

# **Unit 24: Awareness of Sensory Loss**

**Unit reference number: F/616/7309**

**Level: 2**

**Unit type: Optional**

**Credit value: 2**

**Guided learning hours: 16**

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## **Unit summary**

Care workers may have to work with individuals who are experiencing sensory loss, including loss of one or more senses, i.e. sight, hearing, touch, smell and taste.

In this unit, you will need to show your understanding of the various factors that may have either a positive or a negative impact on individuals with a sensory loss. You will also need to understand the steps you may take to overcome these factors in order to support the users of services in meeting their goals. You will need to show your understanding of how communication may need to be altered to meet the individual's needs and the positive impact of effective communication.

This unit will help you understand possible signs and indicators of loss of various senses and how you record and report them to relevant professionals and in line with agreed ways of working. There are many organisations working to support individuals with sensory loss, so you will need to know where this additional support is available.

## 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 factors that impact on an individual with sensory loss and steps that can be taken to overcome these</p>	<p>1.1 Describe how different factors impact on individuals with sensory loss</p> <p>1.2 Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss</p> <p>1.3 Describe how societal attitudes and beliefs can have a negative impact on individuals</p> <p>1.4 Identify steps that could be taken to overcome negative impact of societal attitudes and beliefs</p>
<p>2 Understand the importance of effective communication for individuals with sensory loss</p>	<p>2.1 Outline what needs to be considered when communicating with individuals with:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness</li> </ul> <p>2.2 Describe how effective communication may have a positive impact on the lives of individuals with sensory loss</p> <p>2.3 Explain how information can be made accessible to individuals with sensory loss</p>
<p>3 Know the main causes and conditions of sensory loss</p>	<p>3.1 Outline the main causes of sensory loss</p> <p>3.2 Explain the difference between congenital and acquired sensory loss</p> <p>3.3 Research and state current demographic statistics on the likelihood of various sensory loss</p>

Learning outcomes	Assessment criteria
<p>4 Know how to recognise when an individual may be experiencing sensory loss</p>	<p>4.1 Outline the indicators and signs of:</p> <ul style="list-style-type: none"> <li>● sight loss</li> <li>● deafblindness</li> <li>● hearing loss</li> <li>● somatosensory loss</li> <li>● anosmia and ageusia</li> </ul> <p>4.2 Explain where additional advice and support can be sourced in relation to sensory loss</p>
<p>5 Know how to report concerns about sensory loss</p>	<p>5.1 Describe to whom and how concerns about sight and/or hearing loss can be reported</p>

### What needs to be learned

#### **Learning outcome 1: Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these**

##### **Individual**

- Someone requiring care or support. It will usually mean the person or people supported by the learner.

##### **Sensory loss** could include:

- Sight loss.
- Hearing loss.
- Deafblindness.
- Somatosensory loss.
- Loss of smell (anosmia) and loss of taste (ageusia).

##### **Different factors**

- Communication, e.g. lack of access to written/verbal information, external barriers to communication, feelings of isolation, clues to conversation – facial expressions, hand gestures – may be lost.
- Information, e.g. lack of suitable formats, effect on independence and privacy, frustration.
- Familiar layout and routines, e.g. loss of sense of freedom, reduced ability to negotiate environment, loss of safety and security.
- Mobility, e.g. loss of control of environment, increased hazards, increased dependency.
- Increased support and availability of aids, e.g. support system, technological aids and equipment.
- Changed outlook on life.
- Meeting goals.

##### **Steps to overcome negative impact**

- Communication and information:
  - use of various technological aids and equipment, e.g. hearing aids, telecoil, canes/walking sticks, talking clock/hobs
  - alternate forms of communication, e.g. British Sign Language, Deafblind manual alphabet, tactile sign language
  - alternate formats, e.g. Braille, large print, ebooks
  - overcoming barriers to communication, e.g. adequate lighting, physical distance, background noise.
- Layouts, routines and mobility:
  - consistent routines
  - making necessary changes, e.g. improved lighting, labelling items, contrasting colours
  - mobility aids, e.g. canes, guide dogs
  - access to available services, e.g. transport
  - appropriate guidance to individuals, e.g. use of guiding arm, planning a route.

## What needs to be learned

### Attitudes and beliefs

- Attitudes and beliefs, e.g. prejudice, ignorance, patronising, lack of information resulting in discrimination.

### Steps to overcome disabling attitudes and beliefs

- Empowering individuals, e.g. providing relevant support, aids and equipment, motivation, setting goals.
- Changing outlook of others, e.g. providing more information.

## Learning outcome 2: Understand the importance of effective communication for individuals with sensory loss

### Communication considerations

- Sight loss, e.g. use of appropriate body contact, magnifiers, appropriate writing aids – Braille/large print/audio tapes.
- Hearing loss, e.g. appropriate environment, appropriate use of nonverbal communication methods, communication support methods – British Sign Language/interpreters.
- Deafblindness, e.g. appropriate communication methods – Deafblind manual alphabet.

### Positive effects of effective communication on lives of individuals with sensory loss

- Meeting individual's goals and needs.
- Increased independence.
- Improved self-esteem.
- Decreased potential abuse.
- Increased participation in community.

### How to make information more accessible for individuals with sensory loss

- Person-centred approach.
- Specialist aids and equipment.
- Training for individuals and others.

## Learning outcome 3: Know the main causes and conditions of sensory loss

### Causes of sensory loss

- Infections during pregnancy.
- Premature birth.
- Illnesses and accidents.
- Old age.
- Rare syndromes, e.g. CHARGE.

### Congenital or acquired sensory loss

- Stage of life when sensory loss occurs.

### Current statistics

- For each sensory loss.
- Condition specific, e.g. age bands, demographics.

## What needs to be learned

### Learning outcome 4: Know how to recognise when an individual may be experiencing sensory loss

#### Indicators and signs of various sensory loss

- Sight loss, e.g. problems seeing in low or bright light, finding it hard to read facial expressions, bumping or tripping over things, relying on touch to find and identify things, lack of eye contact.
- Hearing loss, e.g. not hearing noises around them, asking others to speak loudly, turning up volume of TV/radio, other indicators of hearing loss.
- Deafblindness, e.g. any combination of sight loss or hearing loss.
- Somatosensory loss, e.g. insensitivity to hot, cold, touch and pain.
- Ageusia, e.g. loss of taste, inability to detect sweetness, sourness, bitterness etc.
- Anosmia, e.g. loss of smell.

#### Additional advice and support

- Specialist referrals, e.g. low-vision clinic, ophthalmologist, deaf services.
- Support groups, e.g. local and national support groups.
- Voluntary groups, e.g. Blind Veterans UK, Scope.
- Charities, e.g. Action on Hearing Loss, Guide Dogs, Fifth Sense.
- Online sources, e.g. various websites, training courses.

### Learning outcome 5: Know how to report concerns about sensory loss

#### Reporting concerns

- How and to whom:
  - verbal and written reporting
  - accurate completion of records
  - confidentiality of records, e.g. storage and sharing
  - in line with agreed ways of working.

#### Agreed ways of working

- Policies and procedures where they exist.

## Information for tutors

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### Suggested resources

#### Book

Eggermont, J – *Hearing Loss: Causes, Prevention, and Treatment, 1st edition* (Academic Press, 2017) ISBN9780128093498

#### Websites

<a href="http://www.actiononhearingloss.org.uk">www.actiononhearingloss.org.uk</a>	Action on Hearing Loss – hearing health.
<a href="http://www.deafblindinformation.org.au">www.deafblindinformation.org.au</a>	Deafblind Information – orientation and mobility.
<a href="http://www.fifthsense.org.uk">www.fifthsense.org.uk</a>	Fifth Sense –smell and taste disorders.
<a href="http://www.nhs.uk">www.nhs.uk</a>	NHS website – care and support.
<a href="http://www.rnib.org.uk">www.rnib.org.uk</a>	Royal National Institute of Blind People – offers practical help.
<a href="http://www.sense.org.uk">www.sense.org.uk</a>	Sense website – information for social care workers, and the deafblind manual alphabet.

## **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 of all learning outcomes (knowledge) may take place in or outside of a real work environment.