

SS MU 3.1: Understand sensory loss

Unit reference M/601/3467 Level 3

Credit value 3 GLH 21

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the factors that impact on an individual with sensory loss.	1.1. Analyse how a range of factors can impact on individuals with sensory loss .		
	1.2. Analyse how societal attitudes and beliefs impact on individuals with sensory loss.		
	1.3. Explore how a range of factors , societal attitudes and beliefs impact on service provision.		
2. Understand the importance of effective communication for individuals with sensory loss.	2.1. Explain the methods of communication used by individuals with: <ul style="list-style-type: none"> • sight loss • hearing loss • deafblindness. 		
	2.2. Describe how the environment facilitates effective communication for people with sensory loss.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain how effective communication may have a positive impact on lives on individuals with sensory loss.		
3. Understand the main causes and conditions of sensory loss.	3.1. Identify the main causes of sensory loss.		
	3.2. Define congenital sensory loss and acquired sensory loss.		
	3.3. Identify the demographic factors that influence the incidence of sensory loss in the population.		
4. Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken.	4.1. Identify the indicators and signs of: <ul style="list-style-type: none"> • sight loss • hearing loss • deafblindness. 		
	4.2. Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status.		
	4.3. Identify sources of support for those who may be experiencing onset of sensory loss.		

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 3.1
 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.

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