

GCE

Health and Social Care

Unit **F913**: Health and Safety in Care Settings

Advanced Subsidiary GCE

Mark Scheme for June 2016

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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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Annotations

Annotation	Meaning
	Positive
	Negative
	Benefit of doubt
	Cross
	Example/Reference
	Level 1
	Level 2
	Level 3
	Repeat
	Too vague
	Tick
	Development of point
	Omission mark
	Noted but no credit given

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
1	a	i	Sign A – No smoking, Sign B -(Fire) Assembly point Sign C – Flammable	3 x 1	NOT refuge area	
1	a	ii	<p>Indicative content</p> <p>A -Prohibition / instruction Sign RED, circular</p> <p>B – Safe condition – directs to a safety feature (or place in this example) Sign Green, usually rectangular</p> <p>Sign C – Warning sign – on danger item / area Warns to avoid Sign yellow, triangular</p> <p>Candidates may mention other signs within each “type”. May talk about the format of the sign showing clearly the type of message.</p> <p>Examples of placing and maintenance may be given</p>	6	<p>Level 2 Good QWC Some links made between types of sign</p> <p>Level 1 Low QWC Identification. No links made</p>	<p>Level 2: 4-6 marks Candidates will give explain how these signs provide different kinds of information. They will make links with increased fire safety. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1–3 marks Candidates will attempt to explain how signs work together, but may do little more than repeat in other words what the signs indicate. There will be no clear information concerning the different types of sign. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 : No response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	b	<p>Indicative content</p> <ul style="list-style-type: none"> • Aims to ensure employees and others using the setting are kept safe by giving a variety of signs to inform and warn • Defines shape of different signs – people become familiar so don't have to think / worry about meanings • Defines colours of different types of signs – again for clarity • Ensures consistency of signs - So everyone knows what they mean throughout UK initially – now in line with all of Europe • Defines situations/ places where signs are required so not up to individual employers – all must legally conform 	6	<p>Level 2 Principles and key features applied well Good QWC</p> <p>Level 1 Poor QWC Descriptions limited</p>	<p>Level 2: 4-6 marks Candidates describe the principles and key features of the Health and Safety (Signs and Signals) legislation. Answers will show some evidence of application of knowledge. There will be few errors of spelling, punctuation and grammar.</p> <p>Level 1: 1-3 marks Candidates may identify the legislation. They may describe some of the key features but will not give any reason(s) for the legislation. Answers may be list-like, muddled and show little understanding . Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 : No response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2		<p>Indicative content</p> <ul style="list-style-type: none"> • First Aid box in kitchen – injuries may worsen if delay in getting treatment and kitchen not accessible to all – should be sited in lounge or maybe several around the building within easy reach • Fire extinguisher in office – people may become trapped or injured if fire cannot be controlled – should be fire extinguisher in kitchen (most likely place for outbreak) and several around the building e.g. along the top corridor • Defibrillator in office – very good to have but casualty may deteriorate if cannot be reached when office locked – have it in generally accessible area • Steps at top end of building – may cause trips or falls to elderly unstable on their feet – install ramp if possible / install stair lift / ensure only most able have rooms up there • Cleaner’s cupboard accessible – elderly with dementia may mistakenly use or drink dangerous poisons – keep locked to prevent unauthorised access • Plug sockets – not a risk unless have severely demented residents who may behave like children and poke fingers into sockets – if so use protective covers 	15	<p>Level 3 3 stages of RA. Coherent and logical. High QWC</p> <p>Level 2 2 stages of RA clearly shown. Medium QWC</p> <p>Level 1 List like. Poor QWC. Max 2 stages of RA muddled.</p> <p>Accept any reasonable suggestion of something missing e.g. if candidates say that you cannot tell whether there are ramps or stairs at entrances, accept any logically argued point.</p> <p>Do NOT accept any suggestion that all elderly people should be locked up / may drink bleach etc. – only accept if given in relation to</p>	<p>Level 3: 11–15 marks Candidates make detailed and well argued judgements showing clear links between at least two identified hazards, the service users and/or care workers that are at risk, and indicate sound consideration of precautions that are already in place. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar punctuation and spelling.</p> <p>Level 2: 6–10 marks Candidates identify hazards and make sound links between the service users (and possibly care workers) and the risks. They will show some consideration of precautions already in place. Answers will show some evidence of application of knowledge. There may be some errors of grammar punctuation and spelling.</p> <p>Level 1: 1–5 marks Candidates identify hazards but make few links between the service users and the specific risks. The work may consist of a simple list of hazards with little awareness shown of the precautions already in place. Answers are likely to be muddled</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • Many Doors – possible escape of <u>those with dementia</u> – may have accidents or get lost outside - have security codes / doors alarmed • Front (or other entrance – may allow access to dangerous people who may harm or steal from residents – have a reception system at front door • Large table – may be suggested as hazard in case of emergency exit, but the plan shows ample room. May be suggested that items may fall on the floor and cause trips so need to be checked regularly. This is an acceptable point 		<p>those with Dementia or other mental health issues</p> <p>The two door answers can be accepted as different valid points</p> <p>Also acceptable is any answer suggesting that the kitchen doors should possibly be made unavailable for residents’ use in case of accidents or confused residents.</p>	<p>and show little understanding. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p> <p>0 : No response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	a	<p>Indicative content:</p> <ul style="list-style-type: none"> Gloves (disposable) Act as a barrier from direct contact with Pwus - prevents spread of bacteria to skin of practitioners (into cuts) or hand-to-mouth Apron (disposable) protects practitioner's clothes from splashes of bodily fluid etc. - no transfer of bacteria to home or hands via touching clothes / mouth etc Face mask - Covers mouth of practitioners so do not inhale bacteria spread by droplet infection from ill pwus Eye shield (safety glasses) - protects practitioners' eyes from splashes of bodily fluids e.g. during surgery - so infective agents not causing infection via eyes 	<p>2 x 1 2 x 2</p>	<p>Do not accept overshoes or surgical clogs - their role is to protect the pwus rather than the practitioner</p> <p>Mark only first two items given and their associated explanation.</p>	<p>One mark for identification of item of PPE</p> <p>One mark for basic explanation (largely descriptive) - second mark for full explanation of how practitioner is protected from infection</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	b	<p>Indicative content:</p> <ul style="list-style-type: none"> • The setting must provide suitable PPE for its practitioners (gloves, aprons etc) to protect them from infection • Training must be given to ensure that all staff understand and follow correct procedures in using PPE and hand washing • Appropriate washing facilities must be available • Colour-coded bags and bins must be provided to separate different types of waste • Secure cupboards labelled for storage of filled bags • Disinfectant kits with absorbent material in them must be provided in appropriate places for mopping of spillages • Sharps bins provided in suitable places for immediate storage after use to prevent needle-stick injuries • Training again about maximum capacity of sharps bins and correct techniques for handling • Any valid point 	8	<p>Level 3 Detailed explanation - focus on role of care setting Good QWC</p> <p>Level 2 Sound explanation. Some focus on role of care setting Fair QWC</p> <p>Level 1 Some explanation Little or no focus on setting Poor QWC</p>	<p>Level 3 : 7 – 8 marks Candidates will give a detailed explanation of how the care setting ensures the safety of its practitioners when disposing of clinical waste and instruments Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar punctuation and spelling.</p> <p>Level 2: 4 - 6 marks Candidates will give a sound explanation of how the care setting ensures the safety of its practitioners when disposing of clinical waste and instruments Answers will show some evidence of application of knowledge skills. There may be some errors of grammar punctuation and spelling.</p> <p>Level 1: 1 - 3 marks Candidates may identify means of disposing of clinical waste without focusing on the role of the care setting. Errors of spelling and grammar may be noticeable and intrusive.</p> <p>0: No response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	c	<p>Indicative content:</p> <ul style="list-style-type: none"> • Hand washing/ hand sanitiser – hands contain largest amount of bacterial infection - prevents bacterial transfer from hands to patients • Hygiene after toileting – prevents faecal transfer – prevents transfer of infections • Not working when ill – avoids infection spreading amongst vulnerable service users • Covering coughs/ sneezes – prevents airborne contamination • Clean hair tied back - reduces risk of hair touching wounds etc. and transferring bacteria • General cleanliness – avoids harbouring bacteria • Not wearing jewellery which may harbour bacteria that could be transferred to others • Keeping nails short - prevents accumulation of dirt etc which may harbour bacteria <p>Any other relevant point</p>	3 x 2	<p>1 mark for hygiene practice (3 required)</p> <p>1 mark for explanation of each (3 required)</p> <p>Explanations must relate specifically to the hygiene practice given.</p> <p>Do not accept washing uniform.</p>	

Question		Answer/Indicative Content	Marks	Guidance	
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4	a	<p>Indicative content:</p> <ul style="list-style-type: none"> • The name of the appointed person / person in charge in an emergency (NOT the first aider) • The manager representative for safety matters • The employee representative - this will often be a Trade Union representative in many workplaces • How to contact any of these people - their contact details • The enforcing authority for H&S in that workplace (examples may be given) • Where to obtain the Health and Safety Policy document(s)- this may well be included if the workplace provide a booklet rather than displaying the poster. • Optionally there may be information about fire safety / fire drills • Also security and safety in the building(s) site and expectations of employees in this area <p>N.B. First Aid information is not required here. If it is given candidates must not be penalised, but they gain no credit from this information</p>	6	<p>Level 2 Detailed description Good QWC</p> <p>Level 1 Basic description List-like Poor QWC</p>	<p>Level 2 : 4 – 6 marks Candidates will give a detailed description of at least two requirements. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar punctuation and spelling.</p> <p>Level 1: 1-3 marks Candidates will give a basic description. Answers may be list-like. Errors of spelling and grammar may be noticeable and intrusive.</p> <p>0: No response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	b	<p>Indicative content</p> <ul style="list-style-type: none"> Some is mandatory so no need to make any judgement - Must provide a first aid / medical kit which must be labelled, and must provide information on whereabouts of first aid kit Risk Assessment after that to decide other matters Size and content of first aid kit or kits - depends on number of employees, spread of site and any special hazards (examples may be given) There must be a person to take charge in an emergency and the choice of that person requires thought - then workers must be notified Accident book provision - must be known to workers - siting will depend on size and nature of the workplace - workers must be notified of its position plus info on how to use it. The size and nature of the workplace will also decide whether trained first aiders are needed - and how many. A decision to have a first aid room will also depend on these factors. 	7	<p>Level 3 Detailed explanation Risk Assessment explicit High QWC</p> <p>Level 2 Explanation Risk Assessment may be implicit Fair QWC</p> <p>Level 1 Little explanation List-like Risk Assessment omitted Poor QWC</p>	<p>Level 3 : 6 – 7 marks Candidates will give a detailed explanation of how first aid provision should be decided. Answers will be developed logically and show evidence of application of knowledge skills. A reference to Risk Assessment (may be implicit) is required in this level. There will be few, if any, errors of grammar punctuation and spelling.</p> <p>Level 2: 4 – 5 marks Candidates will give a fair explanation of how first aid provision should be decided. Answers will show some evidence of application of knowledge. There may be some errors of grammar punctuation and spelling.</p> <p>Level 1: 1–3 marks Candidates attempt to explain how first aid provision is decided. Answers are likely to be muddled and may be list-like, showing little understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>0 : No response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	c	<p>Indicative content</p> <ul style="list-style-type: none"> • HSE will visit and inspect premises (after being notified of an accident or incident or after a tip-off) • May take photos or inspect records or interview people to find out about problems • Likely to offer advice in minor cases to rectify problem(s) • In more severe cases may issue a caution(warning) or an improvement notice and revisit later • May ban organisation from carrying out some types of work or restrict the work they may do • Fine organisations that do not comply after this (or initially if the fault is severe) • Close down an unsafe workplace • Prosecute in court (may get mention of firms being prosecuted for manslaughter) 	7	<p>Level 3 Detailed description Logical - expect minor to severe actions for level 3 Good QWC</p> <p>Level 2 Some description Fair QWC Logical development</p> <p>Level 1 Limited description List like Poor QWC</p>	<p>Level 3 : 6 – 7 marks Candidates will give a detailed description of at least two measures that could be taken by the HSE Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar punctuation and spelling.</p> <p>Level 2: 4 - 5 marks Candidates will give some description of at least two measures that might be taken by the HSE. Answers will show some evidence of application of knowledge.. There may be some errors of grammar punctuation and spelling. Submax 3 for 1 measure done very well</p> <p>Level 1 : 1 – 3 marks Candidates will describe basically the measures that might be taken by the HSE. Answers may be list-like Errors of grammar punctuation and spelling may be noticeable and intrusive.</p> <p>0 : No response worthy of credit</p>

Question			Answer/Indicative Content	Marks	Guidance	
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5	a	i	Control of Substances Hazardous to Health	1		
5	a	ii	Indicative content <ul style="list-style-type: none"> Employers must use safest possible alternative substance, so staff cannot be asked to use cheaper but more dangerous substitute - cost implications Dangerous chemicals require appropriate storage and handling e.g. fire-resistant containers for flammable substance - need to find appropriate places COSHH file must be kept so staff can deal quickly with accidents and reduce damage to themselves - its whereabouts must be publicised Antidotes / ways of neutralising e.g. spillages, must be kept - ensuring prompt treatment if accident occurs minimising harm - more cost Staff are given training and PPE appropriate to the chemical - so are protected - cost and possibly slower work rate Reduces number of dangerous chemicals around so staff safety improved All the above have a positive impact on staff safety and morale 	7	<p>Level 3 Detailed analysis High QWC Impact e.g cost, storage etc.</p> <p>Level 2 Basic analysis Fair QWC</p> <p>Level 1 List like May be only descriptive Poor QWC</p> <p>As the command verb is analyse, facts need not be given as either positive or negative. No conclusion is required.</p> <p>Some candidates may give specific examples e.g. radiation meters for radiographers reduces staff risk of cancer - may also mention that this may restrict the hours staff are able to work and increasing costs</p>	<p>Level 3 : 6 -7 marks Candidates will analyse in detail the impact of implementing the COSHH legislation. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar punctuation and spelling.</p> <p>Level 2: 4 - 5 marks Candidates will give some analysis of the impact of implementing the COSHH legislation Answers will show some evidence of application of knowledge.. There may be some errors of grammar punctuation and spelling.</p> <p>Level 1 : 1 – 3 marks Candidates will attempt to analyse the impact of implementing the COSHH legislation. Answers may be descriptive of the features of the legislation or list-like.. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p> <p>0 : No response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
5	b	<p>Indicative content</p> <ul style="list-style-type: none"> • regulates reporting of certain serious accidents – ensures workers are protected from hazardous working practices and have evidence to support any future claim / medical repercussions • lists diseases which must be notified – aims to reduce infection spreading uncontrollably/epidemic – safeguards health of everyone in setting • regulates serious injuries which must be reported – gives protection to employees and ensures that any entitlement to sick pay etc has some degree of protection • ensures investigation follows any seriously harmful incident – prevents future occurrences - HSE may also investigate which puts more pressure on employers to ensure safe working practices • prosecution of employers possible – encourages compliance and improves safety for employees • reporting rules - relating to self-certification and having a doctor's note ensures that serious accidents are not disregarded. 	7	<p>Level 3 Detailed explanation High QWC</p> <p>Level 2 Basic explanation Fair QWC</p> <p>Level 1 List like Poor QWC</p> <p>Candidates may well answer by giving examples of reportable and non-reportable accidents and explain in this way</p>	<p>Level 3: 6 -7 marks Candidates will explain in detail how at least ways that two accident reporting requirements are intended to improve safety for employees. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4 – 5 marks Candidates will give a basic explanation of at least two ways that accident reporting requirements are intended to improve safety for employees. Answers will show some evidence of application of knowledge. There may be some errors of grammar, punctuation and spelling. Submax 4 for one requirement explained very well</p> <p>Level 1: 1–3 marks Candidates will attempt to explain how the reporting requirements are intended to improve the safety of employees. They may simply list some of those requirements. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 : No response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
6	a	<p>Indicative content</p> <p>Positive</p> <ul style="list-style-type: none"> • staff will know clearly what to do in an emergency – increased competence and confidence • staff have opportunity to find out specific problems with individual service users and to write alterations into plan • staff can make knowledge semi-automatic – so don't hesitate if real thing happens • allows for new staff / temporary staff to learn drill – increases safety for pwus • by staff being aware frequently of escape routes, means they are less likely to leave obstacles on evacuation routes • individuals have opportunity to identify particular problems they have with specific residents – gives chance to amend procedure to ensure appropriate staffing levels • reduces risk of death or injury • frequent drills means that alarm system is tested regularly • Regularity may help older pwus with memory loss to learn the process • Pwus e.g. children, may have reduced anxiety levels due to frequent practice 	9	<p>Use  and  signs on script to signify positive and negative points made</p> <p>Level 3 Sound evaluation Conclusion implied High QWC</p> <p>Level 2 Some evaluation Fair QWC Submax 5 if only positive or negative points considered</p> <p>Level 1 List like May be only descriptive Poor QWC</p>	<p>Level 3: 8 - 9 marks Candidates will soundly evaluate holding regular fire evacuation practices. Both positive and negative points will be given with some (implied) conclusion reached. There will be some reference made to a single specific care setting or a specific group of pwus (setting implied). Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar punctuation and spelling.</p> <p>Level 2 : 5 - 7 marks Candidates will evaluate the use of regular fire evacuation practices. Some conclusion will be reached or implied. Answers will show some evidence of application of knowledge. There may be some errors of grammar punctuation and spelling. Sub-max of 5 marks if only positive or negative points made.</p> <p>Level 1 : 1 – 4 marks Candidates will attempt to evaluate the use of regular fire evacuation procedures. Answers are likely to be muddled and show little understanding. There may be intrusive errors of grammar punctuation and spelling.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>Negative</p> <ul style="list-style-type: none"> • Process may be alarming or confusing for some pwus e.g elderly or confused • Disrupts routine - may be confusing / irritating • frequent repetition may lead to not taking a real alarm seriously as pwus and care workers may assume it's another practice • Limited value in identifying specific individuals with needs in a setting with a high turnover of pwus • Unrealistic as fire drills are held at "convenient" times so don't test realistic scenarios e.g.in the middle of the night or at meal times. • Young children may treat it as a game / hide • May cause distress to those with dementia <p>Accept any other point specific to a named setting</p>			<p>0 : No response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
6	b	<p>Indicative content:</p> <p>Type of pwus (general) - The general capabilities and behaviour of the group in question - e.g. older people are likely to be frailer, have some level of sensory loss.</p> <p>Specific nature of setting - patients undergoing surgery in a hospital or HDU cannot easily be evacuated safely - may need compartmentalised building with safety doors etc.</p> <p>People with limited mobility - may need specific equipment or have to use refuge areas.</p> <p>Setting - The actual building or site Stairs, lifts, doorways etc</p> <p>Staff - Number and physical abilities of staff (staff/patient ratio)</p> <p>Other factors Number and frequency of visitors, time of year e.g. winter versus summer</p>	3 x 2	<p>Identification of factors (3 required)</p> <p>Explanation of effect of each factor on decision (3 required)</p>	

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