

Unit Title:	Support families who are affected by Acquired Brain Injury
Sector unit number	PD OP 3.4
Level:	3
Credit value:	3
Guided learning hours:	30
Unit Reference Number:	M/601/5817

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 including putting them at the centre of the intervention, recognising the emotional impact of acquired brain injury on a variety of relationships. It also addresses the ability to access support from other professionals and agencies where appropriate.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state</p>	<p>The Learner can:</p> <p>1.1 Explain the impact on family of caring for an individual in a minimally responsive or vegetative state</p> <p>1.2 Describe how theories of loss and grief provide a framework for practice</p> <p>1.3 Describe the long term adjustments families and friends may need to make</p>	<p>The individual is the person with acquired brain injury.</p> <p>Theories of loss and grief</p> <ul style="list-style-type: none"> • Elizabeth Kublar Ross • Warden
<p>2 Understand the long term effects of acquired brain injury on family</p>	<p>2.1 Explain the emotional impact of acquired brain injury on families</p> <p>2.2 Compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury</p> <p>2.3 Describe the socio-economic impact on the family of the long term effects of acquired brain injury</p>	
Learning Outcomes	Assessment Criteria	Exemplification

	<p>2.4 Explain the impact on families of personality changes in the individual</p> <p>2.5 Describe changes that may occur in relationships as a result of acquired brain injury</p>	<p>Personality changes e.g.</p> <ul style="list-style-type: none"> • Irritability • Disinhibited behaviour • Frustration • Loss of social skills • Lack of self awareness <p>Relationships</p> <ul style="list-style-type: none"> • Spouse/partner • Child • Parent • Sibling • Friend 	
3	<p>Understand legislation that is relevant to carers of an individual effected by acquired brain injury</p>	<p>3.1 Identify legislation and policy specific to carers</p> <p>3.2 Explain the key principles within legislation and policy which are applicable to carers of an individual</p> <p>3.3 Outline the obligations on social care organisations as a result of legislation</p>	
4	<p>Be able to assess the support required by families who hold the primary caring role</p>	<p>4.1 Assess with primary carers the support they require</p> <p>4.2 Agree with the primary carer a plan of support</p> <p>4.3 Identify support which can best be provided by others</p> <p>4.4 Report where there are unmet needs</p>	<p>Primary carers</p> <ul style="list-style-type: none"> • Spouse/partner • Child • Parent • Sibling • Friend
5	<p>Be able to work in partnership with other professionals and agencies</p>	<p>5.1 Explain the role of other professionals and agencies working with individuals with acquired brain injury</p> <p>5.2 Work in partnership with other professionals and agencies to support families</p> <p>5.3 Evaluate outcomes for families of partnership working</p>	<p>Other professionals and Agencies may include</p> <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.

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.