

Cambridge Technicals Health and Social Care

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

Level 3 Cambridge Technical in Health and Social Care
05830 - 05833

Mark Scheme for January 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations available for marking of scripts

Annotation	Meaning
	Correct response
	Incorrect response
	Positive
	Negative
	Development of point
	Level 1
	Level 2
	Level 3
	Omission mark
	Benefit of doubt given (this annotation counts as a mark so do not tick as well)
	Benefit of doubt not given
	Contradiction
	Repeat
	Too vague
	Noted but no credit given
	Ignore

DO NOT USE ANY OTHER ANNOTATION

Question		Answer	Marks	Guidance
1	(a)	<p>ANY FOUR FROM:</p> <ul style="list-style-type: none">• to identify needs ✓• to meet changing needs ✓• review the budget ✓• ensure budget is sufficient for care needs ✓• ensure care is effective ✓• to improve care ✓• review person-centred records ✓• update person-centred records ✓• generate actions ✓• consider / discuss solutions ✓• make decisions ✓• what is working / not working ✓• goals and aspirations ✓	<p>4 (4x1)</p>	<p>DO NOT ACCEPT repeated reasons</p> <p>ACCEPT alternative language</p>

Question	Answer	Marks	Guidance
1 (b)*	<p>ANY TWO FROM:</p> <ul style="list-style-type: none"> • One page profile: includes important information about an individual, e.g. strengths, what is important to them/for them, care needs. • A good day, bad day tool: records things which make an individual's day good or bad, e.g. their care, condition, day-to-day life, relationships. • Routines: Summarises individuals' daily and weekly routines, e.g. when they get up, take exercise, participate in group activities. • Communication chart: Details how a person communicates their wishes and needs, e.g. speech and language, communication system, signs, symbols, gestures, behaviours, meaning. • Decision-making chart: Includes the decisions the individual wants / is able to make for themselves, the decisions which will be made by others and who they are, how decision-making be supported / informed and by who. • Relationship circle: Places the person at the centre, shows who is in their life, how close they are and how they provide care. • Doughnut chart: Details staff roles e.g. core responsibilities, responsibilities which require creativity / judgement, responsibilities outside staff role • Top tips: a tool for finding out what is important to or for a person. Care workers use it to share what they know about a person so they can be supported in the way they want. • MAPS-a collaborative action planning process used to help an individual create a plan for their own life. 	7	<p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (6-7 marks) Detailed description of two tools AND Detailed description of purpose <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-5 marks) Sound description of at least one tool AND Sound description of purpose</p> <p>OR Detailed description of one tool AND No reference to purpose</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–3 marks) Limited description of one or two tools AND Limited or no reference to purpose</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • PATH -a person-centered planning and goal-setting tool used to map out a vision of a desirable future for the individual. <p>PURPOSE – ANY FROM:</p> <ul style="list-style-type: none"> • to find out what is important to an individual • to find out a person’s strengths, capabilities, wants, needs, wishes and goals • to find out what would enable a person to have more good days than bad days • to understand their daily life and when to provide support • to enhance individuals’ voice, choice and control • to better understand care needs and wants • to understand how a person communicates • to focus on person’s capabilities • to support people to make decisions • to find out who is important to the individual • to ensure those close to an individual feel included 		<p>0 marks <i>No response or no response worthy of credit.</i></p>

Question		Answer	Marks	Guidance
1	(c)	Ensure there are a range of local care services ✓ To prevent or delay the need for care services ✓ Provide information and advice about care services ✓	3 (3x1)	

Question	Answer	Marks	Guidance
2 (a)*	<p>Positive impacts</p> <ul style="list-style-type: none"> • Being able to live life the way she wants to • Sarah can continue to live independently • Services can be directly contacted to organise support reducing the delay • Transport can be organised so that Sarah can continue volunteering at the hospice • Adaptations can be made at the hospice to enable Sarah to continue to volunteer • Sarah could employ a personal carer to support her at home • There will be information and advice available to help Sarah make decisions about her care • Sarah will have voice, choice and control • Feeling empowered / respected / less vulnerable • Any other appropriate positive factor analysed <p>Limiting factors</p> <ul style="list-style-type: none"> • care is limited by the prescribed budget so Sarah may not be able to afford all the care / support she wants • access to services may be limited in the area so Sarah may not be able to find services to suit her wants / needs • staff may not be trained / may think they know best / may not provide adequate information • Sarah may not feel able to voice her wants and needs / feel a burden / lack confidence • Any other relevant limiting factor analysed • Effect on mental well being 	9	<p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question. MUST mention Sarah. Annotate-S for Sarah, + for positive, -for negative impacts.</p> <p>Level 3 (7-9 marks) Detailed analysis of impact, incorporating a balance of positive and limiting factors. AND Explicitly linked to Sarah's circumstances <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks) Sound analysis of impact both positive and limiting AND Some link to Sarah's circumstances</p> <p>OR</p> <p>Detailed description of positive/limiting or both impacts for Sarah AND Little or no analysis <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1-3 marks) Limited description of positive impacts for Sarah AND No analysis</p> <p>OR</p>

Question		Answer	Marks	Guidance
				<p>May identify generic impacts</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks No response or no response worthy of credit.</p>
2	(b)	<p>VALUES-BASED RECRUITMENT: MAX ONE FROM</p> <ul style="list-style-type: none"> when staff apply for a job they have to demonstrate understanding of a person-centred approach ✓✓ application forms / interviews / references to find out if a person has used / understands a person-centred approach ✓✓ job advertisements list knowledge of a person-centred approach as a requirement ✓✓ Employ staff who understand the values of the setting ✓✓ <p>REGULAR REVIEW OF SUPPORT PROVIDED: MAX ONE FROM</p> <ul style="list-style-type: none"> staff / managers hold regular meetings to talk about practice / share ideas / think of ways to promote a person-centred approach ✓✓ inspections are made by CQC / Ofsted / inspectors / managers to see if provision is person-centred and suggest improvements / make judgements / take action to rectify ✓✓ review meetings are held for all individuals who receive care to adapt to meet changing needs / wants / to improve their care / to personalise their care ✓✓ 	<p>6 (3x2)</p>	<p>TWO MARKS: A full explanation which demonstrates sound understanding of the method</p> <p>ONE MARK: A brief explanation which demonstrates a limited understanding of the method</p> <p>DO NOT ACCEPT Repeats</p> <p>ACCEPT Alternative language</p>

Question	Answer	Marks	Guidance
	<p>MODELLING BEHAVIOUR: MAX ONE FROM</p> <ul style="list-style-type: none">• managers use a person-centred approach / person-centred tools so staff know what to do / understand ✓✓• new staff are given a mentor / training paired with experienced staff so they know what is expected / understand how to provide person-centred care ✓✓• monitoring and observing practice ✓✓		

Question		Answer	Marks	Guidance
2	(c)	2. A/C ✓ 3. C ✓ 4. A ✓ 5. D/E ✓	4 (4x1)	

Question	Answer	Marks	Guidance
3 (a)*	<p>Planning a review, a key person would:</p> <ul style="list-style-type: none"> • involve Charlie/ put her in the centre • provide information and guidance to support informed choice • ask Charlie who she would like to attend • advise which professionals might be helpful and ensure she agrees • invite key professionals, e.g. those who could help with goals / care needs • invite friends/family/advocate • give choice over where/when the meeting will take place • book the location • ensure the location is accessible for all • make Charlie as comfortable as possible, e.g. seating, refreshments <p>Conducting a person-centred review</p> <ul style="list-style-type: none"> • use person-centred tools to find out what is important to and for / goals / needs / strengths • ask appropriate questions, e.g. what is/isn't working • review budget • generate actions • consider solutions • update records • listen 	8	<p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (7-8 marks) Detailed description of at least 2 key points to consider when planning a person centred review relevant to the scenario AND a detailed description of at least 2 key points to consider when conducting the review</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant.</i></p> <p>Level 2 (4-6 marks) Sound description, incorporating at least two points, of how to plan a person-centred review, some relevance to the scenario AND Sound description, incorporating at least two points, of how to conduct a person-centred review, some relevance to the scenario</p> <p>OR</p> <p>Sound description, incorporating at least two points, of how to plan OR how to facilitate a person-centred review, some relevance to the scenario</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p>

Question	Answer	Marks	Guidance
			<p>Level 1 (1–3 marks) Limited description, incorporating at least two points, of how to plan and/or facilitate a person-centred review. May be a list. Limited relevance to the scenario</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>

Question	Answer	Marks	Guidance
3 (b)	<p>WHAT IS IMPORTANT TO ME? MAX THREE FROM:</p> <ul style="list-style-type: none"> • computer games ✓ • the gym ✓ • adult learning centre ✓ • independence / rights, e.g. living how I want to ✓ • choice, voice, control, e.g. making my own decisions ✓ • inclusive communities, e.g. access to facilities, opportunities ✓ • finding a job ✓ <p>WHAT SUPPORT DO I NEED? MAX TWO FROM:</p> <ul style="list-style-type: none"> • learning support ✓ • daily living eg cooking and cleaning ✓ • to uphold independence and rights, e.g. support with housing, employment ✓ • to exercise choice, voice, control, e.g. provide with information, advocacy, keyworker ✓ • to be included in the community, e.g. access to goods, services, facilities ✓ • support with transport ✓✓ • to have support to find a job ✓ 	5 (5x1)	<p>DO NOT ACCEPT repeated reasons</p> <p>ACCEPT alternative language</p>

Question	Answer	Marks	Guidance
4 (a)*	<p>Local authority roles</p> <ul style="list-style-type: none"> • assessment, e.g. Education, Health and Care Plans (EHCPs) • fair access to care, e.g. ensure there are sufficient services available in the locality such as school places for those with special educational needs and disabilities, adaptations to buildings/resources to enable Amir to access school • assess eligibility for financial support to pay for care needs, e.g. personal budget (not to be managed by Amir due to his age) • remove geographical barriers, e.g. to ensure continuity of care when moving house • meet housing needs, e.g. adaptations • ensure services comply with legislation, e.g. adopt a person-centred approach / ensure care is co-produced • promote independence and rights • promote voice, choice and control • promote inclusive communities • provide information and guidance • commission services from a range of providers <p>ACCEPT alternative language</p>	8	<p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (7-8 marks) Detailed explanation of how to plan a person-centred review, clearly relevant to the scenario AND Detailed explanation of how to conduct a person-centred review, clearly relevant to the scenario Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks) Sound explanation of at least two local authority roles AND Relevant to the scenario</p> <p>OR Brief explanation of three roles AND Relevant to the scenario</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p>

Question	Answer	Marks	Guidance
			<p>Level 1 (1–3 marks) Limited explanation of one or more local authority roles</p> <p>AND Limited relevance to the scenario</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>

Question		Answer	Marks	Guidance
4	(b)	<p>ANY TWO FROM:</p> <ul style="list-style-type: none"> • Independence / rights, e.g. build confidence, overcome anxiety, build self esteem, built respect, dignity, has the right to do what others do, help build communication skills, has software to give him independence, promotes positive risk taking, he has the right to access services like everyone else, promote inclusion ✓ • Choice and control, e.g. he has money to spend how and where he wishes to, empowerment, gives Amir a voice, he should have choices and control over his life, support communication development, enabling him to learn how to manage money ✓ • Inclusive communities, e.g. everyone should be able to access services, wants to be like others, wishes to socialise, everyone should be able to access services ✓ • Social not medical model of care, e.g. adaptations so all can participate in everyday life ✓ • Well being, e.g. build confidence, overcome anxiety, build respect and dignity , support the development of daily living skills ✓ 	2 (2x1)	<p>DO NOT ACCEPT repeated reasons, and not because he has software</p> <p>ACCEPT alternative language / appropriate examples of indicative content</p>

Question		Answer	Marks	Guidance
4	(c)	<p>ANY TWO FROM:</p> <ul style="list-style-type: none"> • Person-centred approach – coproduce a plan to support Amir to achieve his goal, positive risk taking ✓✓ • Provide support to develop Amir’s skills - practice or role play using money, using phone to communicate ✓✓ • Provide support to develop Amir’s confidence – go with him to the shops and stay outside unless needed provide an advocate ✓✓ • LA to do assessment and decide on a way forward ✓✓ • Provide communication tools e.g. a communication chart ✓✓ • Attend support groups to improve self confidence and esteem ✓✓ 	4 (2x2)	<p>DO NOT ACCEPT repeated ways</p> <p>ACCEPT alternative language / appropriate other ways</p> <p>Do not accept be given a personal budget</p>

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