



## QCF Unit and Assessment Specification

<b>Unit title</b>	Understand the Impact of Acquired Brain Injury on Individuals
<b>Ofqual Unit code</b>	J/601/5824
<b>SQA Unit code</b>	FL6T 60
<b>SSC Ref</b>	PD OP 2.3

## History of changes

**Publication date:** April 2011

**Version:** 01

<b>Version number</b>	<b>Date</b>	<b>Description</b>	<b>Authorised by</b>

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## QCF Unit specification

<b>Title</b>	Understand the Impact of Acquired Brain Injury on Individuals	
<b>Level</b>	2	
<b>Credit value</b>	3	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1 Understand Acquired Brain Injury.	1.1 Describe what Acquired Brain Injury is.	1.2 Identify possible causes of Acquired 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"> <li>◆ physical</li> <li>◆ functional</li> <li>◆ cognitive</li> <li>◆ behavioural</li> </ul>
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"> <li>◆ dysphasia</li> <li>◆ dysarthria</li> </ul>	3.4 Identify skills required to support an individual with specialist communication needs.

<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
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.
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.

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
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.
<b>Unit expiry date</b>
28 February 2015
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
N/A
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
N/A
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
<p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Acquired Brain Injury</p> <ul style="list-style-type: none"> <li>◆ traumatic brain injury</li> <li>◆ mild/moderate brain injury</li> <li>◆ severe brain injury</li> </ul> <p>The individual is the person requiring support. An advocate may need to act on behalf of an individual.</p> <p>Functional - relates to the individual's ability to carry out day to day tasks, i.e. dressing, washing, cooking. IT does not solely mean the physical ability but also can mean concentration, motivation for doing tasks.</p> <p>Communication challenges can include</p> <ul style="list-style-type: none"> <li>◆ word-finding</li> <li>◆ indistinct speech</li> </ul> <p>Personality changes e.g.</p> <ul style="list-style-type: none"> <li>◆ irritability</li> <li>◆ disinhibited behaviour</li> <li>◆ frustration</li> <li>◆ loss of social skills</li> <li>◆ lack of self awareness</li> <li>◆ lack of insight</li> </ul>

<p>Those providing support may include</p> <ul style="list-style-type: none"> <li>◆ family</li> <li>◆ friends</li> <li>◆ care workers</li> <li>◆ practitioners</li> <li>◆ other professionals</li> </ul> <p>Self Awareness – ability to understand the impact of behaviour on others.</p> <p>Challenging behaviour</p> <ul style="list-style-type: none"> <li>◆ physical violence</li> <li>◆ threatening language</li> <li>◆ sexual inhibitions</li> <li>◆ non compliance</li> <li>◆</li> </ul>
<b>Endorsement of the Unit by a sector or other appropriate body (if required)</b>
Skills for Care and Development
<b>Location of the Unit within the subject/sector classification system</b>
1.3 Health & Social Care
<b>Name of the organisation submitting the Unit</b>
City & Guilds
<b>Availability for use</b>
Shared
<b>Availability for delivery</b>
01 April 2010
<b>Guided Learning Hours</b>
25

## QCF Assessment specification

<b>Assessment (evidence) Requirements</b>
This information is provided in the accredited Unit specification and should be incorporated in the assessment and/or assessment guidance related to this Unit'.
<b>Guidance on Instruments of Assessment</b>
More information on selecting instruments of assessment can be found in <i>Assessment: A Guide for Centres Offering Ofqual Accredited Qualifications</i> (Publication code: FA5465).