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| Unit Title: | Understand the impact of Acquired Brain Injury on individuals |
| Unit sector reference: | PD OP 2.3 |
| Level: | 2 |
| Credit value: | 3 |
| Guided learning hours: | 25 |
| Unit accreditation number: | J/601/5824 |

Unit purpose and aim

The aim of the unit is to gain knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.

| Learning Outcomes The learner will: | Assessment Criteria The learner can: | Exemplification |
|---|--|---|
| 1 Understand Acquired Brain Injury | 1.1 Describe what Acquired Brain Injury is 1.2 Identify possible causes of Acquired Brain Injury | Acquired Brain Injury <ul style="list-style-type: none"> • Traumatic brain injury • Mild/moderate brain injury • Severe brain injury |
| 2 Understand the impact of an Acquired Brain Injury on the individual | 2.1 List initial effects of Acquired Brain Injury on the individual 2.2 Identify the long term effects of Acquired Brain Injury to include <ul style="list-style-type: none"> • physical • functional • cognitive • behavioural | The individual is the person requiring support. An advocate may need to act on behalf of an individual. Functional – relates to the individual's ability to carry out day to day tasks, ie dressing, washing, cooking. It does not solely mean the physical ability but also can mean concentration, motivation for doing tasks. |
| 3 Understand the specialist communication needs of an individual with Acquired Brain Injury | 3.1 Explain what is meant by the term 'dysphasia' 3.2 Explain what is meant by the term 'dysarthria' 3.3 Describe the communication challenges presented to the individual and self by: <ul style="list-style-type: none"> • dysphasia • dysarthria 3.4 Identify skills required to support an individual with specialist communication needs | Communication challenges can include <ul style="list-style-type: none"> • Word-finding • Indistinct speech |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: | Exemplification |
|--|---|--|
| 4 Understand the impact that personality changes can have on an individual and those providing support | 4.1 Outline changes in personality that an individual may experience as a result of Acquired Brain Injury 4.2 Describe how lack of self awareness may affect the individual 4.3 Explain the impact of these changes on those providing support | Personality changes eg <ul style="list-style-type: none"> • Irritability • Disinhibited behaviour • Frustration • Loss of social skills • Lack of self awareness • Lack of insight Those providing support may include <ul style="list-style-type: none"> • Family • Friends • Care Workers • Practitioners • Other Professionals Self Awareness – ability to understand the impact of behaviour on others |
| 5 Understand the impact of challenging behaviour | 5.1 Describe behaviours which may be considered challenging 5.2 State what to do to avoid confrontation with someone who is emotionally agitated 5.3 Describe how challenging behaviour impacts on own feelings and attitudes 5.4 Identify what support is available to respond to challenging behaviour 5.5 Describe how to report challenging behaviour | Challenging behaviour <ul style="list-style-type: none"> • Physical violence • Threatening language • Sexual inhibitions • Non compliance |

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates.

Centres should consider the candidates' complete learning experience when designing learning programmes.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

| Functional Skills Standards | | | | | |
|-----------------------------|---|--------------|--|--|---|
| English | | Mathematics | | ICT | |
| Speaking and Listening | | Representing | | Use ICT systems | ✓ |
| Reading | ✓ | Analysing | | Find and select information | ✓ |
| Writing | ✓ | Interpreting | | Develop, present and communicate information | ✓ |

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.