

Unit Title:	Support the assessment of individuals with sensory loss
Unit sector reference:	SS OP 3.5
Level:	3
Credit value:	3
Guided learning hours:	22
Unit accreditation number:	R/601/3543

Unit purpose and aim

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

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the range and purpose of assessment available to individuals with sensory loss	1.1 Identify the different types of assessment available to individuals with sensory loss 1.2 Outline the purpose of the different types of assessment available to individuals with sensory loss 1.3 Discuss the importance of holistic assessment for individuals with sensory loss 1.4 Explain the term 'eligibility criteria' in relation to the assessment of individuals with sensory loss	Sensory Loss could include: <ul style="list-style-type: none"> • sight loss • hearing loss • deafblindness
2 Understand own role and role of others in relation to the assessment of individuals with sensory loss	2.1 Describe the scope of own role and responsibilities in supporting the assessment of individuals with sensory loss 2.2 Identify the range and roles of others involved in the assessment of individuals with sensory loss 2.3 Explain the responsibility of self and others in involving individuals with sensory loss with their assessment	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
3 Be able to support the assessment of individuals with sensory loss	3.1 Support the active participation of the individual in shaping the assessment process 3.2 Explain the importance of using both formal and informal methods to gather information for assessments 3.3 Agree areas of assessment that will require own input with others 3.4 Contribute to the assessment within boundaries of own role 3.5 Observe and record agreed areas for assessment in line with work setting procedures or agreed ways of working 3.6 Provide records to others to support an assessment of an individual with sensory loss adhering to confidentiality agreements and data protection	Formal and informal methods could include: <ul style="list-style-type: none"> • observation • communication • feedback from individuals • feedback from families/carers/friends • deterioration in the environment Others could include: <ul style="list-style-type: none"> • other professionals • carers/family members • advocates • colleagues
4 Be able to recognise the impact of assessment on the service delivery and an individual's well being and quality of life	4.1 Discuss with an individual how the outcomes of an assessment have impacted on their well being and quality of life 4.2 Evaluate how an assessment has had an impact on own practice and service delivery 4.3 Reflect how own practice has been adapted following assessment of an individual with sensory loss	Well Being eg <ul style="list-style-type: none"> • emotional • psychological • physical

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 3 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 1, 2, 3, 4, 6,11

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.

Link to functional skills standards <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 O1 Health, Public Services and Care 01.3.