

**Cambridge Technicals
Health and Social Care**

Unit 7: Safeguarding

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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Annotations to be used when marking Unit 7.

| 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 type of abuse. Three required One mark for example of abuse. Three required.</p> <ul style="list-style-type: none"> • Physical: resident hit / hot cup of tea placed on arm • Neglect: not being supervised in a swimming/no lifeguard medication errors • Institutional: the leadership did not take enough steps to prevent abuse / did not tackle the culture / no evidence that incidents were being recorded appropriately and being learnt from. • Discrimination: Residents being teased/ • Emotional/psychological: Residents being teased / told that their activities would be withdrawn. • Bullying: resident hit / hot cup of tea placed on arm / told that their activities would be withdrawn. <p>Some examples are interchangeable (see above) but do not credit repeats.</p> | <p>6 (3x1 + 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; display: inline-block;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Sexual (no evidence in text) • Financial (no evidence in text) • Exploitation/mate crime (no evidence in text) |

| Question | | Answer/Indicative content | Marks | Guidance | |
|----------|------|--|-------|---|--|
| | | | | Content | Levels of response |
| 1 | (b)* | <p>Explanations why adults who are deaf are at risk of abuse:</p> <ul style="list-style-type: none"> • May be dependent on others for communication needs/ access to complaints/raising concerns • Lack of qualified staff/ training in sign language – abuse not noticed/adult feels socially isolated • Imbalance of power – needs others to help meet needs/ information not shared or explained • Invasion of privacy may not hear workers who are gossiping/ disclosing personal information • Lack of resources to support needs (when using other services) • Not hearing dangers so more open to abuse /not hearing abuse • Face masks/ PPE – as barriers to communication <p>Accept other suitable explanations</p> | 5 | <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 2 checklist:</p> <ul style="list-style-type: none"> • Detailed explanation • Explicit link to adults who are deaf • Logically structured • Correct use of terminology • QWC - high <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Limited/basic explanation • Implicit/no link to adults who are deaf • May identify information presented in an unstructured way/ list like • Limited/no use of terminology • QWC - low | <p>Level 2: (4-5 marks) Answer provides a detailed explanation of why adults who are deaf (a sensory impairment) are at risk of abuse. There will be an explicit link to adults who are deaf. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 1: (1-3 marks) Answer provides a limited or basic explanation of why adults who are deaf (a sensory impairment) are at risk of abuse. Links to the adults who are deaf may be implicit. List like answers should be placed in this band. Answers may be muddled and lack technical detail. Errors of grammar, punctuation 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 | Marks | Guidance |
|----------|--|------------|---|
| 1 (c) | <p>Two marks for each outline. Four required.</p> <p><u>Safeguarding policy:</u></p> <ul style="list-style-type: none"> • Includes a statement that makes it clear what an organisation or group will do to keep users safe • May include a statement setting out the organisation's commitment: what the organisation will do to keep users safe and respond to concerns • A list of the supporting procedures that accompany the policy- this should inform staff about poor practice and their duty to report concerns and protect service users. • Sets standards of care. <p><u>Risk assessments:</u></p> <ul style="list-style-type: none"> • Helps avoid potential risks that may cause harm/abuse to users. • Suggest actions that can be taken to prevent harm. • Identification and action on risks. • Reviewing risks. • Managing and recording potential risks. • Could make sure that risks of abuse are reduced, e.g., supervision levels monitored / maintained. <p><u>Staff training:</u></p> <ul style="list-style-type: none"> • Helps keep staff up-to-date regarding correct procedures. • High standards reached/ maintained. • Best practice is shared. • New techniques/skills/ policies learnt such as when to break confidentiality / manual handling techniques / restraint • Keeps staff safe from accusations due to knowing correct procedures • Gives them guidance, for example on following correct procedures when 'disclosing' confidential information • Staff know legal requirements. • Staff know signs of abuse • Trained staff may be more trusted so more likely to report abuse • Could make staff more likely to be confident in challenging abuse and reporting abuse. <p><u>Confidentiality policy:</u></p> <ul style="list-style-type: none"> • All staff need to be aware of their responsibilities for maintaining confidentiality • All staff need to be aware of preserving information security; this may include need to know: data protection: security: access • All staff know they have the right to make complaints about other staff and not face repercussions. • Students/staff willing to report abuse. • Trusting relationships formed • Staff know when to break confidentiality. <p>Accept other suitable aspects</p> | 8 (4x2) | <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="1570 491 1995 596" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>One mark For brief outline / generic not linked directly to each policy / procedure / not clearly relevant to scenario</p> <p>Two marks For clear outline and clearly relevant to the scenario.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|---------------------------|--|
| 2 | (a) | <p>Two marks for a definition.</p> <p>Any two aspects from:</p> <ul style="list-style-type: none"> • Children who are cared for by local authorities. • Children not cared for by own parents. • A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. • Often referred to as children in care • Living with foster parents • Living in a residential children's home /children's homes • Living in residential settings like schools or secure units. | <p>2 (1x2)</p> | <p>Annotation: The number of ticks must match the number of marks awarded. 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>Wording does not have to be the same as in indicative content.</p> |

| Question | | Answer/Indicative content | Marks | Guidance | |
|----------|------|---|-------|---|--|
| | | | | Content | Levels of response |
| 2 | (b)* | <p>Situations:</p> <ul style="list-style-type: none"> • Recovery from an illness/accident or treatment(s): a person may have had a stroke and this has impacted upon their mental capacity. Over time and rehabilitation their mental capacity will improve and they will be able to communicate their needs / wants more coherently • Recovery from a mental health problem: a person who is severely depressed will often lack mental capacity. Through the use of drugs and or talking therapies their ability to think more clearly will be more evident; this could be particularly so with CBT (Cognitive Behavioural Therapy) • Awaking from an unconscious/comatose state: Gradually the person will be able to hear and assimilate information thus their mental capacity to engage with their carers will start to develop once more • Recovery from substance abuse: Once they have gone through the process of eliminating drugs from their system the clarity of their thoughts will slowly return, all being assisted through counselling • Removable from threatening /hostile/intimidating environments e.g. domestic abuse: Once fear has dissipated they will be able to consider situations with greater clarity and coherence <p>Accept other suitable situations</p> | 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 • Logically structured with a well-developed line of reasoning • Relevant information • QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound description • Some relevant information • Sub-max 3 for only one situation done well or several not fully described • QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Limited description • Basic information • Information may not be fully relevant • List like/muddled • QWC – low | <p>Level 3 (5–6 marks) Answer will provide a detailed description of two or more situations. The answer has a well-developed line of reasoning, is clear and logically structured. The information presented is relevant. There will be few, if any, errors, of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Answer will provide a sound description of one or two situations. The answer is presented with some structure and the information presented is in the most part relevant. There may be some errors of grammar, punctuation and spelling. Sub-max of 3 if just one situation done well or several not fully described</p> <p>Level 1 (1–2 marks) Answer will provide a limited description of situations. List like answers should be placed in this level. Answers may be 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 |
|----------|--|------------|---|
| 2 (c) | <p>Two marks for each description, four required. How each factor could make adults with physical disabilities more at risk of abuse.</p> <p>Staffing issues</p> <ul style="list-style-type: none"> • Lack of staff sufficiently trained in systems/skills used with people with physical disabilities. • Staff resources stretched so time with users limited. • Lack of monitoring of quality of care/ supervision for users • Agency staff – lack of knowledge of procedures • Lack of continuity of care could result in unintentional abuse. • Some checks may be rushed. <p>Invasion of privacy</p> <ul style="list-style-type: none"> • May need others to help with hygiene/health care/ to help make choices. • Loss of data- providers may release private information that makes that user more at risk of abuse. • Disempowered- dependent on others for support/communication. • Easy target vulnerable as dependent on care being provided <p>Residing in /use of health and social care settings</p> <ul style="list-style-type: none"> • May assume the setting is safe and so be taken advantage of. • May have culture of abuse. • Exposed to more people and so chances of abuse. • May not know people around them well enough to raise concerns. • May not want to raise concerns as they need the shelter/help provided. • May have been institutionalised and so expect abuse • May not recognise the abuse and so not speak out • May be disempowered and so not have the opportunity to stop the abuse • May not wish to risk abuser making situation worse/or losing their job. • Professionals viewed with trust and this may be misused • Staff may not be trained well and so not know how to effectively meet needs and avoid abuse • May need to be moved/ physically contacted this could lead to inappropriate touching • May not know what is acceptable/ unnecessary/intrusive practices carried out on them (e.g. removing clothes) <p>Homelessness</p> <ul style="list-style-type: none"> • May have no access to support/protection services • May have no fixed location – difficult to track and prevent abuse • May be homeless due to previous abuse and so becomes something they expect/accept • Lack of affordable housing/-sofa surfing- may lead to people making demands for lodgings. • Risk of harm from others, e.g., especially at night • Stereotyping by public –facing physical/emotional/psychological abuse from others in society | 8 (4x2) | <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="1630 456 1998 533" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Two marks:</p> <ul style="list-style-type: none"> • a sound description • clear understanding of the factor is demonstrated • relevant information linked to adults with physical disabilities. <p>One mark:</p> <ul style="list-style-type: none"> • a limited/basic description of the factor is demonstrated • may not be relevant to adults with physical disabilities |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|---------------------------|---|
| 3 | (a) | <p>One mark for a professional, two required.</p> <ul style="list-style-type: none"> • Teachers • Social workers • Doctors / GP • Counsellor • Health visitor • Police officer <p>Accept any other suitable answers</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; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Non-professionals • Nurses • Peers • Family • Siblings • Neighbours • Organisations, e.g., social services |

| Question | | Answer/Indicative content | Marks | Guidance | |
|----------|------|---|-------|--|--|
| | | | | Content | Levels of response |
| 3 | (b)* | <p>Ways:</p> <ul style="list-style-type: none"> • Report appropriately/ referrals – e.g. To manager-may not always be clear routes/ • Accurately record what was said • Report the incident – use organisational procedures • Support and comfort – person should be made to feel at ease- cannot promise all will be fine/ confidentiality/reassure individuals. • Do not judge – do not investigate / can be difficult to do. • Maintain confidentiality – risks of further abuse/ not keeping information to herself/ telling appropriate individuals • Protect self – own rights/security must be maintained. <p>Other possible analysis points:</p> <ul style="list-style-type: none"> • Ensures users are safeguarded • Reporting ensures consistency of approach • Legal responsibilities • Need to know basis. | 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 analysis.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • Detailed analysis • Logically structured with a well-developed line of reasoning • Relevant information • QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound analysis • Some relevant information • Sub-max 3 for only one way done well or several points not fully analysed • QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Limited analysis • Basic information • Information may not be fully relevant • List like/muddled • QWC – low | <p>Level 3 (5–6 marks) Answers will provide a detailed analysis of at least two ways professionals should deal with disclosures of abuse. The answer has a well-developed line of reasoning, is clear and logically structured. The information presented is relevant. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Answers will provide a sound analysis of one or two ways professionals should deal with disclosures of abuse. The answer is presented with some structure and the information presented is in the most part relevant. There may be some errors of grammar, punctuation and spelling. Sub-max of 3 if just one way done well or several points not fully analysed</p> <p>Level 1 (1–2 marks) Answer provides an attempt at an analysis of one or two ways professionals should deal with disclosures of abuse. List like answers should be placed in this level. Answers may be 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 |
| 4 | (a)* | <p>Features:</p> <ul style="list-style-type: none"> The Act protects workers from detrimental treatment or victimisation from their employer to they are able to make complaints without fear. If an employee is dismissed because he /she has made a protected disclosure that will be treated as unfair dismissal – this may help highlight institutional practices/ abuse. Employees are able to present a complaint to an employment tribunal if they suffer detriment as a result of making a protected disclosure- so feel confident /protected. Workers can whistle blow’ directly to the commission (free form ‘concern / fear’ from employer)- gives them rights to protect young people. Complainants can potentially remain anonymous to employer. Defines complaints that count as whistleblowing-guidelines on when to whistle blow to safeguard young people Protection of whistle-blower(s) identify – can help them be able to avoid repercussions. <p>The above list is not exhaustive; accept other appropriate responses. The following link gives more information from the Government: https://www.gov.uk/whistleblowing</p> | 6 | <p>This is a levels of response question –marks are awarded on the quality of the response given. The focus of the question is outline. 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 outline of at least two features/points that safeguards young people. Appropriate terminology Well-developed line of reasoning Logically structured QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound outline Some reference to how the Act Safeguards young people. Mostly relevant and accurate information QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Limited / basic outline Basic information Not linked to how the act safeguards young people Limited structure, may be list like or muddled QWC - low | <p>Level 3 (5– 6 marks) There will be a detailed outline of at least two main features of the Public Interest Disclosure Act that safeguards young people from abuse. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) There will be a sound outline of main features of the Public Interest Disclosure Act that safeguards young adults from abuse. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. Sub max 3 for only one feature / point done well or several points not developed</p> <p>Level 1 (1–2 marks) There will be an attempt at an outline of the main features of the Public Interest Disclosure Act that safeguards young people from abuse. List like answers should be placed in this band and answers not linked to how the Act protects and safeguards young people. Answers may be muddled and lack technical detail. Errors of grammar, punctuation 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 | | | | | | | | | | |
|--|---------------|---|------------------------------------|---------------|---|---|--|---|---|---|--|---|---------------------------|--|
| 4 | (b) | <p>One mark for each correct response. Four required</p> <table border="1"> <thead> <tr> <th>Key aspects of current legislation</th> <th>Answer number</th> </tr> </thead> <tbody> <tr> <td>This Act identifies 9 protected characteristics</td> <td>1</td> </tr> <tr> <td>This Act introduced a public sector duty regarding socio-economic inequalities</td> <td>1</td> </tr> <tr> <td>This Act specified periods of time that some convictions may become spent</td> <td>3</td> </tr> <tr> <td>This Act includes details on what actions cannot be justified on the grounds of reasonable punishment.</td> <td>6</td> </tr> </tbody> </table> | Key aspects of current legislation | Answer number | This Act identifies 9 protected characteristics | 1 | This Act introduced a public sector duty regarding socio-economic inequalities | 1 | This Act specified periods of time that some convictions may become spent | 3 | This Act includes details on what actions cannot be justified on the grounds of reasonable punishment. | 6 | <p>4 (1x4)</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; text-align: center;"> ^ TV REP SEEN </div> <p>Credit answer number or the correctly named legislation.</p> |
| Key aspects of current legislation | Answer number | | | | | | | | | | | | | |
| This Act identifies 9 protected characteristics | 1 | | | | | | | | | | | | | |
| This Act introduced a public sector duty regarding socio-economic inequalities | 1 | | | | | | | | | | | | | |
| This Act specified periods of time that some convictions may become spent | 3 | | | | | | | | | | | | | |
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| Question | Answer/Indicative content | Marks | Guidance | |
|----------|---|-------|---|---|
| | | | Content | Levels of response |
| 5* | <p>Person centred planning</p> <ul style="list-style-type: none"> • Helps place users at the centre of their care and support is individual to each user and so helps promote privacy, dignity and rights to help ensure a mutual trust and atmosphere free from abuse. • Providers meet individual needs through plans and so can avoid neglect. • Service users should be included in decisions/choices made, and best interests considered, needs are a priority. • Ensuring that the individual remains central to the creation of any plan which will affect them, and so can advise on concerns/ risks of abuse they are aware of. • Providers must make sure that they consider people's capacity and ability to consent, and that either they, or a person lawfully acting on their behalf – allowing decisions to be made in their best interests. • Ensuring people are physically comfortable and safe • Emotional support involving family and friends -this can help them be involved in allowing users to identify risks of abuse and avoid them • Making sure people have access to appropriate care that they need, when and where they need it • Ensuring people get all the information they need, in a way that is accessible for them, to make decisions for their care and support. <p>The focus should be on <u>how</u> person-centred planning can help minimise abuse. E.g.</p> <ul style="list-style-type: none"> • Provide a safe and secure environment • Encourage abuse to be reported • Environment and resources checked for risks and risks managed/assessed- personalisation of care plans • Staff checked for suitability and so able to focus on each individual need • Staff trained in what to do/ specialised staff employed to staff know who to consult to meet individual needs • Alternative living situations provided that avoid risks of abuse. • Helps ensure trusting relationships. <p>Accept other suitable responses</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 analysis.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> • Detailed analysis • Logically structured with a well-developed line of reasoning • Relevant information • QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • Some analysis • Some relevant information • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Limited analysis • Basic information • Information may not be fully relevant • List like/muddled • QWC – low | <p>Level 3 (6-7 marks) Answers will provide a detailed analysis of how workers can use person-centred planning to minimise the risk of abuse. The answer has a well-developed line of reasoning, is clear and logically structured. The information presented is relevant. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-5 marks) Answers will provide a sound analysis of how workers can use person-centred planning to minimise the risk of abuse. The answer is presented with some structure and the information presented is in the most part relevant. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–3 marks) Answer provides an attempt at an analysis of how workers can use person-centred planning to minimise the risk of abuse. List like answers should be placed in this level. Answers may be 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> |

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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