

AAQ Health and Social Care

Year 11 into 12 Activity Booklet



Name _____

Contents Page:

Course Structure:

F090 – Principles of Health and Social Care.....	3
F091 – Anatomy and Physiology for Health and Social Care.....	4
F092 – Person-Centred Approach to Care.....	4
F093 – Supporting People with Mental Health Conditions.....	4
F095 – Investigating Public Health Strategies.....	5
F096 – Supporting People in Relation to Sexual Health, Pregnancy and Postnatal Health.....	5

Expectations:

Equipment	6
-----------------	---

Resources:

Books	7
Films	8
Podcasts	9

Activities:

Summer tasks	10
--------------------	----

Course Structure:

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	Assessment method	Certificate	Extended Certificate
F090	Principles of health and social care	M/651/0902	80	E	M	M
F091	Anatomy and physiology for health and social care	R/651/0903	80	E	-	M
F092	Person-centred approach to care	T/651/0904	50	N	M	M
F093	Supporting people with mental health conditions	Y/651/0905	50	N	M	M
F094	Supporting people with long term physiological conditions	A/651/0906	50	N	-	O
F095	Investigating public health	D/651/0907	50	N	-	O
F096	Supporting people in relation to sexual health, pregnancy and postnatal health	F/651/0908	50	N	-	O
F097	Supporting healthy nutrition and lifestyles	H/651/0909	50	N	-	O

Unit F090 – Principles of Health and Social Care

Unit aim Everyone is different and everyone has rights. Promoting equality and respecting diversity and rights in health and social care environments is essential in today's very diverse society. An effective health or social care professional must be able to provide safe and person-centred care that meets the needs of individuals. Health and social care professionals' attitudes, values and prejudices can significantly affect the quality of care that individuals experience. All individuals have the right to work in, or receive care in, a safe and secure environment. It is the duty of every health or social care professional and their employer to play their part in ensuring a safe care environment.

In this unit you will learn about how you can support equality, diversity and rights in health and social care settings. You will learn about types of discriminatory practice and potential hazards, along with legislation that helps to keep individuals safe by identifying and supporting rights, duties, and responsibilities in care settings. You will learn about the meaning of best practice, the importance of providing person-centred care and how to choose the appropriate action or response as a health or social care professional. You will learn how legislation, policies and procedures work to reduce risks and protect individuals in health and social care environments.

Unit F091 – Anatomy and Physiology for Health and Social Care

The human body is a complex system made of many organs working together to sustain life. If you work in the health and social care sector, it is vitally important to understand how the body functions. For example:

- paramedics need to understand signs and symptoms of certain conditions
- radiographers need to understand the structure of bones and joints
- dieticians need to know how to adapt diets to help people with certain conditions
- occupational therapists need to understand how certain conditions will affect daily life and the support people may need to live independently.

This unit will be a journey of discovery where you will explore how your body works from the cellular to the multicellular level. In this unit you will learn about the arrangement of body systems and the structure and function of the component parts. You will learn about key processes within each body system, that enable them to function properly. You will then explore conditions affecting these systems, specifically learning about the biological basis, monitoring, treatment and impact on lifestyle and independence.

Unit F092 – Person-Centred Approach to Care

The individual is always the focus of work in health and social care; professionals should seek to empower the individual and make them central to all decisions made. This unit will introduce you to person-centred care, which involves individuals being equal partners in the planning and delivery of their care. Individuals and their families/carers should have the maximum choice and control, and this unit aims to give you some of the tools to achieve that.

In this unit you will learn the principles and values that underpin a person-centred approach to care and the practical tools that can be used to develop care plans for individuals. You will explore how to communicate in health and social care, how to build relationships and the barriers that need to be overcome to achieve person-centred care. You will learn to write outline care plans to suit individuals, using person-centred approaches and develop your reflective practice skills.

Unit F093 – Supporting People with Mental Health Conditions

What does mental health mean? What are the effects of a mental health condition and what support is available for individuals? There are many types of mental health conditions and causes can be complex. Mental health conditions are common, yet many individuals who live with them do not have any support. Treatments and services for individuals with mental health conditions and attitudes towards those individuals and the conditions themselves, need to be better understood and addressed.

In this unit you will learn about how individuals with mental health conditions can be cared for and supported in a way which is suitable for their needs. You will do this through exploring the meaning of mental health and mental health needs and considering the main types of mental health conditions and how these may affect the life of individuals. You will explore the different ways that individuals may be supported to promote their mental wellbeing, manage their condition, and different forms of treatment and support that may be available.

Unit F095 – Investigating Public Health Strategies

Public health is generally an area for exploration and analysis, but it's also a chance for action. Public health is tackling the health and wellbeing of an entire population. It aims to prevent crises from happening, where possible, and prepares society for obstacles that are inevitable. Therefore, we need to appreciate the whole population.

In this unit you will learn about current public health challenges and reasons why a healthy society is vital. You will then research a public health challenge and propose an approach to improve health and protect the public. You will consider your approach, how it will be resourced, implemented and monitored to improve the targeted area of public health.

Unit F096 – Supporting People in Relation to Sexual Health, Pregnancy and Postnatal Health

Sexual health, including pregnancy and childbirth, is as crucial as any other aspect of health and yet many feel uncomfortable talking about it, despite it affecting most of us at some point in our lives. Being prepared for sex, pregnancy, and childbirth with accurate and up-to-date knowledge can promote a sense of wellbeing that influences all other aspects of health by reducing the risk of unwanted consequences or a sense of trauma.

In this unit you will learn about and research the most important aspects of sexual health including relationships, the law, consent, sexual health, sexually transmitted infections, contraception, pre conceptual care, birth, and the immediate care of the baby, and how to obtain support for these. You will also learn to produce advice and guidance that is personalised for specific individuals with issues related to sexual health and pregnancy, birth and postnatal health. You will develop skills needed to deliver advice and guidance in a sensitive and professional way and review the process of doing this.

Expectations:

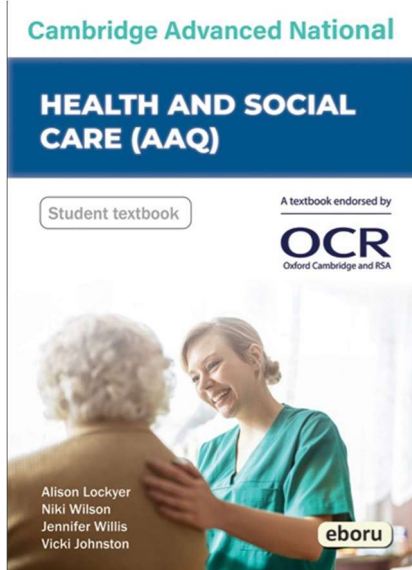
Course-specific Expectations for Academic Success

- Willingness to ask questions, share your opinions and ideas
- Being a active learner who is engaged with lessons and set work
- Reading and responding to feedback set out by your teachers
- Strong interest in research around the subject
- Learning exam techniques for Health and Social Care

Equipment:

Effective study skills are vital to your success in AAQ Health and Social Care. You will have lots to read and remember and you need to be able to make effective and succinct notes. Keeping organised is a must, so be prepared with the following equipment in September.

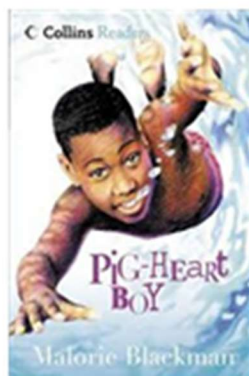
- A4 Lever Arch File (just for H+SC with subject dividers)
- Lined A4 paper
- Blue or black pens
- Green pen
- Highlighters
- H+SC transition booklet
- Textbook: [Cambridge Advanced National \(AAQ\) in Health and Social Care Student Book](#)



Resources:

Books:

Pig Heart Boy by Malorie Blackman



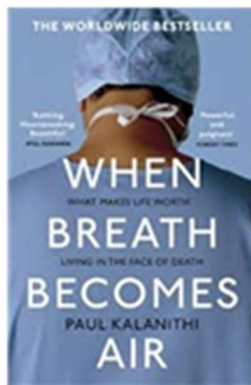
Wonder by R.J. Palacio



This is Going to Hurt by Adam Kay



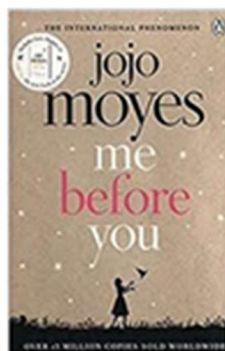
When Breathe becomes Air by Paul Kalanithi



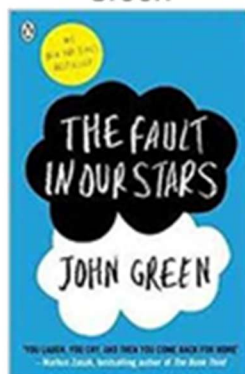
The Hate U Give by Angie Thomas



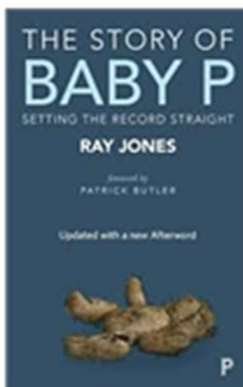
Me Before you by Jojo Moyes



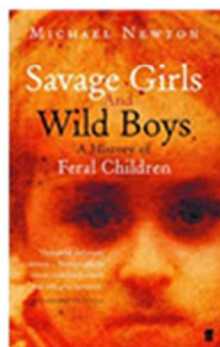
The Fault in Our Stars by John Green



The Story of Baby P by Ray James



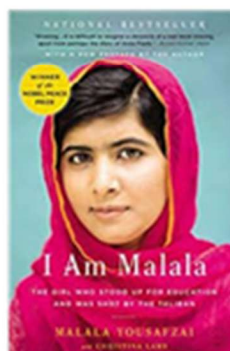
Savage Girls and Wild Boys by Michael Newton



The Language of Kindness by Christie Watson



I am Malala by Malala Yousafzai



The Boy Who Couldn't Stop Washing by Dr Judith Rapaport



Films/Documentaries:

Babies



Marriage Story



Louis Theroux: Extreme love, Dementia



Five Feet Apart



Brain on Fire



Theory of Everything



The Children Act



Born to be different



Girl, Interrupted



Call the Midwife



Confessions of a Junior Doctor



Pandemic: How to prevent an outbreak



Podcasts/Interviews:

#46 Why Nursing? With Hope McNulty on **Adulthood** by Oenone Forbat

Oenone speaks to Hope McNulty, who is currently finishing her studies to become a nurse. They talk about what nursing really is, how the career differs from our preconceptions and lots more.

[#46 Why Nursing? with Hope McNulty - Adulthood | Podcast on Spotify](#)



Think Local Act Personal

Caroline Speirs interviews Clenton Farquharson to find out about his experiences as both someone who accesses health and care services as an advocate for people's rights. He offers his insights on what staff working across health and social care can do to work in a more person-centred way and challenges us all to think differently about accessibility, language, the Care Act and of course his beloved Birmingham City FC.



[Podcast on how to make place based, person-centred health & care a reality - TLAP](#)

Helpful Social Work podcast aims to help social workers to learn, think and act with integrity so that people who need social work get help that will transform their lives. Each month we look at topics that matter to social workers.

<http://www.helpfulsocialwork.com/>



**HELPFUL
SOCIAL WORK**

The Food Medic podcast is hosted by medical doctor, personal trainer, blogger, and author, Dr. Hazel Wallace. In this podcast you will hear from leading experts in their field who share evidence based advice on how we can live healthier lives and cut through the confusing information that we find online.

<https://podcasts.apple.com/gb/podcast/the-food-medic/id1397209446>



Learning in Development

Passionate people exploring and chatting about child & youth development.

<https://www.listennotes.com/podcasts/learning-in-development-whyatt-osullivan-Q0JZoYiEybT/>



Activities:

Task 1: Research and define the following words which are words you will need to use correctly.

Adolescence	Health and care legislation
Advocate	Holistic Approach
Attachment	Multi-disciplinary team
Care package	Meeting people's needs
Care values	Person-centred care
Discrimination	Physiology
Diversity	Risk Assessment
Empathy	Safeguarding
Ethical	Self-Esteem

Task 2:

Legislation is a collection of laws passed by Parliament. Legislation is upheld through the courts, which may prosecute individuals or organisations if they break the law. Legislation is in place to ensure that everyone's health, safety and security is safeguarded. This includes all those who live in, work in and visit health, social care and child care settings

Task: Research the following 8 legislation and create a word processed revision resource of your choice (PowerPoint, poster, mind map, table). For each legislation make sure you identify the key aspects/features.

Legislations:

- 1. Health and Safety at Work Act 1974**
- 2. Manual Handling Operations Regulations 1992**
- 3. Reporting of Injuries, Diseases and Dangerous Regulations (RIDDOR) 2013**
- 4. The Data Protection Act 1998**
- 5. Control of Substances Hazardous to Health (COSHH) 2002**
- 6. The Health and Social Care Act 2012**
- 7. The Equality Act 2010**
- 8. The Children Act 2004**

Useful links:

<https://www.cqc.org.uk/guidance-providers/regulations-enforcement/legislation>

<https://www.legislation.gov.uk/ukpga/2022/31/contents/enacted>

<https://nhsproviders.org/topics/governance/key-legislation>

Task 3:

Answer the following Exam Questions:

Once you have completed them to the best of your ability use the mark scheme to help mark them.

- 1. State one piece of legislation that requires workplaces to carry out risk assessments.**

[1]

- 2. Describe how the Equality Act protects someone with a disability in health and social care settings.**

[4]

- 3. (a). Describe three workplace requirements of the Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR).**

1

2

3

[6]

- (b) (i) Sam works as a care assistant at a nursing home. One afternoon, while tidying the residents' lounge, Sam finds a file that holds one of the resident's personal details, including their medical records.
What should Sam do?

Choose the three most appropriate actions Sam should take from the list below. Tick three boxes only.

Actions:		Tick (✓) three only
A	Complain to the cleaning staff for not tidying it away	
B	File the document away in the office where it belongs	
C	Give the file to the resident	
D	Leave the file where it is, someone must be using it	
E	Report what has happened to her manager	
F	Tell the resident what has happened	

[3]

- ii. Justify your choice of answers for question (i).

[illegible]

[6]

	b	i	<table><tr><td colspan="2">Actions:</td><td>Tick (✓) three only</td></tr><tr><td>A</td><td>Complain to the cleaning staff for not tidying it away</td><td></td></tr><tr><td>B</td><td>File the document away in the office where it belongs</td><td>✓</td></tr><tr><td>C</td><td>Give the file to the resident</td><td></td></tr><tr><td>D</td><td>Leave the file where it is, someone must be using it</td><td></td></tr><tr><td>E</td><td>Report what has happened to her manager</td><td>✓</td></tr><tr><td>F</td><td>Tell the resident what has happened</td><td>✓</td></tr></table>	Actions:		Tick (✓) three only	A	Complain to the cleaning staff for not tidying it away		B	File the document away in the office where it belongs	✓	C	Give the file to the resident		D	Leave the file where it is, someone must be using it		E	Report what has happened to her manager	✓	F	Tell the resident what has happened	✓	3 (PO2)	One mark for each correct answer. Maximum of three actions. No other answers are acceptable. Mark the first three ticked boxes only.
Actions:		Tick (✓) three only																								
A	Complain to the cleaning staff for not tidying it away																									
B	File the document away in the office where it belongs	✓																								
C	Give the file to the resident																									
D	Leave the file where it is, someone must be using it																									
E	Report what has happened to her manager	✓																								
F	Tell the resident what has happened	✓																								
		ii	<u>Why the actions chosen are appropriate.</u> Answers can include some of the following: B – File the document away in the office where it belongs: - Residents’ personal notes should be stored securely. - Information should only be shared on a ‘need to know’ basis. - This would follow agreed ways of working. E – Report what has happened to her manager: - It is important to keep senior staff informed. - The manager is responsible for staff training so can take action to improve training on maintaining confidentiality and data protection procedures. - Legal obligations – regulations should be followed regarding ‘storage’ and ‘confidentiality’ breaches notified to staff.	6 (PO3)	Level 3 (high) 5-6 marks A thorough justification which includes: - a range of valid points to support a case or argument - clear use of evidence appropriate to the context of the question - consistent use of appropriate subject terminology Level 2 (mid) 3-4 marks An adequate justification which includes: - some points, that are mostly valid, to support a case or argument - some use of evidence appropriate to the context of the question - some use of appropriate subject terminology.																					

			F – Tell the resident what has happened: • Legal obligations – GDPR/Data Protection – they have a right to know. • A conversation with the resident may throw light on the situation – they may have left it there themselves. • Legal obligations – regulations should be followed regarding ‘storage’ and ‘confidentiality’ breaches notified to residents. <u>Why the other actions were not chosen.</u> Answers can include some of the following: A – Complain to the cleaning staff for not tidying it away • The cleaning staff have no responsibility for residents’ files. • It is unlikely to have been the cleaning staff who left the file out in the first place. • The priority should be to make sure the file is stored away securely again as soon as possible. C – Give the file to the resident • The resident is not responsible for the security of their records (the nursing home is) • Nursing home residents may be quite vulnerable – it isn’t fair to expect them to look after material like this securely • It is important that the records are put somewhere secure again as soon as possible D – Leave the file where it is, someone must be using it • Other residents could find the file which would result in a (further) confidentiality breach • There is a danger the file could be lost or damaged if it is not stored correctly		Level 1 (low) 1-2 marks A basic justification which includes: • a few points to support a case or argument • limited use of evidence appropriate to the context of the question • use of appropriate subject terminology is limited. 0 mark Answer is not worthy of credit. Minimum of two correct actions must be explained for Level 3.
			Total	15	