

<b>Unit Title:</b>	<b>Understand the impact of Acquired Brain Injury on individuals</b>
Sector unit reference:	PD OP 3.3
Level:	3
Credit value:	3
Guided learning hours:	28
Unit accreditation 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.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand Acquired Brain Injury	1.1 Define Acquired Brain Injury 1.2 Describe possible causes of Acquired Brain Injury 1.3 Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury 1.4 Describe brain injuries that are <ul style="list-style-type: none"> <li>• mild</li> <li>• moderate</li> <li>• severe</li> </ul>	
2 Understand the impact on <b>individuals</b> of Acquired Brain Injury	2.1 Discuss initial effects of Acquired Brain Injury on the individual 2.2 Explain 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 effects</li> </ul> 2.3 Explain the <b>concepts of loss</b> in relation to Acquired Brain Injury for individuals and carers	<p><b>The individual</b> is the person requiring support. An advocate may need to act on behalf of an individual.</p> <p><b>Functional</b> - 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.</p> <p><b>Concepts of loss</b> – consider stages of grief as outlined by</p>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		Elizabeth Kublar 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 <b>personality changes</b> 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 <b>self awareness</b> /insight may affect the individual 4.4 Explain the skills needed to support the individual and family/ <b>carers</b> to come to terms with personality changes	<b>Personality changes</b> <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> </ul> <b>Self Awareness</b> – ability to understand the impact of behaviour on others  <b>Carers</b> <ul style="list-style-type: none"> <li>• spouse/partner</li> <li>• child</li> <li>• parent</li> <li>• sibling</li> <li>• friend</li> </ul>
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 <b>measures</b> that should be taken to manage the risk from challenging behaviour 5.4 Explain the process for reporting and referring challenging behaviour	<b>Challenging behaviour</b> <ul style="list-style-type: none"> <li>• Physical attack</li> <li>• Threatening language</li> <li>• Sexual disinhibition</li> </ul> <b>Measures</b> – actions required to manage risk eg <ul style="list-style-type: none"> <li>• policies</li> <li>• supervision</li> <li>• support from colleagues</li> <li>• make a risk assessment</li> <li>• risk management plan</li> </ul>

## Assessment

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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

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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

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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](http://www.ukstandards.co.uk)**

## Functional skills signposting

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

**Link to functional skills standards <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

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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.