

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 3 January 2024 series

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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.

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Unit 3 series overview

This series saw many candidates applying their knowledge from all of the learning outcomes. Many candidates gave comprehensive responses to the Level of Response questions and, in the main, fully addressed the command words. There were very few no responses. Candidates developed mini plans before developing their responses to the extended Level of Response questions.

Question 3 (b) used the command word analyse and it was clear that centres had instilled into their candidates that the requirements of this command word were to provide pros (how the risks could be reduced), cons (detailing risks) as well as providing some reasoned comments; this question, in particular was logically answered and scored highly.

The additional pages were used by some candidates, and the majority correctly labelled their responses. Worthy of note is that the use of highlighters within the additional pages (highlighting the question number) should be avoided due to the scripts being scanned; this can almost obliterate the question number.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • addressed the requirements of the command words • developed a mini plan before developing their extended responses • gave structure to their responses; paragraphs, full sentences and clarity in the language used • fully understood how a safeguarding policy protected adults with learning difficulties through the different procedures implemented in such a policy • understood that they had to provide different consequences in Question 3 (c). 	<ul style="list-style-type: none"> • did not always address the requirements of the command words • did not develop any plan before developing their extended responses • wrote in a haphazard way providing little structure within their responses • did not address how a safeguarding policy protected adults with learning difficulties; their focus was more on providing equality/additional services with respect to their needs • did not address the requirement to provide different consequences in Question 3 (c) and, as a result, lost marks due to providing repeated responses.

Question 1 (a)

1

(a) Give **one** example for each type of setting listed below.

Health environment

.....

Care environment

.....

Child care environment

.....

Public environment

.....

Transport

.....

[5]

This was a well answered question with many candidates scoring the full marks.
The most common error was in citing GP rather than GP surgery for the health environment .

Question 1 (c)*

(c)* Explain how a safeguarding policy protects adults with learning difficulties.

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..... [7]

This question resulted in the whole range of marks being given. It was not a high scoring question.

The most common explanations provided were on how a safeguarding policy provides protection centred around DBS checks, having a designated safeguarding lead, training and ensuring that, due to the vulnerability of adults with learning difficulties, that they are protected from abuse, harm and discrimination.

Many candidates focused on the adults with learning difficulties and proceeded to provide responses that solely focused on the support that they would need to meet their needs, e.g. taking them shopping and helping them with reading; candidates lost sight of the focus of the question.

The other common error seen was in candidates making points about security (the wearing of lanyards), aspects of health and safety (risk assessments) and data protection (the safe storage of confidential information).

Question 1 (d)

(d) List **three** serious incidents or emergencies which might take place in a child care setting.

1

.....

2

.....

3

.....

[3]

The most common responses were fire, floods, intruders, a child going missing, exposure to chemicals and providing examples of accidents that could occur.

The most common error was in candidates providing repeats of responses; these were linked to examples of accidents:

- falling off a climbing frame and breaking a leg
- choking while eating an apple
- having an allergic reaction after consuming food.

The above three examples all come under the category of 'accident'.

Another common error was in candidates just providing the consequence of an accident, e.g. broken arm. They needed to qualify this response and provide the reason (accident) for the broken arm.

Question 2 (c)*

(c)* Jane is a personal assistant who provides care to individuals in their own homes. She has been exposed to an infection while carrying out her work and begins to feel unwell.

Describe the actions which should be taken by both Jane **and** her manager.

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.....

..... [7]

We saw many in-depth responses to this question and many candidates were placed in the top end of Level 2 or into Level 3. It should be noted that to be given Level 3 candidates were expected to provide a **balance of actions** taken by Jane and her manager and not having this balance of actions resulted in being placed in Level 2. Alongside the balance of actions, how candidates developed their responses with a line of reasoning was also taken into consideration.

The most common responses for both were:

Jane – reporting to her manager, having to isolate, seeking medical advice/treatment and not returning to work until clear of the infection.

Manager – reporting the incident to RIDDOR/HSE, investigation, carrying out risk assessments and providing cover.

The most common errors for both were:

Jane – informing her clients and reporting the infection to RIDDOR/HSE, Jane herself carrying out an investigation.

Manager – providing medical assistance for the clients, disciplinary action for Jane, providing Jane with PPE so she can carry on working.

Question 3 (a)

3
(a) An intruder has broken into a residential care environment and stolen residents' personal belongings.

Outline **two** actions the employer should take.

1

.....

.....

.....

.....

2

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.....

.....

[4]

This question was generally well answered and the majority of candidates were able to score on this question. The main error seen was in candidates only identifying an action and not developing their response by providing further detail, e.g.

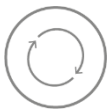
Response 1 – the employer should report the incident to the police.

Response 2 – the employer should report the incident to the police. They should give them the CCTV footage along with an inventory of the personal items stolen.

The most common error seen was in stating that the employer should replace all of the personal possessions stolen.

The most common responses were contacting the police, reviewing their security systems, going into lockdown and updating policies and procedures.

Assessment for learning



Good practice for any points based question is to not only address the command word but to also look at how many points are allocated; this will give an indication of how many points/comments the candidate needs to make.

Question 3 (b)*

(b)* Analyse the risks which should be considered when storing and dispensing medicines in a residential care environment.

You should include in your answer how these risks can be reduced.

[7]

This was a well answered question and we saw some very comprehensive and insightful responses.

As stated on [page four](#) in the series overview the command word 'analyse' has the requirement of developing responses that provide pros, cons and reasoned comments.

Responses for risks centred around incorrect labelling, unlocked storage facilities, receiving the wrong dose/incorrect medicine.

Responses for ways of reducing risk were training, recording procedures when dispensing, stock rotation and the disposal of out of date medication.

Reasoned comments were many and varied including:

- unintentional abuse in giving an incorrect dose – this could be due to staff shortages and having to work in a pressurised environment
- side effects of having too high a dose of a prescribed medication
- unscrupulous staff who are stealing medication for their own use
- too low a dose could result in increased and sustained pain.

Question 3 (c)

(c) Biological waste has been disposed of incorrectly in a residential care setting.

Identify **two** different consequences for the employer, the employees and the residents, of biological waste being disposed of incorrectly.

Consequences for the employer

1

.....

2

.....

Consequences for the employees

1

.....

2

.....

Consequences for the residents

1

.....

2

.....

[6]

This was a high scoring question and many candidates were able to achieve full marks.

The main error seen was in candidates providing repeats of responses.

The most common responses were:

- **Employers** – being sued, loss of reputation, disciplinary action, being shut down and being visited by CQC.
- **Employees** – disciplinary action, additional training, being removed from the professional register and infection.
- **Residents** – infection/disease, loss of trust, having to move to another residential care setting and death.

Question 3 (d)*

(d)* Describe at least **two** food safety procedures which should be followed in a kitchen to reduce the risk of harm to residents in a residential care environment.

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..... [7]

Generally this question was well answered and candidates were able to demonstrate their knowledge of food safety procedures.

Responses centred around hygiene measures, the preparation of food and linking this to cross contamination, awareness of food allergies and having systems in place for tracing food.

The main error seen was in only identifying actions rather than developing their responses to provide a description:

- **Response 1** - washing hands is critical in maintaining personal hygiene.
- **Response 2** – personal hygiene would involve washing hands. Hands should be washed before preparing any food, it should also be carried out between the preparation of different food groups, e.g. chicken and fruit. Hand washing should be carried out in hot water and with soap. Hand washing should take at least 20 seconds.

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