



Oxford Cambridge and RSA

Friday 13 January 2023 – 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

C443/2301



No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

Candidate number

First name(s) _____

Last name _____

Date of birth

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.

Answer **all** the questions.

1 (a) Identify **three** benefits of personalisation to individuals who receive care.

1

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2

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3

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[3]

(b)* Explain how the Children and Families Act 2014 has advanced the personalisation of health care and education for children with special educational needs and disabilities (SEND).

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[7]

(c) Some principles of personalisation are listed below.

Principles:

- Choice and control
- Coproduction
- Inclusive communities
- Independence and rights
- Reviewing.

Complete the table by matching each example with a principle.

Each principle may be used once or not at all.

Examples of personalisation	Principle of personalisation
Professionals working collaboratively to produce a care plan.
Providing an individual with a shower and fitting 'tap turners' to help grip the taps. This enables the individual to take care of their own personal hygiene.
Schoolchildren visit a local residential care home to read to residents.
When individuals who are direct budget holders can employ their own personal assistant who will assist at a time convenient for the budget holder.

[4]

(d) State **two** purposes of a relationship circle.

- 1
-
- 2
-

[2]

- 4 (a) Possible purposes for using a decision-making chart are listed below.

Tick the **three** correct purposes.

Purposes for using a decision-making chart	Tick (✓) three only
Enhance voice, choice and control	
Inclusive communities	
Maintain independence	
Make decisions	
Uphold rights	

[3]

(b) Possible methods of overcoming challenges are stated below.

Match the challenges, 1-7 in the list, to a method of overcoming them.

Each challenge may be used once or not at all.

Challenges:

- 1 A shortage of trained staff
- 2 Communication barriers
- 3 Focusing on deficits not capacities
- 4 Institutional history of public services
- 5 Lack of clarity over roles and responsibilities
- 6 Personal budget is insufficient to meet care needs
- 7 Respecting choice when alternatives promote better health

Methods of overcoming challenges	Challenge number
Challenge professionals who use a one-size-fits-all approach to care.	
Develop a one page profile outlining a person's strengths and capabilities.	
Recruit staff who respect an individual's right to live how they want to.	
Train staff to use Makaton.	
Use a donut chart.	

[5]

(b) Describe **two** ways an inclusive and competent community can benefit Taylor.

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2

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[6]

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 – for example, 1(a) or 2(a)*.

A large area of the page is reserved for writing answers. It is bounded on the left by a solid vertical line and contains 25 horizontal dotted lines for writing.



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