

UNIT TITLE: Understanding Visual Impairment

LEVEL: Two
CREDIT VALUE: 3
GLH: 24
NOCN UNIT CODE: PT2/2/QQ/022
ACCREDITED UNIT NO: T/500/5425

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the anatomy and physiology of the eye. (HSC21; KSF HWB8)	1.1. Outline the structures and mechanism of the sight process. 1.2. Outline ways of assessing a person's vision.
2. Know the main causes of visual impairment and blindness.	2.1. Identify the main causes of sight loss and blindness. 2.2. Discuss the implications of: a) near and distance visual acuity measurements b) loss of visual field c) defective colour vision.
3. Understand the relationship between visual impairment and the environment. (HSC235; KSF HWB9, HWB10)	3.1. Using examples, discuss how the environment can disable a person with a visual impairment. 3.2. Outline a range of resources and equipment designed to support people with a visual impairment. 3.3. Using examples, explain how the environment can be changed and adapted to meet the needs of a person with a visual impairment.
4. Recognise the different mobility strategies used by people with visual impairment. (HSC215; KSF HWB7, HWB9)	4.1. Identify and describe mobility techniques used by visually impaired people. 4.2. Outline the different techniques of a sighted guide.

Mapped to Health and Social Care NOS, Skills for Care & Development, 2005.
 Mapped to NHS Knowledge and Skills Framework 2005.

Please note: Achievement of this unit does not provide evidence against the Care Standards Act requirements.

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
5. Understand different methods of communication used by and with people who have a visual impairment. (HSC21; HSC23; KSF HWB9, HWB10)	5.1. Demonstrate a knowledge of: a) grade 1 Braille b) deaf-blind alphabet. 5.2. List and describe the technology most commonly used to assist the visually impaired. 5.3. Provide an example of how technology can support people with a visual impairment.
6. Recognise the roles and functions of a range of agencies and individuals providing services for people with a visual impairment. (HSC23; KSF HWB9, HWB10)	6.1. Identify the different agencies working in the field of visual impairment. 6.2. Explain their role, the services they offer and how they relate to each other to support an individual with a visual impairment.

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ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.
O = Optional – this assessment method *could* be used to assess the unit.

Case study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer		Performance/exhibition	
Written description	P	Production of artefact	O
Reflective log / diary	O	Practice file	

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	✓