

**Modified Enlarged 18 pt**

**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**

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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]

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**(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]**

| <b>Examples of personalisation</b>                                                                                                                                    | <b>Principle of personalisation</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Professionals working collaboratively to produce a care plan.</b>                                                                                                  |                                     |
| <b>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.</b> |                                     |
| <b>Schoolchildren visit a local residential care home to read to residents.</b>                                                                                       |                                     |
| <b>When individuals who are direct budget holders can employ their own personal assistant who will assist at a time convenient for the budget holder.</b>             |                                     |

**(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]**

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

**Tick the THREE correct purposes. [3]**

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

- (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

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



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

1

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2

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**[6]**







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