

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

Feedback on the June 2018 exam paper
(including selected exemplar candidate answers
and commentary)

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

Version 1

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INTRODUCTION

This resource brings together the questions from the June 2018 examined unit (Unit 3), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentary for Questions 1(b), 1(e), 2(a) and 3(a).

The marking guidance and the examiner's comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

<https://interchange.ocr.org.uk/>

OCR
Oxford Cambridge and RSA

Level 3 Cambridge Technical in Health and Social Care
05830/05831/05832/05833/05871

Unit 3: Health, safety and security in health and social care
Wednesday 23 May 2018 – Morning

Duration: 1 hour 30 minutes
C441/1806

You must have:
- no materials required

First Name: Last Name:

Centre Number: Candidate Number:

Date of Birth:

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number, candidate number and date of birth.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- If additional answer space is required, you should use the (loose page(s)) at the end of this booklet. The question number(s) must be clearly shown.

INFORMATION

- The total mark for this paper is 80.
- The marks for each question are shown in brackets []
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of 12 pages.

FOR EXAMINER USE ONLY	
Question No.	Mark
1	(18)
2	(22)
3	(20)
Total	80

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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

Oxford Cambridge and RSA Examinations

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Cambridge Technicals Level 3
Health & Social Care

05830-05833 & 05871

Unit 3 Health, Safety and Security in Health and Social Care

OCR Report to Centres June 2018

Oxford Cambridge and RSA Examinations

GENERAL EXAMINER COMMENTS ON THE PAPER

The candidates appeared to have sufficient time to answer all the questions on the paper in full. There were few non-responses with most candidates attempting all questions. The majority of candidates used the available space on the question paper. When candidates' answers were continued on the additional sheets they did not always clearly indicate this on the question paper and should be encouraged to do so.

The paper differentiated well between candidates. In general, those who scored well wrote with clarity and precision. They also were able to apply the concepts of health, safety and security to practice scenarios. Those who scored less well were often able to use some of the key terminology but were not able to explain the concepts or apply them to practice scenarios.

Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

Command verbs definitions

<http://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf>

Questions 1(a) and (b)

Answer all the questions.

1 (a) Identify **two** safeguarding procedures that should be in place in a care home.

- | | | |
|-----|---|-------|
| 1. | <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 | ..... |
| ... | | |
| 2. | <ul style="list-style-type: none"> • 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 | ..... |
| ... | | |

[2]

(b) Identify and explain **one** way that working practices could be a hazard to a care practitioner in a care home.

- | | | |
|-----------------------------|--|-------|
| Working practice: .. | Examples of working practices being a hazard: | ..... |
| ..... | <ul style="list-style-type: none"> • working hours/long hours • inadequate supervision/monitoring | ..... |
| Explanation: .. | <ul style="list-style-type: none"> • lack of training/no training • lack of staff/short-staffed • not following correct procedures. | ..... |
| | | |
| ..... | Explanations of how working practices could be a hazard: | ..... |
| ..... | <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. | ..... |
| | | |

[3]

Mark Scheme Guidance

Question 1(a):

Annotation:

The number of ticks must match the number of marks awarded.

One mark for any of the listed answers. Accept alternative language. Accept other reasonable safeguarding procedures.

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).

Question 1(b):

Annotation:

The number of ticks must match the number of marks awarded.

For working practices **do not accept:**

Working conditions e.g. noise, temperature, lighting.

Mark for the explanation, not for specific points.

Two marks:

- a full and detailed explanation
- clear understanding of the hazard is demonstrated
- related to the context.

One mark:

- a simplified explanation which lacks clarity
- basic information/list.

Can credit working practice if given in the explanation.

Examiner comments

Question 1(a) – The question required candidates to identify two safeguarding procedures. DBS checks and security measures were the most frequent correct responses given. There were few references to having a named person responsible for safeguarding or the recording and reporting of staff concerns of abuse. This may indicate that candidates have a general understanding of health, safety and security but lack a clear understanding that safeguarding relates to protecting individuals from the risk of abuse and harm. A significant number of candidates incorrectly identified procedures relating to data protection or confidentiality. Centres should ensure that candidates are better informed about the precise meaning of safeguarding and how it relates to practice.

Question 1(b) – The question required candidates to identify a working practice and explain how this could be a hazard to a care practitioner in a care home. The most frequent correct working practice identified was long working hours and candidates were able to give a good explanation of how this could be a hazard for a care practitioner. Some candidates did not identify a working practice correctly but were awarded marks if they gave a working practice within their explanation, for example, the practitioner could be injured when caring for residents if they were not trained in manual handling.

Exemplar candidate work

Question 1(b) – Low level answer

- (b) Identify and explain **one** way that working practices could be a hazard to a care practitioner in a care home.

Working practice:lack of regular supervision.....

Explanation:if there is no regular supervision,
 the ~~care~~ practitioner may be abusing
 the service user or ^{or} using ^{incorrect} ~~inappropriate~~
 not following the care home's policies
 and procedures.....

[3]

Commentary

The candidate has correctly identified that lack of supervision puts care practitioners at risk of harm. However the explanation does not demonstrate a clear understanding of how regular supervision reduces the risk of harm. To achieve marks for the explanation the candidate could have explained that regular supervision provides practical and/or emotional support so that staff are able to carry out their role effectively, for example by identifying training needs.

Close attention has not been paid to the question which requires an explanation of how hazards may harm care practitioners, not service users. Centres should ensure that candidates have opportunities to practice applying their knowledge to different kinds of questions and that they read the question carefully.

Exemplar candidate work

Question 1(b) – High level answer

- (b) Identify and explain **one** way that working practices could be a hazard to a care practitioner in a care home.

Working practice: working long hours

Explanation: Having to work for a long
period of time can have a negative
effect on the health of a care practitioner
as they may become extremely
stressed which in turn affects their
mental state, causing them to act
erratically towards residents:

[3]

Commentary

The candidate has correctly identified that working long hours puts care practitioners at risk of harm. In their explanation they demonstrate understanding that care practitioners may become stressed when working for long periods with insufficient breaks and that this may affect their mental health. However, the final part of the explanation focuses on the impact on residents rather than the care practitioners, which was not the focus of the question.

To achieve full marks the candidate could have explained that working long hours may have a negative impact on a care practitioner's mental health resulting in them taking time off work.

Question 1(c)

(c) Identify a policy that should be followed in a care home in the following situations. Use a different policy for each situation.

(i) A resident trips and falls

A resident trips and falls

- health and safety policy/management systems
- first aid policy
- reporting of accidents/incidents
- workplace hazards and risk controls, risk assessment
- manual handling

(ii) Building work is being carried out on the premises

Building work is carried out on the premises

- workplace hazards and risk controls, risk assessment
- asbestos
- fire safety
- security of premises
- safeguarding
- health and safety policy/management systems
- electrical safety
- manual handling

(iii) Residents have their incontinence pads changed

Residents have their incontinence pads changed

- workplace hazards and risk controls, risk assessment
- safeguarding
- disposal of hazardous waste
- lone working
- infection control/hygiene
- personal care
- manual handling

[3]

Mark Scheme Guidance

Annotation:

The number of ticks must match the number of marks awarded.

One mark for any of the listed answers. Accept alternative language, e.g. 'Removal of waste'.

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.

Examiner comments

Candidates were required to identify a policy, which related to the practice scenario given in the question. The majority of candidates did not score well as they either named legislation or described procedures. Centres should ensure that candidates have a sound understanding of the distinction between legislation, policies and procedures, i.e. legislation sets out the laws, which must be followed, such as *The Health and Safety at Work Act 1974*. Policies are developed at management level and set out the procedures, which must be followed in practice to ensure legislation is being adhered to, such as a 'personal care policy'. Procedures are specific actions such as 'washing hands before and after providing personal care'.

Question 1(d)

(d) A resident goes missing.

Identify **three** different actions staff should take.

- | | | |
|------|---|------------|
| 1.. | One mark for each action. Three required: | ..... |
| | • call the police/notify the authorities | |
| .... | • inform relatives/next of kin/relevant individuals, e.g. social worker, key worker | ..... |
| | • report them missing | |
| 2.. | • notify the manager | ..... |
| | • alert all staff | |
| .... | • make a written report of the incident – record the date, time, details | ..... |
| 3.. | • 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 | [3] |
| | • 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. | |

Mark Scheme Guidance

Annotation:

The number of ticks must match the number of marks awarded.

One mark for any of the listed answers. Accept alternative language. Accept any other reasonable action.

Do not accept

Locked doors

Stay calm

Don't tell anyone

Don't panic

Inaction

Examiner comments

Candidates were required to identify three actions staff should take when a resident in a care home goes missing. This was answered well with the majority of candidates identifying three actions without repetition and therefore achieving full marks. Candidates were aware of the need to respond proactively to the incident by reporting the resident missing, searching for them and informing the next of kin.

Question 1(e)

(e)* Identify a public environment that residents of a care home could visit.

Analyse the types of hazards, other than a patient going missing, that could be encountered in this public environment.

Public Environment:	<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	.....
Analysis:	<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)	.....
.....	<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.	.....

[7]

Mark Scheme Guidance

Content	Levels of response
<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 • 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>

Examiner comments

This question differentiated well. Candidates were required to analyse the types of hazards, which could be encountered in a public environment. To achieve level 3 candidates were required to identify types of hazards, such as environmental or chemical hazards and give examples related to the public environment. For instance in a park, residents may be exposed to environmental hazards such as uneven surfaces which could cause them to trip and injure themselves. When candidates were clear about what might constitute a hazard, there were some excellent and creative responses. The majority of candidates were able to give examples of hazards but were unable to classify their examples into types of hazard and therefore were awarded level 2. Those who did not score well gave examples, which were not especially relevant to the public environment identified.

Exemplar candidate work

Question 1(e) – Low level answer

(e)* Identify a public environment that residents of a care home could visit.

Analyse the types of hazards, other than a patient going missing, that could be encountered in this public environment.

Public Environment: ~~Overcrowded areas~~ the Park

Analysis: In the public environment such as the park there can be a lot of hazards associated with it, the residents may trip if the area and environment is packed with a lot of people they can end up harming themselves. The resident may be ~~be~~ hurt and injured and they may bleed and there will be no one to bandage the wound so blood may flow this is a biological hazard as this can lead to the resident catching certain diseases and illnesses. The residents may be mentally ill so therefore they may end up being a danger for the individuals as they may act aggressive and run towards the people. The residents may end up consuming things that can affect their health and wellbeing. The patients may be physically and emotionally abused by people which can affect their health and make them feel worthless this can therefore lead to them taking drastic steps such as committing suicide etc. These are the types of hazards that may be ~~be~~ encountered in this public environment.

[7]

Commentary

The candidate has correctly identified that there may be trip hazards in a public environment such as a park although their explanation of how this may arise lacks clarity. For example the candidate could have explained that busy environments may cause a resident to lose their balance due to being jostled by crowds of people or by bikes rushing past them.

The explanation of possible consequences also demonstrates a limited understanding of biological hazards. The candidate could have explained that coming into contact with dog waste in a park could lead to a resident becoming ill, for example if they were to

eat a picnic with unwashed hands after sitting on the grass. Candidates should be encouraged to avoid listing examples of types of hazards with little reasonable explanation as to how they arise or their consequences. More marks can be achieved by giving in depth explanations which clearly relate to the scenario.

Exemplar candidate work

Question 1(e) – Medium level answer

(e)* Identify a public environment that residents of a care home could visit.

Analyse the types of hazards, other than a patient going missing, that could be encountered in this public environment.

Public Environment: park

Analysis: In a park the residents are around many people. However, this could be dangerous sometimes because for example if the ^{resident} patient is elderly and is walking around the park a child could accidentally bump into the resident and hurt them as they are very vulnerable people. For a disabled patient on a wheel chair there are many hazards, this is because as it is a public environment the equipments and toys may not be adapted specifically for the disabled residents. If they are likely to go on it they are in danger of getting hurt. In a park there are many strangers which could be a hazard. This is because as the residents may not know them it could lead them to feel uncomfortable or even these people could easily hurt the residents especially if the people are unaware of how to socialize with the residents. Another type of hazard could be hygiene as this is a public environment there are many germs and bacteria on the equipments in the park. Therefore the resident is at greater risk of suffering from an infection if the bacteria spreads onto them. [7]

Commentary

The candidate has given several examples of hazards which could be encountered in a public environment such as having people bump into them, being harmed by play equipment which is not adapted for their use and coming into contact with strangers. The explanation of how these hazards could arise is mostly clear and plausible. The candidate has also shown awareness of the potential consequences of the examples given.

To improve this answer, the candidate needed to demonstrate knowledge of the types of hazards which could be encountered, for example, the lack of security systems in a public place puts residents at risk of encountering dangerous individuals who may cause them harm.

Exemplar candidate work

Question 1(e) – High level answer

(e)* Identify a public environment that residents of a care home could visit.

Analyse the types of hazards, other than a patient going missing, that could be encountered in this public environment.

Public Environment: ...Hospital.....

Analysis: ...Some of the ^{hazard} risks that could affect an ~~and~~ resident...
 ...in a care home are biological hazards for example...
 waste or body fluids. This is a hazard as if it is not...
 disposed or thrown away then it can put a risk on the...
 patients. The patients would be at risk of getting infected if...
 they have contact with any waste or body fluids. Also another...
 hazard that can harm an individual is a chemical...
 hazard for example the storage and dispensing of...
 medicines. This is a hazard which can affect the...
 resident ~~in~~ a care home as if the the doctors in the...
 hospital do not store medicines carefully then it can be...
 misplaced or the wrong medication can be prescribed to...
 the resident and this could be a big risk on their...
 health as it can cause them to fall very ill...
 Finally another hazard that can be found in a...
 hospital ~~are~~ is an environmental hazard e.g. a slip...
 or trip hazard. This can be hazardous as if there is...
 a spillage on the floor and it is not cleaned up...
 then it can be a risk to the resident as the...
 resident may ~~trip~~ slip over and fall and injure...
 themselves.....

[7]

Commentary

The candidate has demonstrated a detailed knowledge of different types of hazards which could be encountered in a public environment, including biological, chemical and environmental. The examples given of these types of hazards demonstrate sound understanding of the nature of these hazards.

The candidate has included a detailed analysis of how different types of hazards could arise and of the potential consequences for individuals receiving care if these hazards were not being controlled effectively. The answer is well-structured and uses appropriate terminology.

Question 2(a)

2 (a) Describe **three** responsibilities of an **employer** in a hospital that are required by the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.

- Responsibility 1:**
- 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
- Responsibility 2:**
- 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
- Responsibility 3:**
- 'Reporting injuries – only one mark'

[6]

Mark Scheme Guidance

Annotation:

The number of ticks must match the number of marks awarded.

Two marks:

- a full and detailed description
- clear understanding of the employer’s responsibility is demonstrated
- related to the context.

One mark:

- a simplified description which lacks clarity
- basic information/list.

Examiner comments

Candidates were required to describe three responsibilities that an employer in a hospital has due to the Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR 2013). Common correct answers included the requirement to report diseases/accidents/injuries, carry out risk assessments and train staff. The majority of candidates did not appear to have a detailed understanding of the legislation but were able to score some marks by giving one or two simplified descriptions.

Exemplar candidate work

Question 2(a) – Low level answer

- 2 (a) Describe **three** responsibilities of an **employer** in a hospital that are required by the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.

Responsibility 1: An employer has the responsibility to make a record of injuries, diseases and dangerous occurrences at work so that it is easy to find and see these records when needed.

Responsibility 2: If an ~~that~~ accident happens a certain amount of times then they should report it.

Responsibility 3: They should make risk assessments and ^{aim to} solve the issues especially the reoccurring ones.

[6]

Commentary

The candidate has achieved marks for demonstrating knowledge that an employer must record injuries, diseases and dangerous occurrences and to carry out risk assessments. There is insufficient additional detail provided about what these duties entail or why they are required.

To improve this answer, the candidate could have explained that the employer has a duty to keep records of dangerous occurrences for three years in order to comply with legislation.

Exemplar candidate work

Question 2(a) – Medium level answer

- 2 (a) Describe **three** responsibilities of an **employer** in a hospital that are required by the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.

Responsibility 1: ensure there is a record of ^{3 year} ~~any~~ ^{all} incidents and injuries of employees

Responsibility 2: ensure that a report is written down after the injury or incident has taken place, including when the injury happened, where it happened and what happened after.

Responsibility 3: ensure the actions which have been taken place for the incident and injury is recorded.

[6]

Commentary

The candidate has demonstrated some knowledge of an employer's responsibilities under RIDDOR 2013. For example, the need to keep written records of incidents for three years which detail when and where the incident occurred and details of actions taken afterwards.

In order to improve this answer, the candidate needed to describe the responsibilities in greater depth, for example, records need to be kept for three years to provide evidence of compliance with health and safety regulations in the event of a serious incident.

Candidates should be made aware that repeated responses do not gain credit even when different terminology is used to make the same point.

Exemplar candidate work

Question 2(a) – High level answer

- 2 (a) Describe **three** responsibilities of an **employer** in a hospital that are required by the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.

Responsibility 1: Employers at hospitals must provide training, supervision and information on how to report injuries, diseases and other dangerous occurrences.

Responsibility 2: Employers must make sure policies and procedures are in place on how to report accidents.

Responsibility 3: Employers must make sure that reported accidents must be stored for 3 years.

[6]

Commentary

The candidate has demonstrated an in-depth knowledge of an employer's responsibilities under RIDDOR 2013. For example, the need to provide staff with training, to put in place policies and procedures relating to the reporting incidents and to keep records of incidents for three years.

To improve the answer, the candidate could have given an example of the kind of incidents which must be reported such as injuries which are life-changing.

Question 2(b)

(b)* Analyse how the Control of Substances Hazardous to Health (COSHH) regulations 2002 promotes health, safety and security in care settings.

Promotes health, safety and security by staff:

- 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.

If COSHH not followed:

- hazardous substances could cause injury, illness or death.

Do not credit food related answers.

.....
.....
.....
.....
.....[6]

Mark Scheme Guidance

Content	Levels of response
<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]</p> <p>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]</p> <p>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]</p> <p>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>

Examiner comments

This question required candidates to analyse how the Control of Substances Hazardous to Health (COSHH) Regulations 2002 promotes health and safety. To achieve level 3 candidates were required to make explicit reference to the regulations and how they are implemented in practice. Few candidates scored highly as the majority were only able to make general references to following policy when handling hazardous substances, with little detail given regarding specific procedures, such as disposing of waste in the correct colour coded bin. The most frequently credited responses related to the safe storage of cleaning products and the use of personal protective equipment (PPE).

Questions 2(c) and (d)

(c) A child is seriously injured at a private nursery. There was no risk assessment in place.

Explain two possible consequences for the owner of the nursery.

- 1.. • 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
- 2.. • enforced training

[6]

(d) Describe two actions that a first aider at the private nursery should take when a child is seriously injured.

- 1.. • 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
- 2.. • 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: DRAB
- 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

[4]

Accept other reasonable actions.

Mark Scheme Guidance

Question 2(c):

Annotation:

The number of ticks must match the number of marks awarded.

Mark for the explanation, not for specific points.

Three marks:

- a full and detailed explanation
- clear understanding of the consequence is demonstrated.

Two marks:

- a sound explanation
- some understanding of the consequence is demonstrated.

One mark:

- a simplified explanation
- may not demonstrate understanding of the consequence.

Do not credit:

- simple re-iteration of the situation.

Question 2(d):

Annotation:

The number of ticks must match the number of marks awarded.

Two marks:

- a full and detailed description
- clear understanding of the responsibilities of a first aider is demonstrated
- related to the context.

One mark:

- a simplified description which lacks clarity
- not related to the context
- basic information/list.

Do not accept:

Follow training

Contact the parents.

Examiner comments

Question 2(c) – To score highly on this question, candidates were required to provide a detailed explanation of two consequences for the owner of a private nursery in the event of a child being injured. The majority of candidates understood that due to a risk assessment not being carried out, the owner would be held responsible. Most were able to give a sound explanation of the consequences including job loss or being sued. Candidates were awarded marks for the quality of their explanation rather than for a list of consequences. Centres should ensure that candidates know that they must explain one consequence in detail to gain full marks for these kinds of questions.

Question 2(d) – Candidates were required to describe two actions a first aider should take when a child is seriously injured. Most candidates gained some marks and appeared to have a good understanding of the responsibilities of a first aider. Not all candidates were able to describe the action in sufficient detail to be awarded the additional mark. Centres should ensure that candidates know they must describe one action in detail to gain full marks for these kinds of questions.

Question 3(a)

- 3 (a)*** The manager of a care home, for adults with disabilities, is reviewing the care home’s fire safety policy.

Explain the features of fire safety that should be included in the policy.

- 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 the building on display
- 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

[10]

Mark Scheme Guidance

Content	Levels of response
<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 • QWC – low 	<p>Level 3 [8-10 marks]</p> <p>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]</p> <p>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]</p> <p>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>

Examiner comments

This question required candidates to explain the features of a fire safety policy, which should be included in a policy for a care home for adults with disabilities. The majority of candidates demonstrated good general knowledge about fire safety procedures. They appeared to be well-versed in the procedures for evacuation and the features that a building should have to minimise the spread of fire. To achieve level 3 candidates needed to relate their answer to the question: many described fire evacuation procedures but not in relation to what should be included in the policy, in particular relating to reducing the risk of fire breaking out. Additionally, very few candidates recognised the need for special procedures, which would need to be in place, which were explicitly related to the setting and the potential limited mobility or capacity of residents.

Exemplar candidate work

Question 3(a) – Low level answer

- 3 (a)* The manager of a care home, for adults with disabilities, is reviewing the care home's fire safety policy.

Explain the features of fire safety that should be included in the policy.

the policy should include where
the nearest ~~fire exits~~ fire exits
are

The policy should also include that
in the case of a fire the fire
alarm ~~to~~ should be sounded

Also the policy should make it
clear where the meeting points
are.

The policy should also contain where
the nearest fire extinguishers are and
which ones to use on different types
of fires.

The policy should also instruct
~~to~~ how to contact the emergency
services

[10]

Commentary

The candidate has identified some generic features which should be included in a fire safety policy such as fire exits, fire alarms, meeting points and fire extinguishers. The answer does not explain why these features are necessary and is not related to the scenario in the question.

Candidates should be given opportunities to read fire safety policies from a range of different health and social care settings in order to develop their understanding of the kind of procedures which are detailed in policies. They should be made aware of how policies are tailored to the specific needs of residents and the particular features of the building or location.

Exemplar candidate work

Question 3(a) – Medium level answer

3 (a)* The manager of a care home, for adults with disabilities, is reviewing the care home's fire safety policy.

Explain the features of fire safety that should be included in the policy.

- fire drills should be carried out often to ensure residents know the queen routes as well as to test they work and if they are effective
- fire prevention / stopping equipment should be distributed around the site e.g. fire extinguisher, blanket
- Exit signs should be visible in plain sight to indicate exit areas
- corridors should be spacious and be empty with no potential obstructions e.g. pieces of furniture
- ramps should be installed for use when lift out of service
- vacuums and extraction fans should be installed to remove smoke if it occurs

[10]

Commentary

In their response the candidate has listed several features which should be included in a fire safety policy. They have scored additional marks for explaining why these features are necessary and how they prevent harm. However, candidates should be made aware that list-like answers do not generally score well in LOR questions. They should be given opportunities to practice writing well-structured longer responses using appropriate terminology. They should also ensure their responses clearly relate to the scenario in the question.

Exemplar candidate work

Question 3(a) – High level answer

- 3 (a)* The manager of a care home, for adults with disabilities, is reviewing the care home's fire safety policy.

Explain the features of fire safety that should be included in the policy.

The fire safety policy should state that the belongings of both the service users and service providers should be kept in the event of the fire in order to not hinder individuals from being able to exit the premises quickly. The fire safety policy should state that regular fire drills are undertaken to ensure that the staff and the service users are aware of the procedure that should be followed in the case of a fire so that an effective plan is put in place that everyone is aware of and in agreement with. The fire safety policy should also request that the service providers at the care home and the staff are trained in being able to use equipment to control a fire in the case of one for example fire blankets and extinguishers so that they are aware on how to safely control fires and will not be putting themselves into any danger in the event of one. The fire safety policy should also require that there is an agreed accessible assembly point to be evacuated to in the event of a fire to allow for service providers and service users to be accounted for in the event of a fire and also a register of a fire register that should be used in the event of a fire to ensure quickly that everyone is present. The fire safety policy should also outline that there should be plans made for residents that have disabilities that could prevent their exit from a fire such as having fire escape ramps for residents in wheelchairs to allow them to quickly exit the building and having a route that does not require the use of an elevator.

[10]

Commentary

The candidate has demonstrated a good understanding of the features which should be included in a fire safety policy, such as having regular fire drills and ensuring staff are trained in how to prevent and respond to fires. The answer is explicitly related to the scenario as it makes reference to the need for fire exits which allow the safe evacuation of wheelchair users. The candidate has written a detailed explanation of the features and has used appropriate terminology.

Although the candidate has related the answer to the context, they could have included further detail about the need to ensure that there are personal evacuation plans in place which take account of each resident's particular needs in order to gain full marks.

Questions 3(b) and (c)

(b) Explain one responsibility the residents have for fire safety in the care home.

- 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]

(c)* An individual receives support in their own home from a care worker. The care worker cooks all meals for the individual, but does not follow food safety procedures.

Explain the potential consequences for the individual and the care worker.

- Consequences for the individual
- 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

- Consequences for the care worker
- 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
 - they will receive a poor reference and have difficulty finding work in future
 - emotional effects
 - becoming ill through cross contamination

Do not accept remove from professional register.

[7]

Mark Scheme Guidance

Question 3(b):

Annotation:

The number of ticks must match the number of marks awarded.

Mark for the explanation, not for specific points. Accept alternative language

Three marks:

- a full and detailed explanation
- responsibility to follow procedures and instructions
- everyone has a responsibility for the health and safety of others.

Two marks:

- a sound explanation
- responsibility to follow procedures and instructions
- may not recognise that everyone has a responsibility for health and safety of others.

One mark:

- a simplified explanation
- may be muddled or list like.

Do not credit:

- simple re-iteration of the situation
- evacuate the building
- do not use the lift.

Question 3(c):

Content	Levels of response
<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> <p>0 marks – response not worthy of credit.</p>

Examiner comments

Question 3(b) – Candidates were required to explain one responsibility the residents have for fire safety. Those who scored well understood that in the event of a fire alarm sounding that residents should follow staff instructions in order to keep themselves and others safe. ‘Evacuating the building’ was not credited, as this was too vague and not accurate in this context. Few candidates gave an example relating to the residents’ responsibility for preventing fires.

Question 3(c) – To achieve level three on this question candidates were required to provide a detailed explanation of the consequences of not following food safety procedures for the individual and the care worker. The explanation needed to include detail about how the consequences arise, for instance the individual could lose trust in their care worker if they got food poisoning due to eating out of date food. The majority of candidates did not include an explanation of sufficient depth to achieve level 3. However most candidates were able to provide a sound explanation of consequences for both the care worker and the individual and were therefore able to achieve a level 2.

Candidates appeared to be well prepared for this question suggesting that they had undertaken some practice questions. Centres should ensure that candidates tailor their responses very carefully to the question asked rather than to provide their answer as practiced.



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