

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 2018

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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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

Subject-specific marking instructions

PE to provide any additional information here.

Question		Answer	Marks	Guidance
1	(a)	<p>One mark for an identification. Two required.</p> <p>Data must:</p> <ul style="list-style-type: none"> • be used fairly and lawfully • only be used for the purpose intended e.g. accessed or shared on a need to know basis • be used in a way that is adequate, relevant and not excessive • be accurate e.g. kept up-to-date or updated • not be kept for longer than necessary • be handled according to people's rights to data protection – e.g. permission must be given to share data • not be transferred outside the EU without adequate protection • deleted or destroyed when no longer needed • can be requested and should be accessible by the individual 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>One mark for any of the listed answers. Accept alternative language.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • be kept safe and secure • be kept confidential or private • discussed with any other person • to protect from harm • password or kept locked away • not kept for more than a specified time period e.g. three years <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <div style="display: flex; justify-content: space-around; align-items: center;"> A TV REP </div> <div style="margin-top: 5px;"> SEEN </div> </div>

Question	Answer	Marks	Guidance
1 (b)	<p>Three marks for an explanation.</p> <p>It is bad practice because:</p> <ul style="list-style-type: none"> • An unauthorised person could access the files. This could lead to a person accessing confidential information e.g. medical history; this could be used against the patient causing unnecessary distress. • The information could be used unlawfully. The person who has accessed the records could find out a person's address; if this was an estranged partner this could be a danger to the patient. • Having a lack of security systems is a type of hazard as it is a risk to well-being. The patients records could be accessed and private confidential medical records could be used against the patient for example knowing a patient's condition (e.g. schizophrenia) and using this knowledge to inform employers; this could cause considerable anxiety to the patient. • It is a breach of patient confidentiality which could cause anxiety/distress • It is breaking the law (Data Protection Act 1998). The care setting could be prosecuted for not protecting the data. • Patients' personal information should always be kept securely locked away. The GP surgery are not adhering to this legislation and this could mean that the publicity is bad for the practice and the reputation of the GP Surgery could be considerably harmed. • It puts patients at risk of abuse or harm. If the person uses the information that they have accessed, e.g. address, medical history or medication being taken then they could use this information against the patient. A patient may be in danger if they are a victim of domestic violence and their partner accesses their address. <p>Accept other appropriate explanations.</p>	3	<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 data-bbox="1529 400 1937 491" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Mark for the explanation, not for specific points.</p> <p>Three marks:</p> <ul style="list-style-type: none"> • a full and detailed explanation • clear understanding of the bad practice is demonstrated <p>Two marks:</p> <ul style="list-style-type: none"> • a sound explanation • some understanding of the bad practice is demonstrated <p>One mark:</p> <ul style="list-style-type: none"> • a simplified explanation/statement which lacks clarity • basic information/list <p>Do not credit:</p> <ul style="list-style-type: none"> • simple re-iteration of the situation

Question	Answer/indicative content	Marks	Guidance	
			Content	Levels of response
(c)*	<p>The consequences could include:</p> <ul style="list-style-type: none"> disciplinary action: warning suspension or dismissal for not following policies or for not keeping patients' personal information secure complaint being made being required to carry out training in data protection procedures/policy loss of trust/respect of patients because their personal information is not being kept safely loss of trust/respect of colleagues and managers stress/worry/ill health difficulty finding a job in the future loss of self-esteem loss of job prosecution/fines but only accept if a full description is given why (ie a patient had been harmed as a direct consequence of her actions) <p>Examiners note: Consequences must be for the receptionist, not the surgery.</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 description.</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 description relevant to the context QWC – mid-high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> limited / basic description may lack relevance to the context QWC – low <p>Do not credit</p> <p>being removed from professional registers (as receptionist would not have professional registration)</p>	<p>Level 2 [4-6 marks] The answer provides a detailed description of the consequences to the receptionist of leaving a filing cabinet open. Answers will be clearly related to the context. There are few errors of grammar, punctuation and spelling. <i>Sub max</i> of 3 for one consequence done well.</p> <p>Level 1 [1-3 marks] The answer provides a basic description of the consequences to the receptionist of leaving a filing cabinet open. Answers may be list like, muddled, demonstrating little understanding of the context. 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
1	(d)* <u>Investigate</u> Carry out a follow up review of the incident to find out why it happened e.g. by talking to staff and finding out if it is common practice or a one-off incident. <u>Take action</u> In light of the findings of the follow up review - change procedures, change systems, mentor/ monitor/ train/ supervise staff. <u>Review and update policies</u> in light of the findings from the follow up review e.g. to make sure they include procedures for keeping patient contact details secure, to ensure practices comply with legislation. <u>Train and inform staff</u> Ensure all staff are aware of the updated policies and procedures e.g. inform them in a staff meeting, carry out training, display posters to remind them.	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 explanation • explicit reference to manager’s responsibilities for responding to breaches of health, safety and security • logically structured • factually accurate • correct use of terminology • QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound explanation • some reference to manager’s responsibilities for responding to breaches of health, safety and security • mostly relevant and accurate information • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • may not reference manager’s responsibilities for responding to breaches in health, safety and security • limited structure, may be list like or muddled • QWC – low 	<p>Level 3 [8-10 marks] Answers provide a full and detailed explanation of the manager’s responsibilities for responding to breaches in health, safety and security. 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 [4-7 marks] The answer provides a sound explanation of the manager’s responsibilities for responding to breaches in health, safety and security. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. Sub max of 5 for one example done well</p> <p>Level 1 [1-3 marks] A limited or basic response. The answer may not make reference to the manager’s responsibility for responding to breaches in health, safety and security. 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
		<p><u>Supervise</u> Carry out monitoring and supervision of staff to ensure updated policies and procedures are being followed.</p> <p><u>Discipline</u> Implement disciplinary procedures if staff are not following updated policies and procedures.</p>		<p><u>Do not accept</u> examples of practices, e.g. Limiting the number of people accessing the filing cabinet. Employing more staff. Moving the filing cabinet.</p>	

Question		Answer	Marks	Guidance
2	(a)	<p>Two marks for each description.</p> <p>Psychological hazards (e.g. things which cause stress, fatigue)</p> <p>Working conditions (e.g. things such as temperature, noise, travel for work)</p> <p>Can affect staff causing:</p> <ul style="list-style-type: none"> • anger • anxiety • burnout • feeling isolated • feeling powerless • frustration • loss of job • loss of pay • physical or mental health issues • time needed off work • loss of concentration • poor standard of care • inefficiency • forgetting to provide medication 	<p>4 (2x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks:</p> <ul style="list-style-type: none"> • a full description • clearly related to the hazard <p>One mark:</p> <ul style="list-style-type: none"> • a basic description • may not relate to the hazard <p>Do not credit:</p> <ul style="list-style-type: none"> • repeated answers <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div>

Question	Answer/indicative content	Marks	Guidance	
			Content	Levels of response
2 (b)*	<p>This is an example of intentional financial abuse. Care workers employed in a residential care home are not permitted to ask individuals for money for providing services.</p> <p>The potential impact on the care worker:</p> <ul style="list-style-type: none"> disciplinary action e.g. warning, suspension, dismissal feeling empowered difficulty finding future employment loss of respect of managers/colleagues/others prosecution imprisonment taken off professional register finances <p>The potential impact on the individual:</p> <ul style="list-style-type: none"> financial hardship feelings of betrayal embarrassment loss of self esteem loss of confidence denial fear self-blame stress anxiety 	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 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 explains the consequences for the care worker and the resident relevant to the situation QWC – mid-high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> limited / basic explanation may not be relevant to the situation likely to identify impact with little or no explanation consequences may not be given for both the care worker and the resident QWC – low 	<p>Level 2 [4-6 marks] The answer provides a detailed explanation of the impact of financial abuse. The impact for both the care worker and the resident are explained in depth. Answers are relevant to the situation. There are few errors of grammar, punctuation and spelling.</p> <p>Level 1 [1-3 marks] The answer provides a basic explanation of the impact of financial abuse. The answer may not include impact on both the care worker and the individual. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive. Sub max of 3 for detailed impact on either the care worker or the resident</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"> • becoming withdrawn • feeling vulnerable • anger • they refuse care • loss of trust • depressed • intimidated • any other appropriate answer 			
2	(c)*	<p>Examples how the Manual Handling Operations Regulations promotes health, safety and security in health and social care settings:</p> <ul style="list-style-type: none"> • reduces risk of injury, such as back injuries, to workers/residents • reduces the need for staff to undertake manual handling unless it is necessary • avoid hazardous manual handling • all manual handling has to be risk assessed • steps have to be taken to reduce the risk of injury to the lowest practicable level • staff will be informed about the weight of loads they will be handling • staff must follow the correct procedures for manual handling at all times / staff must be fully trained in 	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 • positives and negatives must be explicit for top of level 3 • explicit reference to MHOR • logically structured • factually accurate • correct use of terminology • QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound analysis • some reference to MHOR • QWC - mid 	<p>Level 3 [8-10 marks] Answers provide a detailed analysis of how MHOR promotes health, safety and security in health and social care settings. Clear understanding of the provisions of MHOR are demonstrated. 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 [4-7 marks] The answer provides a sound analysis of how MHOR promotes health, safety and security in health and social care settings. Some understanding of the provisions of MHOR are demonstrated. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling.</p>

Question	Answer/indicative content	Marks	Guidance	
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	<p>manual handling procedures</p> <ul style="list-style-type: none"> employers have to carry out risk assessments on all manual handling tasks employers must provide equipment where it will reduce the risk of injury employers need to write policies which explain the correct procedures and/or equipment to use Staff must receive adequate training in the procedures The resident feels more secure in professional hands Staff feel more confident when manual handling <p>All of the above points can be expressed as negatives, e.g. If manual handling regulations are not followed there is</p> <ul style="list-style-type: none"> increased risk of injury excessive use of manual handling equipment is not checked or provided 		<p>Level 1 – checklist</p> <ul style="list-style-type: none"> limited / basic response little or no analysis limited structure, may be list like or muddled QWC – low 	<p>Sub max of 5 for one impact done well.</p> <p>Level 1 [1-3 marks] A limited or basic response that identifies some ways that MHOR promotes health, safety and security in health and social care settings. 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	Marks	Guidance
3	(a)	(i)	<p>One mark for each action identified. Two required.</p> <p>Before moving Craig, Alice should:</p> <ul style="list-style-type: none"> • assess the situation • check for dangers • find out what caused the fall • identify the hazard • remove the hazard • assess any injuries / check if Craig is hurt • prevent further harm • maintain respect and dignity e.g. keep the public away • call for the appropriate level of medical assistance • call an ambulance if necessary • reassure Craig until help arrives 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>One mark for each action:</p> <p>Credit two actions before – max 2 marks</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;"> ^ TV REP SEEN </div>
			<p>One mark for each action identified. Two required.</p> <p>After Craig’s injuries have been treated, Alice should:</p> <ul style="list-style-type: none"> • report the fall to the supermarket staff / management • fill out an accident form at the supermarket • record incident on Craig’s health care plan • record treatment Craig received • review procedures (risk assessment) to ensure they are adequate • review health care plan to ensure it meets Craig’s needs • write a report of the incident • inform her manager / other staff who care for Craig • inform Craig’s family • report the incident to the HSE • Reassure Craig and continue to provide care 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>One mark for each action</p> <p><u>Do not accept</u> Contact a lawyer / legal services Report to the local authority</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;"> ^ TV REP SEEN </div>

Question	Answer	Marks	Guidance
3	<p>(b) Staff must take care to ensure that all food is treated in a way that makes it safe to eat by:</p> <ul style="list-style-type: none"> - throwing away out of date food - making sure food is not contaminated - ensuring staff are trained in food safety procedures <p>Staff must be trained in food safety procedures such as:</p> <ul style="list-style-type: none"> - how to ensure food is not contaminated e.g. using approved suppliers, different chopping boards, storing food correctly, storing food at the right temperature, checking food in in date, not working if you have an infectious disease - keeping records of where food has come from - personal hygiene – hand washing/hair tied back <p>Staff must identify critical points when contamination can occur such as:</p> <ul style="list-style-type: none"> - packaging/ food containers - work surfaces - food processing equipment - cookware - personal contact with food or surfaces - food preparation <p>Consequences of failing to comply e.g. food poisoning, infections being spread, making sure bacteria is not spread</p>	<p>6 (3x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks for a detailed answer that gives a food safety practice linked to how it ensures food safety legislation is followed. (link may be implicit)</p> <p>One mark for an answer that refers to any of the listed points but lacks detail.</p> <p>Accept alternative wording.</p> <p><u>Do not credit</u> Repetition of personal hygiene measures.</p> <p>Two practices – answer must be one practice described.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div>

Question	Answer/indicative content	Marks	Guidance	
			Content	Levels of response
3	(c)*	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 description.</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 description • explicit coverage of both promoting and enforcing • logically structured • factually accurate • correct use of terminology • QWC - high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound description • covers both promoting and enforcing (may be implicit) • mostly relevant and accurate information • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic response • identifies aspects with little description • limited structure, may be list like or muddled 	<p>Level 3 [6-7 marks] Answers provide a detailed description of employers' responsibilities for promoting and enforcing health and safety. Both promoting and enforcing aspects of the role are explicitly described. 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 description of employers' responsibilities for promoting and enforcing health and safety. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. Sub max of 4 for either promoting or enforcing done well.</p> <p>Level 1 [1-3 marks] A limited or basic response that identifies one or two ways employers are responsible for health and safety. 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
	<ul style="list-style-type: none"> practice routines e.g. lock down, fire, emergency evacuation <p>(Indicative content can be interchangeable if well described)</p>		<ul style="list-style-type: none"> QWC – low 	

Question	Answer	Marks	Guidance
3 (d)	<p>One mark for each reason. Two required.</p> <p>Safeguarding policies are necessary because:</p> <ul style="list-style-type: none"> it is a legal requirement / Ofsted requirement it protects children's rights they keep children safe from abuse and harm they provide clear procedures to follow, e.g. guidelines about physical contact with children, collecting children at the end of the day staff will know who to report any concerns to they ensure concerns about children's safety are acted on children are vulnerable to abuse and harm to ensure staff are DBS checked 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. Accept alternative wording.</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: Protect / kept safe on its own, it must be qualified, e.g. children need protecting from harm</p> <p>So that parents are comfortable /confident leaving their children at the nursery/that their children are safe</p> <p>To prevent 'unsuitable' people from working with children</p> <p>Staff wearing lanyards/ID badges (security measures)</p>

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