

Cambridge Nationals Health and Social Care Level 2

Why am I doing these tasks?

In your exam you will be expected to apply theory to practice. Explain how something relates to a specific setting, compare settings, analyse the impact in a setting, for example.

The exams also give a lot of scenarios in a variety of settings / job roles. Having a good understanding of these will, again, help you relate theory to practice.

It will also give you chance to research jobs in the sector that you may wish to do in the future. You might also know someone who works in health, social care and early years. If so, spend some time chatting to them about what they do – this will help you a lot!!

Task 1

What jobs are there in Health, Social Care and Early Years Settings?

1. What is **Health Care**?
2. What is **Social Care**?
3. What is **Early Years Care**?
4. Research 3 jobs within each sector. Include:-
 - The **type** of setting;
 - The job **title**;
 - **Where** that individual might work;
 - The **roles** and **responsibilities** of the job (keep it brief).

You may want to set it out in a table, as follows.....

Jobs in Health Care

Job Title	Where might they work?	Roles and Responsibilities
1		
2		
3		

Then do the same for Social Care and Early Years.

Tip – try and get a variety of job roles and don't just look at the NHS for job roles in Healthcare. Avoid 'nurse, senior nurse, ward nurse' for example. There are so many jobs out there, perhaps you'll find one that interests you!

Task 2

Research your Chosen Job Role

I am hoping you picked this course because you have an interest in pursuing a career in one of the sectors. If you know what you would like to do, go for that job role. If not, pick one that you researched that seems of interest.

Research and make notes on the following.....

1. What is the **job title**?
2. **Where** could you work? *There may be more than one place.*
3. What **qualifications** do you need to get the job?
4. How much could you get **paid**? What is the current starting salary? Does it progress?
5. What are the **roles** and **responsibilities** of the job? *Go into a bit more detail than you did in Task 1.*
6. What **skills** and **qualities** do you think you will need to be successful in this job role? Why? *For example, will you need patience? Why?*
7. What **type of service users** might you come into contact with? *Young? Old? Specific needs?*
8. Come up with a **scenario** that you might face in this job. What skills and qualities do you think you will need to be successful? Why? *For example, if you are a dentist and dealing with a patient who has a fear of needles (about to have a tooth out), how might you overcome this?*

Task 3

Communication

There are so many ways we communicate. Research and complete the table. The first one is done for you.

Type of Communication	What is it?	Who uses this type of communication?	Example of when it might be used in health, social care or early years?	Benefits of this type of communication
Verbal	Using speech to share information (speaking)	Anyone who can speak	A service user speaks to the doctor about their illness	It is quick, direct, simple, free.
Non Verbal				
Written				
Makaton				
British Sign Language				
Braille				
Deafblind Language				
Signs and Symbols				
Technological Aids				

Why is it so important that a care setting offers a **variety** of ways to communicate? *Think how you would feel if you couldn't hear, for example and no one offered sign language. How do you want to feel? Why?*

Task 4

Health, Safety & Security

Consider Downham Market Academy at the moment.

1. Can you identify a **procedure** in the school has in place to ensure yours and the staff's **health**?
(Think about what happens when you are ill at before school / at school)
2. Can you identify a **procedure** in the school has in place to ensure yours and the staff's **safety**?
(Think about what happens in your PE / Technology / Science lessons to keep you safe)
3. Can you identify a **procedure** in the school has in place to ensure yours and the staff's **security**? (Think about how we prevent belongings from being stolen / equipment or the building from being vandalised / people coming onto site)

You may want to present this as three tables, for example.....

Security at Downham Market Academy

Security Measure	Reason for Security Measure
Sign in/out at reception	So the college is aware of who is coming in / out of the academy; can refer back to if needed; people are checked they are 'safe' to come on site before coming on.

4. Refer back to your job role from Task 2.

- How could someone get hurt doing the job they do?

You could present this as a spider diagram or a table?

Example

*Myself, as a teacher - A potential **hazard** is I could pick up an infection / illness from staff / students. I know that Athena has a **policy** that if you have a particular illness / infection, you must **report** it to them, such as measles.*

Another potential hazard is I could hurt my back while lifting PE equipment. We have just had to complete online training for safe lifting.

Task 5

Safeguarding

1. There are different **types of abuse**:- physical, sexual, emotional /psychological, neglect, financial, institutional, bullying, discrimination and exploitation / mate crime. **Define** each.
2. What is **safeguarding**?
3. Do you know what safeguarding procedures are in place to **keep you safe** at school? What are they? How do they work?
4. Go onto the **Norfolk County Council website**. In the 'search' area type in **safeguarding**. What is on there to safeguard individuals?
5. Staying on the website, how can you **report a concern**? Why is this so important?
6. Go onto the **Downham Market Academy / Athena** website. Can you find any information on **safeguarding**? What? Is it clear and easy to follow?