

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 2021

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

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

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

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

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

Question	Answer	Marks	Guidance
1	<p>(a) One mark, three required:</p> <ul style="list-style-type: none"> • NHS • Care home manager / manager / chief executive of a specified setting, e.g. GP, Dentist, Opticians • Partners within a specified practice, e.g. GP surgery • Private care home / nursery owner • Head teacher / Principal • Academy Trusts • Board of Governors /Trustees, e.g. school / hospital • Third sector organisations, e.g. Barnardo's, Age UK, National Autistic Society • Local authority <p>Do not accept:</p> <ul style="list-style-type: none"> • Repetition of Care home manager • Directors of departments / people • Manager by itself • Charity / Charities 	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 style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
1	(b)* Environmental hazards: <ul style="list-style-type: none"> • slip, e.g. wet floors • trip, e.g. uneven floor surfaces Financial loss: <ul style="list-style-type: none"> • fines, compensation • increased staff costs e.g. sick pay, overtime, recruitment • loss of profit • loss of business • insurance claims • civil prosecution / sued • legal fees • staff unable to work due to injuries • loss of reputation • poor reviews • being closed down • Cost of repairs <p>If the environmental hazard is incorrect, but the answer still provides a <u>logical explanation of financial loss</u> then they can only be awarded a sub max of 4</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Flooding • Temperature – this is a working condition (spec reference 1.1) <p>Loss of job linked to loss of earnings</p>	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 explanation.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • Detailed explanation • Clear link between an environmental hazard and financial loss • Clear and logically structured • Detailed exemplification • Relevant to employers • QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound explanation • Some link between an environmental hazard and financial loss • Some structure • Limited exemplification • Relevant to employers • QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Basic/limited explanation on financial loss • May link to environmental hazard • QWC – low 	<p>Level 3 (6-7 marks) Answers will provide a detailed explanation of how an environmental hazard could lead to financial loss for an employer. Clear understanding is demonstrated of an environmental hazard and how their impact can lead to financial loss. Answers are coherent, clear and logically structured. Information presented is relevant to employers. There will be few, if any errors, of grammar, punctuation and spelling.</p> <p>Level 2 (4–5 marks) Answers will provide some explanation of how an environmental hazard could lead to financial loss for an employer. Some understanding is demonstrated of the link between an environmental hazard and financial loss but with limited exemplification. Answers are presented with some structure and are relevant to employers. There may be some errors of grammar, punctuation and spelling. Sub-max of 4 for one explanation of financial loss done well / incorrect environmental hazard provided but logical explanation of financial loss</p> <p>Level 1 (1–3 marks) Answer provides basic/limited explanation of how an environmental hazard could lead to financial loss. 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. SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
1	<p>(c) Health and safety management systems:</p> <ul style="list-style-type: none"> • Having and implementing health and safety policies e.g. safer recruitment • Allocation of roles and responsibilities for health and safety • Putting health and safety plans into action, e.g. fire evacuation • Carrying out risk assessments • Following procedures to minimise risks e.g. complying with legislation • Training of staff to ensure health and safety responsibilities being met, e.g. manual handling • Monitoring of staff to ensure health and safety responsibilities being met • Supervision of staff to ensure health and safety responsibilities being met • Reviewing incidents and near misses • Reviewing policies and procedures • Continuous improvement through corrective/preventive actions • Security procedures, e.g. signing in and out book, CCTV • Equipment checks <p>Do not accept:</p> <ul style="list-style-type: none"> • Specified organisations, e.g. NHS, CQC • Personal hygiene 	<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; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Three marks:</p> <ul style="list-style-type: none"> • a detailed description • clear understanding of a health and safety management system • relevant information explicitly stated <p>Two marks:</p> <ul style="list-style-type: none"> • a sound description • some understanding of a health and safety management system • information is implicitly linked <p>One mark:</p> <ul style="list-style-type: none"> • a feature of a health and safety management system identified • basic/limited description <p>Mark from top to bottom and if the management system is incorrect then award 0 marks</p>

Question	Answer	Marks	Guidance
1 (d)	<p>Two marks for each outline three required.</p> <p>Training e.g. staff should learn the risks posed by electricity and how to reduce them</p> <p>Qualifications e.g. electrical work should only be carried out by qualified electricians</p> <p>Testing e.g. all electrical appliances should be tested annually (PAT tested)</p> <p>Electrical safety procedures / safe working practices e.g. trip switches when cutting the lawn; ensure plugs are not overloaded; minimal use of extension cords; no trailing cables, following manufacturer's instructions</p> <p>Checking e.g. equipment for frayed wires</p> <p>High voltage plant room – signage</p> <p>Storage e.g. ensure combustible items are not stored near electricity main switch boards/ electrical equipment kept in locked cupboards</p> <p>Record of incidents</p> <p>Review policies e.g. to ensure practices comply with electrical safety regulations/legislation; after incidents or near misses</p> <p>Personal protection e.g. eyes and face / safety equipment</p> <p>Roles and responsibilities within the workplace</p> <p>Clear procedures for faulty equipment e.g. report damage or faults</p>	<p>6 (3x2)</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 data-bbox="1711 472 2074 549" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Two marks:</p> <ul style="list-style-type: none"> a feature identified with an outline that shows understanding <p>One mark:</p> <ul style="list-style-type: none"> a feature identified <p>Do not accept: keeping drinks away from electrical appliances</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	(a)*	<p>Care workers' roles in promoting health and safety:</p> <ul style="list-style-type: none"> • Wearing PPE (personal protective equipment) • Risk assessments if trained to do so. • To cooperate with their manager/employer and other staff e.g. to ensure everyone is promoting health and safety; complying with legislation. • To report/discuss health and safety concerns with their manager/employer, e.g. If they observe unsafe practices. • To follow procedures, e.g. using a hoist, when manual handling, and other equipment; fire safety, dispensing of medicines • To undertake appropriate training, e.g. so they have the right knowledge to promote health and safety. • To act in accordance with training, e.g. to ensure their practice does not put individuals at risk of harm. • Safeguarding – to report concerns • Their own personal hygiene • To follow cleaning procedures <p>Accept any other suitable response linked to a care worker promoting health and safety</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • DBS for safeguarding • Vague responses – keep themselves safe, to provide a safe environment 	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 understanding with exemplification • Clear and logically structured • Relevant to care workers • QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound description • Some understanding which lacks exemplification • Some structure • Relevant to care workers • QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Basic/limited description • Role(s) and responsibilities identified • May not be relevant to care workers • QWC – low 	<p>Level 3 (6-7 marks) Answers will provide a detailed description of the roles of care workers in promoting health and safety. Exemplification demonstrates a clear understanding. Answers are coherent, clear and logically structured. Information presented is relevant to care workers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–5 marks) Answers will provide some description of the roles of care workers in promoting health and safety. The description lacks exemplification. Answers are presented with some structure and are relevant to employees. There may be some errors of grammar, punctuation and spelling. Sub-max of 4 for one role done well</p> <p>Level 1 (1–3 marks) Answer provides basic/limited description of ways of promoting health and safety which may not be relevant to the roles of care workers. 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. SEEN for a zero mark response</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	(b)* Data protection legislation <u>requirements</u>: <ul style="list-style-type: none"> All data must be fairly and lawfully processed Only used for the purpose intended Is adequate, relevant and not excessive Is accurate / kept up to date Is not kept longer than necessary / destroyed when no longer required Is processed in accordance with rights, e.g. permission is sought for sharing data Permission is needed to collect, store and share data Access to individuals' information must be restricted/protected Regulations apply to data shared outside the UK Is not transferred outside the EU Data is kept secure <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">To underline the requirements</div> <p>Do not accept:</p> <ul style="list-style-type: none"> keep data safe 	9	<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 analysis.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> Detailed analysis Clear understanding of requirements and impact Clear and logically structured Relevant to employers QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound analysis Some understanding of requirements and impact Some structure Relevant to employers QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> Basic/limited analysis Features of data protection identified Basic identification of impact QWC – low 	<p>Level 3 (7-9 marks) Answers will provide a detailed analysis of the requirements and impact of data protection legislation on employers. Answers are coherent, clear and logically structured. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p>Level 2 (4–6 marks) Answers will provide some analysis of the requirements and impact of data protection legislation on employers. Answers are presented with some structure but may lack depth of understanding or clarity. There may be some errors of grammar, punctuation and spelling.</p> <p>Sub-max of 4 for only requirements or impact</p> <p>Level 1 (1–3 marks) Answer provides basic/limited analysis of the requirements and impact of data protection legislation. There may be little or no relevance to employers. 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> <p>SEEN for a zero mark response</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<p>The impact of data protection legislation for employers:</p> <ul style="list-style-type: none"> • Employers must process a large amount of data about individuals e.g. Costs of time, money • Non-compliance / breaches will lead to the organisation being fined / prosecution • Loss of reputation • Administration and bureaucracy systems in place – e.g. to process data lawfully; comply with requests by individuals to see the data held about them • Transparency – e.g. information must be provided in a clear and concise way which all individuals can understand • Data protection officer must be appointed • Training staff • Obtaining signed consent for data sharing • Putting policies and procedures in place, • Reviewing policies • Investigating breaches of data protection • Time needed to delete electronic files • Time needed to shred documents • Encryption of files – cost and time • Robust systems in place for storage of data, e.g. locked cabinets, password protected files and need to know basis <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">To tick the impacts</div>			

Question	Answer	Marks	Guidance
2 (c)	<p>One explanation of how an individual could be affected, three marks</p> <p>The individual may experience:</p> <ul style="list-style-type: none"> • physical injuries e.g. bruising, heart attack • emotional trauma e.g. fear, anxiety, depression • financial hardship e.g. loss of money, valuables • emotional trauma e.g. sentimental items stolen • sexual harm • loss of trust • a desire to move to another care home 	<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; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Three marks:</p> <ul style="list-style-type: none"> • a detailed explanation • clear link between the incident and how it may affect • clear relevance to an individual in a care home <p>Two marks:</p> <ul style="list-style-type: none"> • a sound explanation • some link between the incident and how it may affect • some relevance to an individual in a care home <p>One mark:</p> <ul style="list-style-type: none"> • basic/limited explanation • no link between the incident and how it may affect • limited or no relevance to an individual in a care home

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	(a)*	<p>First aider's actions:</p> <ul style="list-style-type: none"> • Assess for danger, e.g. check if resident is breathing; check for injuries to back/neck. • Keep themselves and the area safe, e.g. ensure other residents are kept away from the stairs so they don't fall. • Prevent further harm, e.g. perform CPR; do not attempt to move the resident if back or neck injuries. • Maintain respect and dignity, e.g. ensure other residents are kept away. • Get help, e.g. call for other staff to assist; ensure an ambulance is called. • Stay with the individual until help arrives, e.g. to prevent further harm, continue performing CPR. • DRABC – Danger, Response, Airway, Breathing and circulation • PPP – Prevent, preserve and promote 	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 understanding with exemplification • Clear and logically structured • relevant to the scenario • QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound description • some understanding which lacks exemplification • Some structure • some relevance to the scenario • QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic/limited description • generic actions identified • may not be relevant to the scenario • QWC – low 	<p>Level 3 (7-8 marks) Answers will provide a detailed description of the actions a first aider would take. Exemplification demonstrates a clear understanding which is relevant to the scenario. Answers are coherent, clear and logically structured. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p>Level 2 (4-6 marks) Answers will provide some description of the actions a first aider would take which lacks exemplification. Answers are presented with some structure and relevance to the scenario. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–3 marks) Answer provides basic/limited description of the actions a first aider would take. Generic actions are identified with little or no relevance to the scenario. 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. SEEN for a zero mark response</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
3	(b)*	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 evaluation.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • Detailed evaluation • Balance of benefits and risks for both options • Clear and logically structured • Ways of reducing risk for both options • Relevant to the scenario • QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound evaluation • Refers to benefits and risks • Some structure • Refers to ways of reducing risks • May lack balance • QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Basic/limited evaluation • May refer to only benefits or risk • May not refer to both options • May not refer to ways of reducing risk • QWC – low 	<p>Level 3 (6-7 marks) Answers will provide a detailed evaluation of the transport options for taking the children to the park. Answers provide a balanced evaluation of the benefits, risks and ways of reducing risks for both options. Answers are coherent, clear and logically structured. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p>Level 2 (4-5 marks) Answers will provide some evaluation of the transport options for taking the children to the park. Answers include the benefits, risks and ways of reducing risks. There is some reference to both options but answers may lack balance. Answers are presented with some structure and relevance to the scenario. There may be some errors of grammar, punctuation and spelling. Sub-max of 4 for one option done well and /or positives and negatives</p> <p>Level 1 (1–3 marks) Answer provides basic/limited evaluation of the transport options for taking the children to the park. Answers may only refer to either the benefits or risks of one option. There may be no reference to ways of reducing risks. 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. SEEN for a zero mark response</p>
	<p>Benefits of walking to the park / +ve</p> <ul style="list-style-type: none"> • Cheaper • Better for the environment • Learning opportunities on the way <p>Risks of walking to the park: / -ve</p> <ul style="list-style-type: none"> • Children getting lost / wandering off • Crossing roads • Speed of traffic / lack of awareness from drivers • Strangers approaching <p>Ways of reducing risk: ✓</p> <ul style="list-style-type: none"> • Ensuring there is sufficient child/adult ratios • Crossing roads at traffic lights • High visibility jackets are worn • Carry out a risk assessment <p>Benefits of taking a coach: / +ve</p> <ul style="list-style-type: none"> • Faster • Less risk of children getting lost or harmed • Accessibility – for those with reduced mobility <p>Risks of taking a coach: / -ve</p> <ul style="list-style-type: none"> • Road traffic accident • Travel sickness <p>Ways of reducing risk: ✓</p> <ul style="list-style-type: none"> • Ensuring children are wearing seatbelts • Travel sickness medication • Carry out a risk assessment <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Accept other appropriate benefits, risks and ways of reducing risk.</p> </div>			

Question	Answer	Marks	Guidance
3 (c)	<p>One mark for the identification of a physical hazard, three required:</p> <ul style="list-style-type: none">• noise• vibration• radiation• x rays• gamma rays• radiotherapy <p>These are the only acceptable answers.</p>	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="1711 472 2074 549" style="border: 1px solid black; padding: 5px; text-align: center;">^ TV REP SEEN</div>

Question	Answer	Marks	Guidance
3	<p>(d) Two marks for an outline , two required</p> <ul style="list-style-type: none"> • Disciplinary action: the nurse may receive a warning, suspension • Dismissal for not complying with regulations. • Supervision / monitoring until training is carried out • Undertake training: to ensure the nurse is aware of correct procedures • Injury/harm: the nurse may be exposed to radiation which is a physical hazard to health. • Cause injury or harm: resulting in disciplinary action. • Be struck off the professional register: for not promoting health and safety of individuals. • Criminal prosecution: being fined or being sued by the Crown Prosecution Service(CPS) • Civil prosecution: sued by the patient and / or family <p>Do not accept:</p> <ul style="list-style-type: none"> • Emotional effects 	<p>4 (2x2)</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 consequence outlined • relevant to the scenario <p>One mark:</p> <ul style="list-style-type: none"> • a consequence briefly outlined • little or no relevance to the scenario

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