

Unit Title:	Understand the impact of Acquired Brain Injury on individuals
Sector unit number	PD OP 3.3
Level:	3
Credit value:	3
Guided learning hours:	28
Unit Reference Number:	Y/601/6167

Unit purpose and aim

The aim of the unit is to acquire 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	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand Acquired Brain Injury</p>	<p>The Learner can:</p> <p>1.1 Define Acquired Brain Injury</p> <p>1.2 Describe possible causes of Acquired Brain Injury</p> <p>1.3 Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury</p> <p>1.4 Describe brain injuries that are</p> <ul style="list-style-type: none"> • mild • moderate • severe 	
<p>2 Understand the impact on individuals of Acquired Brain Injury</p>	<p>2.1 Discuss initial effects of Acquired Brain Injury on the individual</p> <p>2.2 Explain the long term effects of Acquired Brain Injury to include</p> <ul style="list-style-type: none"> • physical • functional • cognitive • behavioural effects 	<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>
Learning Outcomes	Assessment Criteria	Exemplification

	2.3 Explain the concepts of loss in relation to Acquired Brain Injury for individuals and carers	Concepts of loss – consider stages of grief as outlined by Elizabeth Kubler Ross and Warden
3 Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1 Define dysphasia and dysarthria 3.2 Explain the effects of dysphasia and dysarthria on communication 3.3 Compare the different techniques required to support an individual with dysphasia and dysarthria 3.4 Evaluate different intervention strategies and assistive tools that support communication	
4 Understand the impact that personality changes can have on an individual and those providing support	4.1 Explain the impact of personality changes on the individual 4.2 Explain the impact of personality changes on those caring for the individual 4.3 Explain how lack of self awareness /insight may affect the individual 4.4 Explain the skills needed to support the individual and family/ carers to come to terms with personality changes	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 Carers <ul style="list-style-type: none"> • Spouse/partner • Child • Parent • Sibling • Friend
5 Understand the impact of challenging behaviour	5.1 Explain behaviours which are considered challenging 5.2 Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour 5.3 Explain measures that should be taken to manage the risk from challenging behaviour 5.4 Explain the process for reporting and referring challenging behaviour	Challenging behaviour <ul style="list-style-type: none"> • Physical attack • Threatening language • Sexual disinhibition Measures – actions required to manage risk e.g. <ul style="list-style-type: none"> • Policies • Supervision • Support from colleagues • Make a risk assessment • Risk management plan

Assessment

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

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.

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.

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

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.

Details of relationship between the unit and national occupational standards

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.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

Additional information

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

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.