

Friday 24 May 2019 – 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**

**You may use:
no materials required**

Modified Enlarged 24pt

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.

Answer ALL the questions.

Write your answer to each question in the space provided.

If additional answer space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

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 (*).

Answer ALL the questions.

- 1 (a) List THREE responsibilities of a facilitator in relation to a person-centred review meeting.**

1 _____

2 _____

3 _____

[3]

- (b) Explain ONE of the principles of a person-centred approach.**

[2]

4

(c)* Describe in detail the challenges which limit the positive impacts of personalisation. [6]

[illegible]

2 (a) Explain how commissioning of services by the local authority promotes choice and fair access to care.

[3]

(b) List THREE ways local authorities support personalisation of care.

1 _____

2 _____

3 _____

[3]

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INTENTIONALLY BLANK**

(c)* Jez, 54, has a physical disability which limits his mobility. At his person-centred review meeting he reported that he could no longer leave the house independently.

Jez's wife, Maisie, also attended the person-centred review. Maisie spoke of Jez's emotional well-being, reporting that he was frequently depressed. She admitted she was finding it increasingly difficult to provide him with the support he needed.

Identify a person-centred tool, OTHER than a one page profile or a relationship circle, which could be used in Jez's review meeting, and then explain how it could benefit both Jez and Maisie. [8]

Person-centred tool

How it could benefit

[illegible]

3 Anna has recently started as the manager of Southfields residential home for older adults. She has noticed that several residents who are not able to communicate verbally are always given the same meals and routines as each other.

Julie, one of the care workers explained to Anna:

‘They can’t tell you what they like or don’t like, so we just give them all the same, then its fair.’

(a) Describe THREE reasons why the care at Southfields is not person-centred. [6]

1 _____

2 _____

3

(b)* Analyse ways Anna could introduce a person-centred approach to care at Southfields. [9]

This image shows a single page of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly aged or off-white appearance.

(c) Alfred is a resident at Southfields.

**Identify FOUR ways Alfred could
be put at the centre of a meeting to
review his care plan.**

1 _____

2 _____

3 _____

4 _____

[4]

4 Joshua, 28, has recently been discharged from hospital after being involved in a road traffic accident. Joshua has a permanent spinal injury and is no longer able to walk.

Before the accident Joshua worked as a bricklayer and played football every weekend. He lived in a flat which he shared with friends.

Since being discharged from hospital Joshua has been staying at his parents' house but he would like to regain his independence.

(a)* Evaluate how a person-centred review meeting could benefit Joshua. [6]

(b) Describe in detail how a one page profile and a relationship circle could be used to support Joshua in his review meeting. [6]

One page profile

Relationship circle

(c) Describe TWO ways a personal budget could be used to benefit Joshua.

1 _____

2 _____

[4]

END OF QUESTION PAPER

ADDITIONAL ANSWER SPACE

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

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.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



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