



Cambridge Technicals

Health and Social Care

Unit 3: Health, safety and security in health and social care

Level 3 Cambridge Technical in Health and Social Care

05830 - 05833

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations to be used when marking Unit 3.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
 or 	Noted but no credit given

Question	Answer	Marks	Guidance
1	<p>(a)</p> <ul style="list-style-type: none"> • having a named person responsible for safeguarding • all staff must be DBS checked, background checked, criminal checks, not on barred lists • all staff must have safeguarding training (accept 'training') • all staff must know potential indicators of abuse • ways to report concerns of abuse • ways to record concerns of abuse, e.g. record keeping, case notes • ways to minimise potential risks to vulnerable individuals • staff know who to inform when individuals disclose information • having displayed information of how to report/notice abuse, e.g. posters • restrictions on the use of social media/photographs • security measures e.g. sign in/sign out book for visitors, security at entrances, passwords, ID badges, registers, no unauthorised access • practical personal care procedures, e.g. two staff required/leaving doors open when giving personal care • review safeguarding policy 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>One mark for any of the listed answers. Accept alternative language. Accept other reasonable safeguarding procedures</p> <p>Do not accept: Doors being locked General health and safety procedures, e.g. Confidentiality Risk assessment Clean up spills Abuse Harm Answers not relevant to a care home (for all ages)</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p>

Question	Answer	Marks	Guidance
1	<p>(b) Examples of working practices being a hazard:</p> <ul style="list-style-type: none"> • working hours/long hours • inadequate supervision/ monitoring • lack of training / no training • lack of staff/ short-staffed • not following correct procedures <p>Explanations of how working practices could be a hazard:</p> <ul style="list-style-type: none"> • injury or harm • illness, e.g. stress and anxiety • using incorrect techniques / equipment • extreme tiredness • visual fatigue • poor judgement • may give inadequate care 	<p>3</p> <p>(1 x 1) (1 x 2)</p>	<p>Annotation:</p> <p>The number of ticks must match the number of marks awarded.</p> <p>For working practices do not accept: Working conditions e.g. noise, temperature, lighting</p> <p>Mark for the explanation, not for specific points.</p> <p>Two marks:</p> <ul style="list-style-type: none"> • a full and detailed explanation • clear understanding of the hazard is demonstrated • related to the context <p>One mark:</p> <ul style="list-style-type: none"> • a simplified explanation which lacks clarity • basic information/list <p>Can credit working practice if given in the explanation.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div>

Question	Answer	Marks	Guidance
1	<p>(c) A resident trips and falls</p> <ul style="list-style-type: none"> • health and safety policy/ management systems • first aid policy • reporting of accidents / incidents • workplace hazards and risk controls, risk assessment • manual handling <p>Building work is carried out on the premises</p> <ul style="list-style-type: none"> • workplace hazards and risk controls, risk assessment • asbestos • fire safety • security of premises • safeguarding • health and safety policy/ management systems • electrical safety • manual handling <p>Residents have their incontinence pads changed</p> <ul style="list-style-type: none"> • workplace hazards and risk controls, risk assessment • safeguarding • disposal of hazardous waste • lone working • infection control/ hygiene • personal care • manual handling 	3 (3x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>One mark for any of the listed answers. Accept alternative language, e.g. 'Removal of waste'</p> <p>Do not accept: Repeats Legislation, e.g. Health and Safety at Work 1974 Procedures, e.g. cordon off the area, putting up signs, ensuring privacy Staff training</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div>

Question	Answer	Marks	Guidance
1	<p data-bbox="253 240 297 272">(d)</p> <p data-bbox="333 240 880 272">One mark for each action. Three required</p> <ul data-bbox="333 320 1088 1110" style="list-style-type: none"> • call the police/notify the authorities • inform relatives / next of kin/ relevant individuals, e.g. social worker, key worker • report them missing • notify the manager • alert all staff • make a written report of the incident – record the date, time, details • carry out a follow up review of the incident, e.g. review policies • search the premises/ look for the individual • check the signing out book/CCTV • ask if anyone has seen the individual/ inform residents • find out where the individual was last seen • keep lines of communication open • take a register • check other residents are secure • check security measures have not been breached • follow policy 	<p data-bbox="1158 240 1229 312">3 (3x1)</p>	<p data-bbox="1279 240 1973 336">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1279 440 2033 507">One mark for any of the listed answers. Accept alternative language. Accept any other reasonable action.</p> <p data-bbox="1279 547 1478 579">Do not accept</p> <p data-bbox="1279 579 1500 743">Locked doors Stay calm Don't tell anyone Don't panic Inaction</p> <p data-bbox="1279 783 1957 850">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1279 858 1688 938" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;"> ⤴ TV REP SEEN </div>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
1	(e)*	<p>Public environments</p> <ul style="list-style-type: none"> - park - shopping centre - town centre - leisure centre - seaside/beach - garden centre - supermarket - zoo - nature reserve - cafes - swimming pool <p>Accept any other reasonable public environment. Can credit answers which have analysed types of hazards but not specified a particular public environment.</p> <p>Types of hazards in a public environment</p> <p>environmental</p> <ul style="list-style-type: none"> - uneven surfaces causing residents to trip - open water (lakes or rivers) with inadequate safety barriers - objects that could be tripped over - transport hazards e.g. busy roads <p>biological</p> <ul style="list-style-type: none"> - dog waste - used needles - people with infectious diseases - food poisoning (if eating out) 	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p>Annotation:</p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> • detailed analysis • types of hazards and examples • logically structured • correct use of terminology • QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound analysis • examples of hazards given • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic analysis • may identify some risks • QWC – low 	<p>Level 3 [6-7 marks]</p> <p>Answers provide a full and detailed analysis of types of hazards in a public environment. Examples of hazards and the risks they pose are explained. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-5 marks]</p> <p>The answer provides a sound analysis of hazards in a public environment. Examples of hazards are given. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Submax of 4 for one example done well</p> <p>Level 1 [1-3 marks]</p> <p>The answer provides a basic analysis of the hazards in a public environment. Answers may be list like, muddled, demonstrating little understanding of the context. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p>

Question	Answer/indicative content	Marks	Guidance	
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	<p>physical hazards</p> <ul style="list-style-type: none"> - loud noises - choking <p>lack of security systems</p> <ul style="list-style-type: none"> - members of the public (intentional abuse) - gates not locked - getting lost <p>chemical hazards</p> <ul style="list-style-type: none"> - cleaning materials - allergies <p>psychological</p> <ul style="list-style-type: none"> - anxiety - stress <p>working practices</p> <ul style="list-style-type: none"> - lack of staff accompanying <p>musculo-skeletal</p> <ul style="list-style-type: none"> - lifting - display screen equipment <p>Benefits of residents visiting public environments</p> <ul style="list-style-type: none"> - being included in the community - enjoying normal life - socialising with others - having a change of scene 			

Question	Answer	Marks	Guidance
2	<p>(a)</p> <ul style="list-style-type: none"> • to report all work-related accidents that cause death • to report all work-related accidents that cause serious injury, e.g. fill out an accident form • to report diagnosed cases of certain work-related diseases, e.g. carpal tunnel syndrome, exposure to biological agents • to report incidents that have the potential to cause harm, e.g. collapse of equipment, explosions or fires • report outbreaks of infectious diseases • put procedures in place in event of outbreak to reduce infection spreading • training staff on what and how to report • keep records of incidents/accidents/near misses e.g. for three years • review policies / carry out risk assessment after near misses • For the employer to ask other people to write reports on incidents, to get differing points of view thereby giving a non biased judgement • check reported incidents are acted on <p>'Reporting injuries – only one mark'</p>	6 (3x2)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks:</p> <ul style="list-style-type: none"> • a full and detailed description • clear understanding of the employer's responsibility is demonstrated • related to the context <p>One mark:</p> <ul style="list-style-type: none"> • a simplified description which lacks clarity • basic information/list <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div>

Question	Answer/indicative content	Marks	Guidance	
			Content	Levels of response
2	(b)* Promotes health, safety and security by staff: <ul style="list-style-type: none"> following the correct procedures for handling and storing substances hazardous to health under COSHH (2002), e.g. medicines, chemicals, waste following the policy for chemical and biological health hazards using hazard sign to keep patients and other staff away from the area analysing the content of the spill cleaning the spillage effectively using the appropriate cleaning solution wearing appropriate PPE – gloves, apron, eye and face protection using correct colour coded equipment e.g. bins discarding waste into correct colour coded waste bags procedures relating to the storage, dispensing and disposal e.g. of medicines, chemicals, waste ensures risks are analysed and minimised ensures hazards are reported ensures staff are correctly trained in policies and procedures/ handling hazardous substances substances are locked away posters, signs, labelling of hazardous substances 	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> detailed analysis explicit reference to COSHH logically structured factually accurate correct use of terminology QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> sound analysis some general reference to following policy or legislation QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> limited / basic response limited structure, may be list like or muddled QWC – low 	<p>Level 3 [5-6 marks] Answers provide a detailed analysis of the correct procedures for handling substances hazardous to health under COSHH (2002). Clear understanding of the appropriate actions is demonstrated. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [3-4 marks] Answers provide a sound analysis of the appropriate actions for handling substances hazardous to health. Some reference is made to the need to follow policy. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Submax of 3 for one done well</p> <p>Level 1 [1- 2marks] A limited or basic response that identifies some actions for handling hazardous substances. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p>

Question	Answer/indicative content	Marks	Guidance	
			Content	Levels of response
	If COSHH not followed: - hazardous substances could cause injury, illness or death Do not credit food related answers			

Question	Answer	Marks	Guidance
2	<p>(c)</p> <ul style="list-style-type: none"> • Criminal law – they could be prosecuted for breaching the Health and Safety at Work Act (1974) and be imprisoned. They would be struck off the professional register. • Civil law – they could be sued for compensation for negligence leading to financial loss. The nursery could close. • direct costs, e.g. fines, closure • indirect costs, e.g. training, recruiting staff, closure, loss of profit (less children attending) • disciplinary action, e.g. increased inspections • loss of professional status / reputation / job / trust / self esteem • difficulty working in future • enforced training 	6 (2x3)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Mark for the explanation, not for specific points.</p> <p>Three marks:</p> <ul style="list-style-type: none"> • a full and detailed explanation • clear understanding of the consequence is demonstrated <p>Two marks:</p> <ul style="list-style-type: none"> • a sound explanation • some understanding of the consequence is demonstrated <p>One mark:</p> <ul style="list-style-type: none"> • a simplified explanation • may not demonstrate understanding of the consequence <p>Do not credit:</p> <ul style="list-style-type: none"> • simple re-iteration of the situation <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; width: fit-content; margin: 10px auto;"> ⤴ TV REP SEEN </div>

Question	Answer	Marks	Guidance
2	<p>(d)</p> <ul style="list-style-type: none"> • assess for danger e.g. by checking there is nothing which could cause them harm • keep themselves and the area safe e.g. by checking and eliminating potential hazards • prevent further harm, e.g. by clearing the area, not moving the child, keeping them calm, CPR • maintain respect and dignity e.g. by keeping onlookers away • get help e.g. call an ambulance/appropriate level of help • stay with an individual until help arrives e.g. provide reassurance, assistance, first aid • assess the severity of the injury and if trained provide first aid: DRSAB • put child in recovery position if breathing and unresponsive • assess the reason for the injury and find out why it happened • record the details of the injury e.g. time, place, name of child • PPP – promote, protect, preserve <p>Accept other reasonable actions</p>	4 (2x2)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks:</p> <ul style="list-style-type: none"> • a full and detailed description • clear understanding of the responsibilities of a first aider is demonstrated • related to the context <p>One mark:</p> <ul style="list-style-type: none"> • a simplified description which lacks clarity • not related to the context • basic information/list <p>Do not accept: Follow training Contact the parents</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> A TV REP SEEN </div>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)*	<ul style="list-style-type: none"> ways to prevent and reduce the risk of fire at the home e.g. fire risk assessment, use inflammable materials, fire doors, fire drills, reporting risks, checking fire safety equipment identify anyone especially at risk if there was a fire, e.g. wheelchair users, limited capacity/mobility, visual or hearing impaired reporting and reviewing safety after incidents information and training for employees nominate people to carry out specific roles in the case of fire, e.g. roll call, get registers ways to contact the emergency services if there is a fire ensure there are sufficient fire alarms, smoke detectors, extinguishers ensure the alarms are working and can be heard throughout the building ensure there are enough fire exits ensure fire exits are in the right places ensure escape routes are identifiable and free from obstructions, e.g. signs, maps of 	10	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> detailed explanation of features clear understanding of fire safety explicit reference to adults with disabilities logically structured related to the context correct use of terminology QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> sound explanation of features some understanding of fire safety some understanding of the context QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> limited / basic response may not relate to the context limited structure, may be list like or muddled 	<p>Level 3 [8-10 marks] Answers provide a detailed explanation of the features of fire safety in a residential setting. Clear understanding of the need to consider the context. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-7 marks] Answers provide a sound explanation of the features of fire safety in a residential setting. Some understanding of the need to consider the context. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Submax of 5: For one feature done well</p> <p>Level 1 [1-3 marks] A limited or basic response that identifies some features of fire safety. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>the building on display</p> <ul style="list-style-type: none"> • ensure there are PEEPs (personal emergency evacuation plans) in place for individuals who need special consideration • Assembly points • ACT FAST – act fast, don't panic; control fire if trained; telephone fire brigade, follow procedures, assist others, try and stay calm • horizontal evacuation, e.g. move residents away from the fire 		<ul style="list-style-type: none"> • QWC – low 	

Question	Answer	Marks	Guidance
3	<p>(b)</p> <ul style="list-style-type: none"> • To take part in fire evacuation practices so that they understand what they are supposed to do in the event of a fire. Practices are important to highlight potential evacuation difficulties so that they can be resolved. • To follow rules that relate to fire prevention, e.g. smoking in designated areas and not using candles in bedrooms, so the risk of fire is reduced. • To follow the instructions of the staff in the event of a fire so that they do not put themselves or anyone else at risk of harm. • Be aware of meeting/assembly points • To follow fire evacuation procedures • Do not re-enter the building • Report any fire risk dangers/ misuse of equipment • Prevent harm to others, e.g. by staying calm, offering assistance to others • Raising the alarm if they discover a fire • Closing windows and doors to prevent fire spreading • To not block fire exits 	3	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Mark for the explanation, not for specific points. Accept alternative language</p> <p>Three marks:</p> <ul style="list-style-type: none"> • a full and detailed explanation • responsibility to follow procedures and instructions • everyone has a responsibility for the health and safety of others <p>Two marks:</p> <ul style="list-style-type: none"> • a sound explanation • responsibility to follow procedures and instructions • may not recognise that everyone has a responsibility for health and safety of others <p>One mark:</p> <ul style="list-style-type: none"> • a simplified explanation • may be muddled or list like <p>Do not credit:</p> <ul style="list-style-type: none"> • simple re-iteration of the situation • evacuate the building • do not use the lift <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> ^ TV REP SEEN </div>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(c)*	<p>Consequences for the individual</p> <ul style="list-style-type: none"> • they may become ill with food poisoning • they may be harmed e.g. by knives/allergies/burns • this could be very dangerous for the health of vulnerable individuals • they may lose trust in their care worker • they may refuse care • in severe cases they may need hospital treatment, death • emotional effects, e.g. not feeling valued <p>Consequences for the care worker</p> <ul style="list-style-type: none"> • indirect costs – they may face disciplinary action such as suspension or dismissal or further monitoring • direct costs – they could be sued for negligence • they may have to do training in food safety • they could face criminal prosecution for breaching health and safety regulations 	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist:</p> <ul style="list-style-type: none"> • detailed explanation of consequences • Both the individual and care worker are addressed • relevant to the setting • QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound explanation of consequences • Both the individual and care worker are addressed • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • may not include individual and care worker • QWC – low 	<p>Level 3 [6-7 marks]</p> <p>The answer provides a detailed explanation of the consequences of not following food safety procedures, demonstrating knowledge about how the consequences arise. Answers provide a balance of consequences for both the individual and the care worker. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-5 marks]</p> <p>The answer provides an explanation of the consequences of not following food safety procedures. Includes brief statements about the consequences for both the individual and the care worker. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Submax of 4 for individual or care worker done well</p> <p>Level 1 [1-3 marks]</p> <p>The answer provides a basic explanation of the consequences of not following food safety procedures. May only include consequences for either the individual or the care worker. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • they will receive a poor reference and have difficulty finding work in future • emotional effects • becoming ill through cross contamination <p>Do not accept remove from professional register</p>			0 marks – response not worthy of credit.

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