

**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 January 2020

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

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

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

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

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

Question	Answer	Marks	Guidance						
1 (a)	<p>One mark for each setting, three required:</p> <table border="1" data-bbox="297 316 1160 1166"> <tr> <td data-bbox="297 316 745 598"> <p>Health setting, e.g.</p> <ul style="list-style-type: none"> • GP surgery/doctors/GP • hospital • dentist • clinic • optician • nursing home </td> <td data-bbox="745 316 1160 598"> <p>Care setting, e.g.</p> <ul style="list-style-type: none"> • residential care home/care home • hospice • individual's home • day centre • foster home </td> </tr> <tr> <td data-bbox="297 598 745 917"> <p>Child care/early years setting, e.g.</p> <ul style="list-style-type: none"> • nursery school/nursery • school • after school club • pre-school • childminders • creche </td> <td data-bbox="745 598 1160 917"> <p>Public environment, e.g.</p> <ul style="list-style-type: none"> • shopping centre • leisure centre • park/playground • cinema • swimming pool </td> </tr> <tr> <td data-bbox="297 917 745 1166"> <p>Transport, e.g.</p> <ul style="list-style-type: none"> • minibus • coach • ambulance • train • bus • car/taxi </td> <td data-bbox="745 917 1160 1166"></td> </tr> </table> <p>Accept other appropriate settings/environments.</p>	<p>Health setting, e.g.</p> <ul style="list-style-type: none"> • GP surgery/doctors/GP • hospital • dentist • clinic • optician • nursing home 	<p>Care setting, e.g.</p> <ul style="list-style-type: none"> • residential care home/care home • hospice • individual's home • day centre • foster home 	<p>Child care/early years setting, e.g.</p> <ul style="list-style-type: none"> • nursery school/nursery • school • after school club • pre-school • childminders • creche 	<p>Public environment, e.g.</p> <ul style="list-style-type: none"> • shopping centre • leisure centre • park/playground • cinema • swimming pool 	<p>Transport, e.g.</p> <ul style="list-style-type: none"> • minibus • coach • ambulance • train • bus • car/taxi 		3 (3x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1592 464 1960 544" style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <p>Building/construction site (unless explicitly in a health and social care setting)</p> <p>Factories</p> <p>Workplace</p> <p>Childcare practices</p> <p>Kitchen area/named rooms within settings</p> <p>Social environment</p>
<p>Health setting, e.g.</p> <ul style="list-style-type: none"> • GP surgery/doctors/GP • hospital • dentist • clinic • optician • nursing home 	<p>Care setting, e.g.</p> <ul style="list-style-type: none"> • residential care home/care home • hospice • individual's home • day centre • foster home 								
<p>Child care/early years setting, e.g.</p> <ul style="list-style-type: none"> • nursery school/nursery • school • after school club • pre-school • childminders • creche 	<p>Public environment, e.g.</p> <ul style="list-style-type: none"> • shopping centre • leisure centre • park/playground • cinema • swimming pool 								
<p>Transport, e.g.</p> <ul style="list-style-type: none"> • minibus • coach • ambulance • train • bus • car/taxi 									

Question		Answer/Indicative content	Marks	Content	Guidance
					Levels of response
1	(b)*	<p>Responsibilities</p> <ul style="list-style-type: none"> to safeguard the health and safety of nursery staff, children, visitors (including parents) and contractors ensure the premises are safe (as far as is reasonably practicable) ensure standards of care are met to ensure disciplinary action is taken for non-compliance of managers with health and safety processes/policies/legislation oversight and scrutiny, e.g. observations, attend meetings <p>Roles – to meet with managers and observe practice to ensure that:</p> <ul style="list-style-type: none"> managers are complying with health and safety legislation, e.g. carrying out regular fire drills overseeing safer recruitment practices, e.g. participating on interview panels, ensuring DBS checks and reference checks are completed managers and staff are carrying out their health and safety duties effectively, e.g. ensuring staff are provided with PPE there are adequate resources for health and safety staff and children are not being exposed to unreasonable risks, e.g. staff are trained risks are being controlled adequately, e.g. risk assessments are in place and updated policies and procedures are in place and being followed 	8	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded. 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>Level 3 checklist</p> <ul style="list-style-type: none"> detailed description clear and logically structured responsibilities and roles explicit relevant to a children’s nursery <p>Level 2 checklist</p> <ul style="list-style-type: none"> sound description some structure responsibilities and roles may be implicit mostly relevant to a children’s nursery <p>Level 1 checklist</p> <ul style="list-style-type: none"> limited/basic description may not include both responsibilities and roles may not be relevant to a children’s nursery 	<p>Level 3 (7-8 marks) Answers will provide a detailed description of both the responsibilities and roles of a board of governors for health and safety. Links to a children’s nursery are explicit. Answers are coherent, clear and logically structured. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks) Answers will provide a sound description of the duties of a board of governors for health and safety but may lack clarity regarding their precise responsibilities and roles. Answers are mostly relevant to a children’s nursery. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Sub-max of 4 if general management roles or responsibilities are described</p> <p>Level 1 (1–3 marks) Answer provides a basic/limited description of the duties of a board of governors for health and safety. Answers may identify roles or responsibilities but with little or no description. There may be no reference to a children’s nursery. <i>There is an attempt at a logical line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks – response not worthy of credit.</p> <p>SEEN for a zero mark response</p>

Question			Answer/Indicative content	Marks	Content	Guidance
						Levels of response
			<ul style="list-style-type: none"> • policies and procedures are reviewed and updated regularly • serious incidents are reported to HSE/Local authority/Ofsted • carry out reviews of incidents/injuries and management's response 			

Question	Answer	Marks	Guidance
1 (c)	<p>One mark for each reporting requirement. Three required.</p> <p>Employers must report:</p> <ul style="list-style-type: none"> • deaths • serious accidents • absences (of more than 7 days) • industrial diseases, e.g. asbestos related diseases/carpal tunnel/dermatitis/ occupational lung diseases / exposure to biological agent / legionella (legionnaires) • dangerous occurrences /near misses • serious injuries/life-threatening injuries to the public • serious injuries/life-threatening injuries to employees 	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> ^ TV REP SEEN </div> <p>Accept specific examples, e.g. to report a child falling from a window</p> <p>Do not accept: Repeated examples Minor injuries 'Any' injuries Diseases which are not explicitly listed on RIDDOR Asbestos (on its own) Illness (on its own) Broken bones</p>

Question	Answer	Marks	Guidance
2 (a)	<p>Two marks for a description.</p> <ul style="list-style-type: none"> • Employers must carry out a check on individuals before they can work or volunteer with vulnerable individuals • Ensures that unsuitable people don't work with vulnerable individuals, e.g. those with a criminal record • Ensures those on barred lists don't work with vulnerable individuals • Provides employers with details of convictions, cautions, reprimands and warnings • Provides employees/volunteers with clearance to work • Reduces the risk of children/vulnerable adults being harmed • DBS check is a legal requirement for those working with children/vulnerable adults • DBS checks are a safeguarding requirement/ policies 	<p>2 (1x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Two marks:</p> <ul style="list-style-type: none"> • a detailed description • clear understanding of the reason for having a DBS system • factually accurate <p>One mark:</p> <ul style="list-style-type: none"> • a feature of a DBS system identified • basic or limited description
2 (b)	<p>One mark for each example. Two required.</p> <ul style="list-style-type: none"> • a nurse • a doctor • a teacher • a care assistant/care worker/ carer • a volunteer in a health and social care setting • Any specified role within an education / health / social care environment, e.g. teaching assistant, child minder, security guard in a hospital, receptionist in a GP surgery • social worker/family support worker • Adoptive parents/foster parents <p>Accept alternative health and social care roles</p>	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <p>If job role is not specified, e.g. a person applying to work in a care home/people working in care homes</p>

Question		Answer/Indicative content	Marks	Guidance	
				Content	Levels of response
2	(c)*	<p>Carrying out a risk assessment</p> <ul style="list-style-type: none"> walking around the setting to identify potential hazards thinking about how individuals might be harmed evaluating likelihood of harm, e.g. high, medium, low focusing on activities, substances or processes which could cause harm, e.g. age inappropriate toys examining incident/accident forms to identify hazards considering non-routine events e.g. trips, visitors considering long-term hazards, e.g. asbestos considering individual needs taking action to reduce risks of harm making a written record <p>Reduces risk</p> <ul style="list-style-type: none"> identifying ways to control risks implementing less risky options e.g. non-chemical cleaning products limiting access, e.g. lock cupboards organising nursery to reduce exposure to risks, e.g. restricted areas providing washing and first aid facilities ensuring staff understand roles and responsibilities providing staff training policies and procedures being in place ensures broken equipment is removed/replaced 	8	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded. 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>Use [tick plus] for how risks are reduced</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> detailed explanation clear and logically structured balanced response examples relevant to a children’s nursery <p>Level 2 checklist</p> <ul style="list-style-type: none"> sound explanation some structure may lack balance examples relevant to a children’s nursery <p>Level 1 checklist</p> <ul style="list-style-type: none"> basic/limited explanation may lack relevance may give examples of ways of reducing risk 	<p>Level 3 (7–8 marks) Answers will provide a detailed explanation of how a manager of a children’s nursery school would carry out a risk assessment to reduce risks. Answers provide a balanced answer including how a risk assessment is carried out and how risks are reduced <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4–6 marks) Answers will provide a sound explanation of how a manager of a children’s nursery school would carry out a risk assessment to reduce risks. Answers may lack balance. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i> Sub-max of 4 if only how risk assessments are carried out or how risks are reduced</p> <p>Level 1 (1–3 marks) Answer provides basic/limited explanation of how a manager of a children’s nursery would carry out a risk assessment. Ways of reducing risks may be identified with little or no explanation. <i>There is an attempt at a logical line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks – response not worthy of credit. SEEN for a zero mark response</p>

Question		Answer/Indicative content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none">ensures hazards are reported / action taken/ control measures are reviewed <p>Do not accept DBS checks and safer recruitment.</p>			

Question	Answer	Marks	Guidance
2 (d)	<p>One mark for each way. Four required</p> <ul style="list-style-type: none"> • encourage children to regularly wash hands • staff use PPE, e.g. when changing nappies • teaching personal hygiene • discourage children from putting hands in their mouths, • ensure children are not sharing utensils, e.g. cups • clean up blood and other bodily fluids • encourage children to use tissues • encourage children to put hands in front of mouths when coughing • discourage children from touching animal waste and bird droppings • ensure the environment is hygienic / clean, e.g. toilets flushed • ensure equipment is clean, e.g. toys • ensuring mould and fungi is removed from the building • ensuring biological waste is disposed of correctly, e.g. nappies, plasters, bandages, tissues • sending children/staff home if they have an infectious disease • not allowing children/staff back into school until they are no longer contagious • food is prepared hygienically, e.g. different coloured chopping boards • open wounds are clean and covered • evacuate areas contaminated by biological hazards 	4 (4x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Accept alternative language Accept other appropriate ways</p> <p>Do not accept: Ways of reducing risk of being harmed by other types of hazards, e.g. locking away bleach/medicines (chemical hazards)</p> <p>Vague responses, e.g. following policies and procedures, doing risk assessments</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
2 (e)*	<p>Assess harm/Avoid further harm</p> <ul style="list-style-type: none"> • check for injuries/harm • seek medical help if necessary • involve child protection professionals • check all other children are safe • alert staff to the incident <p>Investigate the incident</p> <ul style="list-style-type: none"> • talk to staff / parents/ children to ascertain how the gate was left open • review CCTV • check the gate is in good repair <p>Report the incident</p> <ul style="list-style-type: none"> • write a written report/record what happened • inform authorities (Ofsted/local authority) • inform child's parents <p>Follow up review</p> <ul style="list-style-type: none"> • review security and working practices policies • take disciplinary action if policies have not been followed • revise policies in light of findings of the investigation • determine training needs • ensure staff receive and apply appropriate training • implement new practices, e.g. install CCTV on entrances, key codes on doors 	7	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded. 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>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed description • clear and logically structured • clear understanding of incident response • relevant to the scenario <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound description • some structure • some understanding of incident response • some relevance to the scenario <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited/basic description • may identify practical ways of reducing security risks 	<p>Level 3 (6-7 marks) Answers will provide a detailed description of how a manager should respond to an incident. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-5 marks) Answers will provide a sound description of how a manager should respond to an incident. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i> Sub-max of 4 for two stages done well</p> <p>Level 1 (1-3 marks) Answer provides basic/limited description of how a manager should respond to an incident. Practical ways of reducing security risks may be identified. <i>There is an attempt at a logical line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks – response not worthy of credit. SEEN for a zero mark response</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
3	(a)*	6	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded. 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>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed description • clear and logically structured • regulations and ways of reducing hazards • legislation explicitly linked to practice • explicitly relevant to a residential care home <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound description • some structure • some links between legislation and practice, may be implicit • some relevance to a residential care home <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited/basic description • identifies ways of reducing hazards • may not link legislation and practice • may lack relevance 	<p>Level 3 (5-6 marks) Answers will provide a detailed description of ways the MHR 1992 reduces hazards in residential care homes. Regulations and ways of reducing hazards are described in depth. Answer makes clear links between legislation and practice. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3-4 marks) Answers will provide a sound description of ways the MHR 1992 reduces hazards. Answer makes some links between legislation and practice. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) Answer provides basic/limited description of a way(s) of reducing manual handling hazards in residential care homes. <i>There is an attempt at a logical line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks – response not worthy of credit. SEEN for a zero mark response</p>

Question		Answer	Marks	Guidance
3	(b)	<p>One mark for each responsibility. Four required</p> <ul style="list-style-type: none"> • co-operate with employers • follow instructions, policies, procedures, legislation, guidelines • carry out risks assessment • use correct manual handling techniques • ensure waste is disposed of safely • maintain good personal hygiene, e.g. use PPE, handwashing • maintain a clean/hygienic environment, e.g. clean up spills • attend training • apply training • report situations posing immediate risk • report health and safety failings • participate in fire drills • wear ID badges • ensure individuals who are in your care are made aware of their responsibilities, e.g. posters • ensuring medicines/cleaning products are locked away • ensuring individuals' care needs are met, e.g. administer medicines at the right time 	<p>4 (4x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Accept alternative language Accept other appropriate responses</p> <p>Do not accept: Employer responsibilities, e.g. provide training, ensure equipment is in good working order</p> <p>Protecting confidentiality/data</p> <p>Vague responses, e.g. ensure everyone is safe/free from harm</p>

Question		Answer	Marks	Guidance
3	(c)	<p>Three marks. One description</p> <ul style="list-style-type: none"> • follow fire safety policy • sound the alarm • ACT FAST, e.g. act fast, control and contain, telephone fire brigade, follow procedure, assist in getting everyone safe, support others, try to remain calm • do not put yourself in danger • use fire safety equipment if trained to do so (fire extinguisher/blanket) • call emergency services • carry out evacuation procedures • help residents to move to a safe area • ensure fire doors/windows are closed • check all residents have been accounted for 	<p>3 (1x3)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Three marks</p> <ul style="list-style-type: none"> • a detailed description • clear understanding of response • coherent and well-reasoned <p>Two marks</p> <ul style="list-style-type: none"> • a sound description • some understanding of response • lacks detail <p>One mark</p> <ul style="list-style-type: none"> • a response identified • basic/limited description

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
3	(d)*	10	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded. 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>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed explanation • clear and logically structured • balance of staff and residents • range of different consequences • clearly relevant to care home <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation • some structure • some reference to both staff and residents • some relevance to care home <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited or basic explanation • staff or residents only 	<p>Level 3 (8–10 marks) Answers will provide a detailed explanation of the potential consequences for staff and residents of not following MHR 1992. Answer gives a balance of consequences for staff and residents. A range of different consequences are explained in depth. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (5-7 marks) Answers will provide some explanation of the potential consequences for staff and residents of not following MHR 1992. Answer gives consequences for staff and residents but this may not be well-balanced. Consequences are explained but may lack depth. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Sub-max of 5 for staff or residents done well</p> <p>Level 1 (1–4 marks) Answer provides basic/limited explanation of the potential consequences of not following MHR 1992. Answer may not give consequences for both staff and residents. <i>There is an attempt at a logical line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks – response not worthy of credit.</p> <p>SEEN for a zero mark response</p>

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