

# Introduction to sensory loss

## Assessment marking guide

R/506/0254

**4230-119**



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# Introduction to sensory loss

## Assessor guidance

### Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

### Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

[http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording\\_Forms\\_for\\_centres\\_and\\_candidates.ashx](http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx)

### What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

Task A:	Folder
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**Show the causes of sensory loss, including sight loss, hearing loss and deaf blindness.**

Causes of **hearing loss** include:

- meningitis
- mother has rubella when pregnant
- severe and repeated ear infections
- genetic factors
- syndromes.

Any other acceptable answer.

Causes of **sight loss** include:

- macular degeneration
- cataract
- glaucoma
- injury
- Diabetic Retinopathy.

Any other acceptable answer.

Causes of **deaf blindness** include:

- Usher Syndrome
- trauma at birth
- genetic factor
- accidents.

Any other acceptable answer.

NB: Candidates are not required to provide complex medical causes. It is important that candidates recognise that individuals may be affected in different ways – individuals may acquire the condition or be born with it.

**Show what issues should be considered when communicating with individuals with sight loss, hearing loss and deaf blindness.**

Examples include:

- their preferred method of communication
- if an interpreter is needed to communicate effectively
- facial expressions or tone of voice will convey a great deal of the meaning
- ensure you are in a position where you can communicate.
  - for people with limited vision, ensure you can be seen. Do not stand in front of a window for example, or make sure you are in their field of vision. Let them know if you enter a room or leave it
  - ensure an individual with hearing loss knows you are there. Touch them lightly, or switch lights on and off if attracting the attention of a group.

Any other acceptable answer.

NB: Candidates may provide examples such as those above to highlight specific issues relating to specific forms of sensory loss or may choose to provide a generic list that applies to any/ all forms of sensory loss.

**Show the benefits of effective communication on the lives of individuals with sensory loss.**

The benefits of effective communication include:

- enabling the individual to understand
- enabling the individual to gain sufficient information to make choices and decisions
- enabling the individual to join in with everyday activities.

Any other acceptable answer.

**Show how information can be made accessible to individuals with sensory loss.**

Ways in which information may be made accessible to individuals with a sensory loss include:

- use of assistive technology
- large print or font
- use of specialised equipment (identified)
- use of signs or finger spelling.

Any other acceptable answer.

<b>Task B: Case study</b>
<p><b>How do you think Ashok might feel?</b></p> <p>Candidates must identify how Ashok might feel about being described as “that blind man” and questioning his ability to work in an office. This might include being:</p> <ul style="list-style-type: none"><li>• angry</li><li>• resigned</li><li>• frustrated</li><li>• irritated.</li></ul> <p>Any other acceptable answer.</p>
<p><b>How does the attitude of the new member of staff demonstrate/show a lack of respect for Ashok, as an individual?</b></p> <p>Candidates must give reasons why this is disrespectful behaviour. Examples include:</p> <ul style="list-style-type: none"><li>• assuming an individual with a visual impairment can’t work in an office</li><li>• referring to Ashok as “that blind man”</li><li>• speaking to another member of staff about Ashok within his hearing.</li></ul> <p>Any other acceptable answer.</p>
<p><b>What could the new member of staff do to be more person-centred?</b></p> <p>Candidates must give ways in which the member of staff could be more person-centred. Examples include:</p> <ul style="list-style-type: none"><li>• talking directly to Ashok</li><li>• using Ashok’s name</li><li>• not making assumptions about what Ashok can and cannot do based on his impairment</li></ul> <p>Any other acceptable answer.</p> <p>The aim is to help candidates appreciate that Ashok is an individual and should be treated as such. Any specific needs he has must be recognised and reasonable adjustments made. The attitude of others discriminates against him, seeing him as disabled first.</p>

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