OCR
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CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 6 Summer 2023 series

Contents

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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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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.

Points-based questions were accessible and well answered by most candidates, with many gaining a high percentage of correct 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 benefits and limitations of personalisation for Eve was answered well by just a small number of candidates. Many candidates did not analyse, and of those that did, the responses were often one-sided, either focusing on the benefits or limitations. Very few candidates accessed Level 3.

This examination series saw a reduction in the overall level of response in comparison to more recent series, with fewer candidates providing Level 3 responses. Many candidates used the extra 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.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- 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 respond to questions evenly, so made good use of the allotted time.	- 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 only focusing 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)**   Identify the correct legislation that made personal budgets mandatory for all individuals with eligible care and support needs.

Tick (✓) **one** box.

Care Act 2014

Childrens and Families Act 2014

Health and Social Care Act 2012

[1]

This question was answered well. There were a few crossings out to suggest unsecure knowledge, but the majority identified the correct response. . The most incorrect response was the Health and Social Care Act 2012.

Question 1 (b)

(b)   Tick **three** responsibilities placed on Local Authorities.

Local Authority responsibilities	Tick (✓) three only
To decide where care should be provided.	
To ensure there are a range of care services.	
To prevent care needs becoming more serious.	
To provide information about care services.	
To provide personal budgets to all individuals who require care.	
To provide residential care services.	

[3]

Most candidates correctly matched two responsibilities, , with few achieving full marks. The most common incorrect selection was personal budget.

Question 1 (c)*

(c)* Fair Access to Care Services (FACS) is a framework used by professionals to assess individuals' care needs.

Describe **two** ways FACS promotes personalisation.

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.... **[7]**

Many candidates gained marks from Level 2 by giving a sound description of how FACS promotes personalisation. Many candidates wrote about personalisation very generally or mentioned about personal budgets. It was clear many candidates didn't know what FACS is as there was no reference to any form of assessments/assessing. Responses were more about what would happen once service users were in receipt of care and support post assessment.

Common incorrect responses were about housing/adaptations. There were many no responses.

Assessment for learning

FACS framework and its role in assessing individuals needs should be taught to candidates to make sure they can explain sufficiently to access marks.

Question 1 (d)

(d) Identify **three** methods of overcoming challenges to personalisation.

1 ....

2 ....

3 ....

[3]

Many of the responses referred to how professionals would maintain personalisation. Staff training was the most common correct response. Incorrect responses included tools, communication, donut charts, relationship circles, assessment of needs, provision of services and voice, choice and control.

Question 2 (a)*

2   Eve, 15, has a long-term physical condition. Each week she attends a local clinic to receive treatment to improve her mobility.

Eve is becoming worried about the amount of time she is absent from school for her clinic visits, as her education is very important to her.

(a)* Analyse the benefits and limitations of personalisation for Eve.

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.... **[7]**

Most candidates repeated the problem Eve faced, rather than saying what she could access, therefore answering about the impact of the scenario rather than analysing the benefits and limitations of personalisation. Very few mentioned EHCP, but instead talked about personal budgets and the use of personal budgets to get personal tutors. There were also responses about being able to live in her own home; candidates not reading that Eve is only 15 years old. Some candidates struggle with the 'analyse' command verb and discussed EHCP, which meant only achieving marks from Level 1. Many candidates discussed just the process without the benefits or limitations. There were several no responses.

Assessment for learning
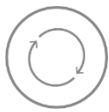
Candidates are to be taught the benefits and limitations of personalisation for individuals.

Question 2 (b)

(b) Tick **three** things that professionals do when developing person-centred plans.

Professionals must:	Tick (✓) three only
Ask other professionals to co-produce the plan.	
Encourage the individual's family to meet their care and support needs.	
Ensure the individual receives the care they need.	
Find out what is important to the individual for a good quality of life.	
Focus on the individual's strengths and capabilities.	
Understand how an individual communicates their wishes and needs.	

[3]

Most candidates ticked two correct responses, with not many achieving full marks. There were a very mixed set of responses.

Question 2 (c)

(c) A one-page profile is a person-centred tool that is used to find out what is important to a person and improve their quality of life.

Desbribe **one other** person-centred tool that could be used to improve Eve's quality of life.

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.... [3]

The most common response was the good day/bad day tool, donut and relationship chart; however this question was not always very well answered as responses lacked detail.

Assessment for learning
Candidates to be taught the features of person-centred tools.

Question 3 (a) (i)

3 Jamal, 23, lives independently. He has physical disabilities and is a wheelchair user. His house has adaptions which support his mobility and independence.

Jamal receives a limited personal budget. He employs a part-time carer to assist him with getting up in the morning as he is not able to do this independently. Jamal receives health care services from his G.P. but feels that his G.P. does not know him as an individual.

Jamal wants to get out of the house more, but lacks motivation and doesn't know where he could go. He feels that his care provides what is important **for** him, but not what is important **to** him.

(a) (i) Identify **one** way that Jamal's care provides what is important **for** him.

....

....

.... **[1]**

This was answered well, with candidates taking correct responses from the scenario.

Question 3 (a) (ii)

(ii) Identify **one** reason why Jamal feels his care does not provide what is important **to** him.

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....

.... **[1]**

Most candidates answered this well, taking correct responses from the scenario.

Question 3 (b)*

(b)* Explain how to **plan** and **conduct** a person-centred review meeting to improve Jamal's quality of life.

[7]

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> Overall, this was a well answered question with many achieving Level 2, but Level 3 was very limited as very few responses were not specific enough about Jamal's circumstances in the planning and conducting of the meeting. Many candidates focused on how to plan the meeting, and not how to conduct the meeting.

Assessment for learning

Candidates should be taught about how to plan and conduct a person-centred review meeting based on the needs, abilities and wishes of the individual.

Question 4 (a)

4   **(a)**   Explain the meaning of the following terms:

Co-production ....

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Medical model of disability ....

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Inclusive communities ....

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[6]

Many candidates were able to give some of the correct response for the inclusive communities but were often not specific enough to get two marks. Most of the responses given for the co-production were very generalised or did not mention about working with the service user. Many of the candidates either left the medical model of disability section or struggled to answer this correctly.

Assessment for learning

Candidates should be taught about the meaning of key terms and the importance of them for practitioners and for individuals accessing services.

Question 4 (b)

(b) Complete the table by choosing a challenge to personalisation for each situation.

Challenges to personalisation:

A – Communication barriers

B – Institutions promoting a medical model of disability

C – Resistance to change

D – Respecting choice when alternatives may promote better health

Situation:	Challenge to personalisation: A, B, C or D
A care worker informs a resident that they cannot go outside as the doors are always locked after 6 pm.	
An individual decides not to continue with treatment, against the advice of their G.P.	
An individual with a learning disability is not able to tell their personal assistant what they would like to eat.	

[3]

Most candidates achieved two correct responses, however not many achieved full marks.

Question 5 (a)*

5 Charlie lives in a care home and has dementia. He used to go for a walk every day, but as his dementia gets worse the staff are concerned he might get lost, so they only allow him to walk in the care home garden. Charlie's behaviour is becoming challenging, he mistrusts the staff and thinks they are trying to harm him.

Charlie's daughter visits every Sunday. He enjoys talking with her about past family events when his wife was still alive. His daughter reassures him that he is safe and staff are there to help him. However, when she leaves he becomes distressed again.

(a)* Explain the importance of a person-centred review for meeting Charlie's needs.

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.... **[7]**

The question differentiated well. There were some excellent responses identifying the deeper issues surrounding the scenario, giving detailed explanations of the issues involved.

Many responses were quite repetitive and generic in content with some not relating to Charlie at all. Many gave responses that included what the professionals should do, rather than explaining the importance of the meeting itself. To access Level 3 candidates needed to be specific about Charlie's circumstances.

Question 5 (b)

(b) Create a one-page profile for Charlie.

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.... **[8]**

Candidates responded well to this question, with many achieving 5 or more marks. Some candidates made up a one-page profile with their own thoughts and did not use the stem. Some candidates wrote in detail about a one-page profile rather than creating one. There were a few no responses.

Assessment for learning
Candidates should be taught the features of a one-page profile, what the profile does and does not contain.

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