

# **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 2022**

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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><b>ANY TWO FROM:</b></p> <ul style="list-style-type: none"> <li>Identify <b>hazards/carry out risk assessments</b> and take action to reduce/ remove hazards / reduce risk of injury and harm ✓✓</li> <li><b>Train</b> staff so they understand policies/procedures/their responsibilities ✓✓</li> <li><b>Ensure residents understand</b> health and safety procedures, e.g. by putting up posters/having fire drills ✓✓</li> <li>Comply with health and safety legislation by having <b>policies/procedures</b> in place ✓✓</li> <li>Ensuring staff <b>follow key procedures / policies</b> ✓✓</li> <li><b>Review policies</b> to ensure they are up-to-date ✓✓</li> <li>Test <b>equipment</b> to ensure it is in good working order and remove/repair faulty equipment ✓✓</li> <li>Ensure there are <b>adequate staff</b> to meet residents' needs / staff ratios ✓✓</li> <li><b>Review reports</b> of accidents/incidents and put measures in place to prevent harm in future/update policies/procedures ✓✓</li> <li><b>Ensure systems</b> are in place to maintain a clean/hygienic environment ✓✓</li> <li><b>Supervise</b> staff and take action if they are not following policies ✓✓</li> <li><b>Implement fire safety measures</b>, e.g. put up signs / install fire extinguishers / check alarms ✓✓</li> <li><b>Ensure the building is safe</b>, e.g. free from harmful materials (such as asbestos) ✓✓</li> <li><b>Implement a safeguarding policy</b> to ensure individuals are protected from harm and abuse ✓✓</li> <li><b>DBS checks</b> for all staff to verify suitability to work with individuals ✓✓</li> <li><b>Ensure food safety procedures</b> are understood and followed ✓✓</li> <li><b>Implement policies</b> to ensure hazardous waste is disposed of correctly ✓✓</li> <li><b>Implement security measures</b> e.g. keypad entry / sign in book / lockable storage / CCTV ✓✓</li> <li><b>Implement clear procedures</b> for the administering and recording of <b>medicines</b> ✓✓</li> <li>Instruct on the use of <b>PPE</b> to prevent cross contamination ✓✓</li> </ul>	<p><b>4</b> (2x2)</p>	<p><b>TWO MARKS:</b> A clear description of a way of reducing risk <b>AND</b> Actions must be explicit to a manager's role</p> <p><b>ONE MARK:</b> Identification of a way of reducing risk <b>OR</b> A basic description that lacks clarity and does not make explicit reference to manager's actions</p> <p><b>DO NOT ACCEPT</b> repeated ways or descriptions</p>

Question		Answer	Marks	Guidance
1	(b)*	<p>Fire safety procedures (not exhaustive)</p> <ul style="list-style-type: none"> <li>• <b>Fire risk assessment:</b> identify the hazards, determine who is at risk, decide appropriate precautions, e.g. designated staff or equipment, record findings, review and update regularly</li> <li>• <b>Prevent fires starting:</b> ensure waste is removed, clean hazardous spills, handling hazardous materials correctly, store hazardous chemicals safely, proper disposal of smoking materials, smoking areas located away from the building</li> <li>• <b>Prevent fires spreading:</b> keep fire doors closed, have adequate fire extinguishers, inflammable materials are stored correctly</li> <li>• <b>Safe building:</b> keep fire routes and exits free of obstruction, bedrooms and escape routes are away from high risk fire areas. Regularly inspecting means of escape</li> <li>• <b>Fire detection/alarms:</b> all staff and residents can hear and activate alarms, alarms installed in high risk fire areas, regular testing of fire alarms, adequate signage and emergency lighting</li> <li>• <b>Fire evacuation:</b> designated fire wardens, staff trained in evacuation procedures, create personal emergency evacuation plans (PEEPs), regular fire drills, staged evacuation methods, safe areas, assembly points, registers, call emergency services, ACTFAST</li> <li>• <b>Fire signage:</b> fire instruction notices, fire exits, fire door sign to keep closed</li> <li>• <b>Fire equipment:</b> fire extinguishers, fire blankets, provided and monitored</li> <li>• <b>Turning off power supply:</b> for machines that need to be stopped</li> <li>• <b>Training:</b> for all staff on key procedures</li> </ul>	9	<p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p><b>Level 3 (7-9 marks)</b> Detailed explanation of three fire safety procedures <b>AND</b> Relevant to the scenario <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><b>Level 2 (4-6 marks)</b> Sound explanation of two or three fire safety procedures <b>AND</b> Some relevance to the scenario OR Detailed explanation of one fire safety procedure <b>AND</b> Some relevance to the scenario <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–3 marks)</b> Attempt at a brief explanation that is list like and covers superficial detail <b>AND</b> Limited relevance to the scenario OR Sound explanation of one fire safety procedure <b>AND</b> Limited relevance to the scenario <i>There is an attempt at a logical line of reasoning. The information is in the most part relevant</i></p>

Question		Answer	Marks	Guidance	
1	(c)		3 (3x1)	If a candidate has ticked more than three then mark from top to bottom – cease marking once you have marked three answers	
		<b>Possible actions</b>			Tick <b>three</b> only
		Fix the hoist			
		Follow the manual handling policy			✓
		Inform their manager			✓
		Remove the hoist from use			✓
		Take extra care when using the hoist			
		Write a report of the incident			

Question		Answer	Marks	Guidance
1	(d)*	<p>Ways COSHH 2002 reduce the risk of individuals being harmed.</p> <ul style="list-style-type: none"> <li>• <b>risk assessment</b> of hazardous substances used or created in the workplace</li> <li>• ensure the <b>safe use of handling substances</b></li> <li>• ensure the <b>safe storage of substances</b>; all containers have an appropriate safety cap or lid / chemicals need to be kept in original container, all are labelled</li> <li>• ensure the <b>safe disposal of substances</b> – coloured disposal bags</li> <li>• <b>prevent exposure of employees to substances</b> hazardous to health if possible</li> <li>• <b>adequately control exposure</b> where it is not possible to avoid it</li> <li>• ensure staff are <b>trained in</b> how to handle substances safely</li> <li>• provide <b>information / guidance and supervision</b> when handling substances</li> <li>• provide <b>PPE</b></li> <li>• <b>ensure staff know how to deal with spillages</b> and incidents</li> <li>• provide <b>monitoring</b> and <b>health surveillance</b> if appropriate</li> <li>• <b>planning for emergencies</b></li> <li>• to <b>consider the tasks that have to be completed</b> – consider how individuals could be harmed; breathing in, contact with the eyes, contact with the skin – the development of exposure control measures</li> <li>• <b>safety sheets / guidance</b> provided on the different symbols, e.g. toxic, irritant, flammable, explosive, corrosive.</li> <li>• <b>assessment records maintained</b> to identify where and how substance are used</li> </ul> <p>Hazardous substances may include things such as: cleaning products / latex / medicines / blood / solvent-based paint and ink / solvents / chemical waste / pesticides</p> <p><b>Do not accept</b> for disposal reference to sharp boxes</p>	7	<p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p><b>Level 3 (6-7 marks)</b> Detailed description of three ways <b>AND</b> Explicit links between the 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><b>Level 2 (4-5 marks)</b> Sound description of two or three ways <b>AND</b> Some links between legislation and practice OR Detailed description of <u>one</u> way <b>AND</b> 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><b>Level 1 (1–3 marks)</b> Attempt at a brief description that is list like and covers superficial detail <b>AND</b> Limited links between legislation and practice <i>There is an attempt at a logical line of reasoning. The information is in the most part relevant</i></p> <p><b>0 marks</b> <i>No response or no response worthy of credit.</i></p>

Question		Answer	Marks	Guidance
2	(a)	<p><b>ANY THREE FROM:</b></p> <ul style="list-style-type: none"> <li>• Legal requirement / Legislation / law ✓</li> <li>• Adults with learning disabilities are vulnerable to abuse ✓</li> <li>• Providers who run activities are in a position of power ✓</li> <li>• To ensure adults at Longcross are kept safe/not abused / prevent being harmed ✓</li> <li>• To ensure staff safety ✓</li> <li>• Staff have a DBS check ✓</li> <li>• Staff are trained to spot signs of abuse ✓</li> <li>• Staff know who/how to report concerns ✓</li> <li>• Staff understand how to safeguard vulnerable adults ✓</li> </ul>	3 (3x1)	<p><b>DO NOT ACCEPT</b> repeated reasons</p> <p><b>ACCEPT</b> alternative language</p>
2	(b)	<p><b>MAX ONE FROM:</b></p> <p><b>How they could come into contact:</b></p> <ul style="list-style-type: none"> <li>• not washing hands ✓</li> <li>• putting hands in their mouth ✓</li> <li>• picking up objects (such as needles/waste) ✓</li> <li>• eating / ingesting ✓</li> <li>• touching ✓</li> <li>• playing ✓</li> <li>• step in it ✓</li> </ul> <p><b>MAX ONE FROM:</b></p> <p><b>Examples of biological hazards:</b></p> <ul style="list-style-type: none"> <li>• Mould / Fungi ✓</li> <li>• Blood / Body Fluids ✓</li> <li>• Vomit</li> <li>• Sewage / Contaminated water ✓</li> <li>• Pathogens, e.g. cold virus, COVID -19 ✓</li> <li>• Insects ✓</li> <li>• Harmful plants ✓</li> <li>• Animal / Bird Droppings ✓</li> <li>• Soiled dressings</li> </ul> <p>This list is not exhaustive, accept alternative, appropriate examples.</p>	2 (1x2)	<p><b>TWO MARKS:</b></p> <p>A description which includes an example of a biological hazard and how a person could come into contact with it in a park</p> <p><b>ONE MARK:</b></p> <p>An example of a biological hazard</p> <p><b>OR</b></p> <p>An example of how a person could come into contact with a biological hazard in a park.</p>



Question		Answer	Marks	Guidance
2	(c)	<p><b>ANY TWO FROM:</b></p> <ul style="list-style-type: none"> <li>• Legal requirement / to prevent legal action ✓</li> <li>• To avoid / prevent adults being harmed ✓</li> <li>• To consider any adaptations required ✓</li> <li>• To identify potential risks / hazards /check safety of equipment ✓</li> <li>• To take action to minimise risks / specific action given to minimise risk ✓</li> <li>• To take account of individuals' needs ✓</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• eliminate risks / hazards by itself – must reference a level of minimising</li> <li>• not harmed in any way – must reference avoidance / prevention</li> </ul>	2 (2x1)	<p><b>DO NOT ACCEPT</b> repeated reasons</p> <p><b>ACCEPT</b> alternative language</p>

Question		Answer	Marks	Guidance
2	(d)	<p><b>Words inserted in this order:</b></p> <ul style="list-style-type: none"> <li>• personal hygiene</li> <li>• raw food</li> <li>• chopping boards</li> <li>• short</li> <li>• face</li> </ul> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b><u>Longcross Food Safety Policy</u></b></p> <p>All staff must follow the policy when handling food. Staff must also ensure adults in their care are aware of and follow the correct procedures:</p> <ul style="list-style-type: none"> <li>• Maintain good <b><u>personal hygiene</u></b></li> <li>• Wash hands, especially after handling <b><u>raw food</u></b></li> <li>• Use the correct <b><u>chopping boards</u></b> to avoid cross-contamination</li> <li>• Fingernails should be <b><u>short</u></b> and clean</li> <li>• Food handlers should avoid touching their hair or <b><u>face</u></b></li> <li>• Hair must be tied up or covered</li> <li>• Cuts and sores must be covered</li> </ul> </div>	5 (5x1)	<p>No other answers are acceptable.</p> <p>Where more than one answer has been given in the allocated spaces, mark the first answer only.</p> <p><b>Crossed Out Responses:</b> Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>

Question		Answer	Marks	Guidance
2	(e)*	<p><b>Consequences for Longcross</b></p> <ul style="list-style-type: none"> <li>• food poisoning / allergic reactions of their service users / staff</li> <li>• loss of reputation</li> <li>• reported to CQC, HSE</li> <li>• disciplinary action / prosecution of senior managers if they have not complied with legislation / being sued / compensation costs</li> <li>• closure of the centre</li> <li>• financial loss, e.g. individuals no longer attend services, fines, staff training costs</li> <li>• responding to Environmental Health; improvements to be applied / subsequent monitoring and inspections</li> <li>• high turnover of staff; time needed to induct / train / monitor / supervise</li> <li>• receiving and dealing of complaints</li> </ul> <p><b>Consequences for staff</b></p> <ul style="list-style-type: none"> <li>• food poisoning</li> <li>• disciplinary action, e.g. warning, suspension, dismissal</li> <li>• required to undertake further training</li> <li>• financial loss, e.g. fines, loss of income, difficulty finding work in future</li> <li>• prosecution – criminal or civil, e.g. if avoidable harm caused to others</li> <li>• emotional consequences, e.g. guilt</li> <li>• stress / additional workload due to high staff turnover</li> <li>• loss of reputation</li> </ul>	9	<p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p><b>Level 3 (7-9 marks)</b> Detailed explanation of consequences <b>AND</b> Balance of consequences for Longcross and staff <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><b>Level 2 (4-6 marks)</b> Sound explanation of consequences <b>AND</b> Both Longcross and staff, may not be balanced <b>OR</b> Detailed consequences <b>AND</b> Only Longcross or staff <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–3 marks)</b> Limited explanation of consequences <b>AND</b> May not include Longcross and staff <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> <i>No response or no response worthy of credit.</i></p>

Question	Answer	Marks	Guidance
3 (a)*	<p><b>Role and responsibilities of the NHS</b></p> <ul style="list-style-type: none"> <li>• <b>promoting, maintaining and enforcing</b> health, safety and security– specifics needed.</li> <li>• overall <b>management role</b></li> <li>• <b>development of policies and procedures</b></li> <li>• <b>compliance</b> to all <b>relevant legislation</b>, e.g. Manual Handling Regulations</li> <li>• <b>monitoring</b> / accountability to ensure best practice</li> <li>• to <b>comply with health and safety legislation</b></li> <li>• <b>awareness of safe working practice</b>, e.g. working hours / staff ratios – <b>MUST RELATE BACK TO PATIENT CARE</b></li> <li>• <b>support mechanisms in place for staff</b>; access to mental health first aiders / talking service - <b>MUST RELATE BACK TO PATIENT CARE</b></li> <li>• <b>Overall security procedures</b> implemented</li> <li>• <b>Safeguarding procedures implemented, e.g. DBS checks</b></li> <li>• to <b>comply with data protection legislation</b> / General Data Protection Regulations (<b>GDPR</b>)</li> <li>• to <b>implement a health and safety management system</b></li> <li>• to <b>continually improve the health and safety management system</b></li> <li>• to <b>allocate / delegate</b> responsibilities</li> <li>• to ensure responsibilities are understood and fulfilled, e.g. by <b>providing information, staff training, supervision and monitoring</b></li> <li>• to minimise risks in health settings, e.g. by carrying out <b>risk assessments, reviewing risk assessments and planning corrective actions</b></li> <li>• to provide <b>financial / physical resources</b> to promote, maintain and enforce health, safety and security, e.g. PPE</li> </ul>	9	<p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p><b>Level 3 (7-9 marks)</b> Detailed description of role and responsibilities <b>AND</b> Relevant to the NHS. <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><b>Level 2 (4-6 marks)</b> Sound description of role and responsibilities <b>AND</b> Some relevance to the NHS. <b>OR</b> Detailed description of <b>one</b> role or responsibility <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–3 marks)</b> Limited description of role and responsibilities <b>AND</b> Limited relevance to the NHS <b>OR</b> <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> No response or no response worthy of credit.</p>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>• implementation of <b>disciplinary procedures</b></li> <li>• <b>addressing deficits</b> arising from any <b>CQC reports</b></li> <li>• implementing <b>fire evacuation procedures</b></li> <li>• developing a <b>system to ascertain patients opinions</b> and to act on complaints received</li> </ul> <p>Accept any other relevant examples</p>		
3	(b)	(i)	<p><b>Type of abuse</b>  <b>Either ONE of:</b></p> <ul style="list-style-type: none"> <li>• intentional ✓</li> <li>• physical ✓</li> </ul> <p><b>Consequence</b>  <b>Any ONE of:</b></p> <ul style="list-style-type: none"> <li>• prosecution ✓</li> <li>• fine ✓</li> <li>• being sued ✓</li> <li>• imprisonment ✓</li> <li>• financial loss ✓</li> <li>• loss of job ✓</li> <li>• disciplinary action ✓</li> <li>• training ✓</li> <li>• barred list ✓</li> <li>• loss of reputation / trust ✓</li> <li>• removal from the Health Professions Council (HPC) register / professional register ✓</li> </ul>	2 (2x1)	Consequence can be credited if type of abuse is incorrect

Question			Answer	Marks	Guidance
3	(b)	(ii)	<p><b>Type of abuse</b>  <b>Either ONE of:</b></p> <ul style="list-style-type: none"> <li>• unintentional ✓</li> <li>• neglect ✓</li> </ul> <p><b>Consequence</b>  <b>Any ONE of:</b></p> <ul style="list-style-type: none"> <li>• illness ✓</li> <li>• death ✓</li> <li>• pain ✓</li> <li>• loss of trust ✓</li> <li>• deteriorating health / condition ✓</li> <li>• emotional effect – must be specific, e.g. angry, frustrated, depression</li> </ul>	2 (2x1)	Consequence can be credited if type of abuse is incorrect

Question		Answer	Marks	Guidance
3	(c)	<p><b>ANY THREE FROM</b></p> <ul style="list-style-type: none"> <li>• Check to see if the patient is harmed ✓</li> <li>• Assess to see what care is needed ✓</li> <li>• Treat the patient's injuries / specific first aid procedures / PPP – preserve, prevent, promote / DRABC ✓</li> <li>• Reassure the patient / maintain dignity ✓</li> <li>• Clear the area / ensure other people are kept away/safe ✓</li> <li>• Call for more help / send for First Aider / call for an ambulance ✓</li> <li>• Clean up the spill ✓</li> <li>• Put up a wet floor sign ✓</li> <li>• Report the incident to manager / or appropriate authority e.g. RIDDOR if injury is serious ✓</li> <li>• Write a report of the incident ✓</li> <li>• Find out how the spill happened ✓</li> <li>• Put measures in place to prevent the incident reoccurring ✓</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Refer to policy</li> <li>• Carry out a risk assessment</li> <li>• Inform family</li> </ul>	3 (3x1)	<b>ACCEPT</b> alternative language

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