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 & 05871

Mark Scheme for January 2023

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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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1.   Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.

2.   Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3.   Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

MARKING

1.   Mark strictly to the mark scheme.

2.   Marks awarded must relate directly to the marking criteria.

3.   The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4.   If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5.   **Crossed Out Responses**

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.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
   - there is nothing written in the answer space

   Award Zero '0' if:
   - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

   Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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

Annotation	Meaning
✔	Tick – correct answer
✖	Cross – incorrect answer
L1	Level 1
L2	Level 2
L3	Level 3
BOD	Benefit of doubt (This **does** count as a mark – so do **not** 'tick' as well)
∧	Omission mark
TV	Too vague
REP	Repeat
SEEN	To acknowledge additional pages/ notes were read
BP	Blank Page
⸮	Not Relevant - 'noted but no credit given'

Question		Answer	Marks	Guidance
1	**(a)**	**ANY THREE POLICIES FROM:** **A school trip by minibus:** Transport / Transport hazards / Trips / Outings Workplace hazards and risk control / Risk assessment Health and safety management systems / Health and safety Reporting of accidents Safeguarding First aid **Nappy changing in a nursery:** • Toileting and nappy changing • Disposal of hazardous wastes / Disposal of waste • Safeguarding • Chemical and biological health hazards / Chemical hazards / Biological hazards • Supervision • Lone working **A care assistant is moving an older adult from a chair into their bed:** Manual handling Reporting of accidents Safeguarding Lone working	**3** (3x1)	**ACCCEPT:** alternative wording. Candidates DO NOT need to write the word policy. **Do not credit procedures / regulations / actions** e.g. ensure staff are DBS checked maintain confidentiality training Do not credit legislation Do not credit repeats of policies even if they are correct Refer to page 3 for marking of short answer questions – the response space should be marked from left to right.

Question		Answer/Indicative Content	Marks	Guidance
1	(b)*	**Importance of reviewing policies:** To keep the policies **up to date**, **accurate** and **relevant** - to ensure they reflect any changes in legislation. Full compliance to legislation **To check they still meet the setting's needs, aims and standards** - to identify any issues or deficiencies that need addressing and to make necessary changes To check that they are **being implemented / carried out effectively** - To ensure that they are **adequate** for their purpose **To amend them in the light of experience** - to develop new policies for new needs or situations. To improve processes / procedures To develop new policies To delete obsolete policies To **comply with the regulatory bodies**, e.g. Care Quality Commission (CQC) / Health and Safety Executive (HSE) Reviewing policies may mean that any of the following may need to be addressed: training / monitoring / supervision / communicate policy updates to staff via meetings Prevent further accidents / injuries / harm Reduce incidence level of disease / infection **Failure to review** could be to the detriment of both staff and service users Credit alternative wording and reasons, the list is not exhaustive. No credit for naming policies.	6	**Level 3 (5 – 6 marks)** • Detailed explanation of two or more reasons why it is important to review policies **AND** • Explicitly relevant to care settings *There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.* **Level 2 (3 – 4 marks)** • Sound explanation of 1 or 2 reasons why it is important to review policies **AND** • Relevance to care settings may be implicit **OR** At the lower end may be several reasons but not explained/developed *There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.* **Level 1 (1 – 2 marks)** • Attempt at a brief explanation but reasons may be list like, • reasons not developed **AND** • Limited relevance to care settings *There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.* **0 marks** *No response worthy of credit.*

Question			Answer		Marks	Guidance
1	**(c)**		<table><tr><td>**Diseases / Injuries**</td><td>**Tick (✓) 5 only**</td></tr><tr><td>Bruising</td><td></td></tr><tr><td>**Food poisoning**</td><td>✓</td></tr><tr><td>Influenza</td><td></td></tr><tr><td>**Measles**</td><td>✓</td></tr><tr><td>**Meningitis**</td><td>✓</td></tr><tr><td>Osteoporosis</td><td></td></tr><tr><td>**Serious burns**</td><td>✓</td></tr><tr><td>Sprained ankle</td><td></td></tr><tr><td>Tonsillitis</td><td></td></tr><tr><td>**Whooping cough**</td><td>✓</td></tr></table>		**5** (5x1)	No other answers are acceptable. **If more than five boxes are ticked:** Mark the first five only.

Question		Answer/Indicative Content	Marks	Guidance
1	(d)*	**Employees** must ensure they: • Co-operate with their employer by **following health and safety regulations** in the workplace. • To comply with any reasonable **instructions, guidance, policies and procedures** given by the employer, e.g. carrying out risk assessments • **Report / record any risk, hazards / accidents / incidents / safety concerns** to the employer. • **Do not misuse or tamper with equipment provided** that meets health & safety regulations, e.g. fire extinguishers • **Take care of themselves and others / self-assessing imminent risk / making judgments on not to complete tasks if they have not been trained** in the workplace. • Wear any protective clothing **(PPE)** that is provided. • Take part in any health and safety **training** provided. Apply / implement training in their work • To know their **roles** and **responsibilities** in the work place Examples may well be provided within answers; these examples must relate to the Health and Safety at Work Act – this can include fire safety <u>BUT</u> does not include evacuation procedures **Do not give credit** to answers that are linked to other pieces of legislation / policies: • RIDDOR / GDPR / Data protection Act • Manual handling / safeguarding **Do not credit** answers linked to the role of employers	8	**Level 3 (7 – 8 marks)** • Detailed outline with accurate requirement about HASAWA **AND** • Explicitly relevant to the role of an employee *There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.* **Level 2 (4 – 6 marks)** • Sound outline with mostly relevant –requirement about HASAWA **AND** • Related to the role of an employee *There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.* **Level 1 (1 – 3 marks)** *There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.* • Attempt at a brief outline • May be generic health and safety information rather than HASAWA / employee **AND** • Limited information presented in an unstructured way • May be list like / descriptive at the lower end **0 marks** *No response worthy of credit.*

Question		Answer	Marks	Guidance
2	**(a)**	**ANY ONE FROM:** Third sector organisations for children: • Action for Children • Barnardo's • Childline • GOSH Children's Charity • Make a Wish • National Children's Bureau • NSPCC • Rainbow Trust • Save the Children • The Children's Society • Unicef UK • Children in Need • Children's Aid • Feed the Childre • Roald Dahl Foundation	**1** (1x1)	This list is not definitive, credit alternative children's charitable organisations. Some candidates may provide local third sector (charity) organisations; if unsure then please carry out a check to verify. **Do not credit:** • Third sector (charity) organisations that are specific to other groups in the population, e.g. Age UK • Third sector (charity) organisations that are generic, e.g. cancer research, MIND

Question	Answer/Indicative Content	Marks	Guidance

2 (b)*	**Employers role within third sector; health, safety and security:**
	
	• **Promoting**, **maintaining** and **enforcing** health, safety and security in a variety of different workplaces and care settings
	• Overall **management role (e.g. disciplinary / complaints)**, **monitoring** and **accountability** to ensure best practice
	• Appointing and delegating roles to managers
	• To ensure responsibilities are understood and fulfilled, for example by providing information (staff meetings / briefings) , staff/volunteer **training monitoring and supervision**
	• Ensuring all relevant **health, safety and security policies** / **procedures** are in place and monitoring implementation
	• Having a system in place to review and up date policies / procedures
	• Clear systems in place for security, e.g. security passes / ID badges
	• To **minimise risks** in care settings by, for example:
	  - carrying out **risk assessments**
	  - **reviewing risk assessments and planning corrective actions / identify hazards and control measures**
	  - **DBS** checks for all staff and volunteers
	  - Having children's and adult **safeguarding policy** and procedures / **designated safeguarding lead**
	  - **comply with health and safety legislation**
	  - implement a health and safety management system
	• To **provide financial / physical resources (e.g. PPE)** to promote, maintain and enforce health, safety and security
	• **Specific roles linked to legislation** if relevant, e.g. Data Protection Act / GDPR, e.g. ensuring all IT systems are password protected / encrypted
		8	**Level 3 (7 – 8 marks)**
			• Detailed description that shows a clear understanding of the organisation's role with detailed reference to health, safety and security aspects
			AND
			• Explicitly relevant to third sector organisations
			
			There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
			
			Level 2 (4 – 6 marks)
			• Sound description with reference to some health, safety and/or security aspects of the role
			AND
			• Related to third sector organisations / may be implicit
			
			There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence
			
			Level 1 (1 – 3 marks)
			• Attempt at a brief description
			• Limited information presented in an unstructured way
			• May be list like at the lower end
			
			There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.
			
			0 marks
			No response worthy of credit.
			
			Credit other appropriate and relevant aspects of the role.

Question		Answer	Marks	Guidance

2	**(c)**	**ANY TWO FROM:**
		
		How the Food Safety Act promotes health and safety in child care settings:
		
		• **Critical points** where food contamination could occur have to be **identified** and **control measures** have to be put in place / **Food risk assessment**
		• Employees who prepare and serve food have to be provided with **training in food safety**.
		• Meals have to be **prepared, cooked and served hygienically** and safely, e.g. by using the correct colour coded chopping boards.
		• Food has to be **correctly stored** and **accurately labelled** e.g. so that out of date food is thrown away and a person can clearly see use by and sell by dates
		• Ensure through **cleaning procedures** are implemented
		• Ensures the **allergenic foods are clearly labelled** and prevented from cross contaminating other food
		• **Records are kept** of where the food has come from; so that it can be traced if needed
		• Employees must maintain high standards of **personal hygiene**, e.g. by washing hands before handling food / the use of **PPE**
		• **Registration and licencing of food premises**
		• **Environmental Health Officers** can:
		  - serve an improvement notice
		  - close premises causing a risk to health
		  - seize food considered to be unfit for consumption
			4
			(2x2)
				TWO MARKS
				
				• One way, fully described
				
				ONE MARK:
				
				• One way identified, not fully described

Question		Answer	Marks	Guidance

2	**(d)**	**ANY THREE FROM:**
		
		Health and safety aspects of the role of trip organiser:
		
		• Carry out **risk assessments** prior to the trip
		
		• Ensure **staffing ratios** are appropriate / ensure sufficient staff
		
		• **Decide on appropriate transport method / travel** – appropriate driver, insurance / accessibility
		
		• Potential hazards identified:
		   - the building or location
		   - support needed to enable participation
		   - adaptions needed for mobility
		
		• Need for a **pre-visit – accessibility / suitability of rides**
		
		• Possible **safeguarding** concerns
		
		• **Health conditions** identified / medication needed / medical needs
		
		• **Allergies** – e.g. to food
		
		• Produce a **plan / contingency plan** in case of an **emergency / breakdown**
		
		• Attend **relevant health and safety training / training**
		
		• **Disabled access;** transport and theme park
		
		• To have a first aider / first aid box
		
		• Consent forms and parent / guardian contact details / numbers
		
		• **Evacuation**
		
		• **Navigation around theme park / getting lost**
			3 (3x1)	Credit other appropriate and relevant aspects of the role.
				
				Refer to page 3 for marking of short answer questions – the response space should be marked from left to right.
				
				Can accept one word answers, e.g.
				• Transport
				• Safeguarding
				• First aid
				
				Do not accept:
				• Strangers talking to the young adults (they could be purchasing from a kiosk)

Question			Answer	Marks	Guidance
3	(a)		**ANY TWO FROM:** **Emergency situations requiring evacuation:** • fire • bomb threat • terrorist threat • gas leak • intruders • exposure to infections / outbreak of disease • exposure to chemicals / spillage of chemicals • aggressive and dangerous encounters, eg intoxicated individuals • loss of water supply • power cut	2 (2x1)	**DO NOT ACCEPT:** 'flood' – it is in the question. Refer to page 3 for marking of short answer questions – the response space should be marked from left to right. Accepted answers need to derive from the specification reference 4.1

Question		Answer	Marks	Guidance

3	(b)*	**Flood evacuation procedures for a care home:**
		
		• Staff should **follow** the nursing home's evacuation procedures / policy - they should be **familiar** with these, **know their role** and have **practiced what to do**
		
		• **Raise the alarm** and **contact emergency services** – 999, and designated staff inform **social services / water board**
		
		• Designated members of staff **turn off electricity, gas, water at the mains**
		
		• All staff to **escort people** from the immediate area to a **place of safety** e.g. higher floor in the building or higher ground
		
		• Ensure residents have **suitable warm clothing and footwear**
		
		• Ensure residents have their **medication, glasses, hearing aids**
		
		• Designated staff **assist residents** with:
		  – mobility difficulties (use of evac chairs or wheelchairs) / adopting correct manual handling procedures
		  – learning/sensory difficulties (may be confused/unaware of what is happening)
		    PEEP – Personal emergency evacuation plan
		
		• Staff evacuating the building **must check their locality is clear / to ascertain where the flood is coming from and evacuate away from the flood**
		
		• Everyone to **assemble at a designated assembly point** to await further instructions. **Do not re-enter the building** until told it is safe to do so.
		• Carry out a **head count / register** to ensure everyone is accounted for. Senior staff to **inform emergency services if anyone is left in the building.**
		
		• **Transfer to recovery location / temporary accommodation**
			6	**Level 3 (5 – 6 marks)**
				• Detailed description with **three** relevant procedures
				  AND
				• Clearly related to a flood in a nursing home
				
				There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
				
				Level 2 (3 – 4 marks)
				• Sound description with **two or three** relevant procedures
				  AND
				• Relevant to evacuating a nursing home
				• Reference to flooding
				
				There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.
				
				Level 1 (1 – 2 marks)
				• Attempt at a brief description with limited reference to **one or two** relevant procedures.
				• Limited reference to flooding or a nursing home
				• Basic information presented in an unstructured way
				• May be list like at the lower end
				
				There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.
				
				0 marks
				No response worthy of credit.

Question			Answer	Marks	Guidance
					Do not accept: • Risk assessments • First aid procedures • Incident reports • Relevant authorities / local authorities – must state emergency services (police / ambulance / fire brigade social services)

Question		Answer/Indicative Content	Marks	Guidance
3	(c)*	**Working conditions include:** • Temperature • Noise • Travel • Lighting • Hygiene / PPE If working condition / working practice is incorrect then the evaluation points need to be marked as wrong. **Work practices include:** • Working hours • Supervision • Hygiene / PPE • Training • Risk assessments 0 marks are awarded for stating the working condition / work practices -only for evaluation points Impacts may be positive and/or negative and could include: **Positive impacts: ANNOTATE WITH +** • job satisfaction / feeling valued and supported • work-life balance • enjoyment • feeling energised and happy / high morale / feeling stimulated • less errors • opportunities for progression / promotion • effective standards of care • financial gain These list of positive and negative impacts are not definitive **Negative impacts: ANNOTATE WITH -** • mental health – stress, anxiety, depression, lack of concentration, mental fatigue, lack of motivation • physical health – headaches, high blood pressure, tired, eye strain • injury or harm – workplace accidents, injuries, infections • journey times • poor standards of care • Low morale • Disciplinary action – suspension / warning • Financial loss	8	**Level 3 (7-8 marks)** • detailed evaluation that includes positive and negative impacts **FOR BOTH AND** • At least one example of working conditions and at least one example of work practices • clear understanding of impacts is evident *There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.* **Level 2 (4-6 marks)** • sound evaluation that includes positive and negative impacts • one or two examples of working conditions or work practices. • some understanding of impacts is demonstrated • at the lower end may be several examples but impacts not fully evaluated/developed • **Sub max of 4** for either working conditions OR work practices done well OR positives or negatives done well *There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.* **Level 1 (1–3 marks)** • attempt at a brief evaluation of working conditions • some examples of working conditions and impacts *There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.* **0 marks** *No response worthy of credit.*

Question		Answer			Marks	Guidance
3	(d)	**ANY TWO FROM:**			6 (6x1)	**Answers must be relevant to a nursery playroom** **One** mark for identifying a type of hazard, **two** required: • each type must be different • **only accept those listed – answers need to derive from specification reference 1.1** **One** mark for identifying an example of each type of hazard, **two** required: • each example must be different • must be relevant to hazard **One** mark for how the hazard impacts staff, **two** required: • must be different impacts – • answers must relate to impact on nursery staff • must be relevant to the example Credit other appropriate and relevant examples or impacts. If the hazard is incorrect then mark all answers as wrong If the hazard is correct but the example is wrong then the impact must be marked as incorrect. Do not accept: Disciplinary action for impact

Inner table for the Answer cell:

Types of hazard	Examples	Impacts = MUST BE ON STAFF
Environmental	wet floors uneven surfaces, poorly fitted carpet, clutter, toys and objects on floor; extension cables	tripping, slipping-injury bruises, sprains, fractures
Biological	exposure to infections, vomit, faeces, urine, saliva, nappies, body fluid	infections, illness time off work coughs and colds
Chemical	cleaning materials children's medication or medicines	serious health consequences
Psychological	stress, anxiety, fatigue coping with challenging behaviour	mental health angry, upset, unhappy, self-harm depression
Physical	excessive noise from children overcrowding – not enough space	can cause ringing in the ears or other ear conditions headaches, stress
Musculoskeletal	manual handling – using equipment or moving child with disabilities. use of DSE	muscular aches and pains back injury RSI
Lack of security systems	no monitoring of visitors no alarms, door locks or window restraints	unauthorised access may be a threat to staff

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