

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

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

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## 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
<b>1.1</b> Diversity	

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

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

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

<ul style="list-style-type: none"> <li>• Keep health and safety procedures up to date</li> <li>• Staff training and supervision</li> <li>• Display health and safety signs/information clearly</li> <li>• Deal with potential hazards promptly</li> <li>• Appropriate use of Personal Protective Equipment (PPE)</li> <li>• Keep areas clean and well maintained</li> </ul> <p>How the ways listed help to minimise risk</p>	<ul style="list-style-type: none"> <li>□ Application to different health and social care scenarios and settings, including responding to and providing examples</li> </ul>
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**2.4 Health and safety incidents in health and social care settings**

<p>Types of incidents</p> <ul style="list-style-type: none"> <li>• Accidents</li> <li>• Emergencies <ul style="list-style-type: none"> <li>o Fire</li> <li>o Flood</li> <li>o Chemical or gas leak</li> </ul> </li> <li>• Outbreak of infectious diseases</li> <li>• Missing person</li> </ul> <p>Responses:</p> <ul style="list-style-type: none"> <li>• Reporting of accidents</li> <li>• Evacuation procedures <ul style="list-style-type: none"> <li>o Location of fire exits, meeting points</li> <li>o Needs of specific individuals</li> </ul> </li> <li>• Allocation of staff responsibilities during incidents <ul style="list-style-type: none"> <li>o Fire officers</li> <li>o First aiders</li> </ul> </li> <li>• Follow-up review of critical incidents and emergencies</li> <li>• Reporting to relevant authorities: <ul style="list-style-type: none"> <li>o CQC</li> <li>o Health and Safety Executive (HSE)</li> <li>o The emergency services</li> <li>o Local authority/social services</li> </ul> </li> </ul>	<p>You may be asked questions about the content left hand column and specifically:</p> <ul style="list-style-type: none"> <li>□ Examples of responses appropriate for different circumstances and hazards</li> <li>□ Application to different health and social care scenarios and settings, including responding to and providing examples</li> </ul>
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**Topic Area 3: Legislation in health and social care settings**

Teaching content	Breadth and Depth
<b>3.1 The role of legislation</b>	
<p>How each piece of legislation:</p> <ul style="list-style-type: none"> <li>• Supports an individual's rights</li> <li>• Provides guidance for service providers and users</li> </ul>	<p>You may be asked questions about the content left hand column and specifically:</p>

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

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

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

### 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:
  - o Designated safeguarding lead (DSL)
  - o Training for all staff o 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:
  - o Physical
  - o Emotional
  - o Sexual
  - o Neglect
  - o 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

<b>Community centre</b>	<b>Day care centre</b>	<b>Food bank</b>
<b>Homeless centre</b>	<b>Residential care home</b>	<b>Retirement home</b>
<b>Retirement home</b>	<b>Social services department</b>	<b>Support group</b>

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

