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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Friday 13 January 2023 – Afternoon

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

No extra materials are needed.

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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READ INSTRUCTIONS OVERLEAF

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.

Answer ALL the questions.

- 1 (a) Identify THREE benefits of personalisation to individuals who receive care.**

1 _____

2 _____

3 _____

[3]

- (b)* Explain how the Children and Families Act 2014 has advanced the personalisation of health care and education for children with special educational needs and disabilities (SEND). [7]**

- (c) Some principles of personalisation are listed below.

PRINCIPLES:

Choice and control

Coproduction

Inclusive communities

Independence and rights

Reviewing.

Complete the table opposite by matching each example with a principle.

Each principle may be used once or not at all. [4]

Examples of personalisation	Principle of personalisation
Professionals working collaboratively to produce a care plan.	
Providing an individual with a shower and fitting ‘tap turners’ to help grip the taps. This enables the individual to take care of their own personal hygiene.	
Schoolchildren visit a local residential care home to read to residents.	
When individuals who are direct budget holders can employ their own personal assistant who will assist at a time convenient for the budget holder.	

(d) State TWO purposes of a relationship circle.

1

2

[2]

- 2 Layla, aged 35, has a physical disability and is a wheelchair user. Layla lives independently and works in an office.**

In her spare time, Layla plays basketball and has recently been abroad on holiday.

Twice a week Layla receives physiotherapy and she also attends counselling to support her mental health.

(a)* Analyse the impact of the disability rights movement on Layla's life. [8]

(b) Create a one-page profile for Layla.

[illegible]

- 3* Sam, aged 79, has dementia. He lives with his wife Anika, aged 75, who has limited mobility. In the past Sam supported Anika with her personal care and he used to do the food shopping.**

Sam's condition has deteriorated and he is no longer able to support Anika. Their son Zac, aged 35, lives nearby. He is worried that his parents are not coping but does not know how he can best support them.

Describe how a person-centred review meeting could benefit Sam, Anika and Zac. [8]

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- 4 (a) Possible purposes for using a decision-making chart are listed below.**

Tick the THREE correct purposes. [3]

Purposes for using a decision-making chart	Tick (✓) THREE only
Enhance voice, choice and control	
Inclusive communities	
Maintain independence	
Make decisions	
Uphold rights	

- (b) Possible methods of overcoming challenges are stated below.

Match the challenges, 1-7 in the list, to a method of overcoming them.

Each challenge may be used once or not at all. [5]

CHALLENGES:

- 1 A shortage of trained staff
- 2 Communication barriers
- 3 Focusing on deficits not capacities
- 4 Institutional history of public services
- 5 Lack of clarity over roles and responsibilities
- 6 Personal budget is insufficient to meet care needs
- 7 Respecting choice when alternatives promote better health

Methods of overcoming challenges	Challenge number
Challenge professionals who use a one-size-fits-all approach to care.	
Develop a one page profile outlining a person's strengths and capabilities.	
Recruit staff who respect an individual's right to live how they want to.	
Train staff to use Makaton.	
Use a donut chart.	

- 5 Taylor, aged 23, has had a car accident resulting in a brain injury. The injury has limited his mental capacity.**

Before his accident Taylor lived in a shared house with his friends and worked as a delivery driver.

A key worker is supporting Taylor as he adjusts to his new circumstances.

- (a)* Explain what is meant by enhancing Taylor's voice, choice and control and suggest TWO ways a key worker might do this in practice. [7]**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(b) Describe TWO ways an inclusive and competent community can benefit Taylor.

1

2

[6]

END OF QUESTION PAPER

If additional answer space is required, you should use the following lined pages. The question numbers must be clearly shown – for example, 1(a) or 2(a)*.

[illegible]



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