

Cambridge Technicals

Health and Social Care

Unit 3: Health, safety and security in health and social care

Level 3 Cambridge Technical Certificate/Diploma in Health and Social Care
05830 - 05871

Mark Scheme for January 2017

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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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Question		Answer	Marks	Guidance
1	(a)	<p>One mark for each reason. Three required.</p> <ul style="list-style-type: none"> • It is a requirement of Ofsted • To make sure they are suitable to work with children • To make sure that children are safeguarded • To protect children • To keep children safe • Because they work with children • To check they don't have a criminal record • To comply with legislation • To check if they have been barred from working with children • To ensure they can be left alone with a child <p>Do not credit:</p> <ul style="list-style-type: none"> • To make sure they are suitable/ not on a 'barred list' (without reference to children) • To ensure that they are qualified for the job • repetition 	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
1	(b)	<p>Children's nurseries must have a safeguarding policy which details the procedures to be followed for safeguarding to be effective. Safeguarding is related to keeping children safe from abuse. These procedures will include:</p> <ul style="list-style-type: none"> • Adults without a DBS check are never left alone with children • Staff receive training in safeguarding procedures • All staff have a duty to report any serious concerns they may have about a child's safety to the designated child protection staff member (usually a senior manager) • The designated child protection person must attend training and keep up-to-date with safeguarding requirements • There must be a 'named person' on site at all times who is responsible for safeguarding • All staff have a duty to protect the children in their care – e.g. safe arrangements for collection of children from nursery • Staff must act on information that a child tells them • Staff must keep written records of all injuries to children 	7	<p>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>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 analysis • clear knowledge & understanding of at least 3 safeguarding procedures explicitly linked to protecting children from abuse • Correct use of terminology • QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound analysis • some reference to at least 2 safeguarding procedures • relevant to protecting children from abuse • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic analysis • information may not be relevant to protecting children from abuse • may identify generic facts about safeguarding with little or no analysis 	<p>Level 3 [6–7 marks] Answers provide a detailed analysis of effective safeguarding procedures in a children's nursery. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-5 marks] The answer provides a sound analysis of safeguarding procedures with some reference to children's nurseries. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [1-3 marks] Answer provides a limited or basic analysis of effective safeguarding. May be a description/identification only. 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>

Question			Answer/indicative content	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> The use of mobile phones and cameras is prohibited in nurseries. Photos can only be taken with the nursery's cameras <p>Do not credit:</p> <ul style="list-style-type: none"> references to security or fire safety, e.g. wearing ID badges, fire drills, staff ratios, supervision of children 		<ul style="list-style-type: none"> limited structure, may be list like or muddled QWC – low 	

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
1	(c)	<p>The importance of a risk assessment in a children’s nursery:</p> <ul style="list-style-type: none"> • Risk assessment is a legal requirement. In settings with more than 5 employees (which includes most nurseries), risk assessments must be recorded). • To reduce the risk of harm to children and staff • To identify potential hazards in the nursery (e.g. by taking a walk around the setting looking for things that may cause harm to small children or staff such as faulty electrical equipment) • To identify potential hazards during planned activities or outings with children (e.g. using scissors for cutting out with inadequate staff supervision) • To identify actions to take so that accidents and harm is avoided • To guard against potential risks • To ensure there are procedures for all staff to follow <p>Note for examiners: Some candidates will answer this question by giving an examples; this is acceptable. Examiners must look for the above content within the candidate’s response.</p>	7	<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 3 checklist:</p> <ul style="list-style-type: none"> • detailed explanation • At least 3 different detailed reasons for the importance of a risk assessment • explicitly linked to children’s nurseries • Correct use of terminology • QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound explanation • At least 2 reasons for the importance of a risk assessment • some reference to children’s nurseries • mostly relevant and accurate information • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • information may not be related to a children’s nursery 	<p>Level 3 [6–7 marks] Answers provide a detailed explanation of the purpose of a risk assessment and why it is important in a children’s nursery. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-5 marks] The answer provides a sound explanation of the importance of a risk assessment with some reference to a nursery setting. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [1-3 marks] Answer provides a limited or basic explanation of the importance of a risk assessment. Answers may be list like or 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>

Question			Answer/indicative content	Marks	Guidance	
					Content	Levels of response
			Do not credit: <ul style="list-style-type: none"> references to fire safety 		<ul style="list-style-type: none"> limited structure, may be list like or muddled QWC – low 	

Question		Answer	Marks	Guidance
1	(d)	<p>Consequences will relate to:</p> <ul style="list-style-type: none"> Harm – e.g. a patient may be put in danger Illness – e.g. an individual may become ill Death e.g. an individual could die Disciplinary action Staff could lose their job Staff could be suspended Loss of professional status Financial loss e.g. The hospital may receive a fine Criminal prosecution <p>Consequences must relate to the individual, employee or hospital.</p> <p>Explanations:</p> <ul style="list-style-type: none"> Individuals may obtain medicine that was not intended for them. 	<p>6 (1 x 2) (2 x 2)</p>	<p>Annotation: 1 mark for identifying a consequence. Up to 2 marks for the explanation.</p> <p>Credit can be given to consequence if written in the explanation.</p> <p>Marks can be awarded for an explanation that makes sense without a plausible consequence identified</p> <p>Do not credit:</p> <ul style="list-style-type: none"> simple re-iteration of the situation administering medicine e.g. using needles <p>Marks for the quality of explanation: (not for specific points)</p> <p>Two marks:</p> <ul style="list-style-type: none"> a full and detailed explanation of the consequence is given <p>One mark:</p> <ul style="list-style-type: none"> limited attempt at explanation of the consequence

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none">• Individuals may receive the incorrect dose• Individuals may not receive medicine that they need• Individuals may be given medicines that are out of date• An individual could claim compensation from the hospital• The hospital may be required to spend money on training staff• The hospital could fail an inspection by the CQC• Staff may dispense the wrong dose• Staff may dispense the wrong medicine <p>Accept alternative wording. Accept other plausible consequences</p>		

Question		Answer	Marks	Guidance
2	(a)	<p>Examples of musculoskeletal hazards:</p> <ul style="list-style-type: none"> • manual handling/lifting –e.g. if staff don't use correct procedures or equipment for lifting or hoisting patients this can cause back injuries • display screen equipment – e.g. if screens are the wrong height or at an awkward angle this can cause injuries such as RSI <p>Examples of biological hazards:</p> <ul style="list-style-type: none"> • waste –soiled bedding and dressings are hazardous if procedures are not followed e.g. wearing gloves, disposing of waste correctly • infection/disease –correct cleaning procedures prevent infections such as MRSA being transmitted to staff and patients • bodily fluids – vomit, blood, faeces, urine, saliva can transfer/expose individuals to infection <p>Do not credit:</p> <ul style="list-style-type: none"> • A biological hazard that becomes an environmental hazard e.g. slipping on vomit • Cleaning products 	<p>4 (2 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Mark for the quality of the description</p> <p>Two marks for a full description</p> <p>One mark for simple identification of an example of a hazard</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
2	(b)	<p>The effects on Vanessa may include:</p> <ul style="list-style-type: none"> • Illness – Vanessa has had a stroke. Increased anxiety or upset could result in her physical condition worsening. She may refuse treatment due to fear of a repeat of the abuse. • Injury – Vanessa could feel unsafe and discharge herself from hospital before she is ready to. She may not feel confident to ask for help when she needs it (e.g. to go to the toilet). Moving around without help could lead to her sustaining an injury • Fear – Vanessa may feel insecure or vulnerable already due to having had a stroke and may fear for her safety and her future. • Loss of confidence /Lack of trust – She may not feel confident in her carers to tell them if she is feeling unwell. • Becoming withdrawn – e.g. As a result of her stroke she is likely to be vulnerable or confused and she may have difficulty in communicating her distress. • Emotional effects such as anger, disempowerment, anxiety, embarrassment all may occur as a result of verbal abuse. 	8	<p>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>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 analysis of impact of verbal abuse • 4 effects • explicitly linked to Vanessa’s circumstances • Correct use of terminology • QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound analysis of impact of verbal abuse • 3 effects • answer shows some relevance to Vanessa’s circumstances • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic understanding of impact of verbal abuse • 1-2 effects • limited structure, may be list like or muddled • QWC – low 	<p>Level 3 [7–8 marks] Answers provide a detailed analysis of the potential impact of verbal abuse on Vanessa. There will be reference to at least three effects. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-6 marks] The answer provides a sound analysis of the potential impact of verbal abuse on Vanessa. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [1-3 marks] Answer provides a limited or basic analysis of the potential impact of verbal abuse on Vanessa. May be a description/identification only. 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>

Question		Answer	Marks	Guidance
2	(c)	<p>Unintentional abuse is any harm that arises as a result of poor standards of care, e.g.</p> <ul style="list-style-type: none"> • Insufficient attention to Vanessa's hygiene needs • Insufficient care of Vanessa's physical needs • Insufficient care of Vanessa's emotional needs • Not ensuring that the environment is comfortable for Vanessa • Not changing Vanessa as soon as she needs to be • Not responding when Vanessa is distressed, uncomfortable or in pain <p>Do not credit:</p> <ul style="list-style-type: none"> • single word responses • examples of malpractice e.g. discrimination, lack of training 	<p>2 (2 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>One mark for any example that would constitute a poor quality of nursing care for Vanessa</p>

Question	Answer	Marks	Guidance
3 (a)	<p>Two marks for each response for each situation:</p> <p>Responses to an outbreak of measles in a children's nursery:</p> <ul style="list-style-type: none"> • Notify the authorities (RIDDOR, 2013) • Follow the nursery health and safety policy • Follow instructions of supervisor/manager • Ask parents to collect child(ren) who are showing symptoms • Check immunisation records for children who are not vaccinated and advise parents • Alert all parents to the outbreak • Close the nursery in some circumstances <p>Responses to a loss of water supply in a children's nursery:</p> <ul style="list-style-type: none"> • Notify the water board • Organise for the loss of supply to be fixed • Follow the nursery emergency policy • Follow instructions of supervisor/manager • Advise parents to collect their children as soon as possible • Close the nursery <p>Do not accept:</p> <ul style="list-style-type: none"> • Calling the emergency services • Locating other sources of water 	<p>4 (2x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <ul style="list-style-type: none"> • The answer could include some of the items listed but does not need to include all items. <p>Two marks: A full description that clearly shows understanding OR A description that gives two actions.</p> <p>One mark: A basic description that lacks clarity</p>

Question		Answer	Marks	Guidance
3	(b)	<p>Up to two marks for any of the following responses:</p> <p>Responsibilities of a first aider are to:</p> <ul style="list-style-type: none"> • Three P's: preserve, prevent, promote • assess for danger – Steven should locate the source of the scalding water and make sure the water is not going to harm themselves or other children • prevent further harm – Steven should take appropriate action (e.g. immerse the child in cold water to cool the burn) • maintain respect and dignity – Steven should make sure that the child is being treated with respect (e.g. moving children away so they are not watching) • get help – Steven should organise the appropriate level of help – (e.g. call an ambulance, doctor, parents) • stay with the individual until help arrives – Steven should stay with and reassure the child • make a written record of the incident so that parents can be informed and an investigation into why the accident happened can take place 	2	<p>Annotation:</p> <p>The number of ticks must match the number of marks awarded.</p> <p>If more than one responsibility is described, mark the first one given and disregard the rest.</p> <p>Two marks:</p> <p>A full description of ONE of Steven's responsibilities that clearly shows understanding i.e. gives an example, or shows awareness of the context</p> <p>One mark:</p> <p>A basic description that lacks clarity and is not related to the context.</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
3	(c)	<p>Consequences for the hospital</p> <ul style="list-style-type: none"> • financial loss – due to direct costs (e.g. claims on employers, public liability insurance, sick pay, fines) or • financial loss – due to indirect costs (e.g. recruitment costs, overtime, payments, training) • criminal prosecution – if injury or death is caused and the hospital is negligent • negative judgement by CQC • closure of the hospital • loss of reputation • high staff turnover • disciplinary action by regulatory bodies <p>Consequences for the employees</p> <ul style="list-style-type: none"> • injury or harm to themselves or others • they may become ill • disciplinary action (e.g. first written warning, final written warning, dismissal, have their professional status removed) • criminal prosecution – if injury or death is caused and they have been negligent • required to carry out further training 	10	<p>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>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 analysis • At least 3 consequences • consequences given for the hospital, employees and patients • Correct use of terminology • QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound analysis • At least 2 consequences • consequences given may not reference groups explicitly but should cover 2 groups • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic analysis • 1-2 consequences • limited structure, may be list like or muddled • QWC – low 	<p>Level 3 [8–10 marks] Answers provide a detailed analysis of the potential consequences for employers, employees and patients if they fail to follow health and safety policies. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [5-7 marks] The answer provides a sound analysis of the potential consequences for two of the specified groups if they fail to follow health and safety policies. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [1-4 marks] Answer provides a limited or basic analysis of the potential consequences if health and safety policies are not followed. May be a description/identification only. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p>

Question			Answer/indicative content	Marks	Guidance	
					Content	Levels of response
			<p>Consequences for patients</p> <ul style="list-style-type: none"> • they may become ill • they may receive a poor standard of care • death • injury • loss of confidence in the hospital • may need to be moved to another location • may need to take legal action 			<p>0 marks – response not worthy of credit.</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
3	(d)	<p>The answer must relate to young people in a residential care home.</p> <ul style="list-style-type: none"> • Management of Health and Safety at Work regulations (1999) requires a written risk assessment to be carried out and shared with all staff and young people going to the leisure centre <p>The risk assessment should explain James' responsibilities with examples that make reference to:</p> <ul style="list-style-type: none"> • staffing ratios that are required • transport hazards • possible safeguarding concerns • potential hazards arising due to the leisure centre building and location, e.g. adaptations needed for mobility, transport, need for pre-visit • potential hazards arising from swimming, e.g. health conditions that compromise swimming ability, support required to enable participation • ways to minimise any identified hazards, e.g. equipment, bringing medication that might be needed • a plan in case of emergency 	7	<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 3 checklist:</p> <ul style="list-style-type: none"> • detailed explanation • identifies responsibility of carrying out a risk assessment • At least 4 responsibilities • Correct use of terminology • QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound explanation • At least 3 responsibilities • mostly relevant and accurate information • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • 1-2 responsibilities that may not be linked to a residential care home context • limited structure, may be list like or muddled • QWC – low 	<p>Level 3 [6–7 marks] Answers provide a detailed explanation of how to meet the requirements of health and safety procedures. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-5 marks] Answers provide a sound explanation of how to meet the requirements of health and safety procedures. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [1-3 marks] Answers provide a limited/basic explanation of how to meet the requirements of health and safety procedures. Answers may be list like or 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>

Question			Answer/indicative content	Marks	Guidance	
					Content	Levels of response
			Do not credit: <ul style="list-style-type: none">• Consent forms• Collecting or dropping off young people• Identifying who is able to swim.• Checking insurance is in place			

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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