

## BTEC Level 1/Level 2 Health & Social Care

<b>Career Pathways</b>	<p>The NHS (National Health Service) is the largest employer in Europe (over one million employees). A large amount of these people are employed as doctors, dentists, paramedics, nurses and midwives, but plenty more are engaged within managerial, I.T. and administration work. There are many different specialist careers available within the healthcare system, including: clinical support staff, such as donor carers and new-born hearing screeners; allied health professionals, such as radiographers and orthoptists; and specialist therapy staff, such as occupational therapists, speech therapists and art therapists. Level 2 H&amp;SC can progress onto BTEC Level 3 H&amp;SC.</p>
<b>Examination Board</b>	Pearson BTEC Level 1/Level 2
<b>Who is the course aimed at?</b>	<p>The BTEC Level 1/ Level 2 in Health and Social Care is an optional subject, the Level 2 Certificate being the same size as a GCSE. It is designed to equip anyone who has an interest in Health, Social Care or Early Years, with the essential knowledge and transferable skills to enable them to make valid personal choices about further education, training or employment in this field. Related employment might include Nursing; Nursery Nursing; Midwifery; Occupational and Physiotherapy; Pharmacy, Medicine, Social Work, or Teaching, for example.</p>
<b>How will I be assessed?</b>	<p>The course is made up of three components: two internally assessed and one externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their assignment skills, as they move through the course.</p>
<b>Will I enjoy the course?</b>	<p>This Health and Social Care course is a varied and interesting course involving a range of teaching, learning and assessment styles to motivate and encourage creativity and independence. Students are encouraged to visit local Health, Social Care and Early Years care settings, as well as interviewing visiting speakers, which helps to put learning into context.</p>
<b>What will be expected of me?</b>	<p>You will be encouraged to take charge of your own learning and development, carrying out research and gathering information from a variety of different sources, visiting speakers and visits to workplaces. You will be asked to present your findings in a variety of formats.</p>
<b>What will I study?</b>	<p><b>Component 1 Human Lifespan Development</b> During Component 1 students will:</p> <ul style="list-style-type: none"> <li>• explore how individuals develop physically, emotionally, socially and intellectually over time</li> <li>• investigate how various factors, events and choices impact individuals' growth and development</li> <li>• discover how people adapt to life events and cope with making changes.</li> </ul> <p><b>Component 2 Health and Social Care Services and Values</b> During Component 2, students will:</p> <ul style="list-style-type: none"> <li>• learn which health and social care services are available</li> <li>• identify why people might need to use these services</li> <li>• discover who's involved in providing these services</li> <li>• explore what might stop people from accessing the services they need</li> <li>• look at the care values the sector has to make sure people get the care and protection they need</li> </ul>

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**Component 3 Health and Wellbeing**

To achieve this aim, students will:

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- learn what 'being healthy' means to different people
  - explore the different factors that might influence health and wellbeing
  - identify key health indicators and how to interpret them
  - assess an individual's health using what they've learned
  - create a health and wellbeing improvement plan for that person, which includes targets and
  - recommendations of support services available
  - reflect on the potential challenges the person may face when putting the plan into action.
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