

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 6 January 2022 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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Unit 6 series overview

The examination paper assessed candidates' knowledge and understanding of personalisation and a person-centred approach to care. Candidates needed to demonstrate they knew the key features and benefits of personalisation, identifying how these are applied in practice.

Most candidates attempted all questions and appeared to have sufficient time to complete the paper. Point-based questions were accessible by the majority of candidates, with most gaining a high percentage of correct marks.

This examination series saw a slight reduction in the overall level of response in comparison to more recent series. There was a decrease in the number of candidates who were able to access all questions.

When compared to the most recent exam series fewer candidates provided Level 3 responses. There was evidence that candidates clearly understood the importance of understanding and applying personalisation and person-centred approaches to all aspects of service provision. The analysis question (Question 2 (a)) on the impact of personalisation was answered well by just a small number of candidates. Many candidates should have included both pros and cons within their responses, many responses were often one sided, either focusing on positives or negatives.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • Provided structured, detailed and focused responses to the questions set. • Applied their learning to extended response questions, addressing the question to good effect. • Understood the principles, practices and approaches required when applying a person-centred approach. • Understood how a person-centred approach can benefit individuals in every aspect of daily living. 	<ul style="list-style-type: none"> • Did not focus on the question sufficiently. • Did not respond in sufficient detail to meet the rigours of the question. • Missed part of a question, instead focused on the first part of the question. • Demonstrated limited understanding of the key terms and approaches used.

Question 1 (a)

1 (a) Identify **four** purposes of a person-centred review meeting.

1

.....

2

.....

3

.....

4

.....

[4]

There were some excellent examples of the purposes given, but four distinct examples were needed, and were not often given. Often responses did not expand beyond the first sentence, or first example. Very few candidates achieved full marks. At times responses lacked knowledge with weak terminology used.

Question 1 (b)

(b)* Describe **two** person-centred tools including their features and purpose.

.....

.....

.....


.....

.....

.....

[7]

There were many 3 or 4 mark responses. Often candidates knew the name of a person-centred tool but at times repeated their features for the two examples given.

	AfL	How person-centred tools are applied should be taught to candidates to make sure they can explain this sufficiently to gain marks.
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Question 1 (c)

(c) Tick **three** responsibilities placed on local authorities by the Care Act 2014.

Responsibilities	Tick (✓) three only
Ensure there are a range of local care services	
Prevent or delay the need for care services	
Provide a range of services to meet care needs	
Provide information and advice about care services	
Provide sufficient funding to meet all care needs	

[3]

Many candidates did well and gained 3 marks.

Question 2 (a)

- 2 Sarah, aged 70, lives independently and works as a volunteer in a hospice. She has been admitted to hospital after breaking her leg in a fall.

Sarah wants to return to her own home but is worried about being able to cope with day-to-day tasks including shopping, getting dressed and cooking meals.

Sarah would like to continue volunteering but will not be able to drive to the hospice for at least six weeks.

- (a)* Analyse the impact of personalisation on Sarah's life. Your answer should include positive impacts **and** limiting factors.

.....

.....

.....


.....

.....

.....

..... [9]

The question differentiated well, enabling greater detail to lead to increased marks being awarded accordingly. Lower ability responses were not always relevant to Sarah and her needs and needed to provide more detail. Often answers were repetitive in content. Many candidates referred to Sarah's needs and made them worse than depicted in the scenario, and responses were vague. Candidates often did not give positive impacts as well as limiting factors.

	AfL	Candidates to be taught the effect personalisation can have on a person's life and the negative and positive impacts they may encounter.
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Question 2 (b)

(b) Explain how the following methods ensure a person-centred approach is adopted.

Values-based recruitment

.....

Regular review of support provided

.....

Modelling behaviour

.....

[6]

Weak knowledge was reflected in responses, particularly in relation to why it is important to make sure a person-centred approach is adopted in the processes given.

Candidates often wrote similar responses in Questions 2(b) and 2(c), not understanding the difference between reviewing support and modelling behaviour.

The question differentiated well.

Question 2 (c)

(c)

Challenges to a person-centred approach:

- A focusing on deficits rather than capacities
- B institutional history of public services
- C respecting choice when alternatives promote better health
- D lack of clarity over roles and responsibilities
- E communication barriers

Circle **one** letter to indicate which challenge best matches the examples.

The first one has been done for you.

- 1 A patient is unable to explain their symptoms because they do not speak English.

A B C D **E**

- 2 Sam has been diagnosed with dementia. She wants to employ a personal assistant and remain in her own home. Her daughter thinks she should move to a residential care setting.

A B C D E

- 3 Kofi refuses to take medication prescribed by his doctor. He explains that it makes him feel nauseous.

A B C D E

- 4 Ling, who is visually impaired, is refused employment in a shop. She is told she would not be able to serve the customers effectively.

A B C D E

- 5 A resident in a care home is not given breakfast because the care worker arriving on shift thought she had already received it.

A B C D E

[4]

Candidates struggled with this question and did not score well. Candidates needed to select a statement from the box which best matched the challenge.

Question 3 (b)

(b) Charlie's one page profile is shown below. Complete the following two sections:

- What is important to me?
- What support do I need?

Name Age	<i>Charlie</i> <i>23</i>
What people appreciate about me?	
<ul style="list-style-type: none"> • <i>I am fun to be with</i> • <i>I am energetic</i> 	
What is important to me?	
1
2
3
What support do I need?	
1
2

[5]

Many candidate responses were vague and repetitive. Candidates would have benefitted from strengthening their overall knowledge for this question. Some of the responses focused on the candidates themselves rather than what was important for Charlie, as indicated in the question.

Question 4 (c)

(c) Describe **two** ways Amir could be supported to achieve his goal.

1

.....

.....

2

.....

.....

[4]

The most common correct responses related to examples of person-centred support which could be provided to good effect. But often answers were vague or repetitive, at times the second answer not offering any different information from the first.

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