

**Unit Title:** Promote effective communication with individuals with sensory loss

Unit sector reference: SS OP 3.2

Level: 3

Credit value: 4

Guided learning hours: 30

Unit accreditation number: K/601/3483

### Unit purpose and aim

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

| <b>Learning Outcomes</b><br>The learner will:   | <b>Assessment Criteria</b><br>The learner can:  | <b>Exemplification</b>   |
|---|---|--|
| 1 Understand the importance of effective two way communication  | 1.1 Identify the features of two way communication<br>1.2 Explain why two way communication is important for individuals with sensory loss<br>1.3 Explain how own role can impact on the dynamics of two way communication with individuals with sensory loss |  |
| 2 Understand different methods that can support communication with individuals with <b>sensory loss</b> | 2.1 Research the different methods that are used to support communication with individuals with sensory loss<br>2.2 Identify the characteristics of communication that is not based on formal language systems  | <b>Sensory Loss</b> could include: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deafblindness</li> </ul> |
| 3 Be able to support the individual with communication  | 3.1 Agree with an individual and/or others preferred methods of communication<br>3.2 Prepare the environment to facilitate effective communication<br>3.3 Use agreed methods of communication with an individual  |  |

| <b>Learning Outcomes</b><br>The learner will:   | <b>Assessment Criteria</b><br>The learner can:   | <b>Exemplification</b>   |
|---|--|--|
|   | 3.4 Check the effectiveness of communication with the individual throughout the interaction  |  |
| 4 Evaluate the effectiveness of methods of communication used to support an individual with <b>sensory loss</b> | 4.1 Evaluate the effectiveness of the use of agreed methods of communication with an individual and/or others<br>4.2 Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills<br>4.3 Make suggestions to improve the use of agreed methods of communication to individuals and/or others<br>4.4 Reflect on own practice on the use of agreed methods of communication<br>4.5 Adapt own practice to meet the needs of the individual | <b>Sensory Loss</b> could include: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deafblindness</li> </ul> |

## 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 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.

**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.