

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 6 Summer 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 exam 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.

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. Many candidates used the additional pages to continue their responses, with most indicating that they had done so. There was clear evidence that there was sufficient time to complete the paper.

As with previous exam series the point-based questions were accessible by the majority of candidates, with many gaining a high percentage of correct marks.

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 3 (a)) on whether or not a person-centred review meeting would benefit Tom and Anika was answered well by a small number of candidates. Many candidates did not evaluate the effects and of those that did the responses were often one-sided, either focussing on positives or negatives. Very few candidates achieved marks from Level 3.

Questions on the extra pages were labelled clearly, but there seemed to be less use of extra space compared to the last paper.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<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 • appeared to answer questions evenly, so made good use of the allotted time. 	<ul style="list-style-type: none"> • did not respond in sufficient detail to meet the requirements 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 • left questions blank with no attempt made to answer.

Question 1 (a)

1 (a) List **three** key features of personalisation.

1

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2

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3

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[3]

This was typically answered well. A common mistake was listing voice, choice, and control as three separate responses, when the three-word phrase is one response. Some candidates added choice as one option and control as a second separate point.

Question 1 (b)

(b) Explain **one** positive impact of personalisation on individuals receiving care.

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[3]

Most candidates were able to achieve 1 or 2 marks focussing on choice and control, but only a few were able to give a detailed description. Many candidates stated a mixture of benefits but did not detail and develop one aspect to gain more marks. There was a lack of examples used to illustrate the responses given.

Assessment for learning



The impact for most candidates was not explicit, many responses were vague. This is possibly due to the depth of knowledge that the candidates have or could be attributed to not understanding the requirements of command words in the question.

Question 1 (c)*

(c)* Eve, 58, lives in a residential care home for adults with learning difficulties.

Eve has a managed account to pay for her care needs. She receives one-to-one care as her mental capacity is limited and her behaviour is sometimes challenging.

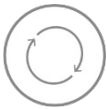
Eve enjoys shopping and going to the cinema. On Sundays, her brother Sam takes her to his home so she can spend time with her family.

Explain the benefits of personalisation for Eve.

[7]

Many candidates lost marks by repeating the scenario. Some were able to link in about personal budget and freedom to see family being a benefit of personalisation for Eve. Many candidates focused on what she was allowed to do, and that she could still carry out her activities. But often it was a case of repeating the information in the question.

Assessment for learning



With this style of question, it is important that the candidate understands that a scenario is being set and that repeating the scenario in their answers will not gain marks.

Question 1 (d)

(d) During an argument with another resident, Eve falls and breaks her arm.

Give **four** reasons why a person-centred review meeting with Eve should take place.

1

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2

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3

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4

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[4]

Many responses focused on the actual incident, rather than a review in general. Very few achieved full marks on this question, mainly because they focused on Eve's broken arm and their perception of the need for anger management.

Question 2 (a)*

2 (a)* Explain the ways personalisation has changed how individuals receive health and social care.

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..... [8]

The question differentiated well especially between Level 1 and Level 2. Very few candidates achieved marks from Level 3. Some responses focused on personalisation as it stands today, however there was some attempt to contrast with an institutional approach which included technical language such as the medical model. There were no clear links to progress regarding the disability rights movement and institutionalisation. Candidates lost marks for not including both aspects of the history and emergence of personalisation which brings us to the present day.

Question 2 (b)

(b) Describe **one** challenge of personalisation.

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..... [3]

Most candidates were able to identify a challenge, and some candidates achieved 3 marks for providing a detailed description. The most common responses were the limited prescribed budget, access to services and communication barriers. Not many candidates gave a detailed description, and, as a result, marks were lost not awarded.

Question 2 (c)

(c) List **three** features of a one page profile.

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

This was generally answered well. Some candidates lost marks through repetition, e.g., name and then date of birth as a second response, when they were included as 1 mark. Some candidates gave vague responses such as it 'provides information'. A response often repeated was what is important to them, who is important was another popular choice along with likes and dislikes.

Question 3 (a)*

3 (a)* Tom, 85, lives with his wife Anika, 87. Anika has dementia and recently got lost when she went out to her local shops. Tom's mobility is deteriorating and he finds it difficult to get upstairs.

Tom and Anika's daughter, Mia, visits every day on her way home from work. She is worried about her parents and doesn't think they are coping well in their own home.

Mia wants Tom to talk to the doctor about his mobility difficulties. Tom is refusing to talk to his doctor because he is worried that he and Anika will be put in separate care homes.

Analyse whether or not a person-centred review meeting would benefit Tom and Anika.

Your answer should include:

- **benefits** of having a person-centred review meeting
- **challenges** of having a person-centred review meeting.

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..... **[9]**

Very few candidates achieved marks from Level 3. Some candidates repeated aspects of the scenario without showing any knowledge. But other candidates provided a good balance of benefits and challenge, most commonly around voice and choice, with the most common challenges being around being resistant to change and Anika's lack of mental capacity.

Other responses focused on the just benefits but not the challenges, and generally the challenges were weak with limited detail, repeating about being at centre of the meeting throughout and being comfortable.

Question 3 (b)

(b) Explain how a relationship circle could help Tom and Anika.

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..... [3]

Very few candidates achieved full marks. Many candidates were unable to give a detailed explanation. Common correct response was who Tom and Anika are close to. Some candidates wrote about relationships rather than the relationship circle tool which was incorrect.

Question 3 (c)

(c) Describe **two** ways the Local Authority might be involved with Tom and Anika's care.

1

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2

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..... [4]

Generally answered well, and many candidates responded well to the level of detail required to respond to the command verb. Common correct responses were focused on personal budgets and housing.

Question 3 (d)

(d) Identify **three** ways a facilitator can put Tom and Anika at the centre of their review meeting.

1

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2

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3

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[3]

Generally answered well. The most common mistake was about the facilitator making decisions for Tom and Anika.

Question 4 (a)*

4 (a)* Waterford House is a residential home for young adults with learning disabilities. Some of the residents are non-verbal and only communicate using sign language.

Kai, the manager, promotes a person-centred approach to care at Waterford House. However he has noticed that Ali, a new member of staff, does not use a person-centred approach when providing care.

Explain how Kai can ensure that his staff provide person-centred care.

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[6]

Very few candidates were able to achieve marks from Level 3. Some candidates focused on the disciplinary route for staff when they did not provide person-centred care. There were also some vague responses such as 'train the staff' but candidates did not explain what type of training and how this would help overcome barriers. A few candidates discussed value-based recruitment, supervision, and modelling. Many responses related to staff training and the communication barriers that may be overcome by signing or using picture communication.

Question 4 (b)

(b) List **four** barriers to implementing a person-centred approach.

1

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2

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3

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4

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[4]

Generally answered well, with most candidates achieving some marks. Some candidates did not answer at all.

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