

<b>Unit Title:</b>	<b>Support the promotion of awareness of sensory loss</b>
Unit sector reference:	SS OP 3.6
Level:	3
Credit value:	3
Guided learning hours:	23
Unit accreditation number:	D/601/3545

## Unit purpose and aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills required to promote awareness of sensory loss. This unit would be useful for those who undertake specialist roles.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the importance of promoting awareness of <b>sensory loss</b>	1.1 Explain why it is important to promote awareness of sensory loss for: <ul style="list-style-type: none"> <li>• individuals</li> <li>• service provision</li> <li>• societal perceptions and attitudes</li> </ul>	<b>Sensory Loss</b> could include: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness</li> </ul>
2 Understand the role played by self and others in promoting awareness of <b>sensory loss</b>	2.1 Outline own role in promoting awareness of sensory loss 2.2 Outline the roles of others who may play a part in promoting the awareness of sensory loss 2.3 Establish the role that individuals play in promoting awareness of 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>Others</b> could include: Other professionals Carers/family members Advocates Colleagues
3 Be able to provide information that promotes awareness of <b>sensory loss</b>	3.1 Support the range of information and resources available in relation to sensory loss 3.2 Research evidence based best practice in relation to sensory loss 3.3 Provide others with information on evidence based best practice relevant to own service area	<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>
4 Be able to use information to promote awareness of <b>sensory loss</b>	4.1 Use information, resources or evidence based best practice to improve support provided to individuals with sensory loss by self and others  4.2 Establish the extent of changes that result from providing information and intelligence about evidence based practice resources	<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

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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

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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

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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

**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

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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

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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.