Unit 34: Introductory Awareness of Sensory Loss

Unit code: SS MU 2.1
Unit reference number: F/601/3442
QCF level: 2
Credit value: 2
Guided learning hours: 16

Unit summary

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

Social care workers in Wales taking the Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland MUST take this unit.

(This unit is not mandatory for health workers in Wales or any workers in Northern Ireland.)

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles.

Additional information

Sensory loss could include:

- sight loss
- hearing loss
- deafblindness.

Factors could include:

- communication
- information
- familiar layouts and routines
- mobility.
Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.
# Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Evidence type</th>
<th>Portfolio reference</th>
<th>Date</th>
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</thead>
</table>
| **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 |  |  |  |
| **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:  
- sight loss  
- hearing loss  
- deafblindness.  
2.2 describe how effective communication may have a positive impact on the lives of individuals with sensory loss  
2.3 explain how information can be made accessible to individuals with sensory loss |  |  |  |
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<tbody>
<tr>
<td>3 Know the main causes and conditions of sensory loss</td>
<td>3.1 outline the main causes of sensory loss</td>
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<td>3.2 explain the difference between congenital acquired sensory loss</td>
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<td>3.3 state what percentage of the general population is likely to have sensory loss</td>
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<tr>
<td>4 Know how to recognise when an individual may be experiencing sight and/or hearing loss</td>
<td>4.1 outline the indicators and signs of:</td>
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<tr>
<td></td>
<td>- sight loss</td>
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<tr>
<td></td>
<td>- deafblindness</td>
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<td></td>
<td>- hearing loss.</td>
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<td>4.2 explain where additional advice and support can be sourced in relation to sensory loss</td>
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<td>5 Know how to report concerns about sensory loss</td>
<td>5.1 describe to whom and how concerns about sight and/or hearing loss can be reported</td>
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Learner name: _________________________________  Date: _______________________________
Learner signature: _________________________________  Date: _______________________________
Assessor signature: _________________________________  Date: _______________________________
Internal verifier signature: _________________________________  Date: _______________________________
(if sampled)