

Awareness of health and safety in health and social care (adults and children and young people), early years and childcare

Assessment marking guide

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Awareness of health and safety in health and social care (adults and children and young people), early years and childcare

Assessor guidance

Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx

What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

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Marking guidance

Task A: Table

Find out information about health and safety duties and responsibilities for employers and employees in adult social care and children and young people’s settings. Using the table, outline the responsibilities of people under each heading.

	Employers’ responsibilities	Employees’ responsibilities
Security	Carry out risk assessments and implement control measures. Provide policies and procedures and safe ways of working.	Follow risk assessments and policies and procedures. Report any threats to security of self or others. Do not put self in danger.
Responding to incidents	Provide first aid and welfare facilities. Monitor and record accidents and incidents.	Report all accidents. Remove or report hazards. Do not attempt to carry out first aid unless trained to do so.
Moving and handling equipment and objects	Provision and maintenance of equipment. Provide risk assessments. Carry out risk assessments and implement control measures.	Use equipment provided. Follow risk assessments. Report any hazards. Do not misuse equipment. Attend training and updates. Work in a way to protect health and safety of self and others.
Moving and positioning individuals	Provision and maintenance of equipment and training how to use it. Carry out risk assessments and implement control measures.	Use equipment provided. Follow risk assessments. Report any changes. Do not misuse equipment. Attend training and updates. Work in a way to protect health and safety of self and others.

Outline the responsibilities of employers for training staff.

Provide training in how to use equipment.
Provide training for various skills and competence such as moving and handling.
Do not allow staff to carry out tasks for which they have not been trained.

NB: This is not an exhaustive list.
Any other appropriate answer accepted.

Task B: Folder**i. Give the reasons for risk assessments.**

Candidates must give an outline of the reasons.

Risk assessments are in place to:

- identify risks and set out what should be done to reduce the chance of harm
- provide instructions for safe working practices for staff to follow
- provide evidence of safe working practices for audit and regulators
- balance the risks against the benefits of any activity.

Any other acceptable answer.

ii. Outline the key steps of a risk assessment.

Candidates must give an outline of the key steps of a risk assessment.

The key steps are:

- identify risk
- assess level of risk, likelihood of harm, severity of harm and who is at risk
- identify how the risks are to be minimised
- record the assessment
- monitor the measures taken to reduce risk in working practice
- review the risk assessment.

Any other acceptable answer.

iii. Outline how risk assessments can support a person-centred or child-centred approach.

Candidate must give an outline of how risk assessments can support person-centred/child-centred approach. Examples include:

- focusing on an individual's/ child's abilities and strengths
- demonstrating how benefits may outweigh risk
- identifying what support is needed
- identifying hazards and risks
- putting into place safeguards to deal with hazards and risks
- review process
- involving the individual or child can raise awareness of the danger and how to avoid it
- promotes independence.

Any other acceptable answer.

iv. Give examples of situations where a risk assessment is necessary.

Examples include:

- outings
- leisure activities
- collection procedures
- moving and handling
- dealing with hazardous substances
- pressure area risk assessment
- self-medication
- lone working.

Any other acceptable answer.

v. Provide a description of how infection is spread.

Candidates must include a description, including examples such as:

- from person to person / child to child, through direct contact such as touching with dirty (contaminated) hands
- airborne or droplet – coughing and sneezing which releases bacteria / viruses into the air that can then be inhaled or contaminate objects
- through contact with contaminated objects eg soiled linen, dirty equipment, toys
- through contaminated or under-cooked/preheated food
- by needle stick injury
- infection enters the body through any skin break or route such as wounds, catheters etc.
- infection spreads easily when there are susceptible people (older / younger / lowered immunity) in close proximity.

Any other acceptable answer.

vi. Give examples of methods used to reduce the spread of infection.

Examples include:

- regular hand washing before and after contact with individuals.
- other appropriate times for hand washing eg before handling food, after going to the toilet etc
- use of alcohol hand rub as directed
- sterilising feeding equipment for babies
- regular cleaning of shared toys
- promoting hand hygiene to children
- wearing PPE appropriately
- maintaining personal hygiene
- non-touch technique
- cleaning the environment and equipment
- correct storage and food preparation.

Any other acceptable answer.

vii. Provide a description of the standard method of washing hands.

Candidates must include a description which may include the following:

- wet hands under warm, running water
- apply soap (preferably liquid, bars harbour bacteria)
- lather soap by rubbing palms together and then cover all areas of hands
- rub palms over backs of hands
- rub fingers together and thumbs, including fingertips
- rinse thoroughly under warm water
- dry thoroughly using paper towels or air dryer.
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Candidates may include details of the six-step method of hand washing.

Any other acceptable answer.

viii. Give examples of situations when personal protective equipment (PPE) should be worn.

Examples include:

- disposable gloves and aprons: whenever there is a risk of contact with body waste eg supporting individuals with toilet needs, changing nappies, handling soiled linen, clinical or body waste etc
- disposable gloves: handing medication or contaminated objects
- disposable aprons: colour coded so that it can be seen that correct aprons are worn. Wear 'clean' when serving or preparing food. Wear other aprons for personal care, changing nappies, bed making, laundry etc. Change apron between each individual.

Any other acceptable answer.

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www.cityandguilds.com

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

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