

Level 2 Cambridge Technical Certificate in Health and Social Care (post 16)

In the autumn term students will be introduced to a basic knowledge of health and safety including what to do in emergency situations in care settings. Practitioners need to know about equality and diversity and a person-centred approach. Students will learn about individual's rights and ways those rights can be supported by care workers and by social policy. Effective communication is very important when working with individuals in need of care and support, this unit provides your students with knowledge of practical ways of communicating in care settings. The unit also provides them with a basic introduction to the structure of the human body and some of the common conditions and diseases that affect individuals who require care. Students will then take a computerised multiple-choice examination in January.

Students will also study Unit 2 Health and Safety in Practice.

This unit will develop students' understanding of how health and safety works in practice. Everyone has the right to be protected from injuries and harm that could have been reasonably avoided. By law, all settings must identify potential hazards and have policies in place to minimise the risks of harm. Those working in health, social care and childcare must understand their responsibilities for health and safety and be able to apply these in practice. They need to be able to identify potential hazards and minimise the risks. The aim of this unit is to develop students' ability to identify health and safety hazards in a range of situations. They will need to demonstrate their understanding of how to follow health and safety procedures, including being able to carry out risk assessments and respond appropriately in emergencies. This will be then be assessed by a written examination paper in January.

In the spring term students study Unit 3 which is Working in a Person-Centred Way. The person-centred approach originated in the 1960s, but it took until 2008 for the Government to fully embrace the concept. It has changed individuals' lives, as they are now given choice and control over the support they need to live life to the full. In this unit, students will learn about what is meant by being person-centred and how the health and social care sector can achieve this by adopting a person-centred approach. They will develop an understanding of the values that underpin a person-centred approach. This will make them think about care in a different way. It is important that students develop a positive, professional approach to providing care and support which will empower individuals who need services, to help them in their daily lives. The person-centred approach supports individuals to develop the knowledge, skills and confidence they need to more effectively manage and make informed decisions about their care and support. It is coordinated and tailored to the needs of the individual.

Alongside this they also study unit 4 which is all about safeguarding. Everyone has the right to be treated fairly and to live free from abuse and neglect. Safeguarding involves protecting people's health, wellbeing and human rights and is fundamental to delivering high-quality health, social care or childcare. By completing this unit your students will gain skills in identifying abuse and neglect as well as the knowledge of how to deal with disclosures or suspicions of abuse or neglect appropriately. They

will also learn how to minimise the risk of harm or abuse happening within a health, social care or childcare setting. Finally, students will learn where safeguarding takes place within the sector and what the responsibilities are of health, social care and childcare organisations in relation to safeguarding, as well as other organisations that support safeguarding in the sector.

These units are both assessed by assignments.

