



Oxford Cambridge and RSA

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 June 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.

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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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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
+	For pros provided
-	For cons provided
	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
	To acknowledge additional pages/ notes were read
	Blank Page
	Not Relevant - ‘noted but no credit given’

Question		Answer	Marks	Guidance
1	(a)	<p>Two marks for a description. Three required. First aiders responsibilities: Assess for danger:</p> <ul style="list-style-type: none"> • check stair lift – is it switched off/deactivated • check to see how accident was caused (state of the chair/stair lift and check if others can be harmed) • check for potential hazards / risks • look for the causes of danger / assess the area for anything that can cause further harm <p>Keeping yourself and the area safe:</p> <ul style="list-style-type: none"> • ensure other residents are kept away from the stairs so they don't fall/get injured/get in the way / refrain from using the stair lift • keep out of the way of the stair lift / switch off • send a member of staff for help • cordon off the area • removal of hazards – if able to do so • wear PPE to reduce the risk of infection 	6 (3x2)	<p>Any three different descriptions relevant to the situation.</p> <p>One mark for identifying a responsibility</p> <p>One mark for further relevant detail described</p> <p>Accept alternative wording and other appropriate answers.</p> <p>Do not accept <u>Assess for danger</u></p> <ul style="list-style-type: none"> • make sure the area is safe • investigate – this implies greater depth and not immediate <p><u>Keeping yourself and the area safe</u></p> <ul style="list-style-type: none"> • moving resident to a safe place • follow manual handling procedures <p><u>Prevent further harm</u></p> <ul style="list-style-type: none"> • move resident • report incident • keep a record of the incident • risk assessment • being trained in manual handling

Question	Answer	Marks	Guidance
	<p>Prevent further harm:</p> <ul style="list-style-type: none"> • follow: DRABC – Danger, Response, Airway, Breathing and circulation (are they conscious, is airway open, do they have a pulse?) • check if resident is breathing / PPP (preserve, prevent, promote) • check for injuries to back/neck / injuries • perform CPR if needed • do not attempt to move the resident if back or neck injuries • put in recovery position • call an ambulance / 999 • first aider to stay with the resident • basic first aid treatment, e.g. treat wounds / stop bleeding / cover wounds 		

Question	Answer	Marks	Guidance
1 (b)*	<p>Level 3 (7 – 8 marks)</p> <ul style="list-style-type: none"> Detailed explanation of consequences for both the employer and member of staff <p>AND</p> <ul style="list-style-type: none"> Clear understanding of consequences demonstrated with explicit reference to both employer and employee <p><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>Level 2 (4 – 6 marks)</p> <ul style="list-style-type: none"> Sound explanation of consequences for both the employer and member of staff <p>AND</p> <ul style="list-style-type: none"> Mostly relevant information about consequences demonstrated but may not be balanced to both employer and employee <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Sub-max 4 – if only employer or member of staff</p> <p>Level 1 (1 – 3 marks)</p> <ul style="list-style-type: none"> Basic explanation of consequences <p>AND</p> <ul style="list-style-type: none"> Reference to only employer or member of staff or not specifying who <p>AND</p> <ul style="list-style-type: none"> information about consequences may be generic and not related to the situation <p><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>0 marks <i>No response worthy of credit.</i></p>	8	<p>Consequences for the employer:</p> <ul style="list-style-type: none"> Civil (common law) and criminal prosecution (statute law) Financial loss – due to direct costs (e.g. claims on employers and public liability insurance, compensation / increase in insurance premiums, sick pay, fines, being sued) Financial loss – due to indirect costs (e.g. low staff morale, poor reputation of the care home, fewer residents, provision of training / monitoring / mentoring, recruitment costs) Complaints – time to deal with these Negative judgement from CQC / HSE / more inspections Disciplinary action procedures to be instigated (e.g. first written warning, final written warning, dismissal,) Closure of care home / lose registration through the CQC Difficulty in finding other employment <p>Consequences for the member of staff:</p> <ul style="list-style-type: none"> Criminal prosecution / imprisonment Removed from professional register / placed on barred list / prevented from working with vulnerable adults Disciplinary action, e.g. warning, suspension, dismissal Required to undertake training Financial loss, e.g. fines, being sued loss of income, difficulty finding work in future Emotional consequences, e.g. guilt, low staff morale Loss of reputation Increased supervision and monitoring <p>Do not accept – injury</p>

Question		Answer	Marks	Guidance
1	(c)	<p>TWO FROM: Responsibilities for managing asbestos:</p> <ul style="list-style-type: none"> to find out / take reasonable steps to find out / to check if any asbestos is present in the building implement / follow procedures for managing asbestos / procedures Presume materials contain asbestos unless there is strong evidence that they do not / potential to contain asbestos to compile a record of the location, type and condition / recording / record To report the findings of asbestos to the HSE / report to carry out a risk assessment to determine the level of risk of anyone being exposed to the asbestos / risk assessment to create / develop a plan (stating how the risk will be managed) / plan, planning to put the plan into action, monitor it and keep it updated to ensure that anyone who might work on/disturb the asbestos is informed of its presence and is provided with a copy of the risk assessment provide information on the location and condition of the materials to anyone who is liable to work on or disturb them Only dealt with/ removed by those who have specialist training / contractors / professional 	2	<p>Accept any two different responsibilities.</p> <p>Accept alternative wording and other appropriate answers.</p> <p>LINK FROM HSE https://www.hse.gov.uk/asbestos/duty.htm#:~:text=The%20duty%20to%20manage%20asbestos%20is%20contained%20in%20regulation%204,Control%20of%20Asbestos%20Regulations%202012.</p> <p>Do not accept</p> <ul style="list-style-type: none"> contact someone wear PPE keeping residents away informing visitors removal by itself – must link to contractors / those who are specially trained blocking off the area

Question	Answer	Marks	Guidance
1 (d)*	<p>Level 3 (5 – 6 marks)</p> <ul style="list-style-type: none"> Detailed analysis of the importance of security policies and procedures in a care home. <p>AND</p> <ul style="list-style-type: none"> Clear understanding and explicit reference of how these security policies and procedures impact: premises, possessions and residents. Both pros and cons provided <p><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>Level 2 (3 – 4 marks)</p> <ul style="list-style-type: none"> Sound analysis of the importance of security policies and procedures in a care home. <p>AND</p> <ul style="list-style-type: none"> Some relevant examples and reference of how these policies and procedures impact: premises, possessions and residents. Consideration of either pros or cons OR can provide both <p>Sub max of 3 if only policies / procedures OR impact</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1 – 2 marks)</p> <ul style="list-style-type: none"> Basic attempt of analysis of the importance of security policies and procedures in a care home. <p>AND</p> <ul style="list-style-type: none"> information may be generic and not related to the situation <p><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>0 marks</p> <p><i>No response worthy of credit.</i></p>	6	<p>Examples of policies and procedures:</p> <p>ANNOTATE WITH A </p> <ul style="list-style-type: none"> Identifying staff e.g. staff wearing photo ID lanyards, staff uniform Monitoring access e.g. monitoring keys, staff on duty at reception, buzzer/pin code entry Procedures for visitors e.g. issuing visitor badges, signing in and out at reception, escorting visitors External security, CCTV (NO TO CAMERA) at exits/entrances, window locks/restraints, alarms / locks on external doors / gates Confidentiality / data breach / network security policies e.g. password protected lap tops, locked cabinets Risk assessments e.g. risk assessing current security systems Storage of medicines policy – locked facilities / monitoring of keys Lockdown policies in relation to security alerts <p>Accept other appropriate examples</p>

Question	Answer	Marks	Guidance
	<p>Do not accept answers that are linked to:</p> <ul style="list-style-type: none"> • Safeguarding / DBS checks / DSL • Manual handling • Fire / fire drills / fire alarms / evacuation • Administering medicine 		<p>How policies and procedures impact: premises, possessions and residents:</p> <p>ANNOTATE WITH + / -</p> <ul style="list-style-type: none"> • keeps residents safe from intruders / unsafe if not applied • prevents access by unauthorised individuals who could be violent or who want to steal residents' possessions / allows access..... • prevents vulnerable residents, such as those with dementia, from leaving the care home unaccompanied / fails to prevent..... if not applied • monitoring keys ensures a list of key holders so the whereabouts of all sets of keys is known about at all times, this prevents intruders / fails to know the whereabouts..... if not applied • keypad or swipe card access to residents rooms restricts access to prevent theft of personal possessions / fails to prevent theft..... If not applied • having locked cabinets prevents unauthorised access to personal details / insecure storage of personal details can mean unauthorised access • having correct storage of medicines will prevent theft / incorrect storage can result in theft • locking of all rooms in the event of a security alert to retain a degree safety / failure to lock doors = safety breach <p>Accept other appropriate examples</p>

Question	Answer	Marks	Guidance
2 (a)*	<p>Level 3 (5 – 6 marks)</p> <ul style="list-style-type: none"> Detailed explanation of psychological hazards and their cause is demonstrated. <p>AND</p> <ul style="list-style-type: none"> Clear understanding and explicit reference to two or more examples of hazards and their cause. <p><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>Level 2 (3 – 4 marks)</p> <ul style="list-style-type: none"> Sound explanation of psychological hazards and their cause is demonstrated <p>AND</p> <ul style="list-style-type: none"> Some relevant information and examples of at least two hazards and their cause. <p>Sub max of 3 for one done well</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1 – 2 marks)</p> <ul style="list-style-type: none"> Basic explanation of psychological hazards. <p>AND</p> <ul style="list-style-type: none"> information may be generic and not related to the situation <p><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>0 marks</p> <p><i>No response worthy of credit.</i></p> <p>Do not accept answers linked to</p> <ul style="list-style-type: none"> children / parents / guardians the development of eating disorders disciplinary action 	6	<p>Psychological hazards:</p> <ul style="list-style-type: none"> stress fatigue / tiredness mental health / illness depression / anxiety disempowerment feeling guilty low self esteem injury / illness e.g. headaches, lack of sleep time off work lack of motivation, no longer wanting to work there loss of concentration unable to provide a good standard of care Ivan may become aggressive himself / anger / shouting <p>Cause:</p> <ul style="list-style-type: none"> long and stressful working hours / poor work – life balance coping with challenging behaviour receiving verbal abuse from the children not being able to cope with the behaviour / lack of patience frustration stress lack of sleep <p>Accept other appropriate answers</p> <p>Psychological hazards and causes can be ‘reversed’, e.g., time off work could be caused through stress / lack of sleep can result in a loss of concentration</p>

Question		Answer	Marks	Guidance
2	(b)	<p>TWO FROM:</p> <ul style="list-style-type: none"> • awareness and identification of potential hazards / risks • awareness and identification of actual hazards / risks • to assess how much supervision is required / staff – pupil ratio • identification of those at risk, e.g. children (allergies), school staff, farm workers, animals • reducing / minimising and/or controlling the hazard /risk / control measures put in place • preventing / reducing the likelihood of injuries • evaluating the likelihood of a hazardous incident occurring • legal requirement / complies to specific legislation • check accessibility, e.g. ramps and lifts • suitability of mode of travel, e.g. public transport / hired coach / walking 	2	<p>Accept alternative wording and other appropriate answers.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • to make it safe • eliminate risk • no one will be harmed / injured • weather related concerns

Question		Answer	Marks	Guidance
2	(c)*	<p>Level 3 (7 – 8 marks)</p> <ul style="list-style-type: none"> Detailed analysis detailing the characteristics of hazards in a public environment. AND Clear examples of both environmental and biological hazards providing reasoned comment* linked to the hazards <p><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>Level 2 (4 – 6 marks)</p> <ul style="list-style-type: none"> Sound analysis detailing the characteristics of hazards in a public environment. AND Examples of both environment and biological hazards with providing some reasoned comment linked to the hazards <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Sub-max 4 – if only environmental or biological hazards</p> <p>Level 1 (1 – 3 marks)</p> <ul style="list-style-type: none"> Basic attempt at analysis of hazards in a public environment. AND One or more examples of hazards but information may be generic and not related to the situation <p><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>0 marks <i>No response worthy of credit.</i></p>	8	<p>Examples of hazards on a farm visit</p> <p>Environmental hazards:</p> <ul style="list-style-type: none"> uneven surfaces causing children to trip – mud, paths etc – can cause broken bones / sprains slip hazards – bruising objects that could be tripped over – hay bales, shovels etc. <p>Biological hazards:</p> <ul style="list-style-type: none"> waste / bodily fluids such as urine, faeces (manure), vomit – infections infections / disease, e.g. bird flu / E-coli / foot and mouth / salmonella animal bites – may require stiches / tetanus vaccination <p>*Reasoned comments can link to the cons of the specified hazard / actions taken to minimise the risk / the pros of having taken actions to minimise risk</p> <p>Do not credit informal language linked to biological hazards / waste</p>

Question		Answer	Marks	Guidance
2	(d)	<p>ANY FOUR FROM:</p> <p>Examples of the children's' role and responsibilities for health and safety:</p> <ul style="list-style-type: none"> • use PPE provided, e.g. high vis jacket • wash / sanitise hands • alert member of staff to any allergies / medication being taken • wear appropriate clothing and shoes • follow all health and safety instructions provided • follow any health and safety signs • report any hazards / risk they become aware of • co-operate with any safety instructions provided • not tampering with or misusing any equipment on the farm • not touch anything that they are not meant to • report any accidents / incidents / poor behaviour • stay with group / teacher – do not wander off • to always walk / not to run • follow any emergency procedures, e.g. fire evacuation • listen to teacher / Ivan • dispose of litter correctly • travel considerations, e.g. the wearing of seatbelts 	4 (4x1)	<p>Accept alternative wording.</p> <p>Accept other appropriate answers though these must clearly relate to health and safety on the trip</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • 'listen' by itself • don't mess around • well behaved • consent form • talk to strangers • be aware of policies and procedures - too generic • permission to go to the toilet • responsibilities relating to the teacher, e.g. taking registers

Question		Answer	Marks	Guidance
3	(a)	<p>ANY TWO FROM:</p> <p>Risks of lone working:</p> <ul style="list-style-type: none"> • staff are often required to work at all hours including late at night which can put them at risk • personal care staff can be mistaken for health visitors carrying drugs and may be attacked. • personal care staff often work on foot and have a regular pattern of visits so they may become a target for assault. • social workers often have to deal with highly emotional situations, for example child protection, • physical violence from clients / suffering injury • threatening behaviour / abuse from clients / family / friends • clients making false allegations / accusations • help may not be readily accessible 	2 (2x1)	<p>Accept alternative wording and other appropriate answers.</p> <p>Do not accept answers linked to:</p> <ul style="list-style-type: none"> • manual handling – needing two people • emotional effects, e.g. lack of motivation • long working hours • managers not knowing where you are • being followed = TV

Question		Answer	Marks	Guidance
3	(b)	<p>ANY TWO FROM:</p> <p>Policies for safe lone working</p> <ul style="list-style-type: none"> • health and safety management systems • health and safety • infection control, e.g. use of PPE • workplace hazards and risk controls (risk assessment) • fire safety • transport hazards • electrical safety • safeguarding • reporting of accidents • food safety • chemical and biological health hazards • disposal of hazardous wastes (e.g. needles, body waste, expired medication) • lone working • storage and dispensing of medicines • security of premises, possessions and individuals 	2 (2x1)	<p>Accept alternative wording and other appropriate answers.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • manual handling training • DBS checks

Question	Answer	Marks	Guidance
	<p>Procedures for safe lone working:</p> <ul style="list-style-type: none"> • carrying a personal alarm • telling colleagues where you are going and the time you will return to the office • carry a basic mobile phone – less of a target for theft • mobile phone / method of contacting manager in case of emergency / or emergency services • take self-defence training • attend employer provided training on the appropriate response to an attack • parking car in a well-lit area at night • a flagging system – some social services departments have a system of flagging potentially violent people so that two or more people attend rather than a lone worker • the use of tracking devices – mobile phone or otherwise • have an escape route / position self if concerned about situation / person 		

Question	Answer	Marks	Guidance
3 (c)*	<p>Level 3 (5 – 6 marks)</p> <ul style="list-style-type: none"> Detailed outline of the actions taken through the CCA. <p>AND</p> <ul style="list-style-type: none"> two or more examples of major incidents. <p><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>Level 2 (3 – 4 marks)</p> <ul style="list-style-type: none"> Sound outline of the actions taken through the CCA <p>AND</p> <ul style="list-style-type: none"> At least two examples of major incidents. <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1 – 2 marks)</p> <ul style="list-style-type: none"> Basic outline of the actions taken through the CCA <p>AND</p> <ul style="list-style-type: none"> Example(s) are relevant <p>If only examples are provided then a top mark of 2 can be awarded. One example only = 1 mark</p> <p><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>0 marks <i>No response worthy of credit.</i></p>	6	<p>Examples of major incidents:</p> <ul style="list-style-type: none"> explosion or suspect package extreme weather conditions fire flooding hazardous materials release e.g. chemical, biological major transport accident outbreak of an infectious disease human / animal disease pandemic power (or other utility) failure terrorist event / bomb threat <p>Actions that organisations should take in the event of a major incident:</p> <ul style="list-style-type: none"> The Act requires NHS organisations, fire, police services and Local Authorities to provide a contingency plan /policy / plan showing that they can deal with such incidents They have to carry out risk assessments and then to work together to plan their response to local and national emergencies / how they would respond Clarifies roles and responsibilities <p><u>Examples of contingency plans are:</u></p> <ul style="list-style-type: none"> Fire, police and Health Service response plans Lockdown or controlled-access plans Major incident plan / policy Plans for management of mass casualties Shelter and evacuation planning <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;"> <p>Do not accept 'report' 'training' for any of these incidents</p> </div>

Question		Answer	Marks	Guidance
3	(d)	<p>ANY TWO FROM:</p> <ul style="list-style-type: none"> • list of all the hazardous substances in a workplace • identification and name of the hazardous substances • where / how the hazardous substance is kept / stored • identification of what the hazardous labels on the container mean e.g. toxic / corrosive • a description of the effects of the substances • note of the maximum time it is safe to be exposed to the substances / how to reduce exposure • description of how to deal with an emergency involving the hazardous substance • relevant risk assessment / risk assessment • how to handle the hazardous substance • what to wear when handling • who can use the hazardous substances • who can't use the hazardous substance, e.g. during pregnancy • where / why the hazardous substance can be used • how to dispose of hazardous substance • review date • list of contacts, e.g. in an emergency 	2 (2x1)	Accept alternative wording and other appropriate answers.

Question			Answer	Marks	Guidance
3	(e)	(i)	<p>How a Local authority can promote health and safety</p> <p>ANY TWO FROM:</p> <ul style="list-style-type: none"> • providing guidance / information / leaflets / posters / help lines to health and social care settings, e.g. vaccinations and PPE • provision of PPE to e.g. adult social care providers • raising awareness of health and safety in the local population • providing information about roles and responsibilities in regard to health and safety in care settings • promotes health and wellbeing in the local population • safeguarding checks (DBS) for all workers who have contact with vulnerable clients, e.g. transport for special schools • training 	2 (2x1)	<p>Accept alternative wording and other appropriate answers.</p> <p>One mark for identifying how they can promote health and safety</p> <p>One mark for further relevant detail described</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • carry out inspections • carry out risk assessments • provide vaccinations / health checks – must link to information • fire safety

Question			Answer	Marks	Guidance
3	(e)	(ii)	<p>How a Local Authority can enforce health and safety</p> <p>ANY TWO FROM:</p> <ul style="list-style-type: none"> • carries out inspections – food outlets • training on any specified health and safety regulations • responds to recommendations from government agencies / disseminating government recommendations to managers / settings • sending procedures to settings that <u>must be adhered</u> to, e.g. DBS checks / appointment of DSL • makes recommendations for improvements – aims to improve the quality of services/settings • can send advisory letters – identifying shortcomings/issues • re-inspects or prosecute premises or close premises – if they do not maintain adequate standards • is responsible for the enforcement of food safety – achieves this through Environmental Health and Trading Standards. • supervision and monitoring by local authority / organisation • commencing legal procedures / fixed penalty notices / fines 	4 (2x2)	<p>Accept alternative wording and other appropriate answers.</p> <p>One mark for identifying how they enforce health and safety</p> <p>One mark for further relevant detail described</p> <p>Do not accept answers linked to:</p> <ul style="list-style-type: none"> • fire drills / fire safety • disciplinary procedures

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

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