

## SS MU 2.1: Introductory awareness of sensory loss

Unit reference F/601/3442

Level 2

Credit value 2

GLH 16

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

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the <b>factors</b> 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.		
2. Understand the importance of effective communication for individuals with sensory loss.	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>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 and 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 sensory loss.	5.1. Describe to whom and how concerns about sight and / or hearing loss can be reported.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS MU 2.1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>Sensory Loss</b> could include:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul> <p><b>Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• information</li> <li>• familiar layouts and routines</li> <li>• mobility.</li> </ul>
Additional unit assessment requirements - provided with the QCF unit	Units need to be assessed in line with skills for care and development QCF Assessment Principles.