

**HEALTH AND SOCIAL CARE**

**2025 – 2026**



**THE GRANGE SCHOOL**



## Health and Social Care BTEC

<p><b>Course Details</b></p>	<p><b>Exam Board: Pearson</b></p> <p><b>Level: BTEC Tech Award Level 1/2 (2022 Specification)</b></p> <p><b>Examination structure:</b> There is a formal synoptic external examination set and marked by Pearson. It is worth 60 marks i.e., 40% of the overall final assessment and will take 2 hours to complete. The students will sit the examination in the May/June exam period of Year 11.</p> <p><b>Coursework/Controlled Assessment:</b> Components 1 and 2 are assessed through non-exam internal assessments set by Pearson that are marked internally and are subject to external standards verification. These are released twice a year in October and February. Students are given 6 hours to complete this via supervised assessment. Each unit is 60 marks and worth 30% of the overall final assessment. Grading decisions are made based on the assessment requirements. Component 1 will be completed in March of Year 10 and Component 2 will be completed in November of Year 11.</p> <p>Learners are required to complete and achieve all the components included in the qualification.</p>
<p><b>Key Learning Objectives</b></p>	<p>The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:</p> <ul style="list-style-type: none"> <li>• the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development</li> <li>• different life events and how individuals can adapt or be supported through changes caused by life events</li> <li>• health and social care conditions, how they can be managed by the individual and the different health and social care services that are available</li> <li>• the barriers and obstacles an individual may encounter and how these can be overcome</li> <li>• the skills, attributes and values required to give care and how these benefit the individual</li> <li>• how factors can affect an individual's current health and wellbeing</li> <li>• how physiological indicators and an individual's lifestyle choices determine physical health</li> <li>• the use of the person-centred approach</li> <li>• recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.</li> </ul>
<p><b>Curriculum Content – Year 10</b></p>	
<p><b>Autumn term</b> (September - December)</p> <p><b>Spring Term</b> (January- February)</p>	<p><b>Component 1- Human Lifespan Development</b></p> <p><b>Learning Outcome A:</b> Understand human growth and development across life stages and the factors that affect it. Students will learn about:</p> <ul style="list-style-type: none"> <li>• human growth and development across life stages</li> <li>• factors affecting growth and development.</li> </ul> <p><b>Learning Outcome B:</b> Investigate how individuals deal with life events. Students will learn about:</p> <ul style="list-style-type: none"> <li>• different types of life event</li> <li>• coping with change caused by life events.</li> </ul>

	<p><b>At this point, students will complete their Pearson set internal assessment for Component 1 worth 30% of the total qualification.</b></p>
<p><b>Spring Term</b> (March - April)</p> <p><b>Summer Term</b> (May-July)</p>	<p><b>Component 2- Health and Social Care Services and Values</b></p> <p><b>Learning Outcome A:</b> Understand the different types of health and social care services and barriers to accessing them.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• health and social care services</li> <li>• health conditions such as diabetes, arthritis etc.</li> <li>• barriers to accessing services health and social care services</li> <li>• types of barriers and how they can be overcome by the service providers or users.</li> </ul>
<p><b>Curriculum Content – Year 11</b></p>	
<p><b>Autumn &amp; Spring Term</b> (September – November)</p>	<p><b>Component 2- Health and Social Care Services and Values (continued)</b></p> <p><b>Learning Outcome B:</b> Understand the skills, attributes and values required to give care</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• skills and attributes in health and social care</li> <li>• values in health and social care</li> <li>• the obstacles individuals requiring care may face</li> <li>• the benefits to individuals of the skills, attributes and values in health and social care practice.</li> </ul> <p><b>At this point, students will complete their Pearson set internal assessment for Component 2 worth 30% of the total qualification.</b></p>
<p><b>Autumn and Spring term</b> (November – March)</p>	<p><b>Component 3- Health and Wellbeing</b></p> <p>Learning Outcome A: Factors that affect health and wellbeing</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• factors affecting health and wellbeing</li> <li>• definition of health and wellbeing</li> <li>• physical, lifestyle, cultural, social, economic, and environmental factors that affect health and wellbeing.</li> </ul> <p>Learning Outcome B: Interpreting health indicators</p> <ul style="list-style-type: none"> <li>• physiological indicators such as heart rate, blood pressure and BMI</li> <li>• lifestyle indicators.</li> </ul> <p>Learning Outcome C: Person-centred approach to improving health and wellbeing</p> <ul style="list-style-type: none"> <li>• the importance of a person-centred approach</li> <li>• taking into account individual needs and wishes</li> <li>• recommendations and actions to improve health and wellbeing</li> <li>• barriers and obstacles to following recommendations.</li> </ul> <p>Students will then complete their external assessment for Component 3 worth 40% of the total qualification during the exam period in May.</p>
<p><b>Assessments</b></p>	<p><b>Component 1- Human Lifespan Development</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through completion of centre set preparatory and practice tasks.</li> <li>• Final assessment – Pearson set internal assessment subject to external standards verification (30% of final grade).</li> </ul> <p><b>Component 2- Health and Social Care Services and Values</b></p>

	<ul style="list-style-type: none"> <li>• Ongoing assessment through completion of centre set preparatory and practice tasks</li> <li>• Final assessment – Pearson set internal assessment subject to external standards verification (30% of final grade).</li> </ul> <p><b>Component 3- Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through end of topic progress tests.</li> <li>• Final assessment - written paper - Pearson set and externally marked – 2 hours (60 marks – 40% of final grade).</li> </ul>
<b>Homework / independent study</b>	<p>Homework is set regularly and is published on Satchel One. Further independent study is encouraged for the assessments to be completed to a high standard.</p> <p>When centre set and assessed units are being studied, ongoing assessment tasks need to be completed independently as part of the homework commitment. (For Component 1 and 2) Homework tasks are set to prepare students for the externally assessed synoptic set task. (Component 3)</p>
<b>School-based enrichment opportunities</b>	<p>Intervention groups for students to complete revision, every Tuesday 3-4pm in V4. Visits to health and social care simulation activities at Buckinghamshire New University.</p>
<b>Resources available for home-based study</b>	<p>BTEC Tech Award 2022 Health and Social Care Student Book (BTEC Tech Award Health and Social Care) ISBN: 9781292444628 New BTEC Tech Award in Health &amp; Social Care: Revision Guide (for courses starting in 2022) (CGP BTEC Tech Awards) CGP Books. ISBN: 9781789089097 Pearson REVISE BTEC Tech Award Health and Social Care 2022 Revision Guide Pearson. ISBN: 9781292436128</p>

## Health and Social Care AAQ – Year 12 from September 2025

<b>Course Details</b>	<p><b>Exam Board: Pearson</b></p> <p><b>Level:</b> Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)</p> <p><b>Structure:</b></p> <p><b>2 Written papers</b> set and marked by Pearson: <b>(50%)</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 1: Human Lifespan and Development</b></li> <li>● <b>Unit 2: Human Biology and Health</b></li> </ul> <p><b>Coursework/Controlled Assessment: (50%)</b></p> <p>Internally set and assessed tasks that are subject to external standards verification:</p> <ul style="list-style-type: none"> <li>● <b>Unit 3: Principles of Health and Social Care Practice</b></li> <li>● <b>Unit 5: Promoting Health Education</b></li> </ul>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Develop a comprehensive understanding of key principles in health and social care.</li> <li>● Gain the practical skills necessary for progression to higher education and future employment in the sector.</li> <li>● Understand how theoretical concepts can be applied to real-world health and social care contexts.</li> <li>● Strengthen the ability to integrate academic health and social care knowledge with practical application.</li> <li>● Enhance readiness for university or college study through applied learning experiences.</li> <li>● Improve the quality of written coursework by showcasing relevant skills and competencies.</li> <li>● Build confidence in using professional techniques and approaches within health and social care environments</li> </ul>
<b>Curriculum Content – Year 12</b>	
<b>Autumn and Spring Term</b> (September – April)	<p><b>Unit 1: Human Lifespan and Development</b></p> <p><b>Learning Aim A: Physical, Intellectual, Emotional and Social Development at each life stage</b></p> <ul style="list-style-type: none"> <li>● Students will explore the holistic development of the various life stages including infancy (0-2), early childhood (3-8), adolescence (9-18), early adulthood (19-45), middle adulthood (46 to 69), late adulthood (70 to 84) and later adulthood (85+).</li> </ul> <p><b>Learning Aim B: Factors affecting human growth and development across each life stage</b></p> <ul style="list-style-type: none"> <li>● Students will look at genetic factors, lifestyle factors, health inequalities including environmental, economic and occupational health related factors.</li> </ul> <p><b>Learning Aim C: Health and Social care promotion, prevention and treatment at different life stages</b></p> <ul style="list-style-type: none"> <li>● Students will investigate prevalent health conditions, how health and social promotion and prevention strategies are used, the roles and responsibilities of health and social care workers and personalised care and the role of multi-disciplinary teams.</li> </ul> <p><b>Students will complete their Unit 1 examination during the May/June exam period of Year 12.</b></p> <p><b>Unit 2: Human Biology and Health</b></p> <p><b>Learning Aim A: Organisation of the Human Body</b></p> <ul style="list-style-type: none"> <li>● Students will know and understand the organisation of human body looking at cells, tissues, energy in the body and homeostatic mechanisms</li> </ul> <p><b>Learning Aim B: Body Systems</b></p> <ul style="list-style-type: none"> <li>● Students will know and understand the structure and normal physiological functioning of body</li> </ul>

	<p>systems and their organs including the cardiovascular, respiratory, nervous, endocrine and renal systems, the musculoskeletal, immune, lymphatic, reproductive and digestive systems</p> <p><b>Learning Aim C: Disorders of the Body and Effect on Body Systems</b></p> <ul style="list-style-type: none"> <li>• Students will know and understand how disorders can affect various body systems, including the primary and secondary effects on those systems. Disorders that will be looked at are; coronary heart disease, stroke, chronic obstructive pulmonary disorder, asthma, diabetes type 1 and 2, dementia and Alzheimer’s disease, acquired brain injuries and cancer.</li> </ul> <p><b>Students will have completed their Unit 2 examination during the May/June exam period of Year 12.</b></p>
<p><b>Summer Term</b> (May – July)</p>	<p><b>Unit 3: Principles of Health and Social Care Practice</b></p> <p><b>Learning Aim A:</b> Understand the principles of health and social care practice which underpin meeting the care and support needs of individuals</p> <ul style="list-style-type: none"> <li>• Students will focus on the principles that underpin meeting the care and support needs of individuals, which are the foundation of all services within health and social care.</li> <li>• Values essential to health and social care practice</li> <li>• Person-centred care and approaches</li> <li>• Communication in health and social care</li> <li>• Confidentiality</li> <li>• Duty of Care</li> <li>• Working with vulnerable children and adults at risk</li> </ul> <p><b>Unit 5: Promoting Health Education</b></p> <p><b>Learning Aim A:</b> Understand the purpose of health education</p> <ul style="list-style-type: none"> <li>• Students will understand the purpose of health education and how this supports the development of healthy behaviours for society.</li> <li>• Students will understand how organisations and legislations can influence health education, promoting wellbeing and having a positive impact on a range of health behaviours</li> <li>• Purpose of health education</li> <li>• Role of health education</li> <li>• Organisations influencing health education</li> <li>• Legislation and regulations impacting on health education</li> <li>• Monitoring the health of the nation</li> </ul>
<p><b>Curriculum Content – Year 13</b></p>	
<p><b>Autumn and Spring Term</b> (September - May)</p>	<p><b>Unit 3: Principles of Health and Social Care Practice (continued.)</b></p> <p><b>Learning Aim B:</b> Examine how organisations, legislation and guidance inform practice in health and social care.</p> <ul style="list-style-type: none"> <li>• Students will learn the roles and responsibilities of key organisations,</li> <li>• Key legislation that informs practice and their purpose in health and social care.</li> <li>• Organisation of health and social care services</li> <li>• How health and social care services are organised to benefit the population</li> <li>• Use critical thinking skills to draw valid conclusions</li> </ul> <p><b>Learning Aim C:</b> Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice</p> <ul style="list-style-type: none"> <li>• The effect of social determinants on individuals’ health status</li> <li>• Improving health outcomes in practice</li> <li>• Potential barriers to improving health outcomes in practice</li> </ul> <p><b>Students will complete their Unit 3 coursework by May of Year 13.</b></p>

	<p><b>Unit 5: Promoting Health Education (continued.)</b></p> <p><b>Learning Aim B:</b> Explore key issues and priorities for health and the factors that affect health and wellbeing</p> <ul style="list-style-type: none"> <li>• Health issues such as smoking, diet and nutrition and reproductive health</li> <li>• Factors affecting health and wellbeing such as economic and environmental factors</li> <li>• Health inequalities including social class, gender, race etc.</li> </ul> <p><b>Learning Aim C:</b> Examine approaches to health education campaigns and their impact on health and wellbeing</p> <ul style="list-style-type: none"> <li>• Current and ongoing health education</li> <li>• Models and approaches used in health education to promote health and wellbeing such as HBM and TRA</li> <li>• Planning a health education event</li> </ul> <p><b>Students will complete their Unit 5 coursework by May of Year 13.</b></p>
<p><b>Assessments</b></p>	<p><b>Unit 1: Human and Lifespan Development</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through end-of-learning aim progress tests and mock exams</li> <li>• Final assessment: Written paper - Pearson set and marked - 80 marks (1 ½ hours).</li> </ul> <p><b>Unit 2: Human Biology and Health</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through end-of-learning aim progress tests and mock exams.</li> <li>• Final assessment: Written paper - Pearson set and marked - 80 marks (1 ½ hours).</li> </ul> <p><b>Unit 3: Principles of Health and Social Care Practice</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through completion of centre set preparatory and practice tasks.</li> <li>• Final assessment: Internally set and assessed tasks subject to external standards verification.</li> <li>• Coursework will take 12 hours to complete</li> </ul> <p><b>Unit 14: Physiological Disorders and their Care</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through completion of centre set preparatory and practice tasks.</li> <li>• Final assessment: Internally set and assessed tasks subject to external standards verification.</li> <li>• Coursework will take 17 hours to complete.</li> </ul>
<p><b>Homework / independent study</b></p>	<p>Homework will be set regularly on SatchelOne. Further independent study will be encouraged for the assessments to be completed to a high standard.</p> <p>When centre set and assessed units are being studied, ongoing tasks will need to be completed independently as part of the homework commitment.</p> <p>Homework tasks will also be set for the externally assessed examination unit and will largely consist of preparation and revision for the end of learning aim progress tests.</p>
<p><b>Equipment required</b></p>	<p>Textbook: Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate) Student Book by Keeley Crowe, Lynne Fountain, Elizabeth Haworth, Lesley Larkin and Alison Peers. Pearson Education Limited. ISBN: 9781292487083</p>
<p><b>School-based enrichment opportunities</b></p>	<p>Visits to local early years, health care, and social care settings such as Buckinghamshire NHS Healthcare Trust, BUPA UK Visits from outside speakers and agencies.</p>

## Health and Social Care – Year 13 in September 2025

<b>Course Details</b>	<p><b>Exam Board: Pearson</b></p> <p><b>Level: BTEC National Level 3 Extended Certificate</b></p> <p><b>Examination Structure:</b>  <b>2 Written papers</b> set and marked by Pearson: <b>(58%)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Human Lifespan Development – 90 marks (1hr 30 mins)</li> <li>• <b>Unit 2:</b> Working in Health and Social Care – 80 marks (1hr 30 mins)</li> </ul> <p><b>Coursework/Controlled Assessment: (42%)</b>  Internally set and assessed tasks that are subject to external standards verification:</p> <ul style="list-style-type: none"> <li>• <b>Unit 5:</b> Meeting Individual Care and Support Needs.</li> <li>• <b>Unit 14:</b> Physiological Disorders and their Care.</li> </ul>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To learn about the human body and how it changes over time, exploring physical, intellectual, emotional, and social development across an individual’s lifespan.</li> <li>• To learn about the roles and responsibilities of health and social care practitioners and the organisations they work for ensuring that the individual needs of vulnerable people are met.</li> <li>• To be able to provide care and support that meets the needs of an individual in a health and social care environment, understanding the principles and practicalities that are the foundation of all care disciplines.</li> <li>• To explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.</li> </ul>
<b>Curriculum Content – Year 12</b>	
<b>Autumn and Spring Term</b> (September – April)	<p><b>Unit 1: Human Lifespan Development</b></p> <p><b>Learning Outcome A:</b> Human growth and development through the life stages. (Infancy, Early Childhood, Adolescence, Early, Middle and Late Adulthood)</p> <ul style="list-style-type: none"> <li>• Physical development across the life stages.</li> <li>• Intellectual development across the life stages.</li> <li>• Emotional development across the life stages.</li> <li>• Social development across the life stages.</li> </ul> <p><b>Learning Outcome B:</b> Factors affecting human growth and development.</p> <ul style="list-style-type: none"> <li>• The nature/nurture debate related to factors.</li> <li>• Genetic factors that affect development.</li> <li>• Environmental factors that affect development.</li> <li>• Social factors that affect development.</li> <li>• Economic factors that affect development.</li> <li>• Major life events that affect development.</li> </ul> <p><b>Learning Outcome C:</b> Effects of ageing.</p> <ul style="list-style-type: none"> <li>• The physical changes of ageing.</li> <li>• The psychological changes of ageing.</li> <li>• The societal effects of an ageing population.</li> </ul> <p>Students will complete their Unit 1 examination during the May/June exam period of Year 12.</p> <p><b>Unit 5: Meeting Individual Care and Support Needs</b></p> <p><b>Learning Outcome A:</b> Examine principles, values and skills which underpin meeting the care and support needs of individuals.</p>

	<ul style="list-style-type: none"> <li>• Promoting equality, diversity and preventing discrimination.</li> <li>• Skills and personal attributes required for developing relationships with individuals.</li> <li>• Empathy and establishing trust with individuals.</li> </ul> <p><b>Learning Outcome B:</b> Examine the ethical issues involved when providing care and support to meet individual needs.</p> <ul style="list-style-type: none"> <li>• Ethical issues and approaches.</li> <li>• Legislation and guidance on conflicts of interest, balancing resources, and minimising risk.</li> </ul> <p><b>Learning Outcome C:</b> Investigate the principles behind enabling individuals with care and support needs to overcome challenges.</p> <ul style="list-style-type: none"> <li>• Enabling individuals to overcome challenges.</li> <li>• Promoting personalisation.</li> <li>• Communication techniques.</li> </ul> <p><b>Learning Outcome D:</b> Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p> <ul style="list-style-type: none"> <li>• How agencies work together to meet individual care and support needs.</li> <li>• Roles and responsibilities of key professionals on multidisciplinary teams.</li> <li>• Maintaining confidentiality</li> <li>• Managing information</li> </ul> <p>Students will have completed their Unit 5 coursework by the May of Year 12.</p>
<p><b>Summer Term</b> (May – July)</p>	<p><b>Unit 2: Working in Health and Social Care</b></p> <p><b>Learning Outcome A:</b> The roles and responsibilities of people who work in the health and social care sector.</p> <ul style="list-style-type: none"> <li>• The roles of people who work in health and social care settings.</li> <li>• The responsibilities of people who work in health and social care settings.</li> <li>• Multidisciplinary working in the health and social care sector.</li> <li>• Monitoring the work of people in health and social care settings.</li> <li>• Specific responsibilities of people who work in health and social care settings.</li> </ul>
<p><b>Curriculum Content – Year 13</b></p>	
<p><b>Autumn and Spring Term</b> (September - May)</p>	<p><b>Learning Outcome B:</b> The roles of organisations in the health and social care sector.</p> <ul style="list-style-type: none"> <li>• The roles of organisations in providing health and social care services.</li> <li>• Issues that affect access to services.</li> <li>• Ways organisations represent interests of service users.</li> <li>• The roles of organisations that regulate and inspect health and social care services</li> <li>• Responsibilities of organisations towards people who work in health and social care settings.</li> </ul> <p><b>Learning Outcome C:</b> Working with people with specific needs in the health and social care sector.</p> <ul style="list-style-type: none"> <li>• People with specific needs.</li> <li>• Working practices</li> </ul> <p>Students will complete their Unit 2 Exam in the January of Year 13, with retake opportunities available in the May/June exam period of Year 13.</p> <p><b>Unit 14: Physiological Disorders and their Care</b></p> <p><b>Learning Outcome A:</b> Investigate the causes and effects of physiological disorders.</p> <ul style="list-style-type: none"> <li>• Types of physiological disorders and effects on body systems and functions</li> <li>• Causes of physiological disorders</li> </ul> <p>Signs and symptoms of physiological disorders</p> <p><b>Learning Outcome B:</b> Examine the investigation and diagnosis of physiological disorders.</p>

	<ul style="list-style-type: none"> <li>• Investigative procedures for physiological disorders.</li> <li>• Diagnostic procedures for physiological disorders.</li> </ul> <p><b>Learning Outcome C:</b> Examine treatment and support for service users with physiological disorders.</p> <ul style="list-style-type: none"> <li>• Provision of treatment and support.</li> <li>• Types of carers and care settings.</li> </ul> <p><b>Learning Outcome D:</b> Develop a treatment plan for service users with physiological disorders to meet their needs.</p> <ul style="list-style-type: none"> <li>• Care methods and strategies.</li> <li>• Treatment planning processes.</li> </ul> <p>Students will complete their Unit 14 coursework by May of Year 13.</p>
<b>Assessments</b>	<p><b>Unit 1: Human Lifespan Development</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through end-of-learning aim progress tests and mock exams</li> <li>• Final assessment: Written paper - Pearson set and marked - 90 marks (1 ½ hr).</li> </ul> <p><b>Unit 2: Working in Health and Social Care</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through end-of-learning aim progress tests and mock exams.</li> <li>• Final assessment: Written paper - Pearson set and marked - 80 marks (1 ½ hr).</li> </ul> <p><b>Unit 5: Meeting Individual Care and Support Needs</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through completion of centre set preparatory and practice tasks.</li> <li>• Final assessment: Internally set and assessed tasks subject to external standards verification.</li> </ul> <p><b>Unit 14: Physiological Disorders and their Care</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment through completion of centre set preparatory and practice tasks.</li> <li>Final assessment: Internally set and assessed tasks subject to external standards verification.</li> </ul>
<b>Homework / independent study</b>	<p>Homework will be set regularly and will be published on SatchelOne.</p> <p>Further independent study will be encouraged for the assessments to be completed to a high standard. It is encouraged for coursework units that 30 hours of study is required to complete one assignment.</p> <p>When centre set and assessed units are being studied, ongoing tasks will need to be completed independently as part of the homework commitment.</p> <p>Homework tasks will also be set for the externally assessed examination unit and will largely consist of preparation and revision for the end of learning aim progress tests.</p>
<b>Equipment required</b>	<p>Textbook: Pearson BTEC National Health and Social Care Student Book 1 2016 specification  BTEC National Health and Social Care Student Book 1: For the 2016 specifications (BTEC Nationals Health and Social Care 2016). Paperback by Marilyn Billingham et al.  ISBN: 978129212601</p>
<b>School-based enrichment opportunities</b>	<p>Visits to local early years, health care, and social care settings such as Buckinghamshire NHS Healthcare Trust</p> <p>Visits from outside speakers and agencies.</p>