

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

C443/2001



You can use:

- 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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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 (*).
- This document has **12** pages.

ADVICE

- Read each question carefully before you start your answer.

FOR EXAMINER USE ONLY	
Question No	Mark
1	/20
2	/12
3	/12
4	/16
Total	/60

Answer **all** the questions.

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

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[6]

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

Resistance to change
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Lack of training
.....
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Institutional history
.....
.....

Communication barriers
.....
.....

[4]

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

Identify **three** other features of personalisation.

Tick (✓) **three** boxes.

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

[3]

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

1.....

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2.....

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3.....

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[3]

(ii) Identify **two methods** for overcoming the challenges to a person-centred approach to individual care planning.

1.....

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2.....

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[2]

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.

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[7]

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

Routines

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Top tips

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Relationship circle

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.....

One-page profile

.....
.....

[4]

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

1.....
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2.....
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3.....
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[3]

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

1.....
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2.....
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[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).

A vertical line on the left side of the page is followed by 25 horizontal dotted lines, providing a ruled area for writing answers.

A series of horizontal dotted lines for writing, spanning the width of the page.



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