



Pearson Level 3 Alternative Academic Qualification  
BTEC Nationals in

**L3**

# Health and Social Care

## Transition Guide

*Extended Certificate for first teaching from September 2025*

*Certificate for first teaching from September 2026*

This document is for centres/practitioners moving (transitioning) from:

- Pearson BTEC Level 3 National Extended Certificate in Health and Social Care to the **Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)** from 2025
- Pearson BTEC Level 3 National Certificate in Health and Social Care to the **Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate)** from 2026



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## Introducing the Level 3 BTEC Nationals from 2025 (AAQs)

The Level 3 BTEC Nationals from 2025 qualifications provide students with meaningful and practical learning experiences across a range of career sectors. They equip students with the applied knowledge, skills and personal attributes they need to enter and thrive in higher education and meet the demands of future employment in our fast-changing world.

Level 3 BTEC Nationals from 2025 (AAQs) are:

- **Engaging and future-focused** - providing opportunities for students to learn in real, relatable and practical ways and designed to ensure that they develop critical knowledge and transferable skills to navigate the future.
- **Accessible and fair for students, balanced with the demands of progression to the next stage of learning** - the use of the N Grade and our holistic approach to designing assessment criteria means that qualifications are attainable for students whilst ensuring that they have a solid foundation of skills and knowledge, and the confidence to progress.
- **Accepted and supported by universities** - developed in collaboration with educators and universities to ensure students have the right combination of skills and knowledge for success in higher education. Over 100 letters of support from universities.
- **Well supported and straightforward to deliver and administer** - simple structure making unit combination more straightforward; uniformed format of external assessment across subjects to streamline administration; Pearson-Set Assignment Briefs (PSABs) removing the need for centres to plan their own assignments, and wide range of training and support.



## What is new?

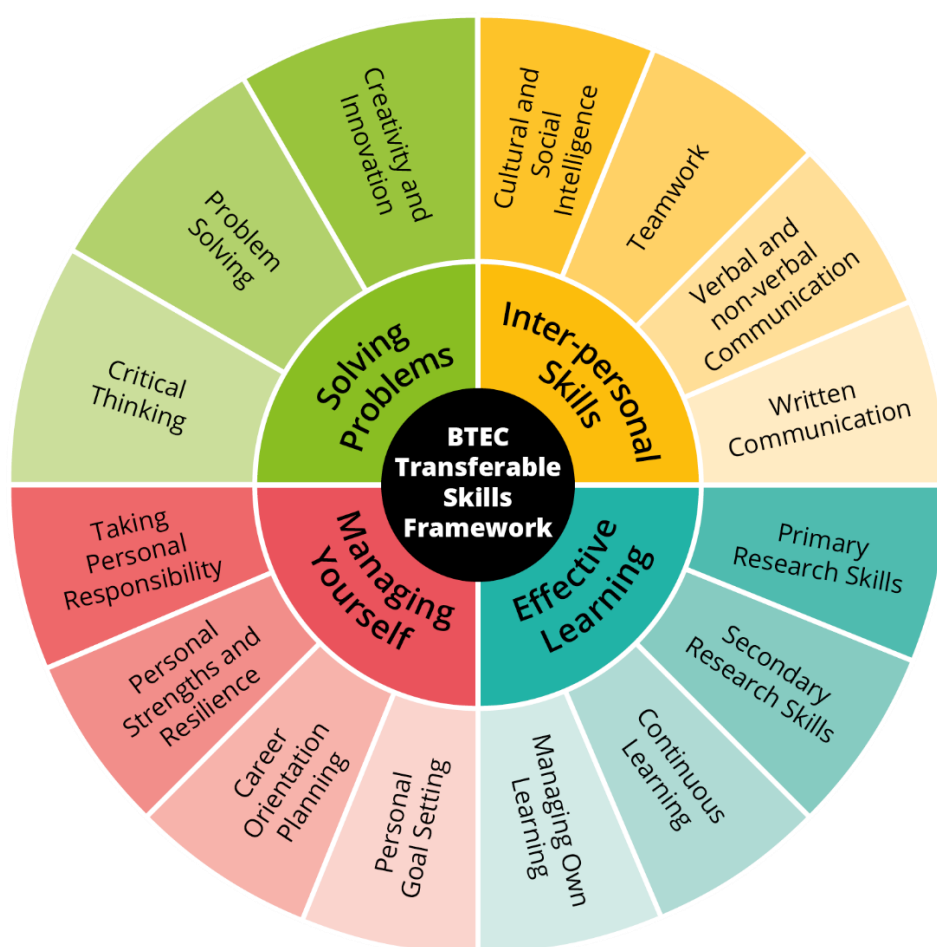
### *Preparing students for their future*

Our new Level 3 BTEC Nationals from 2025 (AAQ) qualifications are designed with a clear focus on the future.

Our aim is to ensure that students are given every opportunity to develop the new knowledge, skills, attitudes and values they need to navigate and thrive through the uncertainty and to shape their world. We have identified three critical skill areas for the future – **transferable skills, digital skills and sustainability** – and have designed our new BTEC qualifications with these areas at the heart. Join us on the journey as we prepare young people to be the best versions of themselves for the future.

[Read our brochure.](#)

Click on the infographic to see further information.



## What makes it easy to transition to the new BTEC Nationals from 2025 (AAQ)?

- **Auto approval** - if you are currently approved to deliver BTEC Nationals you will receive automatically approval for the new qualification.\*
- **Refreshed and updated content and assessments** – to ensure your learners continue to progress to popular progression routes into HEIs and beyond.
- **Simple, manageable and flexible structure** – you can continue to structure your delivery of teaching, learning and assessment when it best suits you and your learners.
- **Unchanged Quality Assurance process** with Standards Verification at the heart.
- **Assessments** - Externally Assessed Exams available twice a year, and Internally Assessed units, Assessments set by Pearson, and taken by learners when they are ready.
- **Familiar retake and resubmission rules.**
- **Grading, marking and assessment methodologies unchanged** - you can continue to teach and assess with confidence.
- **Dedicated support** - our Subject Advisors and assessments teams are here to support you every step of the way.

\*You must be approved in the relevant sector to receive automatic approval.





## Support offer

### Complimentary resources and services

- **BTEC National Teacher Guide** – a comprehensive guide to support preparation for delivery of your new BTEC National AAQ.
- **Sample Assessment Materials** - showing how tasks, questions and marking will be applied, which can be used as sample papers/tasks to prepare learners.
- **[Exam Wizard](#)** - an online resource containing a bank of past paper questions and support materials to help you create your own mock exams and tests.
- **[Results Plus](#)** - a free online results analysis tool for teachers that gives you a detailed breakdown of your students' performance in BTEC external assessments.
- **[Training](#)** and standardisation – Getting Started and Preparing to Assess training events and recorded sessions will be available from July 2024 onwards.
- **[Network events](#)** – an opportunity to hear about the latest developments from subject experts within Pearson and to share good practice with fellow centres.
- Dedicated **[Subject Advisor](#)** available throughout the year so please do get in touch if you would like any support or guidance with:
  - Planning your courses
  - Overview of BTEC quality assurance processes
  - Suggested resources
  - Teaching and Assessment of internal units and components
  - Teaching external units and components
  - The training and support materials we have available.

### Comprehensive Package of Paid resources

- **Student Books** – provide concise yet complete coverage of each sector, with ample student activities and assessment practice, covering all mandatory and optional units. Available in print and e-book formats.
- **Teacher Packs** – provide further supporting teacher resources for each sector. Designed to help students excel, including a front-of-class version of the e-book, activity sheets, fact sheets, videos and interactive knowledge check quizzes. Available as a bundle of units for each sector or as single unit packs.



Click on the infographic  
to see further information.



## Qualification Structure Comparison (Certificate)

Pearson BTEC Level 3 National Certificate in Health and Social Care			
Unit number	Unit title	GLH	How assessed
<b>Mandatory units – learners complete and achieve all units</b>			
<b>1</b>	Human Lifespan Development	90	External
<b>5</b>	Meeting Individual Care and Support Needs	90	Internal

Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate)			
Unit number	Unit title	GLH	How assessed
<b>Mandatory Units, learners complete all units</b>			
<b>1</b>	Human Lifespan and Development	90	External
<b>3</b>	Principles of Health and Social Care Practice	90	Internal

## Qualification Structure Comparison (Extended Certificate)

Pearson BTEC Level 3 National Extended Certificate in Health and Social Care			
Unit number	Unit title	GLH	How assessed
<b>Mandatory units – learners complete and achieve all units</b>			
1	Human Lifespan Development	90	External
2	Working in Health and Social Care	120	External
5	Meeting Individual Care and Support Needs	90	Internal
<b>Optional units – learners complete one unit</b>			
10	Sociological Perspectives	60	Internal
11	Psychological Perspectives	60	Internal
12	Supporting Individuals with Additional Needs	60	Internal
14	Physiological Disorders and their Care	60	Internal

Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)			
Unit number	Unit title	GLH	How assessed
<b>Mandatory Units, learners complete all units</b>			
1	Human Lifespan and Development	90	External
2	Human Biology and Health	90	External
3	Principles of Health and Social Care Practice	90	Internal
<b>Optional units – learners complete one unit</b>			
4	Health, Policy and Wellbeing	90	Internal
5	Promoting Health Education	90	Internal
6	Safe Environments in Health and Social Care	90	Internal
7	Health Science	90	Internal

## Summary of key similarities and differences

- **Continued vocational approach** to the qualification ensuring practical application and skill development important for progression into higher education.
- **Established and well-recognised grade profiles** inclusive of Pass, Merit and Distinction.
- **Developed mandatory human biology content** providing solid knowledge foundations for application in more specialist contexts.
- **Familiar optional units** offering teacher flexibility and a variety of progression opportunities for learners. \*
- **Enhanced opportunities** to apply data analysis, critical thinking and communication skills using appropriate scientific knowledge.
- **HE Partners and sector specialists** have been involved with the development to ensure this qualification provides progression opportunities.
- **Designed with employers and professional bodies**, our content has been crafted to expose students to up to date, and modern approaches to health and social care practice.
- **With a broader approach to unit content**, students will be exposed to key areas of learning, that are valued by HEIs and employers in the sector.
- **Students will be able to explore the broad range of health and social care career prospects available** to them as they consider how to support individuals, from a health, social care, and allied health profession perspective while they explore subjects like:
- **The advance towards digital health** and what that means and looks like for individuals.
- **Integrated care systems** and how they support people in local areas to receive the best care they can.
- **Applying this learning to the breadth of opportunities available in the sector** – from physical health care, mental health, learning disabilities and paediatric care, to name a few.
- **The content allows for students to develop research skills** valued by HEI's throughout this course as they conduct independent primary and secondary research to respond to PSABs effectively. As a result, students will practice their critical thinking as they learn to assimilate and apply new knowledge to novel scenarios and individuals with different needs and develop their written communication skills to present a balanced, and evidence-based argument. Opportunities to develop skills in personal responsibility and cultural and social intelligence are also threaded throughout the AAQ.
- **Students are given the opportunity to learn core knowledge** in the mandatory units, while the optional units allow for diversification of cohorts with different interests – for example, centres may have a cohort of students with an interest in lab or scientific based health and social care, so

they will choose unit 7 as the optional unit, but they may also have a cohort of students interested in a career in public health, so they might choose unit 4 or unit 5. Those who are interesting in front line health and social care careers, may choose unit 6, or any of the other optional uni.

\* optional units apply to the Extended Certificate only.



## Assessment Structure

Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)

**NB:** For the Certificate, refer to the information on relevant units shared with the Extended Certificate.

Mandatory units, learners complete all units				Assessments
1	Human Lifespan and Development	90 GLH	External	<ul style="list-style-type: none"> <li>An external examination set and marked by Pearson</li> <li>80 marks</li> <li>Assessment Availability: January and June</li> <li>First assessment June 2026.</li> </ul>
2	Human Biology and Health	90 GLH	External	<ul style="list-style-type: none"> <li>An external examination set and marked by Pearson</li> <li>80 marks</li> <li>Assessment Availability: January and June</li> <li>First assessment June 2026.</li> </ul>
3	Health and Social Care Practice	90 GLH	Internal	<ul style="list-style-type: none"> <li>Pearson sets the assignment for the assessment of this unit</li> <li>The PSAB will take approximately 12 hours to complete, and consists of 3 tasks</li> <li>The PSAB will be marked by centres and verified by Pearson</li> <li>You will make assessment decisions for the PSAB using the assessment criteria provided in the specification</li> <li>The PSAB will be valid for the lifetime of this qualification.</li> </ul>
Optional units – learners complete one unit				
4	Health, Policy and Wellbeing	90 GLH	Internal	<ul style="list-style-type: none"> <li>Pearson sets the assignment for the assessment of this unit</li> <li>The PSAB will take approximately 15 hours to complete, and consists of 3 tasks</li> <li>The PSAB will be marked by centres and verified by Pearson</li> <li>You will make assessment decisions for the PSAB using the assessment criteria provided in the specification</li> <li>The PSAB will be valid for the lifetime of this qualification.</li> </ul>
5	Promoting Health Education	90 GLH	Internal	<ul style="list-style-type: none"> <li>Pearson sets the assignment for the assessment of this unit</li> <li>The PSAB will take approximately 17 hours to complete, and consists of 2 tasks</li> <li>The PSAB will be marked by centres and verified by Pearson</li> <li>You will make assessment decisions for the PSAB using the assessment criteria provided in the specification</li> <li>The PSAB will be valid for the lifetime of this qualification.</li> </ul>

6	Safe Environments in Health and Social Care	90 GLH	Internal	<ul style="list-style-type: none"> <li>• Pearson sets the assignment for the assessment of this unit</li> <li>• The PSAB will take approximately 16 hours to complete, and consists of 3 tasks</li> <li>• The PSAB will be marked by centres and verified by Pearson</li> <li>• You will make assessment decisions for the PSAB using the assessment criteria provided in the specification</li> <li>• The PSAB will be valid for the lifetime of this qualification.</li> </ul>
7	Health Science	90 GLH	Internal	<ul style="list-style-type: none"> <li>• Pearson sets the assignment for the assessment of this unit</li> <li>• The PSAB will take approximately 16 hours to complete, and consists of 3 tasks</li> <li>• The PSAB will be marked by centres and verified by Pearson</li> <li>• You will make assessment decisions for the PSAB using the assessment criteria provided in the specification</li> <li>• The PSAB will be valid for the lifetime of this qualification.</li> </ul>

## Pearson Set Assignment Briefs (PSAB)

Internally assessed units are assessed using a Pearson Set Assignment Brief (PSAB), which is set by Pearson, marked by you and subject to external standards verification. The PSAB will be valid for the lifetime of this qualification, with [clear guidance on how to deliver for each new cohort.](#)





## Mapping Guide

Mapping of Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate) to the Pearson BTEC Level 3 National Extended Certificate in Health and Social Care specification.

**NB:** For the Certificate, refer to the information on relevant units shared with the Extended Certificate.

Title: Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)	Pearson BTEC Level 3 National Extended Certificate in Health and Social Care	Comments
Unit 1: Human Lifespan and Development (90 GLH) External	Unit 1: Human Lifespan and Development (90 GLH) External	
<p><b>Assessment outcomes:</b></p> <p><b>AO1</b> Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals.</p> <p><b>AO2</b> Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals.</p> <p><b>AO3</b> Demonstrate application of knowledge and understanding of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals.</p> <p><b>AO4a</b> Analyse how factors, health inequalities and prevalent health conditions interrelate to affect</p>	<p><b>Assessment outcomes:</b></p> <p><b>AO1</b> Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing.</p> <p><b>AO2</b> Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing.</p> <p><b>AO3</b> Analyse and evaluate information related to human development theories/models and factors affecting human growth and development.</p> <p><b>AO4</b> Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing Command words: discuss, evaluate, justify, to what extent.</p>	<p>Similar content:</p> <ul style="list-style-type: none"> <li>PIES development across life stages</li> <li>Factors affecting PIES development.</li> </ul> <p>Content that has been expanded beyond the current RQF unit</p> <ul style="list-style-type: none"> <li>Prevalent health conditions.</li> </ul> <p>New content</p> <ul style="list-style-type: none"> <li>Health inequalities</li> <li>Roles and responsibilities of health and social care workers and how they meet needs of individuals.</li> </ul>

<p>physical, intellectual, emotional and social development across the human lifespan; and how the roles and responsibilities of those working in health and social care meet the needs of individuals.</p> <p><b>AO4b</b> Evaluate how factors, health inequalities and prevalent health conditions interrelate to affect physical, intellectual, emotional and social development across the human lifespan; and how the roles and responsibilities of those working in health and social care meet the needs of individuals.</p>		
<p><b>Unit 2 Human Biology and Health (90 GLH) External</b></p>	<p><b>No current equivalent to the Pearson BTEC Level 3 National Extended Certificate in Health and Social Care specification BUT similar to Pearson BTEC Level 3 National Extended Diploma in Health and Social Care Unit 3 Anatomy and physiology for Health and Social Care</b></p>	<p><b>This is a new unit to the Extended Certificate AAQ, however content will be familiar to those who have taught Unit 3 Anatomy and physiology for Health and Social Care (BTEC RQF)</b></p>
<p><b>Assessment outcomes</b></p> <p><b>AO1</b> Demonstrate knowledge of the structure, organisation and function of the human body and common disorders that affect it.</p> <p><b>AO2</b> Demonstrate understanding of the structure, organisation and function of the human body and common disorders that affect it.</p> <p><b>AO3</b> Demonstrate application of knowledge and understanding of the structure and function of body systems to the primary and secondary effects of common disorders on those body systems.</p> <p><b>AO4</b> Make connections between the primary and secondary effects of common disorders and how they affect interlinked body systems.</p>	<p><b>Assessment outcomes</b></p> <p><b>AO1</b> Demonstrate knowledge of the structure, organisation and function of the human body.</p> <p><b>AO2</b> Demonstrate understanding of the structure, organisation and function of the human body and relevant medical research.</p> <p><b>AO3</b> Analyse and evaluate information related to anatomical and physiological systems and medical research related to disorders affecting these systems.</p> <p><b>AO4</b> Make connections between common disorders and how they affect human anatomical and physiological systems</p> <p>Command words: deduce, provide, to what extent.</p>	<p>Similar content:</p> <ul style="list-style-type: none"> <li>• Structure, organisation and function of the human body</li> <li>• Energy in the body</li> <li>• Structure and physiological functioning of body systems.</li> </ul> <p>Content that has been expanded beyond the current RQF unit:</p> <ul style="list-style-type: none"> <li>• Disorders of the body and primary and secondary effects on body systems.</li> </ul>

Unit 3 Health and Social Care Practice (90 GLH) Internal	Unit 2: Working in Health and Social Care and Unit 5: Meeting Individual Care and Support Needs	This is a new unit to the Extended Certificate AAQ, however content will be familiar to those who have taught Unit 2: Working in Health and Social Care and Unit 5: Meeting Individual Care and Support Needs (BTEC RQF)
<p><b>Learning aims:</b></p> <p><b>A</b> Understand the principles of health and social care practice which underpin meeting the care and support needs of individuals.</p> <p><b>B</b> Examine how organisation, legislation and guidance inform practice in health and social care.</p> <p><b>C</b> Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice.</p>	<p><b>Unit 2 Assessment outcomes</b></p> <p><b>AO1</b> Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector.</p> <p><b>AO2</b> Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector.</p> <p><b>AO3</b> Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated.</p> <p><b>AO4</b> Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs.</p> <p><b>Unit 5 Learning Outcomes</b></p> <p><b>A</b> Examine principles, values and skills which underpin meeting the care and support needs of individuals.</p> <p><b>B</b> Examine the ethical issues involved when providing care and support to meet individual needs.</p> <p><b>C</b> Investigate the principles behind enabling individuals with care and support needs to overcome challenges.</p> <p><b>D</b> Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</p>	<p>Similar content</p> <ul style="list-style-type: none"> <li>• Communication, techniques, and information management</li> <li>• Responsibilities of people and organisations in the health and social care sector</li> <li>• Promoting equality, diversity and preventing discrimination</li> <li>• Empathy and establishing trust with individuals</li> <li>• Skills required for developing relationships with individuals</li> <li>• Legislation and guidance on conflicts of interest, balancing resources and minimising risk.</li> </ul> <p>Content that has been expanded beyond the current RQF unit</p> <ul style="list-style-type: none"> <li>• Promoting anti-discriminatory practice has been expanded to include Social determinants and the effect on health outcomes and Barriers to improving health outcomes.</li> <li>• Multi-disciplinary team working and how agencies work together to meet individual care and support needs.</li> </ul> <p>New content</p> <ul style="list-style-type: none"> <li>• Using critical thinking skills to draw valid conclusions.</li> </ul>

<b>Unit 4 Health, Policy and Wellbeing (90 GLH) Internal</b>	<b>No current equivalent to the Pearson BTEC Level 3 National Extended Certificate in Health and Social Care specification BUT similar to Pearson BTEC Level 3 National Extended Diploma in Health and Social Care Unit 8: Promoting Public Health</b>	<b>This is a new unit to the Extended Certificate AAQ, however content will be familiar to those who have taught Unit 8: Promoting Public Health (BTEC RQF)</b>
<b>Learning aims:</b> <b>A</b> Understand the influence of social policy on public health. <b>B</b> Examine the factors affecting public health policy and the impact of addressing these factors to improve public health. <b>C</b> Examine the impact of social policy as a driver to improve outcomes in public health.	<b>Learning aims:</b> <b>A</b> Examine strategies for developing public health policy to improve the health of individuals and the population. <b>B</b> Examine the factors affecting health and the impact of addressing these factors to improve public health <b>C</b> Investigate how health is promoted to improve the health of the population. <b>D</b> Investigate how health promotion encourages individuals to change their behaviour in relation to their own health.	Similar content <ul style="list-style-type: none"> <li>• Origins and aims of social and public health policy</li> <li>• Factors affecting the development of social and public health policy</li> <li>• Groups that influence social and public health policy</li> <li>• Measuring the effectiveness of social and public health policy.</li> </ul> New content <ul style="list-style-type: none"> <li>• The effect of changes to government on social policy agenda</li> <li>• Prevalence of illness in different groups of people</li> <li>• Critical thinking skills</li> <li>• Impact of social policy on service provision</li> <li>• Partnership approaches to improve health outcomes.</li> </ul>
<b>Unit 5 Promoting Health Education (90 GLH) Internal</b>	<b>No current equivalent to the Pearson BTEC Level 3 National Extended Certificate in Health and Social Care specification</b>	<b>This is a new unit to the Extended Certificate AAQ</b>
<b>Learning aims:</b> <b>A</b> Understand the purpose of health education. <b>B</b> Explore key issues and priorities for health and the factors that affect health and wellbeing. <b>C</b> Examine approaches to health education campaigns and their impact on health and wellbeing.		

<b>Unit 6 Safe Environments in Health and Social Care (90 GLH) Internal</b>	<b>No current equivalent to the Pearson BTEC Level 3 National Extended Certificate in Health and Social Care specification BUT similar to Pearson BTEC Level 3 National Extended Diploma in Health and Social Care Unit 7: Principles of Safe Practice in Health and Social Care</b>	<b>This is a new unit to the Extended Certificate AAQ, however content will be familiar to those who have taught Unit 7: Principles of Safe Practice in Health and Social Care (BTEC RQF)</b>
<p><b>Learning aims:</b></p> <p><b>A</b> Explore appropriate care environments for individuals at different life stages.</p> <p><b>B</b> Explore aspects of legislation, regulations and policies that support safe environments in health and social care settings.</p> <p><b>C</b> Examine aspects of monitoring and maintaining safe practice in health and social care environments.</p>	<p><b>Learning aims:</b></p> <p><b>A</b> Examine how a duty of care contributes to safe practice in health and social care settings.</p> <p><b>B</b> Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings.</p> <p><b>C</b> Investigate the influence of health and safety legislation and policies in health and social care settings.</p> <p><b>D</b> Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings.</p>	<p>Similar content</p> <ul style="list-style-type: none"> <li>• Duty of care</li> <li>• Working with vulnerable individuals</li> <li>• Legislation relevant to health and social care</li> <li>• Influence of legislation on health and social care practice</li> <li>• Regulation and Standards within health and social care</li> <li>• Responsibilities of employers and employees to provide safe environments.</li> </ul> <p>New content</p> <ul style="list-style-type: none"> <li>• Different types of care environments</li> <li>• Impact of care environments and the challenges to providing appropriate care.</li> </ul>

Unit 7 Health Science (90 GLH) Internal	No current equivalent to the Pearson BTEC Level 3 National Extended Certificate in Health and Social Care specification BUT similar to Pearson BTEC Level 3 National Extended Diploma in Health and Social Care Unit 15 Microbiology for Health Science	This is a new unit to the Extended Certificate AAQ, however content will be familiar to those who have taught Unit 15 Microbiology for Health Science (BTEC RQF)
<p><b>Learning Aims</b></p> <p><b>A</b> Understand the concepts of microbiology relevant to health science.</p> <p><b>B</b> Examine the role of microorganisms in human health and disease.</p> <p><b>C</b> Understand the factors that can influence the development of diseases and infections.</p> <p><b>D</b> Investigate the impact of diseases and their treatment in a global context.</p>	<p><b>Learning Aims</b></p> <p><b>A</b> Understand the concepts of microbiology relevant to health science.</p> <p><b>B</b> Examine the role of micro-organisms in human health and disease.</p> <p><b>C</b> Investigate the impact of diseases and their treatment in a global context.</p> <p><b>D</b> Investigate the health benefits of micro-organisms.</p>	<p>Similar content:</p> <ul style="list-style-type: none"> <li>• Microorganisms, their structure and function and methods of control</li> <li>• Transmission routes, types of infections, and role of the immune system</li> <li>• The control of disease</li> <li>• Epidemiology</li> <li>• Global disease outbreaks and it's risks to populations.</li> </ul> <p>New content</p> <ul style="list-style-type: none"> <li>• Nutritional diseases, chronic dietary diseases, diseases due to environmental factors.</li> </ul>

