

Collins

HEALTH AND SOCIAL CARE AND CHILD CARE 2015

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Welcome to the 2015 Health and Social Care Catalogue

Inside you'll find lots of useful information about resources for GCSE and A-level from Collins, including revision guides and information about free teaching support.

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Key icons used in the catalogue



Age range



For GCSE



For AS & A-level



For BTEC

Exam board specific

Cambridge

Edexcel

AQA



BTEC First Health & Social Care Level 2

Author: **Mark Walsh**

BTEC

Age
14–16

Collins BTEC First Health & Social Care resources provide support for students and teachers for the 2012 specifications for BTEC Health & Social Care Level 2 in a clear, easy-to-use layout.

Student Book

- **Cover all the key content for the BTEC specification** in clear and concise one-lesson spreads with illustrations and photographs to engage students of all abilities
- **Provide clear, step-by-step direction and guidance** with Pass, Merit and Distinction content clearly differentiated and signposted on each page
- **Learn with confidence** with all content in the Student Book written by an experienced teacher with hands on experience of delivering BTEC Health & Social Care Level 2



endorsed for
BTEC

Teacher Guide

- **Support your teaching with an easy-to use guide** with clear information and commentary to help you deliver all the unit content
- **Easily prepare for assessment** with clear assessment criteria and a planning grid provided for each unit, and separate assignments covering Pass, Merit and Distinction criteria
- **Help your students build their portfolios of evidence** with worksheets and templates they can complete and submit for their assignments
- **Monitor students' individual progress** with a user-friendly tracking document that generates student reports quickly and easily

Information broken down into manageable sections to ensure it's accessible for all students

Case studies provide real-life examples to engage students

Sample from BTEC First Health and Social Care Level 2 Student Book

Student Textbook	978-0-00-747980-1	£21.00
Units 1 & 2 Teacher Resource Pack Download from www.collins.co.uk	978-0-00-747983-2	£30.00 + VAT
Units 3 & 9 Teacher Resource Pack Download from www.collins.co.uk	978-0-00-753922-2	£30.00 + VAT
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Unit 12 Teacher Resource Pack Download from www.collins.co.uk	978-0-00-753930-7	£15.25 + VAT



BTEC National Health and Social Care Level 3

Author: **Mark Walsh**

BTEC

Age
16+

Support students to achieve a Level 3 Certificate or Subsidiary Diploma with resources covering the 8 mandatory units of the Diploma in Health and Social Care.

- **Enable every student to progress** with Pass, Merit and Distinction content clearly differentiated and signposted on every page
- **Inspire students** with unit content presented in clear, concise sections using engaging real-world case studies
- **Help students to succeed**, with material geared towards the 2010 BTEC specification and written by a teacher with hands-on experience of teaching at the right level for BTEC students
- **Support your teaching with the Resource Pack**, offering detailed assignments, and a planning grid for each unit
- **Teach with confidence with assignment plans and clear assessment criteria** that enable students to produce their portfolios as they work through the activities in the book
- **Track students' progress** with the user-friendly tracking document that generates student reports quickly and easily



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Student Textbook	978-0-00-741849-7	£22.00
Teacher Resource Pack for Units 1-8 (available to download from www.collins.co.uk).	978-0-00-758887-9	£75.00

Content is clearly labelled as relevant for Pass, Merit or Distinction level

Assessment criteria on the page help your students understand what is required of them in their portfolios

Feminist perspectives

Structural perspectives, as in functionalism and Marxism view individuals as relatively powerless to change their own destiny and the (class, gender, racial) social forces that shape it. A key perspective is shopping identity from individual social status. By contrast, the feminist and interactionist perspectives challenge this assumption. They see social actors as individuals and groups who have played roles (such as women) as central to the way in which people are engaged in making and maintaining society.

P1 - What about women?

Explain in a critical sociological perspective it has played an important part in the way sociologists think about society since the 1960s. Feminists criticised both functionalism and Marxism for ignoring the specific experiences and concerns of women. The feminist perspective has been widely applied to areas such as the family, health and care. The education system and employment to highlight inequalities in the opportunities and experiences of men and women and to campaign for change. Marxist, radical and liberal feminism are the three main forms of feminism used in contemporary sociology.

Marxist feminism

Marxist feminists use the conflict model of Marxism to explain how women are exploited both in terms of social class and gender in a male dominated society. Women are oppressed and exploited, especially through unpaid domestic and child care work, by men. They are expected to meet the needs of men, making other and supporting them, so that men can go out to work. Women are given the primary responsibility of caring for children and ensuring that the home is comfortable and clean. The culture of domesticity and the housewife role, that is imposed on women as part of a false consciousness that restricts women's lives and limits their social, educational and employment opportunities. The Marxist feminist perspective offers a structural, conflict viewpoint of society (see the section on 'responsible and Marxist approaches') that problematises the experiences of women.

Four assessment criteria

- P1** Explain the feminist perspective on patriarchy.
- M1** Discuss the feminist perspective on patriarchy.
- D1** Analyse the feminist perspective on patriarchy.
- D2** Evaluate the feminist perspective on patriarchy.

Radical feminism

Radical feminism sees society in terms of a basic and profound conflict of interests between men and women. Society is seen as a patriarchal and organised in a way that ensures men (through a dominant position in relation to women). Radical feminists question many of the taken-for-granted female social roles (such as femininity/nurturing) and attitudes towards women believing them to be a form of oppression. The answer to this for some radical feminists is for women to avoid contact with men and to live separate lives. Some radical feminists did not see separatism as only a short-term strategy in the 1970s and 1980s which excluded men and which tried to avoid patriarchal forms of social organisation, such as family structures. Radical feminism highlighted the way in which gender equality issues, including domestic violence and sexual assault, were a consequence of oppressive male power. This was very influential in the creation of women's centres, rape crisis and helpline, violence service and the 'rape shield' 'intimidated' as a powerful way to challenge patriarchy.

3 Assessment criteria

- P1** Explain the feminist perspective on patriarchy.
- M1** Discuss the feminist perspective on patriarchy.
- D1** Analyse the feminist perspective on patriarchy.
- D2** Evaluate the feminist perspective on patriarchy.

Do you think that men and women have naturally different interests and needs in relation to health and social care services? Do you think that men might be able to think about the most of single services and being able to choose a role from a wider portfolio of the same gender.

WOMEN UNITE!

Sample from BTEC National Health and Social Care Level 3 Student Book

Engage students with ideas for further investigation

Student Textbook contents:

- Unit 1 – Developing Effective Communication in Health and Social Care
- Unit 2 – Equality, Diversity and Rights in Health and Social Care
- Unit 3 – Health, Safety and Security in Health and Social Care
- Unit 4 – Development Through the Life Stages

- Unit 5 – Anatomy and Physiology for Health and Social Care
- Unit 6 – Personal and Professional Development in Health and Social Care
- Unit 7 – Sociological Perspectives for Health and Social Care
- Unit 8 – Psychological Perspectives for Health and Social Care

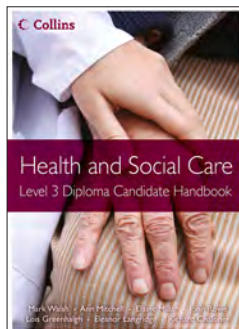
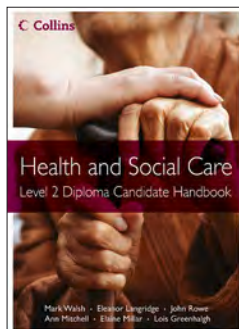
Health and Social Care Diploma Level 2 and 3

Authors: **Mark Walsh, Elaine Millar, John Rowe, Ann Mitchell, Eleanor Langridge, Richard Chaloner and Lois Greenhalgh**

The complete package of work-based resources to guide candidates through the Level 2 and 3 Health and Social Care Diplomas.

The Candidate Handbooks for Levels 2 and 3:

- **Provide clear, step-by-step guidance on how to attain the diplomas**, focusing on what your candidates need to know and do to pass
- **Engage candidates with the perfect amount of content at the right levels**, set out in accessible spreads so that the books are as easy to learn and teach from as possible
- **Focus on what counts**, with a clear emphasis on getting candidates the number of credits they need
- **Link theory to practice** with engaging, real-life case studies to prepare candidates for the practical elements of the qualification



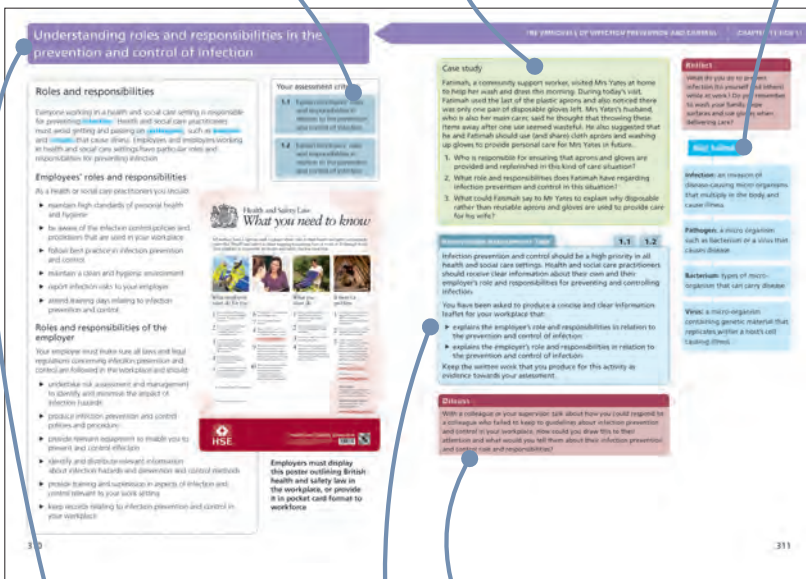
The Assessor Packs:

- **Provide you with an assessment-focused bank of resources** to accompany the content in the candidate handbook, including a range of ideas for practical or individual work, activities and games, quizzes, discussion ideas, research investigation topics and website links for further study
- **Offer assessment guidance**, suggesting how Assessment Activities in the candidate handbook can be approached and highlighting what the student needs to be aware of

Assessment criteria are the focus of each spread

Engaging case studies relate theory to real-world practice

On page glossary highlights key terms



Sample from Health and Social Care Diploma Level 2 Candidate Handbook

Learning outcomes for each unit clearly signalled

Assessment activities enable students to demonstrate they know/can do what is required for the criteria

Short discussion activities get students thinking about key elements for each topic

Health and Social Care Level 2 and 3 Diplomas

Level 2 Candidate Handbook	978-0-00-743051-2	£22.00
Level 2 Assessor Pack	978-0-00-743052-9	£150.00
Level 3 Candidate Handbook	978-0-00-743053-6	£23.99



Dementia Care Award and Certificate Level 2 and 3

Authors: **Mark Walsh, Elaine Millar, John Rowe** and **Ann Mitchell**

The complete package of work-based resources to guide candidates through the Level 2 and 3 Dementia Care awards.

The Candidate Handbooks for Levels 2 and 3:

- **Provide clear, step-by-step guidance on how to attain the award**, focusing on what your candidates need to know and do to pass
- **Engage candidates with the perfect amount of content at the right levels**, set out in accessible spreads so that the books are both easy to learn and teach from
- **Focus on what counts**, with a clear emphasis on getting candidates the number of credits they need
- **Link theory to practice** with engaging, real-life case studies to prepare candidates for the practical elements of the qualification



Learning outcomes for each unit clearly signalled

Assessment criteria are the focus of each spread

Short discussion activities get students thinking about key elements for each topic

The image shows a sample page spread from a candidate handbook. The left page (page 10) is titled 'What is dementia?' and 'How does dementia affect the brain?'. It includes a diagram of the brain with four lobes: Frontal, Parietal, Temporal, and Occipital. The right page (page 11) is titled 'Understanding and caring for the individual' and 'CHAPTER 1'. It contains assessment criteria for 'Visual', 'Auditory', and 'Spatial' skills, a 'Case study' about Victor, and a 'Reflection' box. Callout boxes point to various elements: 'Learning outcomes for each unit clearly signalled' points to the 'How does dementia affect the brain?' section; 'Assessment criteria are the focus of each spread' points to the 'Your assessment criteria' box; 'Short discussion activities get students thinking about key elements for each topic' points to the 'Reflection' box; 'Engaging case studies relate theory to real-world practice' points to the 'Case study' about Victor; 'Assessment activities enable students to demonstrate they know/can do what is required for the criteria' points to the 'Your assessment criteria' box; and 'On page glossary highlights key terms' points to the 'Spatial' criteria.

Engaging case studies relate theory to real-world practice

Assessment activities enable students to demonstrate they know/can do what is required for the criteria

On page glossary highlights key terms

Sample from Dementia Care Award and Certificate Level 2 Candidate Handbook

Dementia Care Award and Certificate Level 2 and 3

Level 2 Candidate Handbook	978-0-00-746871-3	£22.00
Level 3 Candidate Handbook	978-0-00-746872-0	£22.00



GCSE Health and Social Care

GCSE

OCR

Edexcel

Author: **Mark Walsh**

- **Bring Health and Social Care to life** with these textbooks and Teacher Resource Pack covering the latest GCSE specification for Edexcel and OCR
- **Help students achieve their potential** with Chapter Checklists, Assessment Information and Knowledge Check questions enabling students to check and consolidate learning
- **Interest and inspire students** to find out more with Over to You! activities and Investigate... challenges
- **Save time with comprehensive teacher resources**, including differentiated worksheets, engaging activities, teaching tips and guidance

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GCSE Health and Social Care – Student Textbook for OCR	978-0-00-731115-6	£22.00
GCSE Health and Social Care – Student Textbook for Edexcel	978-0-00-731114-9	£22.00

A-level Health and Social Care

Edexcel

AS/A

Authors: **Mark Walsh, Richard Chaloner and Paul Stephens**

- **Cover the single and double AS and A2 Level Edexcel awards** with these textbooks, geared towards the Edexcel A-level specification
- **Help students make the transition to A-level** and get the most out of their course with this clear and concise resource
- **Deliver content at exactly the right level**, written by an experienced team of authors and practitioners, led by leading Health and Social Care expert, Mark Walsh



A Level Health and Social Care – AS for Edexcel	978-0-00-719788-0	£26.00
A Level Health and Social Care – A2 for Edexcel	978-0-00-720040-5	£26.00

Collins Key Concepts: Health and Social Care

Authors: **John Rowe** and **Ann Mitchell**



Key Concepts in Health and Social Care explains the key terms for anyone studying Health and Social Care in school, college or working in the Health and Social Care sector.

From 'active participation' to 'vulnerable adults' the book provides clear definitions, in-depth descriptions and real world example applications, making the most complicated of terms easy to understand.

This is an invaluable reference for students of all Health and Social Care courses, helping familiarise them with the language commonly used in Health and Social Care environments.



- **Help students new to Health and Social Care** gain a thorough understanding of key concepts quickly with terms clearly explained
- **Enable students to tackle course assignments with confidence** with full explanations of important and challenging ideas
- **An essential resource for students** throughout their career as an ongoing reference tool

Collins Key Concepts: Health and Social Care

978-0-00-751081-8

£9.99



BTEC National Children's Play, Learning and Development Level 3

Authors: **Janet Stearns** and **Clare Schmieder**



Collins BTEC National Children's Play, Learning and Development resources provide support for students and teachers throughout the 2012 BTEC Children's Play, Learning and Development Level 3.



Student Book

- **Cover all the key content for the new specification** in clear and concise one-lesson spreads with illustrations and photographs to engage students of all abilities
- **Provide clear, step-by-step direction and guidance** with Pass, Merit and Distinction content clearly differentiated and signposted on each page
- **Learn with confidence** with all content in the Student Book written by teachers with hands on experience of delivering BTEC Children's Play, Learning and Development Level 3



Teacher Guide

- **Support your teaching** with an easy-to use and adaptable Scheme of Work and detailed lesson plans to deliver all unit content
- **Easily prepare for assessment** with clear assessment criteria and a planning grid provided for each unit, and separate assignments covering Pass, Merit and Distinction criteria
- **Help your students build their portfolios of evidence** with worksheets and templates they can complete and submit for their assignments
- **Monitor students' individual progress** with a user-friendly tracking document that generates student reports quickly and easily

Student Textbook	978-0-00-747981-8	£21.00
Units 1- 5 Teacher Resource Pack Download from www.collins.co.uk	978-0-00-747985-6	£90.00 + VAT
Units 6-11 Teacher Resource Pack Download from www.collins.co.uk	978-0-00-753931-4	£90.00 + VAT
Units 12-14 Teacher Resource Pack Download from www.collins.co.uk	978-0-00-753932-1	£45.00 + VAT

GCSE Home Economics: Child Development

Authors: **Mark Walsh** and **Janet Stearns**

AQA

GCSE

- **Teach GCSE Child Development for AQA with these innovative resources** written by leading author, Mark Walsh, and experienced teacher and examiner, Janet Stearns
- **Develop your students' understanding with realistic case studies** in the Student Textbook with its interactive focus and manageable, topic-focused spreads
- **Save on marking and preparation time** whilst supporting the development of knowledge and skills needed to complete end of unit assessment activities with the Student Workbook

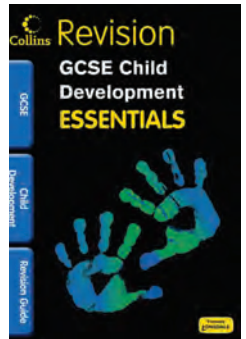


Child Development for AQA Student Textbook	978-0-00-735056-8	£19.99
Child Development for AQA Student Workbook	978-0-00-735057-5	£4.99

GCSE Essentials Child Development



- **Student-friendly Revision Guide** concisely covers all the externally assessed course content and essential skills required for GCSE Child Development
- **Uncluttered approach, with short sentences, focused paragraphs and bullet points** helps make the content accessible for students of all abilities
- **Key words and concepts are highlighted** to aid memory and recall
- **Relevant diagrams and illustrations clarify key points** and aid visual learning



Practice makes perfect!

- **Quick tests included** at the end of each spread to reinforce understanding
- **Accompanying Workbook matches the Revision Guide page for page**, including further practice questions

		RRP	Schools' Price
GCSE Essentials Child Development Revision Guide	978-1-90-641561-7	£4.99	£2.50
GCSE Essentials Child Development Workbook	978-1-90-641562-4	£4.99	£2.50

Special Care for Babies

SCBU and NICUs

SCBU (Special Care Baby Units) and NICU (Neonatal Intensive Care Units) look after some babies after they're born.

The units are staffed by neonatologists, doctors, specially trained nurses and midwives.

Which babies need Special Care?

Special care may be needed by babies who...

- are premature
- have medical problems, e.g. breathing difficulties
- are born to diabetic, or drug-addicted mothers
- are shocked after a difficult delivery

Specialist Equipment in a SCBU

There is a range of specialist equipment in a SCBU. All neonates...

- helps breathing by warming and humidifying air
- keeps babies warm and isolated from infection
- lets parents, via a monitor, see their baby

Light therapy is placed above an incubator to treat jaundice (babies' eyes must be protected from ultra-violet rays). **Jaundice is caused by high levels of bilirubin**, which can cause brain damage.

A **ventilator** helps babies to breathe. It provides oxygen (at a controlled level to avoid brain damage).

A nasogastric tube...

- feeds the mother's expressed breast milk or formula milk directly into the stomach through a tube in the nose
- is used if babies don't have a mature suckling / swallowing reflex, or are too weak to manage feeding

An intensive line gives fluids and drugs into babies. Babies are fed through an intensive line if they're unable to digest milk.

A monitor...

- checks breathing, heartbeat and oxygen levels
- is placed on babies' skin and linked to screens and alarms

At first a baby may be cared for on a one-to-one basis. The level of care decreases as their health improves. Some babies spend only a few hours in a SCBU others several months.

Preterm Babies

Preterm Babies

Preterm babies get born **before full term** (i.e. before 37 weeks). They weigh less than 2.5kg / 5.5lb at birth. The earlier a baby arrives the more likely it is to need medical help.

Preterm babies often have developmental delays like...

- poor developed lungs / breathing difficulties
- the ability to regulate body temperature
- small eyes
- low birth weight and little body fat
- a weak immune system
- low calcium, iron and blood sugar levels
- red, cracked skin
- a large head

Breastfeeding

This can be difficult with premature babies because...

- they feel the baby doesn't belong to them, it belongs to the hospital
- they may be afraid to lose the baby in case it dies

There are times in which bonding can be encouraged by all babies.

Parents can...

- provide physical care, e.g. nappy changing, washing, feeding
- talk and sing to their baby making eye contact
- have skin-to-skin contact by snuggling and cuddling (kangaroo-cuddling for premature babies)
- provide eye and colour.

The mother can also do the baby in the breast. Even if the baby can't feed, the contact will help establish the mother's milk supply.

Quick Test!

- Where are premature babies looked after?
- A SCBU only looks after premature babies. True or false?
- Which equipment in a SCBU is a babies warm?
- Parents shouldn't touch premature babies. True or false?

KEY WORDS

Preterm babies (pre-matured) need extra help before heading out.

- SCBU
- NICU
- ventilator
- Preterm babies

Content is divided into manageable chunks

Quick tests help students check their understanding

Collins Key Concepts: Child Care

Author: **Janet Stearns**

Age
14+

Key Concepts: Child Care explains the key terms for anyone studying Child Care in school, college or working in the Child Care sector.

From 'attachment' to 'social play' the book provides clear definitions, in-depth descriptions and real world example applications, making the most complicated of terms easy to understand.

This is an invaluable reference for students of all Child Care courses, helping familiarise them with the language commonly used in Child Care environments.

- **Help students new to Child Care gain a thorough understanding of key concepts quickly** with terms clearly explained
- **Enable students to tackle course assignments with confidence** with full explanations of important and challenging ideas
- **An essential resource for students** throughout their career as an ongoing reference tool



Collins Key Concepts: Child Care

978-0-00-752198-2

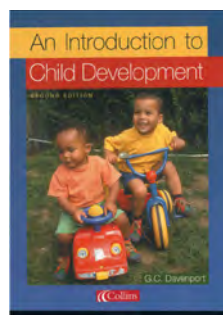
£9.99

Also available:

An Introduction to Child Development

Author: **G. C. Davenport**

- **Captivate your students** with the most popular and accessible text on Child Development, written by a renowned author and teacher
- **Build, reinforce and test knowledge** with background readings illustrating key points, exam-style questions, summary boxes and activities
- **Explore all areas of the subject with ease**, from the theories of Freud and Piaget, to the effects of the media on aggression in children



Introduction to Child Development

978-0-00-322355-2

£23.00



Children and Young People's Workforce Level 2 and 3

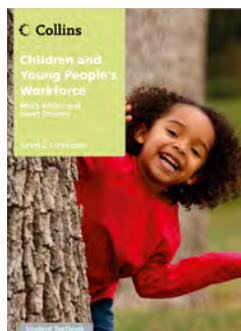
Age 16+

Authors: **Janet Stearns, Mark Walsh, Elaine Millar and Claire Schmieder**

Exciting and accessible resources, perfectly matched to the 2010 specifications from the Children's Workforce Development Council and suitable for all Cache, City and Guild and Edexcel Childcare courses.

The two core Candidate Handbooks:

- **Cover all the mandatory units** for the Level 2 Certificate and Level 3 Diploma
- **Deliver content clearly**, combining step-by-step guidance with ready-to-use assessment tasks for both knowledge and work-based evidence
- **Link theory to practice** by engaging students with a number of case studies exploring real-life experiences in childcare
- **Emphasise the necessity of the practical elements of the course** with a wide range of assessment activities to test both theoretical knowledge and applied competence in the workplace



“ This CACHE CYPW book will support students greatly throughout their studies as information is given in a clear and concise way. The assessment criteria are clearly identified within the units, which supports the students with the formation of their portfolio. The 'Key Terms' section also helps with clarification of meaning. ”

S. Maxwell, Farnborough College of Technology,
reviewing Collins Children and Young People's Workforce resources

Assessment criteria are the focus of each spread

On page glossary highlights key terms

Know what to do when children or young people are ill or injured, including emergency procedures

Your assessment criteria
2.1 Identify the main symptoms of common childhood illnesses.

How do you recognise childhood illness?
Most children and young people will experience some aspect of illness in their life. Common illnesses, like coughs and colics, are not usually serious. However, illnesses such as meningitis are more serious and will need specialist medical care. Illnesses such as chicken pox are infectious (they spread) and others, like asthma, are not infectious at all. It is important for anyone who works with children and young people to be able to recognise the signs of illness and know what action to take.
The main signs of illness in a child or young person are:

- poor appetite
- not energetic
- change in behaviour (usually quiet, not sleeping well, crying more than usual)
- constipation or diarrhoea
- vomiting
- skin rash
- raised body temperature

 A cough, headache, stomach ache, headache or stinging nose.

Signs and symptoms
Young children find it difficult to describe how they feel. They may say that they have 'stomach ache' when they actually feel sick, afraid or worried. Children's symptoms can worsen very quickly and should always be taken seriously and not ignored.

Over to you!
In pairs or small groups, make a list of all the infectious diseases you can think of. Include serious and non-serious conditions, infectious and other diseases.
Compare your notes with others in the group.

Infectious illnesses
Infectious illnesses are caused by bacteria or viruses and are easily spread, particularly in settings among groups of children or young people. Most infectious diseases start with symptoms like a bad cold, with a slight rise in body temperature, a sore throat and generally feeling unwell. Some infectious diseases, such as measles and chicken pox, also produce a rash.
Children will recover completely from most of the common infectious diseases within a few weeks. Others, like meningitis, are more serious. Meningitis affects the protective covering around the brain and spinal cord (meninges) and the most common symptoms are headache, neck stiffness and a high body temperature. It can also cause a bloody skin rash, which does not fade under pressure. A child or young person should always see a doctor if meningitis is suspected, as it can be a life-threatening condition which may require hospitalisation.

Non-infectious illnesses
Some illnesses are not infectious but can still cause health problems for children and young people. Conditions such as measles, stomach upsets and diarrhoea are often experienced by children, particularly since they start mixing with other children. These are not usually serious unless they continue without improvement, in which case a doctor should always be consulted.
Asthma is a non-infectious condition that causes breathing difficulties for children. It can be triggered by allergens, reactions to medicines like the pollen or animal fur. Asthma can be very successfully managed and treated with specific medicine, which is usually taken by the child using a special inhaler.

Assessment/Professional Task
2.1
Investigates these common childhood illnesses:

- measles
- common cold
- asthma
- chicken pox.

 Create an information leaflet or web page for parents, highlighting the main symptoms of these illnesses and how each should be treated.
Keep your notes as evidence towards your assessment.

Sample from Children and Young People's Workforce Level 2 Candidate Handbook

Learning outcomes for each unit clearly signalled

Short discussion activities get students thinking about key elements for each

Assessment activities enable students to demonstrate they know/can do what is required for the criteria

Children and Young People's Workforce Level 2 Certificate and Level 3 Diploma

Level 2 Candidate Handbook	978-0-00-741599-1	£22.00
Level 3 Candidate Handbook	978-0-00-741843-5	£25.00



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