

## SAMPLE ASSESSMENT MATERIAL

# Level 3 Cambridge Technical in Health and Social Care

05830/ 05831/ 05832/ 05833/05871

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

## Date – Morning/Afternoon

Time Allowed: 1 hour 30 minutes



**You must have:**

- None

**You may use:**

- None

**Do not use:**

- None



First Name						Last Name					
Centre Number						Candidate Number					
Date of Birth											

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **12** pages.





4 In the context of personal budgets, define the following terms and identify **one** situation when they may be appropriate.

**(a)** Direct payment

Definition .....  
..... [1]

Situation .....  
..... [1]

**(b)** Managed account

Definition .....  
..... [1]

Situation .....  
..... [1]

5 A local authority has recently changed its day service provision for adults with learning disabilities. Previously, day centres ran timetabled activities such as art and craft and organised group trips. The local authority has now awarded a contract to a third sector organisation to create community hubs with the aim of providing person-centred activities for adults with learning disabilities.

(a) Identify the process the local authority has followed by awarding a contract to a third sector organisation.

.....  
..... [1]

(b) Describe the challenges that the community hubs may encounter when delivering person-centred activities.

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.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [4]





**(b)** Identify **two** pieces of information that could be included in a one-page profile.

1 .....

.....

2 .....

..... [2]

**(c)** Describe the purpose of a one-page profile.

.....

.....

.....

..... [2]

**8** Alice and Doug have been married for 45 years and are both in their late 70s. Doug has dementia and Alice helps him with dressing, including choosing what to wear. Mealtimes are very challenging because Doug doesn't always recognise the food he is given and often becomes angry, shouts and throws his food on the floor. Alice and Doug both want Doug to remain living in their home, but Alice is finding it difficult to cope.

**(a)** Identify **two** person-centred tools you could use to find out more about how Alice and Doug want to be supported.

1 .....

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2 .....

..... [2]



(b) Justify why these **two** tools would be useful.

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..... [4]

9 Describe the purpose of health and social care review meetings and why they are important.

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..... [4]

**10** Eva is 35 years old. She works as a florist and lives in a flat above the shop with her two dogs. She was diagnosed with bipolar disorder when she was 18 years old. She has attempted suicide on two occasions and she takes medication. When she becomes unwell, she stops taking her medication, stays in bed, does not go to work and does not have contact with people.

When she is well, Eva enjoys her work, walking her dogs and seeing her family who live nearby. She especially enjoys spending time with her niece and nephew. Eva wishes she had more friends, or a partner, but she does not have the opportunity to develop friendships.

**(a)** Describe what the facilitator for Eva’s review meeting would need to do in advance of the meeting in order to prepare.

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..... **[2]**

**(b)** List **three** questions the facilitator might ask in the meeting in order to gather different people’s perspectives about Eva.

1 .....

.....

2 .....

.....

3 .....

..... **[3]**



**PLEASE DO NOT WRITE ON THIS PAGE**



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**Sample Mark Scheme**

**LEVEL 3 CAMBRIDGE TECHNICAL IN HEALTH AND SOCIAL CARE**

**05830/ 05831/ 05832/ 05833 Unit 6: Personalisation and a person-centred approach to care**

**MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK    60**

Question	Answer	Marks	Guidance	
1	One mark for each of the following, up to a maximum of two: <ul style="list-style-type: none"> <li>• personal budgets</li> <li>• coproduction</li> <li>• choice and control</li> <li>• self-assessment of needs</li> <li>• changing role of professionals</li> </ul>	2	Accept similar wording	
2	(a) One mark for any of the following: <ul style="list-style-type: none"> <li>• care limited to prescribed budget</li> <li>• availability of appropriate services</li> <li>• restricted access to services</li> <li>• institutional thinking</li> </ul>	1	Accept similar wording	
	(b) Answer should demonstrate an understanding of how the Care Act advances the personalisation agenda e.g. <ul style="list-style-type: none"> <li>• increased innovation in the health and social care sector</li> <li>• released the capacities of people, professionals and services</li> <li>• provided more flexible support</li> <li>• greater choice in ways to deploy personal budgets</li> </ul>	5	This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.  <b>Level 2 checklist</b> <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i>  <b>Level 1 checklist</b> <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i>	<b>Level 2 (4-5 marks)</b> Answer provides a sound explanation of how the Care Act advances the personalisation agenda. Answers will be coherent, factually accurate and use appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling.  <b>Level 1 (1–3 marks)</b> Answer provides a limited or basic of how the Care Act advances the personalisation agenda. Answers may be descriptive or at the bottom

Question	Answer	Marks	Guidance	
				<p>end list like. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = response not worthy of credit</p>
3	<p>Answer should demonstrate an understanding of the impact of personalisation on people's lives:</p> <p><b>Positive impact of personalisation</b></p> <ul style="list-style-type: none"> <li>• Receiving a direct payment will mean that Amy can access the relevant services that will support her in her day-to-day life and work.</li> <li>• If Amy's needs change, she will be able to adapt the care she receives very quickly.</li> <li>• Amy will be able to stay in control of her own life and determine her own care needs.</li> </ul> <p><b>Limiting factors</b></p> <ul style="list-style-type: none"> <li>• Amy's care needs will be limited by the prescribed budget</li> <li>• There may not be relevant services available in Amy's area</li> <li>• As Amy's condition deteriorates her personal budget will need to be reassessed</li> </ul>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is justification.</p> <p><b>Level 3 checklist</b> <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><b>Level 3 checklist</b> <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p><b>Level 1 checklist</b> <i>The information is basic and communicated in an unstructured way. The information is supported by</i></p>	<p><b>Level 3 (5-6 marks)</b> Answer provides a detailed evaluation of the impact personalisation has on Amy's life. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (3-4 marks)</b> Answer provides a sound evaluation of the impact personalisation has on Amy's life. . Answers will be coherent, factually accurate and use appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Sub-max of 4</b> – for one justification done well</p>

Question		Answer	Marks	Guidance
				<p><i>limited evidence and the relationship to the evidence may not be clear</i></p> <p><b>Level 1 (1–2 marks)</b> Answer provides a limited or basic evaluation of the impact personalisation has on Amy's life. Answers may be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = response not worthy of credit</p>
4	(a)	<p>One mark for definition:</p> <ul style="list-style-type: none"> <li>• direct payment is when personal budget is paid directly to an individual or their family</li> </ul> <p>One mark for appropriate situation e.g.</p> <ul style="list-style-type: none"> <li>• individual or family wishes to have high levels of choice and control</li> <li>• individual feels confident with managing money</li> <li>• individual is living independently</li> <li>• individual wants a service that local authority cannot provide</li> <li>• individual wants to employ a personal assistant</li> </ul>	<p>1</p> <p>1</p>	<p>One mark for definition of direct payment and one mark for appropriate situation</p> <p>Accept any answer that accurately defines the term</p> <p>Accept any example that is appropriate</p>
	(b)	<p>One mark for definition:</p> <ul style="list-style-type: none"> <li>• managed account is when the local authority manages a personal budget on behalf of individual (in line with their wishes)</li> </ul>	1	<p>One mark for definition of managed account and one mark for appropriate situation</p> <p>Accept any answer that accurately defines the term</p>



Question		Answer	Marks	Guidance	
		<p>One mark for appropriate situation e.g.</p> <ul style="list-style-type: none"> <li>individual has no family or support network</li> <li>individual does not want to manage their personal budget</li> <li>individual has limited mental capacity</li> </ul>	1	Accept any example that is appropriate	
5	(a)	Commissioning	1		
	(b)	<p>One mark for each of the challenges provided:</p> <ul style="list-style-type: none"> <li>resistance to change,</li> <li>institutional history of public services,</li> <li>institutions promoting a medical model of disability,</li> <li>communication barriers,</li> <li>respecting choice when alternatives may promote better health or wellbeing,</li> <li>focusing on deficits rather than capacities,</li> <li>lack of clarity over roles and responsibilities</li> <li>lack of staff training</li> </ul>	4	Accept any other description that is appropriate	
6		<p>One mark for each method described</p> <p>Methods for overcoming challenges e.g.</p> <ul style="list-style-type: none"> <li>values-based recruitment,</li> <li>staff training,</li> <li>regular review of support provided,</li> <li>recognising when provision is not person-centred and taking action to rectify,</li> <li>modelling behaviour</li> </ul>	5	<p>Accept similar wording</p> <p>Accept any suitable method given</p>	
7	(a)	Evaluate how a person-centred approach enhances Solomon's quality of life:	8	This is a levels of response question – marks are awarded on the quality of the response	<b>Level 3 (7-8 marks)</b> Answer provides a detailed evaluation of how a person-

Question	Answer	Marks	Guidance
	<p><b>Positives:</b></p> <ul style="list-style-type: none"> <li>• Solomon has the right to live how he wants to. He can live independently and manage his business</li> <li>• Solomon and his team of personal assistants will co-produce his care plan. He will have choice and control of his life.</li> <li>• Restaurants and cinemas have wheelchair access so Solomon can go out with his friends.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Solomon may find it difficult to recruit staff who are trained in providing a person-centred approach.</li> <li>• People close to Solomon may not respect his choices if other choices would promote better health or wellbeing.</li> <li>• There may be a lack of clarity about the roles and responsibilities of people close to Solomon.</li> <li>• People in Solomon's life may focus on his deficits rather than his capabilities.</li> <li>• Answer to evaluate how Solomon's particular situation can be enhanced with person-centred approach.</li> </ul>		<p>given. The focus of the question is justification.</p> <p><b>Level 3 checklist</b>  <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><b>Level 2 checklist</b>  <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <ul style="list-style-type: none"> <li>• sound evaluation</li> <li>• understanding of the situation will be evident</li> <li>• related to Solomon</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 checklist</b>  <i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear</i></p> <p>centred approach enhances Solomon's quality of life. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4-6 marks)</b>  Answer provides a sound evaluation of how a person-centred approach enhances Solomon's quality of life. Answers will be coherent, factually accurate and use appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling.  <b>Sub-max of 4</b> – for one justification done well</p> <p><b>Level 1 (1–3 marks)</b>  Answer provides a limited or basic evaluation of how a person-centred approach enhances Solomon's quality of life. Answers may be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding.</p>

Question			Answer	Marks	Guidance
					<p>Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = response not worthy of credit</p>
	<b>(b)</b>		<p>One mark for any of the following pieces of information in a one-page profile:</p> <ul style="list-style-type: none"> <li>• an appreciation about the person</li> <li>• what is important from the person's perspective</li> <li>• how to support the person well</li> <li>• important activities and hobbies</li> <li>• important routines</li> </ul>	<b>2</b>	
	<b>(c)</b>		<p>Description could include:</p> <ul style="list-style-type: none"> <li>• to celebrate the person's capacities or gifts</li> <li>• to know how to support the person well</li> <li>• as a starting point for further action</li> <li>• for staff to refer to quickly in order to know about the person</li> </ul>	<b>2</b>	Accept any other description that is appropriate
<b>8</b>	<b>(a)</b>		<p>One mark for any of the following tools:</p> <ul style="list-style-type: none"> <li>• Good days, bad days and routines</li> <li>• Top tips</li> <li>• Relationship circle</li> <li>• Person-centred description</li> </ul>	<b>2</b>	
	<b>(b)</b>		<p>2 marks per tool justified. Answer should demonstrate how the two tools help provide:</p> <ul style="list-style-type: none"> <li>• an understanding that the purpose of using the tools is to determine how Alice and Doug want to be supported</li> <li>• an understanding that Alice and Doug have unmet needs</li> </ul>	<b>2x2</b> <b>4</b>	

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> <li>respect for Alice and Doug's choices</li> </ul>		
9		<p>4 marks for a sound description. 2 marks for a limited description. Description could include:</p> <ul style="list-style-type: none"> <li>the importance of reviews in Health and Social Care (e.g. putting the individual at the centre of the meeting, builds and shares information collaboratively, generates actions)</li> <li>the purpose of review meetings (e.g. meeting changing needs, reviewing budget, ensuring care relationships are effective, to review the person-centred description)</li> </ul>	4	Accept any other description that is appropriate
10	(a)	<p>Description could include:</p> <ul style="list-style-type: none"> <li>understanding the role of the facilitator (e.g. supports the person who's review it is, considers how the person wants to be at the centre of the meeting)</li> <li>meet with Eva</li> <li>giving Eva choice over people present at the meeting (e.g. within statutory requirements)</li> <li>the timing of the meeting,</li> <li>the location of meeting;</li> </ul>	2	Accept any other description that is appropriate
	(b)	<p>One mark for each of the following, up to a maximum of two:</p> <ul style="list-style-type: none"> <li>What is working/not working for Eva?</li> <li>What does Eva want to change?</li> <li>What are Eva's goals?</li> <li>What is important to Eva?</li> <li>How does Eva want her needs addressed?</li> <li>How can we support Eva to stay well?</li> <li>How can we support Eva to expand her social network?</li> </ul>	3	Accept any similar response

Question	Answer	Marks	Guidance
(c)	<p>Answer should be explain reasonable suggestions for actions coming out of the review meeting e.g.</p> <ul style="list-style-type: none"> <li>• Review her medication to ensure it is appropriate for her</li> <li>• Regular visits by one of her professionals</li> <li>• Regular visits from/to her family</li> <li>• Expand Eva’s social network, e.g. joining a club or team</li> </ul>	<b>5</b>	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p><b>Level 2 checklist</b> <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><b>Level 1 checklist</b> <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p><b>Level 2 (4-5 marks)</b> Answer provides a sound of actions that may come out of Eva’s review meeting. Answers will be coherent, factually accurate and use appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–3 marks)</b> Answer provides a limited or basic of actions that may come out of Eva’s review meeting. Answers may be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = response not worthy of credit</p>