



## **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 2017**

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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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Question		Answer	Marks	Guidance
1	(a)	<p><b>One</b> mark for each policy. <b>Four</b> required.</p> <ul style="list-style-type: none"> <li>• health and safety management systems</li> <li>• workplace hazards and risk controls (risk assessment)</li> <li>• fire safety /fire</li> <li>• asbestos</li> <li>• transport</li> <li>• electrical safety</li> <li>• safeguarding</li> <li>• reporting of accidents</li> <li>• food safety / food hygiene</li> <li>• chemical and biological health hazards</li> <li>• disposal of waste</li> <li>• lone working</li> <li>• storage / dispensing of medicines / medicines</li> <li>• security</li> </ul>	<p><b>4</b> (4x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>Accept alternative language</p> <p>Do not accept procedures e.g. 'Fire alarm' policy 'Fire evacuation' policy 'Confidentiality' policy 'Ensure staff are DBS checked'</p> <p>Do not accept policies not related directly to Health, safety and security, e.g. Recruitment Training Complaints / Whistle-blowing Bullying</p> <p>Do not accept, specified legislation e.g. Health and Safety at Work Act 1974</p>

			<ul style="list-style-type: none"> <li>• manual handling</li> <li>• first aid</li> <li>• data protection</li> </ul>		
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Question		Answer/indicative content	Marks	Guidance Content	Levels of response
1	(b)	<p>As the manager, Mark's responsibilities are:</p> <p><b>Promoting health and safety policies</b></p> <ul style="list-style-type: none"> <li>• ensuring that the setting has all relevant policies in place</li> <li>• ensuring that all staff and residents know about the policies and procedures that they must follow e.g. posters, information, training, induction, shadowing, mentoring, emails, meetings</li> <li>• ensuring staff are aware of their responsibilities</li> <li>• recruiting staff with appropriate qualifications</li> <li>• ensuring staff have DBS clearance.</li> </ul> <p><b>Maintaining health and safety policies</b></p> <ul style="list-style-type: none"> <li>• recording and storing information about employees</li> <li>• reviewing and updating policies regularly</li> <li>• recording all accidents and following up any</li> </ul>	9	<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><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation</li> <li>• Explicitly links to ways to promote, maintain and enforce</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>• Sound explanation</li> <li>• Must cover two responsibilities</li> <li>• Mostly relevant and accurate information</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic explanation</li> <li>• may be one-sided, i.e. only promoting, maintaining or enforcing policies</li> <li>• limited structure, may be list like</li> </ul>	<p><b>Level 3 [7–9 marks]</b> Answers provide a detailed explanation of the employer's responsibilities for health and safety in a residential care home. Relevant examples are given of <b>HOW</b> the employer promotes, maintains and enforces policies. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-6 marks]</b> The answer provides a sound explanation of the employer's responsibilities for health and safety in a residential care home. Relevant examples are given of <b>HOW the</b> employer promotes, maintains and enforces policies. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Submax of 4 for one responsibility done well</b></p> <p><b>Level 1 [1-3 marks]</b> Answer provides a limited or basic</p>

Question	Answer/indicative content	Marks	Guidance Content	Levels of response
	<p>incidents</p> <ul style="list-style-type: none"> <li>• keeping up-to-date with legislation and guidelines</li> <li>• supervision</li> <li>• on-going training</li> <li>• CPD</li> <li>• checking the setting regularly for health and safety issues, e.g. health and safety walk, risk assessment</li> </ul> <p><b>Enforcing health and safety policies</b></p> <ul style="list-style-type: none"> <li>• practice routines, e.g. fire drills, testing systems</li> <li>• checking the setting regularly for health and safety issues, e.g. health and safety walk, risk assessment</li> <li>• training</li> <li>• monitoring and supervision</li> <li>• disciplinary procedures for failing to comply</li> <li>• responding to external inspection e.g. by CQC</li> </ul>		<p>or muddled</p> <ul style="list-style-type: none"> <li>• QWC – low</li> </ul>	<p>explanation of health and safety issues in a residential care home but without reference to an employer's responsibilities. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

Question			Answer/indicative content	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>• ensuring that policies concerning staff ratios, supervision and working hours are complied with.</li> </ul> <p>Some points can be interchangeable if the argument is sound. Look for examples given.</p>			

Question		Answer	Marks	Guidance
1	(c)	<p><b>One</b> mark for any of the following</p> <ul style="list-style-type: none"> <li>• <b>Correct storage of food</b> e.g. keep containers closed, store food in appropriate conditions e.g. refrigeration, label food with the date</li> <li>• <b>Protect against contamination</b> e.g. raw food must not come into contact with cooked food, clean all containers in between use, use colour-coded chopping boards</li> <li>• <b>Personal hygiene</b> e.g. hand washing, clean clothes, no nail varnish, plastic gloves, no jewellery</li> <li>• <b>Label hazardous or inedible substances</b> e.g. cleaning products</li> <li>• <b>Prevent spread of diseases</b>, e.g. do not work in the kitchen if you are carrying a disease that could be transmitted through food, use blue plasters to cover wounds</li> <li>• <b>Wear protective clothing</b>, e.g. hair nets, aprons</li> <li>• <b>Correct disposal of waste food</b> (e.g. do not leave waste food lying around, make sure pests can't get into refuse, arrange for waste to be removed from the premises)</li> <li>• <b>Keep all surfaces clean</b> and if necessary</li> </ul>	<p><b>5</b> (5 x 1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>Accept alternative wording.</p> <p>Only allow one example for each category; all subsequent answers must be annotated with repeat.</p> <p>Do not accept: answers that are too vague, e.g. 'wear gloves' or 'good hygiene'</p> <p>Do not accept: must have a food hygiene certificate</p> <p>Answers must be explicitly related to the Food Safety Regulations.</p>

			<p>disinfected</p> <ul style="list-style-type: none"> <li>• <b>Keep all equipment clean</b> and if necessary disinfected</li> <li>• <b>Keep records of where food is sourced</b></li> <li>• <b>Prepare and serve food at the correct temperature</b></li> </ul>		
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Question		Answer	Marks	Guidance
1	(d)	<p>Examples will link to</p> <ul style="list-style-type: none"> <li>• lifting and handling; or</li> <li>• DSE (display screen equipment).</li> </ul> <p>(Do not accept just 'lifting and handling' or 'DSE' – they must give an example, e.g.)</p> <p><u>Hazard examples</u></p> <p>Helping someone out of bed Assisting someone out of a wheelchair Helping someone out of the bath Using a hoist RSI from using DSE Picking someone up from the floor Lifting heavy equipment</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>• Injury or harm – accept any relevant injuries, e.g. strained back / slipped disc / musculo-skeletal</li> </ul>	2 (2x1)	<p><b>Annotation:</b> Award <b>one</b> mark for identifying an example of a musculoskeletal hazard in a care home</p> <p>Award <b>one</b> mark for identifying an impact</p> <p>If example is incorrect mark can still be awarded for the impact</p>

			<p>damage / injured muscles</p> <ul style="list-style-type: none"> <li>• Staff absence / unable to work / disciplinary procedures / undertake training</li> <li>• Loss of confidence</li> <li>• Receive/pursue compensation</li> <li>• Loss of earnings</li> <li>• Loss of job</li> </ul>		
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Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p><b>As an employee, Louise's responsibilities include:</b></p> <ul style="list-style-type: none"> <li>• the health, safety and security of herself and others</li> <li>• Knowing about health and safety policies that relate to her work</li> <li>• Reading and understanding policies</li> <li>• Following policies</li> <li>• Attending relevant training courses</li> <li>• Carrying out a risk assessment for all activities – (e.g. identify any potential hazards and risks, put measures in place to minimise these risks, make sure all staff are aware, have an emergency plan)</li> </ul>	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 description.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation</li> <li>• Explicitly links to employee's responsibility for health and safety</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 – checklist:</b></p>	<p><b>Level 3 [6-7 marks]</b></p> <p>Answers provide a detailed explanation of an employee's responsibilities for health and safety. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-5 marks]</b></p> <p>The answer provides a sound explanation of an employee's responsibilities for health and safety. Answers will be factually correct. There will be mostly correct grammar, punctuation</p>

	<ul style="list-style-type: none"> <li>• Ensuring appropriate safety equipment is used, e.g. helmets, ropes, harnesses</li> <li>• Ensuring there is a first aid box available</li> <li>• Ensuring that staff ratios comply with health and safety legislation at all times</li> <li>• Safeguarding – being aware of her obligations to report concerns, ensuring anyone without DBS clearance is not left alone with a vulnerable individual</li> <li>• Reporting any dangers identified to her employer – in relation to the equipment or the activity</li> <li>• Report dangers to authorities if employer is not addressing them</li> <li>• Reporting and record any accidents</li> <li>• Carrying out a review after any accidents and informing employer if health and safety policies need amending</li> </ul> <p>Below is an example of a level 3 answer:</p> <p>Louise is responsible for the health and safety of herself and others in the workplace. She should know about and follow all relevant health and safety policies and be fully aware of her responsibilities for the welfare of the young adults in her care. She must carry out risk assessments in order to identify any potential hazards and put measures in place to minimise them. For example she should ensure all individuals are wearing appropriate safety equipment to protect them from injury when climbing. She</p>	<ul style="list-style-type: none"> <li>• sound explanation</li> <li>• some links to employee’s responsibilities for health and safety</li> <li>• mostly relevant and accurate information</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic explanation</li> <li>• may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p>and spelling.</p> <p><b>Sub max of 4 for one responsibility done well</b></p> <p><b>Level 1 [1-3 marks]</b>          Answer provides a limited or basic explanation of an employee’s responsibilities for health and safety. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks – response not worthy of credit.</b></p>
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		is responsible for reporting any dangers to her employer and must record and report all accidents so that a follow-up review can take place.			
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Question		Answer/indicative content	Marks	Guidance	Levels of response
				Content	
2	(b)	<p>The consequences for the organisation could be:</p> <ul style="list-style-type: none"> <li>• Direct costs – e.g. the individual could claim compensation, the insurance company may not pay as they have not complied with Health and Safety at Work legislation</li> <li>• Indirect costs – e.g. staff morale may be affected, difficulty recruiting staff, additional training costs, legal fees, loss of customers</li> <li>• Loss of reputation – closure, difficulty recruiting</li> <li>• Disciplinary action – those responsible could be dismissed, change in management, increased monitoring of the organisation.</li> <li>• Civil or criminal prosecution – those responsible may face prosecution</li> <li>• Closure</li> </ul> <p>Do not accept: responses linked to causing injury or harm consequences for employees or individuals</p>	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><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed explanation</li> <li>• clear knowledge &amp; understanding of health and safety legislation and the consequences of not following it is demonstrated</li> <li>• explicitly linked to consequences for the employer</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>• sound explanation</li> <li>• some knowledge &amp; understanding of health and safety legislation and the consequences of not following it is demonstrated</li> <li>• some reference to consequences for the employer</li> <li>• mostly relevant and accurate</li> </ul>	<p><b>Level 3 [6–7 marks]</b> Answers provide a detailed explanation of health and safety legislation and the consequences for the employer of not following it. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-5 marks]</b> The answer provides a sound explanation of health and safety legislation and the consequences for the employer of not following it. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <b>Sub max of 4 for one consequence done well</b></p> <p><b>Level 1 [1-3 marks]</b> Answer provides a limited or basic explanation of the consequences of accidents but without reference to legislation or the consequences for the employer. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p>

Question			Answer/indicative content	Marks	Guidance	Levels of response
					Content	
					information • QWC - mid  <b>Level 1 – checklist</b> • limited / basic explanation • information may not include reference to health and safety legislation • may identify generic facts about consequences with little or no relevance to the employer • limited structure, may be list like or muddled • QWC – low	<b>0 marks</b> – response not worthy of credit.

Question		Answer	Marks	Guidance
3	(a)	<p>Environmental hazards are things that could cause slip or trip injuries:</p> <ul style="list-style-type: none"><li>• wet floors</li><li>• uneven flooring</li><li>• clutter or objects on the floor</li><li>• poor lighting</li><li>• extension cords</li><li>• broken furniture</li><li>• stairs</li><li>• rugs</li></ul>	<b>2</b> <b>(2 x 1)</b>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>Accept any reasonable example of an environmental hazard</p> <p>Do not accept noise</p>

Question		Answer	Marks	Guidance
3	(b)	<p>Security of premises policy is needed because:</p> <ul style="list-style-type: none"> <li>• The residents at the home are vulnerable to further intentional abuse</li> <li>• To prevent intrusion</li> <li>• The residents at the home are vulnerable and need safeguarding</li> <li>• To protect residents from harm or loss (theft)</li> <li>• To make sure no weapons are brought onto the premises</li> <li>• The residents may be afraid for their safety so the policy makes them feel more secure and safe</li> <li>• Legislation requires that employers take necessary care to minimise the risks of harm</li> <li>• To comply with health and safety legislation</li> <li>• To exercise their duty of care</li> </ul>	<p><b>2</b> (2 x 1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>Do not accept:</b> Respect and privacy Generic language e.g. 'any risks or hazards'</p>

Question		Answer/indicative content	Marks	Guidance Content	Levels of response
3	(c)	<p><b>The possible consequences for residents:</b></p> <ul style="list-style-type: none"> <li>• an intruder may cause harm to residents</li> <li>• residents may harm themselves</li> <li>• other residents may feel vulnerable</li> <li>• distress / feeling traumatised / feeling unsafe</li> <li>• the residents will have to move out if the home is closed</li> <li>• loss of belongings due to theft</li> <li>• the resident could be evicted from the home for not following procedures</li> <li>• the resident could be prosecuted if someone was harmed because they did not follow procedures.</li> </ul> <p><b>The possible consequences for the charity:</b></p> <ul style="list-style-type: none"> <li>• Direct costs – e.g. the individual could claim compensation, equipment could be stolen, criminal damage</li> <li>• Loss of charitable status</li> <li>• Indirect costs – e.g. staff morale may be affected, difficulty recruiting staff, additional</li> </ul>	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><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed analysis</li> <li>• must address consequences for both residents and the charity</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>• sound analysis</li> <li>• some consequences for both the charity and the residents</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic analysis</li> <li>• may identify generic facts about possible consequences of not following the policy</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 [6–7 marks]</b> Answers provide a detailed analysis of the potential consequences for residents if the security of premises policy is not followed. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-5 marks]</b> The answer provides a sound analysis of the potential consequences for the residents and the charity if the security of premises policy is not followed. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <b>Sub max of 4 if answer only gives consequences for either the charity or the residents</b></p> <p><b>Level 1 [1-3 marks]</b> Answer provides a limited or basic analysis of the potential consequences for residents if the security of premises policy is not followed. May be a description/identification only. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and</p>

Question			Answer/indicative content	Marks	Guidance
					Content
			training costs, legal fees  <ul style="list-style-type: none"> <li>• Loss of reputation – closure, difficulty recruiting</li> <li>• Disciplinary action – those responsible could be dismissed, change in management, increased monitoring of the organisation.</li> <li>• Civil or criminal prosecution – those responsible may face prosecution</li> <li>• Closure</li> </ul> Do not accept: Consequences for employees		intrusive. <b>0 marks</b> – response not worthy of credit.

Question		Answer	Marks	Guidance
3	(d)	<p><b>Two</b> marks for each response given</p> <p><b>During the incident:</b></p> <ul style="list-style-type: none"> <li>De-escalate the situation e.g. trying to calm down the resident, walking away, non-threatening body language</li> <li>Follow procedures concerning responding to challenging behaviour</li> <li>Speak calmly and clearly</li> <li>Alert other staff</li> <li>Keep other residents away from the incident</li> <li>Do not put yourself at risk of harm</li> <li>Use the appropriate level of restraint as a last resort (follow policy)</li> </ul> <p><b>After the incident:</b></p> <ul style="list-style-type: none"> <li>Make a written report of the incident</li> <li>Report the incident to the relevant authorities / senior management</li> <li>Reflect on what happened and how it could have been avoided</li> </ul>	<p><b>8</b> <b>(4 x 2)</b></p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>Accept alternative wording.</p> <p><b>Two marks:</b> for a full, detailed explanation</p> <p><b>One mark:</b> for identifying the action</p> <p>(If answer identifies more than one action, only mark the first action)</p> <p>Only credit restraint as an action if qualified by 'appropriately' or 'following policy'</p>

			<ul style="list-style-type: none"><li>• Investigate what happened by talking to others who may have an insight</li><li>• Talk to the individual about what happened</li><li>• Review and update policies and procedures</li><li>• Seek further advice or training</li></ul>		
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Question	Answer/indicative content	Marks	Guidance Content	Levels of response
4	<p>Health and Safety Legislation reduces the risk of harm by having:</p> <ul style="list-style-type: none"> <li>• clear procedures in place</li> <li>• staff knowing their roles and responsibilities</li> </ul> <p>The legislation reduces the risk of a fire. If a fire does break out, the legislation reduces risk of harm.</p> <p>Fire risk assessment</p> <ul style="list-style-type: none"> <li>• identifies hazards so action can be taken to minimise/eliminate risks</li> <li>• reduces the risk of a fire breaking out</li> <li>• focuses on the safety of those at special risk</li> <li>• ensures the building is designed to ensure fire does not spread quickly</li> <li>• individual needs in the event of a fire should be discussed with the individual and included on their care plan</li> </ul> <p>Fire evacuation</p> <ul style="list-style-type: none"> <li>• a fire evacuation plan must be in place</li> <li>• all staff and residents must be aware of the</li> </ul>	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><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed analysis</li> <li>• Includes both fire risk assessment and evacuation procedures</li> <li>• explicitly linked to residential homes and those at special risk</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>• sound analysis</li> <li>• some knowledge &amp; understanding of fire risk assessment and fire evacuation procedures</li> <li>• mostly relevant and accurate information</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic analysis</li> <li>• some reference to fire risk assessment or fire evacuation procedures</li> </ul>	<p><b>Level 3 [6–7 marks]</b> Answers provide a detailed analysis of fire risk assessment and how it relates to residential care homes. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-5 marks]</b> The answer provides a sound analysis of fire risk assessment and fire evacuation procedures and how they relate to residential care homes. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <b>Sub max of 4 for either fire risk assessment or evacuation procedures done well</b></p> <p><b>Level 1 [1-3 marks]</b> Answer provides a limited or basic analysis of fire risk assessment and/or fire evacuation procedures. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

Question			Answer/indicative content	Marks	Guidance	Levels of response
					Content	
			<p>fire evacuation procedures</p> <ul style="list-style-type: none"> <li>• ACT FAST – act fast; control the scene; telephone 999; fight the fire; account for everyone; save others; treat injured</li> <li>• all staff and residents must know what to do in the event of a fire e.g. fire marshalls</li> <li>• staff must understand their roles and responsibilities</li> <li>• fire exits must be clearly marked and free of restrictions</li> <li>• all fire equipment e.g. extinguishers, alarms, doors must be well-maintained and checked regularly</li> <li>• alarms must alert all individuals, e.g. visual and audio alarms</li> <li>• individual needs must be taken into account during evacuation e.g horizontal evacuation</li> <li>• After the fire, a follow up review will identify what went wrong and prevent the incident occurring in the future</li> </ul>		<ul style="list-style-type: none"> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	

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