Hearing loss • Deafblindness Others could include: <ul style="list-style-type: none"> • Other professionals • Carers/family members • Advocates • Colleagues

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	2.4 Provide feedback to others on the effectiveness of methods of communication	
3 Understand how the environment impacts on communication with individuals with sensory loss	3.1 Identify environmental factors that can promote communication with individuals with sensory loss 3.2 Identify environmental factors that can hinder communication with individuals with sensory loss	
4 Be able to utilise the environment for effective communication with individuals with sensory loss	4.1 Set up the environment to promote effective communication with individuals with sensory loss 4.2 Reflect on how well the environment has facilitated effective communication with individuals with sensory loss 4.3 Suggest ways that the environment can be adapted to promote communication with individuals with sensory loss	

Assessment

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

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.

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.

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

For this unit, learning outcomes 2 and 4 must be assessed in a real work environment.

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.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. 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 health and social care developed by Skills for Care and Development:

Sensory Services 4, 5, 6, 7, 8, 9, 11

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

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

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care and 1.5 Child development and well-being.