

Health and Social Care

Advanced Subsidiary GCE

Unit **F913**: Health and Safety in Care Settings

Mark Scheme for June 2011

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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	Expected Answer	Mark	Rationale
1 (a)	Any THREE points from <ul style="list-style-type: none"> • provide training for employers / employees on H&S matters • produce leaflets / information • source of reference for queries/advice/guidance • monitor trends in accidents • suggest new legislation • enforce H&S legislation including: • investigating accidents • issuing enforcement notices • closing premises down • prosecuting dangerous employers 	3x1 [3]	Max 2 marks if only examples of enforcement of H&S legislation is given
(b)	Any THREE points from: <ul style="list-style-type: none"> • must provide a first aid / medical kit • first aid kit must be fully labelled • must provide information on whereabouts of first aid kit • must have a person to take charge in an emergency (approved person) • notice stating who is approved / appointed person • accident book provided • notice stating location of accident book • information on how to use accident book • Health and Safety Policy 	3x1 [3]	Do NOT accept first aider or first aid room unless candidate specifies that this is present only because the workplace gives rise to particular hazards or for the first aider that there are a large number of employees (25+).

Question	Expected Answer	Mark	Rationale
1 (c)	<p>One mark for each piece of information, THREE required One mark for reason, THREE required</p> <ul style="list-style-type: none"> • details of the person injured – name, address, age – to record in case of serious damage / investigation / law suit / notifying family, etc • the nature of the injury – needed as a legal record / in case of suing / in case of HSE investigation • the cause of the accident – to have full details particularly in cases where further action is needed / to encourage prevention in future • location - to look for patterns / trends to prevent future incidents • witnesses - in case of legal proceedings, independent verification • equipment/special conditions - prevent future occurrences / mend faulty equipment • what treatment/action carried out – first aid given, by whom, hospitalisation – in case of investigation , check that first aider carried out correct procedure • date and time of accident – for complete record, to check if RIDDOR comes into force, in case of legal action, etc • person who completed the report – a legal requirement 	<p>3x1 3x1 [6]</p>	<p>The reason given must be different for each piece of information. For instance if all three reasons are describing some kind of legal redress, then only 1 mark may be allocated for reason.</p>
(d)	<p>One mark for each, THREE required</p> <ul style="list-style-type: none"> • name of employee representative (if there is one) • name of manager representative • contact details of enforcing authority (not the HSE) • the location of the accident book • how to use the accident book • the name of the approved person to take charge in an emergency • the location of first aid box/provision • name / location of Fire Safety Officer / Fire Marshalls • positions of fire extinguishers • fire exit positions • procedures to be followed during emergency evacuation 	<p>3x1 [3]</p>	<p>Accept</p> <ul style="list-style-type: none"> • union representative <p>Candidates may state ‘the Council’ or ‘LEA’ which would be true in state schools – so allow this as an answer (bod)</p> <p>Allow person responsible for health and safety, but not first aid.</p>

Question	Expected Answer	Mark	Rationale
2 (a)	<p>One mark for identification, FOUR required One mark for explanation, FOUR required</p> <p>A – Biohazard (1) Warns of contamination by bacteria (infection) or bodily fluids so need to prevent contamination of self or others</p> <p>B – Slippery (wet) floor (1) Warns of increased risk of slipping so know to avoid area or take extra care</p> <p>C – Corrosive (1) Warns of need to prevent spillage on skin / clothes / eyes as will wear away these so handle with additional care OR wear PPE OR rinse immediately after spillage OR have COSHH data to hand to inform usage</p> <p>D – Toxic / Poisonous (1) Warns to avoid ingestion as will cause harm or death / keep locked away from vulnerable or unauthorised people / have treatment information stored with substance in case of accidental ingestion Or have restricted access only to certain trained staff to prevent accidental poisoning</p>	<p>4x1 4x1 [8]</p>	<p>Explanations must be sufficiently precise that they would not be adequate for a different warning sign i.e. they are very specific. They should give some indication of resultant action to be taken.</p> <p>A - Answers must imply risk of transfer of infection to self or others (just 1 of these is okay). Use of PPE may suggest this adequately (depends on precise wording).</p>

Question	Expected Answer	Mark	Rationale
2 (b) (i)	Health and Safety (Signs and Signals) Regulations	[1]	
(ii)	<p>One mark for each, THREE required</p> <ul style="list-style-type: none"> • defines shape of different signs • defines colours of different types of signs • ensures consistency of signs • so everyone knows what they mean • defines situations / places where signs are required 	<p>3x1</p> <p>[3]</p>	
2 (c)	<p>One mark for each colour, THREE required</p> <ul style="list-style-type: none"> • caution / warning yellow • mandatory (must do) blue • safe situation green 	<p>3x1</p> <p>[3]</p>	

Question	Expected Answer	Mark	Rationale
3 (a)	<p>Level 3 [11 - 15 marks] Candidates make detailed and well argued judgements showing clear links between the hazards, the pwus and / or care workers and indicate consideration of precautions that are already in place. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [6 - 10 marks] Candidates identify risks and make sound links between the pwus (and possibly care workers) and the risks. They will show some consideration of precautions already in place. Answers will show some evidence of application of knowledge. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0 - 5 marks] Candidates identify hazards but make few links between the pwus and the specific risks. The work may consist of a simple list of hazards with little awareness shown of the precautions already in place. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • doors have no apparent security system – young children may wander out of building – need high fasteners or key-code security system • same applies to gate on outside grassed area • plug sockets in main room – children likely to put fingers/objects in them and be electrocuted – should have socket protectors in them all • first aid kit in girls toilet – anyone who needs assistance may worsen due to delay in accessing equipment – should be in more accessible place • fire extinguisher in boys toilet – all at risk if fire breaks out due to delay in accessing – should be in kitchen as more accessible and place where fire most likely to start • kitchen has no door – children likely to wander in and burn / cut themselves – put door on opening • storage area open – children may access and be infected or damage themselves on rubbish – make area secure / build cupboard 	[15]	<p>Candidates may suggest problems with siting of activities within the nursery. Any reasonable argument may be accepted provided it is logical and follows risk assessment procedures.</p> <p>Accept any other logical and reasonable point based (loosely) on the plan provided.</p>

Question	Expected Answer	Mark	Rationale
	<ul style="list-style-type: none">swings directly in front of doors onto grassed area – children may run out and be hit by swing – enclose in a cordoned off area or move swings		

Question	Expected Answer	Mark	Rationale
3 (b)	<p>Level 3 [5 marks] Candidates will analyse in detail the benefits to pwus of carrying out risk assessments. Answers will be developed logically. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 [3 - 4 marks] Candidates will attempt to analyse the benefits to pwus of regular risk assessments. There will be evidence of understanding within the work. There will be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0 – 2 marks] Candidates will identify some benefit of risk assessment generically. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <ul style="list-style-type: none"> • care setting shows adherence to current regulations / best practice – therefore pwus feel reassured that their safety is paramount • Individuals are aware of being consulted / assessed concerning their specific needs – feel valued • pwus see improvements / signage / information given – feel reassured that best practice is being followed • know that staff have been trained – feel safe and secure • know who to speak to if they find a hazard – consulted – increases independence 	[5]	<p>If candidates offer ideas referring to a specific aspect of risk assessment e.g. documenting the findings or reviewing the assessment, then credit should be given for appropriate answers.</p> <p>Do not give credit for answers which state that ‘there will be no hazards / accidents’, etc.</p> <p>Accept other reasonable points.</p>

Question	Expected Answer	Mark	Rationale
4 (a) (i)	Hoist or slide board	[1]	Accept reasonable alternatives, but not equipment such as a bed ladder which is designed for the pwus to use by themselves.
(ii)	<ul style="list-style-type: none">• Lifting Operations and Lifting Equipment Regulations OR <ul style="list-style-type: none">• Manual Handling Operations (Regulations)	1x1 [1]	Accept LOLER Operations must be included for this mark

Question	Expected Answer	Mark	Rationale
4 (a) (iii)	<p>Level 3 [7 - 8 marks] Candidates can give a clear description of the key features of the legislation controlling moving and handling which shows a conceptual overview. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4 - 6 marks] Candidates can give a clear account of key features of the moving and handling legislation. Answers will show some evidence of application of knowledge. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0 - 3 marks] Candidates can give a basic account of possibly only one key feature of the moving and handling legislation. They may provide a simple list of what the legislation says. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • <i>legislation in place to limit lifting by individuals</i> • <i>prevents carers damaging themselves Lifting should not be carried out if there is any alternative</i> • <i>manual lifting can only occur where there is no practical alternative</i> • <i>machinery must be used as far as possible</i> • any machinery must conform to standards set • machinery must be regularly checked for safety • those operating must be suitably trained • information must be present on machine stating date of checking • instructions for use of machinery must be present on / with machine • risk assessment must be done before each move • straps, etc, must be checked to ensure correct weight-bearing limits • brakes must be checked • brakes must be applied before loading machine 	[8]	<p><i>Italic writing indicates conceptual overview / rationale behind legislation</i></p> <p>Accept other reasonable points concerning the actual moving procedure.</p>

Question	Expected Answer	Mark	Rationale
4 b (i)	Control of Substances Hazardous to Health	[1]	Accept COSHH
(ii)	<p>Level 3 [8 - 9 marks] Candidates will describe in detail how COSHH might improve the safety of care workers and pwus in a care setting. The benefits will be applied specifically to both pwus and care workers individually. Examples given will be clear and relevant to (a)care setting(s). Answers will be developed logically. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [5 - 7 marks] Candidates will describe how COSHH improves the safety of pwus and care workers in a care setting. The improvements might refer to both groups together, rather than considering them separately. There will be evidence of understanding within the work. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0 – 4 marks] Candidates will identify some improvement in safety as a result of COSHH legislation. Answers may be generic and not related clearly to pwus or care workers. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>COSHH</p> <ul style="list-style-type: none"> • gives rules on which substances may be stored in what concentrations in what quantities under what conditions (locked away, etc) • describes what special precautions must be used • limited access • use of PPE • safe disposal • describes emergency procedures to be followed after accident • specifies warning signage necessary 	[6]	<p>A simple list of substances controlled by COSHH with how they should be stored or handled gains marks only on band 1.</p> <p>Much of this information may be included in the description of a COSHH file.</p> <p>The over-arching principle is the duty of the employer to safeguard employees.</p>

Question	Expected Answer	Mark	Rationale
	<p>Protection given:</p> <p>To pwus</p> <ul style="list-style-type: none"> • vulnerable individuals (dementia sufferers or young children) protected despite their personal lack of awareness • warning signs alert them to dangers <p>To staff</p> <ul style="list-style-type: none"> • gives clear instructions on their responsibilities with these substances • reassures them that employers are looking after them • redress available should suitable precautions not be followed by employer <p>Possible examples which may be used with explanation of how it increases safety:</p> <ul style="list-style-type: none"> • bleaching agent – store in clearly marked (original) container in locked cupboard out of reach of children, etc • oxidising agent – store in sealed container away from flammable substances • flammable chemicals – store in fire resistant locked cupboard away from sparks, etc • poisons – store in locked cupboard with clear instructions for dealing with accidents and limited staff access • super glue – stored in locked cupboard / away from children / unauthorised users • caustic agents (most cleaning materials) – store in locked cupboards in original containers with clear safety warnings 		

Question	Expected Answer	Mark	Rationale
5 (a)	<p>Level 3 [6 - 7 marks] Candidates will thoroughly explain systems that safeguard the security and privacy of pwus in a residential home. Both aspects will be discussed. Answers will be developed logically. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4 - 5 marks] Candidates will describe systems that safeguard the privacy and security of residents. There will be evidence of understanding within the work. There may be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 4 if only 1 of security or privacy is mentioned</i></p> <p>Level 1 [0 – 3 marks] Candidates will identify some systems that safeguard the privacy and security of residents. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • secure entry doors (keypad entry or similar – prevents unauthorised access • doors unopenable from inside without pass / key – prevents confused pwus wandering off • bedrooms with some entry security (maybe key) – prevents others accessing private areas • staff knock and wait to enter bedrooms – safeguards privacy of residents • bathroom doors closed when residents toileting or bathing – safeguards privacy from anyone passing • visitors signing in system – ensures staff know who is on site • asking residents if they want to see visitors – protects privacy from unwanted visitors • all personal information held securely / password protected – prevents others accessing private information • may need safeguarding of money, etc – protect confused residents from themselves • all staff CRB checked – to reduce risk of deliberate abuse of residents 	[7]	Allow reference to CCTV or similar only if explanation says what it will actually do. Candidates may suggest that ‘having CCTV prevents intruders ‘. It does not.

Question	Expected Answer	Mark	Rationale
5 (b)	<p>Level 3 [7 - 8 marks] Candidates will discuss two limitations and two benefits and include effects (not necessarily of all) on both care workers and pwus. Each group will have some explicit reference made to the effects on them. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar punctuation and spelling.</p> <p>Level 2 [5 - 6 marks] Candidates will include at least one benefit and one limitation and will include effects on care workers and pwus but may be without explicit reference to either group separately. Answers will show some evidence of application of knowledge. There may be noticeable errors of grammar punctuation and spelling.</p> <p>Level 1 [0 – 4 marks] Candidates will discuss some benefits or limitations, possibly not both, and possibly to only one of care workers or pwus. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p> <p>Benefits</p> <ul style="list-style-type: none"> • reduce risk of contamination / transfer of body fluids / microbes (or specified types) - so reduces infection risk to staff and pwus alike • detailed description of any specified item of equipment with link to transference eg gloves will protect care worker from an infected wound – so no contamination of care worker by microbes – gloves disposed of before treat next pwus, so no transfer of microbes and infection to other pwus. • reduction of contagious outbreaks within care settings (specified) – particularly helpful as often pwus are particularly vulnerable • maintenance of sterile environment – use of masks and overshoes in operating theatres – so reduces risk of hospital-acquired infections into open wounds of pwus mainly <p>Accept other reasonable specified examples.</p>	[8]	

Question	Expected Answer	Mark	Rationale
	<p>Limitations</p> <ul style="list-style-type: none">• masks uncomfortable / steam up glasses – difficult to communicate well – may frighten small children reducing their cooperation• takes time to change gloves, aprons – reduces time available for working with pwus• increases costs - so less money for other things• disposal safely means lots of hazardous waste bins around the setting – possibility of confused or very young pwus accessing these inappropriately and becoming infected – costs of correct disposal• latex allergies – causes discomfort / rash		

Question	Expected Answer	Mark	Rationale
6 (a)	<p>Level 3 [6 - 7 marks] Candidates will give an in-depth analysis of the different types of fire-fighting equipment. Answers will be developed logically. Both positive and negative aspects will be included and some conclusion will be drawn. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4 - 5 marks] Candidates will attempt to analyse different types of fire-fighting equipment. They may only give positive points and may state which are the most useful in a given situation. There will be evidence of understanding within the work. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0 – 3 marks] Candidates will give a basic analysis of different types of fire-fighting equipment. Answers are likely to be muddled, demonstrating little knowledge or understanding. Answers may include lists of different types of equipment and what they do. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • automatic sprinkler system – if linked to smoke alarm will put out smouldering before full-blown fire begins - works even when building empty - can be expensive if not fitted at time of construction. • sand bucket – very limited in its use - only good for extinguishing cigarette ends or smothering oil spills - often filled with rubbish • fire Blankets and Extinguishers – manually operated - need alerting to the need to use them - staff need training - may encourage unnecessary delay in evacuation - may put staff at risk of harm - extinguishers must be checked / refilled regularly <p><i>Candidates may compare different types of extinguisher - give credit</i></p> <ul style="list-style-type: none"> • fire blanket – to smother clothing or cover oil / fat fire • water fire extinguisher (Red) – put out paper or wood fire • carbon dioxide extinguisher (Black) – general use • put out most fires especially electrical • foam fire extinguisher (Cream) – paper, etc, plus flammable liquids 	[7]	Accept other reasonable points.

Question	Expected Answer	Mark	Rationale
	<ul style="list-style-type: none">• dry powder extinguisher (Blue) – most versatile of extinguisher types and put out almost everything		

Question	Expected Answer	Mark	Rationale
6 (b)	<p>Level 3 [7 - 8 marks] Candidates show detailed understanding of at least two factors that would make fire evacuation in their chosen setting more difficult. They give a reasoned discussion of these factors. They give some idea of priority between factors, and may suggest some possible solutions to the difficulties. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar punctuation and spelling.</p> <p>Level 2 [4 - 6 marks] Candidates show some understanding of at least two factors that should be considered in their chosen situation. They may not prioritise them and may not suggest any solutions. Answers will show some evidence of application of knowledge. There may be noticeable errors of grammar punctuation and spelling.</p> <p>Level 1 [0 - 3 marks] Candidates show a limited understanding of the specific factors, and may simply list fairly generic difficulties with evacuation. Answers are likely to be muddled and show little understanding. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p> <p>A nursery</p> <ul style="list-style-type: none"> • children may not understand – may not cooperate – dedicated staff needed to look after individuals • children may think it is a game – may hide or run from care workers – care workers need to be very vigilant • children may panic – lack of cooperation or refusal – strategies in place for care workers to use • alarm may cause unusual reactions in children – inability to move, etc – previous practices should have allowed preparations to be made • children may have short attention span – lose track of what they are doing mid evacuation – care workers to watch out for • children may wander from assembly point / want to return – special vigilance required / maybe activities ready to occupy them 	[8]	Accept other reasonable and reasoned suggestions.

Question	Expected Answer	Mark	Rationale
	<p>A residential home</p> <ul style="list-style-type: none">• residents slow to react and move – may need assistance to leave building• pwus may have hearing loss – need additional warning to alert them• residents may be confused at alteration to routine and be uncooperative – more care workers needed to encourage and assist• those with limited mobility or wheelchair users may need additional support to get out• vulnerable individuals – need sheltered area to congregate or may need blankets, etc		

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