

Unit Title:	Support families of an individual with Acquired Brain Injury
Unit sector reference:	PD OP 2.4
Level:	2
Credit value:	3
Guided learning hours:	24
Unit accreditation number:	T/601/5804

Unit purpose and aim

This unit is aimed at those whose role involves supporting families of people with an acquired brain injury. It covers the impact on the family/carers and it addresses the importance of supporting the family and working in partnership with them in addressing their needs.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the importance of working in a family centred way	1.1 Identify the family's needs and wishes 1.2 Explain the importance of the family's needs being fully taken into consideration	Family centred way is where the family are put at the centre of the work. Advice and information are sought from them. The learner works in partnership with them and does not intrude in the family's contribution with the individual.
2 Understand the long term effects of acquired brain injury on the family	2.1 Describe changes that may occur for family and friends as a result of caring for an individual with acquired brain injury 2.2 Identify the long term consequences on a family caring for an individual who is <ul style="list-style-type: none"> • minimally responsive • severe • mild to moderate as a result of acquired brain injury 2.3 Describe the potential impact on families from: <ul style="list-style-type: none"> • Personality changes in the individual • Lack of self awareness 	The individual is the person requiring support. An advocate may need to act on behalf of an individual. Personality changes <ul style="list-style-type: none"> • Irritability • Disinhibited behaviour • Frustration • Loss of social skills • Lack of self awareness Self awareness - ability to understand the impact of behaviour on others

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	<ul style="list-style-type: none"> • The individual's increased dependence 	
3 Be able to apply legislation that is relevant to carers of individuals with acquired brain injury	3.1 Identify the legislation and policy specific to carers 3.2 Apply to own practice the key principles in legislation regarding carers	
4 Be able to support families and friends who hold the primary caring role	4.1 Communicate with the family to identify what support they may need 4.2 Demonstrate listening and communication skills when supporting primary carer(s) 4.3 Contribute to the assessment of the primary carer's needs 4.4 Identify any additional support needs with the primary carer(s) 4.5 Record and report additional needs of primary carers	Primary carer(s) <ul style="list-style-type: none"> • Spouse/Partner • Parents • Siblings • Children • Grandparents • Friends or identified next of kin outside of immediate family but who are primary carers
5 Know the support available from other professionals and agencies	5.1 Identify professionals and agencies who will provide support to families of an individual with brain injury 5.2 Explain when referrals would be made to other professionals or agencies	Other professionals or Agencies may include <ul style="list-style-type: none"> • Carers organisations • Social Workers • GPs • Supervisor • Advocate • Carers/family members • Colleagues

Assessment

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

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. 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. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any

knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 3 and 4 must be assessed in a real work environment.

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 provides a key progression route between education and employment (or further study/training leading to employment). 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.