

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE



Unit 3 January 2019 series

Version 1

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Unit 3 series overview

To do well on this paper candidates needed to demonstrate a good knowledge of potential hazards, health and safety legislation and a detailed understanding of the ways legislation is applied in practice, the responsibilities of those involved in care and how to respond to emergencies. Candidates who did well on this paper generally knew the main features of health and safety and of legislation and could apply this knowledge to different health and social care settings and scenarios. They could identify different types of hazards and give examples which might be found in practice. They understood who had responsibility for promoting health and safety and could give practical examples of how these responsibilities might be carried out. Candidates also had a clear understanding of the consequences when health and safety legislation is breached.

Candidates who did less well did not generally demonstrate a good knowledge of the legislation or have a clear understanding of the most likely consequences when legislation is breached. However most candidates had some understanding of how health and safety legislation is applied in practice, for instance by carrying out risk assessments in order to identify hazards. Most candidates could give examples of hazards which might be found in health and social care settings.

Question 1 (a)

1 (a) Identify **three** health and safety incidents or emergencies that could happen in health and child care settings.

Identify the setting where it might take place.

An example has been done for you.

	Health and safety incident or emergency	Setting where the incident occurs
Example	Gas leak	Children's nursery school
1		
2		
3		

[6]

Most candidates could identify health and safety incidents and emergencies such as floods, power cuts or intruders. However there was a common misconception that hazards such as frayed carpets were health and safety incidents. The majority of candidates could identify at least one health or child care setting although many lost marks by giving repeat examples. Some candidates identified social care settings, such as residential care homes, indicating a lack of understanding of the distinction between health settings and social care settings.



Misconception Health and safety incidents and emergencies are not the same as hazards. They are critical events which require an immediate response.

Question 1 (b)

(b) A group of nursery children are visiting a museum.

Identify **three** reasons why nursery staff should complete a risk assessment before the trip.

1.....

 2.....

 3.....

[3]

Candidates who scored well on this question were able to give three distinctly different reasons why a risk assessment should be completed. Many correctly identified it was for reasons such as identifying hazards and reducing risks while fewer candidates identified that completing a risk assessment is a legal requirement. Candidates lost marks for giving vague responses alluding to the need for children to be safe.



Misconception Risk assessments do not lead to risks being 'prevented'. They lead to risks being identified so that procedures can be put in place to minimise the risk of harm.

Question 1 (c)

(c)* Describe possible direct and indirect costs for an **employer** if they fail to carry out a risk assessment.

.....

[7]

To achieve a high mark on this question candidates were required to write a balanced description of both direct and indirect costs for an employer if a risk assessment was not carried out. Candidates were generally more aware of the direct costs of failing to carry out a risk assessment with many correctly identifying fines and compensation claims due to being prosecuted. Some candidates lost marks for identifying job loss which would be an indirect cost or a disciplinary action. There was in general a limited understanding of the indirect costs of failing to carry out a risk assessment. Although many identified the closure of the business as a consequence the description of how this would arise was generally limited.

Question 1 (d)

(d) Identify **two** types of hazard which might be found in a public place such as a museum.

Give an example of the hazard and identify the effect it could have on either the children or nursery staff.

Type of Hazard 1

.....

Example

.....

Effect

.....

Type of Hazard 2

.....

Example

.....

Effect

.....

[6]

This question was generally well answered by the majority of candidates with most identifying environmental, biological and chemical types of hazards. Those who lost marks were not able to identify a type of hazard and therefore could not score marks for giving either an example or an effect of a type of hazard.

Question 2 (a)

- 2 (a)* The Data Protection Act requires organisations to keep individuals' personal information safe and secure.

Describe what actions the manager of a children's pre-school should take to implement this act.

.....

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.....

[6]

To achieve the highest mark for this question candidates needed to demonstrate a clear knowledge and understanding of data protection principles and provide examples of how these should be implemented in practice. Few candidates achieved the highest mark but many gave implementation examples such as keeping documents in a locked filing cabinet or password protected computer files and providing staff with training on data protection. Few gave more detailed examples of ways to implement data protection principles such as using consent forms to ensure data was fairly and lawfully processed or shredding documents when data was no longer needed.

Question 2 (b)

- (b)* Explain how a safeguarding policy promotes children's safety in a pre-school setting.

.....

.....

.....

.....

[9]

Candidates who scored well on this question understood the meaning and scope of a safeguarding policy. For instance they made reference to training staff in how to recognise and report concerns of abuse, ensuring staff had DBS checks and on having a designated person responsible for safeguarding. Those who scored less well focused on ways of ensuring the physical environment was safe for children, for example by carrying out risk assessments.

Question 2 (c)

If staff in a pre-school setting do **not** attend health and safety training, there could be negative consequences.

- (c) Identify **two** consequences for the staff and **two** consequences for the children if staff do not attend training in health and safety.

Consequences for the staff.

1.....
.....
.....
2.....
.....
.....

Consequences for the children.

1.....
.....
.....
2.....
.....
.....

[4]

Most candidates were aware that the consequences for staff were disciplinary actions. Some lost marks for giving repeated examples of disciplinary actions, e.g. being given a written warning and losing their job. Some candidates incorrectly identified consequences for the employer such as being prosecuted. The majority of candidates identified being harmed as a potential consequence for children. However vague responses alluding to children being 'in danger' were not credited. A number of candidates were not able to provide a second consequence for children such as having to change preschool due to it being closed down or being vulnerable to abuse.

Question 3 (a)

3 (a)* A resident in a care home has fallen and is injured.

Describe the actions that should be taken by the first aider **and** the care home manager.

.....

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.....

.....

..... [6]

The majority of candidates had a clear knowledge and understanding of the actions which should be taken by a first aider and were able to give a detailed description. However there was less awareness of the actions which should be taken by the care home manager. Some candidates referred to the need to report the incident. However there were a limited number who were aware of the need to investigate the cause of the incident, review policies and update them in response to the findings of the investigation. Few candidates' responses provided a balance of actions by the first aider and the care home manager and therefore many were not able to score the highest marks.

Question 3 (b)

(b)* Explain why unintentional abuse may occur and the possible effects it may have on residents in a care home.

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.....

.....

..... [4]

The majority of candidates had a good understanding of a broad range of effects of unintentional abuse. Some lost marks for not explaining how unintentional abuse might arise. For those who did so frequent responses included lack of staff training, being overworked and staff shortages.

Question 3 (c)

(c) Identify **two** policies which a staff member may refer to if they witness unintentional abuse taking place.

1.....

.....

2.....

.....

..... [2]

Few candidates were able to score both of the marks available for this question as many gave answers which were too vague such as 'health and safety policy'. The most frequent correct responses were safeguarding and whistleblowing. Some candidates incorrectly gave health and safety legislation while others described procedures.

Question 3 (d)

(d)* Describe the responsibilities staff have for maintaining health and safety in a care home.

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.....[7]

The majority of candidates demonstrated a sound understanding of the wide range of responsibilities which staff have for maintaining health and safety. To achieve the highest marks candidates' responses had to be explicitly relevant to a residential care setting. Some lost marks for their answers being too generic. However most candidates achieved at least level 2.

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