Unit 4222-260 Support effective communication with individuals with a sensory loss (SS OP 2.2)

Level: **2**
Credit value: **3**
UAN: **K/601/3449**

Unit aim
The purpose of this unit is to provide the learner with the knowledge and skills required to support effective communication with individuals with sensory loss.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Know different methods that can support communication with individuals with sensory loss
2. Be able to use different methods of communication with individuals with sensory loss
3. Understand how the environment impacts on communication with individuals with sensory loss
4. Be able to utilise the environment for effective communication with individuals with sensory loss

Guided learning hours
It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Sensory Services 4, 5, 6, 7, 8, 9, 11.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles

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Assessment Criteria

Outcome 1 Know different methods that can support communication with individuals with sensory loss

The learner can:

1. identify specific methods of communication that may be used with individuals with sensory loss that utilise hearing, vision and touch
2. describe how specific different methods enable communication with individuals with sensory loss
3. explain where additional information and support can be accessed in relation to communication with individuals with sensory loss.

Outcome 2 Be able to use different methods of communication with individuals with sensory loss

The learner can:

1. explain how the use of specific methods of communication used by individuals has been agreed
2. use agreed specific methods of communication with individuals
3. make adjustments to communication with individuals where there is difficulty in understanding
4. provide feedback to others on the effectiveness of methods of communication.

Outcome 3 Understand how the environment impacts on communication with individuals with sensory loss

The learner can:

1. identify environmental factors that can promote communication with individuals with sensory loss
2. identify environmental factors that can hinder communication with individuals with sensory loss.

Outcome 4 Be able to utilise the environment for effective communication with individuals with sensory loss

The learner can:

1. set up the environment to promote effective communication with individuals with sensory loss
2. reflect on how well the environment has facilitated effective communication with individuals with sensory loss
3. suggest ways that the environment can be adapted to promote communication with sensory loss.

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Additional guidance

- Sensory Loss could include:
  - Sight loss
  - Hearing loss
  - Deafblindness
- Others could include:
  - Other professionals
  - Carers / family members
  - Advocates
  - Colleagues