

# **Unit 49: Promoting Awareness of Sensory Loss**

**Unit reference number: T/616/7422**

**Level: 5**

**Unit type: Optional**

**Credit value: 3**

**Guided learning hours: 19**

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## **Unit summary**

Loss of hearing, sight, touch, taste, and smell affects a growing number of people. An increasing number of individuals will be affected by sensory loss in older age, whereas other individuals experience sensory loss when young because of environmental and genetic factors.

In this unit, you will understand how raising awareness can lead to better work practices and how it can support families, carers and other professionals in their approach to planning and implementing care for individuals with sensory loss.

You will assess how your own work setting promotes awareness of sensory loss and then develop and lead a strategy that raises awareness with individuals, their families, and other professionals. Following the implementation of the raising awareness programme, you will reflect on the outcomes of the awareness raising programme and provide feedback to colleagues and other carers.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the importance of continually raising awareness of sensory loss in adult care</p>	<p>1.1 Assess the impact of sensory loss on an individual</p> <p>1.2 Summarise legal requirements and standards that the workplace must use to promote equality for those with sensory loss</p> <p>1.3 Justify the need for a continuous improvement programme to promote sensory awareness</p>
<p>2 Be able to assess how adult care work settings promote awareness of sensory loss</p>	<p>2.1 Critically assess the effectiveness of promoting awareness of sensory loss in own work setting, against approved benchmarks or standards</p> <p>2.2 Review how workplace policies and procedures support awareness raising of sensory loss</p>
<p>3 Be able to develop and lead effective strategies to support those with sensory loss in adult care</p>	<p>3.1 Develop a strategy for the work setting that promotes equality and inclusion for those with sensory loss</p> <p>3.2 Select and agree actions with individuals for an awareness raising programme to support those with sensory loss</p> <p>3.3 Support other professionals to carry out the agreed actions for an awareness raising programme to support those with sensory loss</p>
<p>4 Be able to review the effectiveness of a sensory loss awareness raising programme in adult care</p>	<p>4.1 Review the outcomes of a sensory loss awareness strategy in relation to:</p> <ul style="list-style-type: none"> <li>• individuals with sensory loss</li> <li>• own work</li> <li>• partnership work</li> </ul> <p>4.2 Provide feedback to colleagues on the effectiveness of the awareness raising programme to promote sensory loss</p>

## Content

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### What needs to be learned

#### Learning outcome 1: Understand the importance of continually raising awareness of sensory loss in adult care

##### Sensory loss

- Terminology, e.g. deafness, deaf, deafened, hard of hearing, hearing loss; visual impairment, blind, partially sighted; deaf-blind; loss of taste and smell associated with dementia.

##### Importance to the individual of raising awareness of sensory loss

- Rights of the individual.
- Equality and inclusion.
- Impact on individual, e.g. isolation, withdrawal, loss of independence.
- Changes to social and emotional behaviour, e.g. frustration, anger, isolated from the community.
- Level of functional fitness and independence.
- Ability to access information and make informed decisions.

##### Legal requirements and standards

- Legal requirements and standards may include:
  - UN Convention on the Rights of Persons with Disabilities (CRPD)
  - Equality Act 2010
  - DCB1605 Accessible Information (and formerly SCCI1605 Accessible Information) – the Accessible Information Standard ('the Standard')
  - Care Quality Commission – The Fundamental Standards
  - Care Act 2014.

##### Continuous improvement programmes

- Person-centred.
- Partnership working with other professionals, e.g. audiologist, ophthalmologist, social services.
- Consistency and continuity of care.
- Support families and other carers.

## What needs to be learned

### Learning outcome 2: Be able to assess how adult care work settings promote awareness of sensory loss

#### Opportunities to promote sensory awareness

- Person-centred, e.g. involving individuals in communication methods.
- Medical and social model.
- Use different communication methods, e.g. notice boards, leaflets, presentations, different ways of communicating with individual and their families.
- Technology.
- Use of language and terminology that is understood by everyone to prevent exclusion.
- Staff training.
- Policies and procedures used by all involved in the care of the individual.
- Liaise with national charities to maintain knowledge of current research, support services available.
- Training and development.

#### Workplace policies

- Readability.
- Implementation.
- Currency and how they are kept up to date.

## What needs to be learned

### Learning outcome 3: Be able to develop and lead effective strategies to support those with sensory loss in adult care

#### Strategic planning

- Assess current practice, identify strengths and areas for improvement.
- Working in partnership with key stakeholders, e.g. individuals, colleagues, other professionals.
- Ways of working with key stakeholders, e.g. team meetings, presentations, partnership working, effective communication systems.
- Resources required and available to support strategic plan.
- Strategy format, e.g. overall aim or purpose, SMART goals, timelines, responsibilities, recording outcomes, link to policies and procedures, success criteria.

#### Raising awareness of sensory loss

- Consultation with individuals on each action proposed in awareness raising activities.
- Person-centred processes for awareness campaign.
- Records of consultations.
- Action plans.

#### Carry out the agreed actions

- Agree actions with others involved in the activities.
- Respond to questions and issues before and throughout the activities.
- Supervise and support others during the activities.
- Keep accurate records of the awareness raising activity, that can be shared with the individual and others.
- Working in partnership with individuals, colleagues and other professionals, e.g. team meetings, presentations, partnership working.
- Strategy format, e.g. overall aim or purpose, SMART goals, timelines, responsibilities, recording outcomes, link to policies and procedures, success criteria.

#### Supporting other professionals

- Consulting individuals on each action proposed in awareness raising activities.
- Sources of information, e.g. national charities, networking.
- Use person-centred processes for awareness campaign.
- Records of consultations.
- Action plans.

### Learning outcome 4: Be able to review the effectiveness of a sensory loss awareness raising programme in adult care

#### Review outcomes

- Different sources of evidence, e.g. observations, records, policy documents, questionnaires, evaluation forms, discussions, inspection reports, one-to-one interviews.
- Reflect on own practice.

#### Providing feedback

- Different methods, e.g. written reports, presentations, discussion at team meetings.
- Potential key stakeholder readers, e.g. inspectors, employer, individuals, other professionals.

## Information for tutors

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### Suggested resources

#### Books

Eggermont J – *Hearing Loss: Causes, Prevention, and Treatment*, 1st edition (Academic Press, 2017) ISBN 9780128053980

Evans M and Whittaker A – *Sensory Awareness and Social Work*, 1st edition (Sage Publications Ltd, 2010) ISBN 9781844452910

Linden D J – *Touch: The Science of the Hand, Heart, and Mind*, 2nd edition (Penguin Books, 2016) ISBN 9780143128441

#### Websites

<a href="http://www.actiononhearingloss.org.uk">www.actiononhearingloss.org.uk</a>	A charity for people with hearing loss in the UK.
<a href="http://www.careengland.org.uk/sensory-loss-care-homes-diagnosis-awareness-response">www.careengland.org.uk/sensory-loss-care-homes-diagnosis-awareness-response</a>	Representing the interests of independent care services in England.
<a href="http://www.deafblind.org.uk">www.deafblind.org.uk</a>	Charity representing those with combined sight and hearing loss.
<a href="http://www.fifthsense.org.uk">www.fifthsense.org.uk</a>	Fifth Sense – the charity for people affected by smell and taste disorders.
<a href="http://www.nhs.uk/conditions/anosmia">www.nhs.uk/conditions/anosmia</a>	NHS guidance on loss of smell, and related loss of taste.
<a href="http://www.rnib.org.uk">www.rnib.org.uk</a>	Royal National Institute of Blind People.
<a href="http://www.sense.org.uk">www.sense.org.uk</a>	Charity supporting those with other combined sensory impairments.

#### Journals

*Journal of Visual Impairment and Blindness* – the international peer-reviewed journal of record in the field of vision loss.

*The Gerontologist*<sup>®</sup> – provides a multidisciplinary perspective on human aging through the publication of research and analysis in gerontology, including social policy, program development, and service delivery.

## **Assessment**

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### **Unit assessment requirements**

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3 and 4 (competence) must be made based on evidence generated during the learner's normal work activity. 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. Simulation cannot be used as an assessment method for learning outcomes 2, 3 and 4.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.