

**Unit Title:** Introductory awareness of sensory loss  
**Unit sector reference:** SS MU 2.1  
**Level:** 2  
**Credit value:** 2  
**Guided learning hours:** 16  
**Unit accreditation number:** F/601/3442

## Unit purpose and aim

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

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these	1.1 Describe how a range of factors have a negative and positive impact on individuals with sensory loss 1.2 Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss 1.3 Explain how individuals with sensory loss can be disabled by attitudes and beliefs 1.4 Identify steps that could be taken to overcome disabling attitudes and beliefs	Factors could include: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Information</li> <li>• Familiar layouts and routines</li> <li>• Mobility</li> </ul>
2 Understand the importance of effective communication for individuals with <b>sensory loss</b>	2.1 Outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness</li> </ul> 2.2 Describe how effective communication may have a positive impact on the lives of individuals with sensory loss	<b>Sensory Loss</b> could include: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deafblindness</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	2.3 Explain how information can be made accessible to individuals with sensory loss	
3 Know the main causes and conditions of sensory loss	3.1 Outline the main causes of sensory loss 3.2 Explain the difference between congenital acquired sensory loss 3.3 State what percentage of the general population is likely to have sensory loss	
4 Know how to recognise when an individual may be experiencing sight and/or hearing loss	4.1 Outline the indicators and signs of: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• deafblindness</li> <li>• hearing loss</li> </ul> 4.2 Explain where additional advice and support can be sourced in relation to sensory loss	
5 Know how to report concerns about <b>sensory loss</b>	5.1 Describe to whom and how concerns about sight and/or hearing loss can be reported	

## Assessment

---

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

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.

## 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, 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](http://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 01.5 Child development and well-being.