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**Level 3 Alternative Academic
Qualification (AAQ)
Cambridge Advanced National
in Health & Social Care**

**F090:
Principles of
health and
social care**

F090 is an Exam Unit.

- You will have to complete six units over Year 12 and Year 13.
 - Two units are exams and four are coursework.
 - This unit is about the foundation for working in health & social care, working with people who should receive quality, safe care.
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The exam questions have a range of difficulties and challenges with in the F090 exam;

- There will be exam questions where you will need to recall generic (*general, non-specific and not related to a case study situation*) knowledge and understanding.(Performance outcome 1)
 - Some exam questions where you will need to demonstrate applied (*specific to a particular setting or situation*) knowledge and understanding. (Performance outcome 2). These a questions are mid-range marks and a bit more challenging than PO1 Q's.
 - A few exam questions where you will need to demonstrate analysis and evaluative knowledge, a detailed understanding and performance in relation to a case study scenario. (Performance outcome 3). These a questions are higher marks and a the most challenging than the other PO's.
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There are different structures to the questions (e.g. Q1 (a), (b), (c) (i) (ii) etc...) including:

- o Short answer, closed response questions (with or without diagrams) and controlled response questions including MCQs – typically 1 to 4 marks.
- o Extended constructed response with points-based mark scheme – typically 1 to 4 marks, 1 mark per factor or feature to a stated maximum.

These are the topic areas that you will be covering.

Unit F090: Principles of health and social care	
Topic Area 1: Equality, diversity, and rights in health and social care settings	
Teaching content	Breadth and Depth
1.1 Diversity	

<p>Diversity:</p> <ul style="list-style-type: none"> • Age • Cultural differences • Disability • Dress • Ethnicity • Education • Family structure • Food or special dietary requirements • Gender/gender reassignment • Language • Music • Race • Religion or belief • Sexuality and sexual orientation • Socioeconomic background 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ Examples of each aspect of diversity and how each one could be supported in health and social care settings
<p>1.2 Equality</p>	
<p>Equality means that individuals must all be:</p> <ul style="list-style-type: none"> • Given the same opportunities regardless of differences • Treated fairly and with respect • Treated according to their needs 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ Why equality is important □ The positive impact of applying it and recognising its importance □ The negative impact of not applying it and not recognising its importance □ The link between equality and diversity □ Application to different health and social care scenarios and settings, including responding to and providing examples
<p>1.3 Rights</p>	
<p>Each individual's right to:</p> <ul style="list-style-type: none"> • Choice • Confidentiality • Consultation • Equal and fair treatment • Protection from abuse and harm 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ That individuals are entitled to have their rights met in health and social care settings □ How practitioners provide care that supports individuals' rights □ Application to different health and social care scenarios and settings, including responding to and providing examples <p>Does not include:</p>

	<input type="checkbox"/> Knowledge of the Human Rights Act
1.4 Discrimination in health and social care environments	
<p>Prejudice can lead to discrimination on the basis of:</p> <ul style="list-style-type: none"> • Race • Age • Culture • Disability • Religion • Gender • Socio-economic background • Sexual orientation <p>Discriminatory behaviour:</p> <ul style="list-style-type: none"> • Abuse: <ul style="list-style-type: none"> o Verbal o Physical o Mental/psychological o Neglect o Financial • Being patronising • Breach of health and safety • Bullying • Inadequate care • Labelling/stereotyping 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know the definition of prejudice <input type="checkbox"/> Recognising the basis of discrimination <input type="checkbox"/> Examples of the different types of discrimination that might occur in health and social care settings <input type="checkbox"/> How types of discrimination can be direct and indirect or intentional and unintentional <input type="checkbox"/> Application to different health and social care scenarios and settings, including responding to and providing examples
1.5 Potential impacts on individuals of discrimination	
<input type="checkbox"/> Impact of discrimination: <ul style="list-style-type: none"> • Disempowerment • Fear • Illness • Injury • Low self-confidence • Low self-esteem • Physical harm • Poor physical health • Poor mental health • Unfair treatment 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whether impacts on individuals are physical, intellectual, emotional, social and/or financial (PIESF) <input type="checkbox"/> Application to different health and social care scenarios and settings, including responding to and providing examples
Topic Area 2: Managing hazards, health and safety in health and social care settings	
Teaching content	Breadth and Depth
2.1 Potential hazards in health and social care settings	
<p>Types of hazards:</p> <ul style="list-style-type: none"> • Biological <ul style="list-style-type: none"> o Bodily fluids o Disease/infection • Chemical <ul style="list-style-type: none"> o Medicines o Cleaning materials 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examples of hazards found in health and social care settings <input type="checkbox"/> Examples of who may be affected by the hazards

<ul style="list-style-type: none"> • Environmental <ul style="list-style-type: none"> o Temperature o Noise • Working conditions <ul style="list-style-type: none"> o Moving and handling o Equipment used • Physical <ul style="list-style-type: none"> o Slips and trips o Radiation • Poor working practices <ul style="list-style-type: none"> o Working hours and breaks o Supervision • Lack of security systems <ul style="list-style-type: none"> o Door/window locks o Alarm systems 	<ul style="list-style-type: none"> □ Application to different health and social care scenarios and settings, including responding to and providing examples
2.2 Possible impacts of hazards on individuals receiving or providing care	
<ul style="list-style-type: none"> □ Impact of hazards: <ul style="list-style-type: none"> • Illness • Infection • Physical harm • Poor physical health • Poor mental health • Financial loss • Poor standard of care 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ Examples of the impacts on individuals giving and receiving care in health and social care settings, such as, how these hazards can affect staff and/or individuals who require care and support <p>For example:</p> <ul style="list-style-type: none"> • A high workload due to staff absence can cause stress, which can cause high blood pressure • Poor ventilation can cause respiratory illnesses • Poor personal hygiene can cause the spread of MRSA <ul style="list-style-type: none"> □ How possible impacts apply to the hazards in Topic Area 2.1 □ Application to different health and social care scenarios and settings, including responding to and providing examples
2.3 Health and safety management	
<p>Risk assessment</p> <ul style="list-style-type: none"> • Identify risks and potential hazards • Control measures to mitigate risk • The importance of risk assessments <p>Ways to minimise risk</p> <ul style="list-style-type: none"> • Have clear health and safety policies and procedures 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ Identification of risks and hazards and control measures to mitigate the risks applied to Topic Area 2.2

<ul style="list-style-type: none"> • Keep health and safety procedures up to date • Staff training and supervision • Display health and safety signs/information clearly • Deal with potential hazards promptly • Appropriate use of Personal Protective Equipment (PPE) • Keep areas clean and well maintained <p>How the ways listed help to minimise risk</p>	<ul style="list-style-type: none"> □ Application to different health and social care scenarios and settings, including responding to and providing examples
2.4 Health and safety incidents in health and social care settings	
<p>Types of incidents</p> <ul style="list-style-type: none"> • Accidents • Emergencies <ul style="list-style-type: none"> o Fire o Flood o Chemical or gas leak • Outbreak of infectious diseases • Missing person <p>Responses:</p> <ul style="list-style-type: none"> • Reporting of accidents • Evacuation procedures <ul style="list-style-type: none"> o Location of fire exits, meeting points o Needs of specific individuals • Allocation of staff responsibilities during incidents <ul style="list-style-type: none"> o Fire officers o First aiders • Follow-up review of critical incidents and emergencies • Reporting to relevant authorities: <ul style="list-style-type: none"> o CQC o Health and Safety Executive (HSE) o The emergency services o Local authority/social services 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ Examples of responses appropriate for different circumstances and hazards □ Application to different health and social care scenarios and settings, including responding to and providing examples
Topic Area 3: Legislation in health and social care settings	
Teaching content	Breadth and Depth
3.1 The role of legislation	
<p>How each piece of legislation:</p> <ul style="list-style-type: none"> • Supports an individual's rights • Provides guidance for service providers and users 	<p>You may be asked questions about the content left hand column and specifically:</p>

<ul style="list-style-type: none"> • Is a framework to deliver and maintain good practice • Sets out standards of practice for service providers 	<ul style="list-style-type: none"> □ How legislation impacts on individuals who use services, care practitioners and service providers
3.2 The Equality Act (2010)	
Key aspects: <ul style="list-style-type: none"> • The protected characteristics • Reasonable adjustments • Makes direct and indirect discrimination illegal • Makes harassment and victimisation illegal 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ Aspects of the Act in relation to content 3.1 □ Examples of the impact of the legislation on care settings, practitioners, and service users Does not include: □ Aspects of the Act not identified in the teaching content
3.3 The Health and Care Act (2022)	
Key aspects <ul style="list-style-type: none"> • Integrated care systems (Integrated Care Boards (ICBs) and Integrated Care Partnerships (ICPs)) • Restrictions on advertising less healthy food and drink • Aim of shared care records between health and social care • Data sharing across health and social care • Social care needs assessments are now allowed after discharge from hospital • Creates a new criminal offence relating to virginity testing • Requirement that all providers of health, care and support ensure all staff receive training on learning disability and autism 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ Aspects of the Act in relation to content 3.1 □ Examples of the impact of legislation on care settings, practitioners, and service users Does not include: □ Aspects of the Act not identified in the teaching content
3.4 The Children Act (2004)	
Key aspects: <ul style="list-style-type: none"> • Aims to protect children at risk of harm • Paramountcy principle • Right to be consulted • Right to an advocate • Encourages partnership working • Created the children's commissioner 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ Key aspects of the Act in relation to content 3.1 □ Examples of the impact of legislation on care settings, practitioners and service users Does not include:

	<input type="checkbox"/> Aspects of the Act not identified in the teaching content
3.5 Data Protection Act 2018 (GDPR)	
The seven key principles: <ul style="list-style-type: none"> • Lawfulness, fairness and transparency • Purpose limitation • Data minimisation • Accuracy • Storage limitation • Integrity and confidentiality (security) • Accountability 	You may be asked questions about the content left hand column and specifically: <ul style="list-style-type: none"> <input type="checkbox"/> Key aspects of the Act in relation to content 3.1 <input type="checkbox"/> Examples of the impact of legislation on care settings, practitioners, and service users
3.6 Health and Safety at Work Act (1974)	
Key aspects: <ul style="list-style-type: none"> • The employers' responsibilities for health and safety in the workplace • The employees' responsibilities for health and safety in the workplace 	You may be asked questions about the content left hand column and specifically: <ul style="list-style-type: none"> <input type="checkbox"/> Key aspects of the Act in relation to teaching content 3.1 <input type="checkbox"/> Examples of the impact of legislation on care settings, practitioners, and service users Does not include: <input type="checkbox"/> Aspects of the Act not identified in the teaching content
3.7 Manual Handling Operations Regulations (1992)	
Key aspects: <ul style="list-style-type: none"> • Avoid the need for manual handling if possible • Assess the risk from any manual handling that is unavoidable • Take action to reduce the risk of injury as far as possible • Employers must provide information, training and supervision about safe manual handling 	You may be asked questions about the content left hand column and specifically: <ul style="list-style-type: none"> <input type="checkbox"/> Key aspects of the Act in relation to content 3.1 <input type="checkbox"/> Examples of the impact of legislation on care settings, service users and practitioners
3.8 Control of Substances Hazardous to Health (COSHH) (2002)	
Key aspects: <ul style="list-style-type: none"> • Employers must prevent or reduce workers exposure to hazardous substances • Requirement for safe storage, labelling and disposal of hazardous substances • Staff properly trained to safely use hazardous substances 	You may be asked questions about the content left hand column and specifically: <ul style="list-style-type: none"> <input type="checkbox"/> Key aspects of the Act in relation to content 3.1 <input type="checkbox"/> Examples of the impact of legislation on care settings, practitioners and service users Does not include: <input type="checkbox"/> Aspects of the Act not identified in the teaching content

<ul style="list-style-type: none"> • Requirement for an up-to-date COSHH file listing all hazardous substances in the workplace 	
3.9 Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (2013)	
Key aspects: <ul style="list-style-type: none"> • Requirement for employers to keep written records and to report certain types of incidents to the HSE • Records must be kept in an 'accident book' of any workplace accident, that causes absence from work for more than seven days • Reporting to UK Health Security Agency of certain infectious diseases/illnesses 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ Key aspects of the Act in relation to content 3.1 □ Examples of the impact of legislation on care settings, practitioners and service users
Topic area 4: Best practice in health and social care settings	
Teaching content	Breadth and Depth
4.1 Person-centred values	
<ul style="list-style-type: none"> □ Individuality □ Choice □ Rights □ Independence □ Privacy □ Dignity □ Respect □ Partnership □ Encouraging service users' decision making 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ Know the meaning of person-centred values □ The importance of applying person centred values □ Consequences for the service user if person-centred values are not applied □ How the person-centred values could be applied in different health and social care scenarios and settings, including responding to and providing examples
4.2 The 6Cs	
<ul style="list-style-type: none"> □ Care □ Compassion □ Competence □ Communication □ Courage □ Commitment 	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> □ Know the meaning of the '6Cs' □ The importance of the 6Cs □ Consequences for the service user if the 6Cs are not demonstrated □ How the 6Cs could apply in different health and social care scenarios and settings, including responding to and providing examples

4.3 Safeguarding in health and social care settings

Safeguarding policies in care settings:

- Aim of safeguarding policy
- Legal requirement for settings to have a safeguarding policy
- Key features of a safeguarding policy:
 - Designated safeguarding lead (DSL)
 - Training for all staff
 - DBS checks – Standard, Enhanced and the barred list
- People who may need safeguarding:
 - Vulnerable groups
 - Children
 - People in residential care settings
 - People with physical and learning disabilities
 - People with mental health conditions
 - People with sensory impairments
 - People dependent on carers

Impacts of a lack of safeguarding:

- Physical impacts
- Intellectual impacts
- Emotional impacts
- Social impacts

Dealing with disclosures:

- Duty to report suspected abuse:
 - Physical
 - Emotional
 - Sexual
 - Neglect
 - Financial
- Follow reporting procedures
- Support and comfort for the individual
- Do not judge
- Maintain confidentiality
- Protect self

You may be asked questions about the content left hand column and specifically:

- To know that the aim of safeguarding children and vulnerable adults is to:
 - Stop abuse or neglect wherever possible
 - Prevent harm
 - Reduce the risk of abuse or neglect to adults with care and support needs
 - Safeguard adults in a way that supports them in making choices and having control about how they want to live
- Policies for safeguarding and how they are applied
- Examples of situations where safeguarding is necessary and the impact of a lack of safeguarding on individuals, practitioners and settings
- Know how to deal with disclosures

4.4 Supporting practitioners to apply best practice in health and social care settings

- Using effective communication
- Provision of training and professional development opportunities for staff

You may be asked questions about the content left hand column and specifically:

- Mentoring, monitoring and performance management of staff
- Staff meetings to discuss issues/practice

- Why supporting best practice is important for service users, practitioners and providers
- Application to different health and social care scenarios and settings, including responding to and providing examples

What is a care setting.?



Complete the tasks below as part of an introduction and research to this unit.

Healthcare settings

Dental Practice	GP surgery or Health Centre	Hospital
Hospice	Mobile health screening unit	Nursing Home
Optician	Pharmacy	Walk-in Centre

Social care settings

Community centre

Day care centre

Food bank

Homeless centre

Residential care home

Retirement home

Retirement home

Social services department

Support group

Mind map an overview of the 4 topic areas you will be studying, below.

