Level 2 Certificate in Adverse Childhood Experiences

**Assessment 1**

**Learner Contact Details:**

**Name:**

**Contact Address:**

**Postcode: Contact Number:**

**Email:**

**Learner Declaration:**

I can confirm that the answers in assessment were completed by me, represent my own ideas and are my own work.

Learner signature: Date:

**If you need any help in completing these assessments, refer to the relevant section within Workbook 1 or contact your Assessor/Tutor.**

**Distance Learning - Introduction**

Before you start on your assessment please take a few minutes to introduce yourself to your assessor.

**Please tell them about your reasons for undertaking the course.**

**Please tell them about your personal goals once you have completed the qualification.**

**Please tell us where you work and your work role if applicable. If you aren’t working at the moment, please tell us about any previous work/volunteer roles you have had.**

**Please tell your assessor anything else they may need to know about you e.g. factors that may impact on your learning and /or hinder you from achieving the qualification.   
  
  
  
  
  
  
  
  
  
  
Thank you.**

**Assessment Guidance**

You must fully complete each of the questions within this assessment in order to achieve this unit. Once you have completed this assessment, your assessor/Tutor will review your responses and provide you with detailed written feedback. The purpose of the feedback is to:

* Provide guidance and support to enable you to meet each of the assessment criteria
* Provide comment on the validity, accuracy, reliability and sufficiency of your answers.
* Record any discussions that have taken place between you and your Assess/Tutor

Once your Assessor/Tutor has reviewed your responses, they may give your assessment back to you and ask you to amend some of your answers if they do not meet the criteria. If this happens, your Assessor/Tutor will explain what you need to do. Once you have amended your answers, you will need to resubmit your Assessment to your Assess/Tutor.

Once your Assessor/Tutor has confirmed that your assessment meets the required standard, they will submit your work for quality assurance. This will show that the work has been completed to the Assessor’s/Tutors satisfaction.

A sample of your work may also be reviewed by an Internal Quality Assurer. Their role is not to assess your work, as this is the responsibility of your Assessor/Tutor. The reason for this sampling is to monitor the consistency and quality of the marking and feedback that you receive from your Assessor/Tutor.

**Essentials for completing your assessments**

√ Write answers in your own words

√ Complete all questions in the workbook

√ Always write in black ink, and write your answers clearly

√ Write your answers in the spaces provided, if you require additional space, use a separate piece of paper, making sure your name is clearly visible.

√ If you need any additional support, please contact your Assessor/Tutor.

X Please do **NOT** write your answers in pencil.

X Please do **NOT** use correction fluid within your workbook, e.g. Tippex.

**Please note: if you are submitting your assessment by post, it is recommended that you make a copy prior to sending.**

**Key Terms**

In order to meet the assessment criteria, it is important that you answer all the questions completely. Take care to read the assessment question properly. Some will ask you to ‘identify’, whilst some will ask you to ‘describe’ or ‘explain’. The following information will help you to achieve the requirement of each of the assessment criteria.

**Describe**: in order to describe something, you must give a detailed account of it.

**Explain**: You need to ensure that your answer is clear, revealing relevant facts.

**Give examples:** You need to list some examples to give detailed information to illustrate your point.

**Identify**: Your answer should establish who or what something is.

**Internal/external quality assurance**

At the end of the course, once your Assessor/Tutor has indicated that all learning outcomes have been achieved, your work may be submitted for internal quality assurance. The Internal Quality Assurer will confirm that your Assessor/Tutor is consistently and fairly marking work to the required standard. An External Quality Assurer, employed by the Awarding Organisation, will also check your work to ensure that is has been assessed in line with their agreed standards.

**Certification process**

When you have successfully achieved all of the assessments for the qualification, your certificate will be requested from your Awarding Organisation and sent to you in recognition of your achievement.

**Section 1: Introduction to Techology Enabled Care**

**When working through the assessment, please complete the questions in your own words. You may wish to base your answers on any of the following:**

* **Your current employer**
* **A previous employer**
* **An organisation that is familiar to you**
* **Information from the workbook**

**Q1. Explain what is meant by the term technology enabled care (TEC). (AC1.1)**

**Q2. Identify how TEC has evolved over time. (AC 1.2)**

**Q3a. Explain how TEC can benefit the individual. (AC 1.3)**

**Q3b. Explain how TEC can benefit the carer, e.g. family member, partner, friend or neighbour. (AC 1.3)**

**Q3c. Explain how TEC can benefit the organisation (AC 1.3)**

**Q4. For each of the three scenarios, give examples of how TEC can benefit people with a range of additional support needs and circumstances. (AC 1.4)**

1. **Jamie is 40 years old and has been diagnosed with early onset dementia. He and his wife have two children aged 4 and 6 years old. How can TEC benefit Jamie and his family?**
2. **Winnie is 89-years-old and has very restricted mobility, but she still has excellent mental acuity. Winnie has always had an active social life, including being a member of the Woman’s Institute and being an avid chess player. How can TEC benefit Winnie?**
3. **Pascale is 18 years old and lives with a degenerative muscle condition. He wants to be as independent as possible and live as normal a life as he can. How can TEC benefit Pascale?**

**Q5a. Identify a range of settings that might benefit from the use of TEC. (AC 1.5)**

**Q5b. Identify how to access a range of TEC available regionally. (AC 1.6)**

**Q5c. Identify how to access a range of TEC available nationally. (AC 1.6)**

**Q5d. Identify how to access a range of TEC available in other circumstances, e.g. other consumer devices/products available on the market. (AC 1.6)**

**Q6. Give three examples of how consumer devices and products can be used to provide TEC. (AC 1.7)**

**Q7. Describe four main benefits of TEC within the health and social care systems. (AC 2.1)**







**Q8a. Explain how TEC can be used to promote independence. (AC 2.2)**

**Q8b. Explain how TEC can be used to promote wellbeing. (AC 2.2)**

**Q8c. Explain how TEC can be used to promote self-care. (AC 2.2)**

**Q9. Explain how the use of data collection and analysis from TEC can aid in future care planning. (AC 2.3)**

**Q10. Give three examples of potential future developments in TEC. (AC 2.4)**

**Section 2: Understand a person-centred approach to technology enabled care**

**Q11. Explain what is meant by person-centred care. (AC 1.1)**

**Q12. Identify how TEC can support early intervention to meet current or delay future care needs. (AC 1.2)**

**Q13. Explain how TEC can support the principles of effective person-centred care, health and wellbeing. (AC 1.3)**

**Q14. Identify three potential barriers to using TEC in relation to person-centred care. (AC 1.4)**

**Q15. Describe the limitations of using TEC in relation to person-centred care. (AC 1.5)**

**Q16. Describe three key factors that may impact on effective communication in relation to TEC. (AC 2.1)**

**Q17a. Explain how TEC can be used as a communication tool for the individual. (AC 2.2)**

**Q17b. Explain how TEC can be used as a communication tool for the carer. (AC 2.2)**

**Q17c. Explain how TEC can be used as a communication tool for the service provider. (AC 2.2)**

**Q17d. Explain how TEC can be used as a communication tool for the community, e.g. how can it be used by the individual to communicate with those around them and vice versa? (AC 2.2)**

**Q18. Describe the issues of social isolation and include the number of individuals affected by it. (AC 3.1)**

**Q19. Give three examples of the positive impact TEC can have on reducing isolation. (AC 3.2)**

**1.**

**2.**

**3.**

**Q20. Explain the importance of assessing an individual’s circumstances before implementing a care plan. (AC 4.1)**

**Q21. Identify when TEC can be used as an assessment tool. (AC 4.2)**

**Q22. Identify how TEC can be used as a solution to meet an individual’s assessment needs. (AC 4.3)**

Well done!

You have completed your Assessment 1. Please check you

have answered all the questions and signed the learner

declaration on the front page before submitting to your

assessor/tutor.