

Unit Title	Support the assessment of individuals with sensory loss
Ofqual unit reference number (code)	R/601/3543
Organisation Reference	QU032555
Unit Level	Level 3
Unit Sub Level	None
GLH	22
Unit Credit Value	3
Sector Subject Areas	1.3 Health and Social Care 1.5 Child Development and Well Being
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles Learning Outcomes 3 and 4 must be assessed in real work environment

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the range and purpose of assessment available to individuals with sensory loss	1.1 Identify the different types of assessment available to individuals with sensory loss. 1.2 Outline the purpose of the different types of assessment available to individuals with sensory loss. 1.3 Discuss the importance of holistic assessment for individuals with sensory loss. 1.4 Explain the term 'eligibility criteria' in relation to the assessment of individuals with sensory loss.
	2.1 Describe the scope of own role and responsibilities in supporting the

<p>2 Understand own role and role of others in relation to the assessment of individuals with sensory loss</p>	<p>assessment of individuals with sensory loss.</p> <p>2.2 Identify the range and roles of others involved in the assessment of individuals with sensory loss.</p> <p>2.3 Explain the responsibility of self and others in involving individuals with sensory loss with their assessment.</p>
<p>3 Be able to support the assessment of individuals with sensory loss</p>	<p>3.1 Support the active participation of the individual in shaping the assessment process.</p> <p>3.2 Explain the importance of using both formal and informal methods to gather information for assessments.</p> <p>3.3 Agree areas of assessment that will require own input with others.</p> <p>3.4 Contribute to the assessment within boundaries of own role.</p> <p>3.5 Observe and record agreed areas for assessment in line with work setting procedures or agreed ways of working.</p> <p>3.6 Provide records to others to support an assessment of an individual with sensory loss adhering to confidentiality agreements and data protection.</p>
<p>4 Be able to recognise the impact of assessment on the service delivery and an individual's wellbeing and quality of life</p>	<p>4.1 Discuss with an individual how the outcomes of an assessment have impacted on their wellbeing and quality of life.</p> <p>4.2 Evaluate how an assessment has had an impact on own practice and service delivery.</p> <p>4.3 Reflect how own practice has been adapted following assessment of an individual with sensory loss.</p>

<p>Equivalences</p>	<p>N/A</p>
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