

Monday 13 January 2020 – Morning

**Level 3 Cambridge Technical in
Health and Social Care**

05833/05871

**Unit 6: Personalisation and a
person-centred approach to care**

**Time allowed: 1 hour 30 minutes plus
your additional time allowance**

**You can use:
no extra materials are needed**

Modified Enlarged 24 pt

Please write clearly in black ink.

**Centre
number**

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**Candidate
number**

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First name(s) _____

Last name _____

**Date of
birth**

D	D	M	M	Y	Y	Y	Y
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INSTRUCTIONS

Use black ink.

Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.

Answer ALL the questions.

INFORMATION

The total mark for this paper is 60.

The marks for each question are shown in brackets [].

Quality of extended response will be assessed in questions marked with an asterisk (*).

ADVICE

Read each question carefully before you start your answer.

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INTENTIONALLY BLANK**

Answer ALL the questions.

1 (a) Describe THREE ways in which the Care Act 2014 promotes a person-centred approach.

1 _____

2 _____

3 _____

[6]

(b) Give ONE example for each of the following challenges to a person-centred approach.

Resistance to change

Lack of training

Institutional history

Communication barriers

(c) Explain the role of a facilitator at a person-centred review meeting.

[3]

(d)* Describe how staff working in a residential care home can ensure that residents are included in the community. [7]

2 (a) Personal budgets are a key feature of personalisation.

Identify THREE other features of personalisation.

Tick (✓) THREE boxes. [3]

Features of personalisation	Tick (✓)
Focusing on deficits	
Coproduction	
Treating individuals the same	
Changing role of professional	
Self-assessment of needs	
Medical model of care	

(b)* Explain how the Health and Social Care Act 2012 supports patients' rights to:

voice

choice

control. [9]

3 (a) (i) Identify THREE features of a person-centred approach to individual care planning.

1 _____

2 _____

3 _____

[3]

(ii) Identify TWO METHODS for overcoming the challenges to a person-centred approach to individual care planning.

1 _____

2 _____

[2]

(b)* Peter, 51, lives with his wife and children. He has a medical condition which will gradually reduce his mobility, and shorten his life span. Peter and his family meet with key professionals for a review meeting. Describe THREE issues which should be discussed at his review meeting. [7]

4 Emily, 77, lives alone. She has arthritis which is affecting her quality of life.

Emily and her GP use a good day / bad day tool.

Good day	Bad day
I got up at 7am. After breakfast I walked into town and met a friend for coffee. On my way home I went to the supermarket.	I was in pain. I couldn't get out of bed until midday. I didn't go into town because I couldn't manage the walk.
Sophie, my granddaughter, came round after school. We had tea and cake.	Sophie came after school but I couldn't give her a snack as I didn't have any food in the house.
In the evening I had a bath and watched television.	My daughter called in after work. She brought me some food and helped me get to bed. She's very helpful but I don't like to be a nuisance.

(a)* Explain the PURPOSE of a good day / bad day tool and HOW it could improve Emily's care.

[illegible]

(b) Identify how the following person-centred tools might be used to support Emily:

Routines

Top tips

Relationship circle

One-page profile

(c) List THREE reasons why a GP should build effective relationships with their patients.

1 _____

2 _____

3 _____

[3]

(d) State TWO questions which Emily might be asked at a person-centred review meeting.

1 _____

2 _____

[2]

END OF QUESTION PAPER

ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined pages. The question numbers must be clearly shown in the margins – for example, 2(b) or 3(a)(ii).

[illegible]

[illegible]



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