

## **Cambridge Technicals**

### **Health and Social Care**

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

Level 3 Cambridge Technical Certificate/Diploma in Health and Social Care  
**05830 - 05871**

### **Mark Scheme for January 2017**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Question		Answer	Marks	Guidance
1	(a)	<p><b>One</b> mark for each way. <b>Three</b> required.</p> <ul style="list-style-type: none"> <li>• The relationship has changed from an institutional model where the professional makes the decisions to one built on coproduction (or a citizenship model)</li> <li>• The individual knows what is best for them not the professional.</li> <li>• The individual is now viewed as being capable of making decisions about their own life.</li> <li>• The role of the professional is to facilitate and support individuals to make decisions and choices not to make decisions and choices for them.</li> <li>• The individual is involved in self-assessment rather than being assessed by professionals.</li> <li>• The individual has control over how their budget is spent not the professional.</li> <li>• Professionals now give individuals more choice and control</li> <li>• Individuals develop more trust for professionals</li> <li>• The professional has more respect for the individual</li> <li>• The individual is more empowered</li> </ul>	<p><b>3</b> (3x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>The answer should focus on the <b>relationship</b> between professionals and individuals</p> <p>Do not credit:</p> <ul style="list-style-type: none"> <li>• One word answer, e.g. co-production</li> <li>• The relationship is closer</li> <li>• Gives the person independence</li> </ul>

Question		Answer	Marks	Guidance
1	(b)	<p><b>One</b> mark for each positive. <b>Two</b> required.</p> <ul style="list-style-type: none"> <li>• They have choice/control over their own lives and care</li> <li>• Increased self esteem</li> <li>• Feel empowered</li> <li>• They have the same rights as everyone else</li> <li>• They are included/valued in their community</li> <li>• They are given better information about their choices</li> <li>• They are given control of their care budget</li> <li>• They are able to work towards their own goals</li> <li>• Better quality of life for individuals</li> </ul>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>One</b> mark for any of the listed answers. Accept alternative language.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> <li>• Better access to services</li> <li>• Assumptions made about the type of care required, e.g. It allows them remain in their own home without reference to what the individual wants</li> </ul>
1	(c)	<p><b>One</b> mark for each challenge. <b>Two</b> required.</p> <ul style="list-style-type: none"> <li>• Choices are limited by the prescribed budget</li> <li>• Availability of services may be limited in some areas</li> <li>• Accessibility of services may be limited in some areas</li> <li>• Resistance to change</li> <li>• Lack of trained staff</li> <li>• Lack of resources, e.g. time</li> <li>• Seeing communication challenges as being a barrier</li> </ul>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>One</b> mark for any of the listed answers. Accept alternative language</p> <p>Do not credit:</p> <ul style="list-style-type: none"> <li>• Vague responses, e.g. funding</li> </ul>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
1	(d)	<p>Children and Families Act 2014 supports personalisation for adopted children and children with special educational needs or disabilities (SEND) and their families.</p> <ul style="list-style-type: none"> <li>For adopted/SEND children a <b>personal budget</b> will be agreed so the family can choose the support they receive after the adoption.</li> <li>Educational Health and Care Plans (EHC Plans) will be put in place to make sure <b>families and professionals are working together</b> to support children and families.</li> <li>The Act requires local authorities to ensure that there is a range of care available so that there are choices.</li> <li>The Act requires the Children's Commissioner, who looks after the rights of children, to <b>take children's views into account</b> when making decisions about them.</li> <li>The Act supports personalisation by ensuring that families have access to information.</li> <li>The Act ensures children have fair access to services</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 analysis.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>detailed analysis</li> <li>clear knowledge &amp; understanding of the legislation is demonstrated</li> <li>explicitly linked to supporting families with adopted/SEND children</li> <li>Correct use of terminology</li> <li>QWC - high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>sound analysis</li> <li>some reference to families and children with needs</li> <li>mostly relevant and accurate information</li> <li>QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>limited / basic analysis</li> <li>information may not be relevant</li> <li>may identify generic facts about person-centred approaches with little or no analysis</li> </ul>	<p><b>Level 3 [5–6 marks]</b> Answers provide a detailed analysis of how the Children &amp; Families Act supports personalisation for families with adopted children and children with SEND. 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> The answer provides a sound analysis of how the Children &amp; Families Act supports personalisation with some reference to families and children with needs. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Submax of 3 for one aspect done well.</b></p> <p><b>Level 1 [1-2 marks]</b> Answer provides a limited or basic analysis of how the Children &amp; Families Act supports personalisation. May be a description/identification only. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar</p>

Question			Answer/indicative content	Marks	Guidance	
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			Do Not Credit: <ul style="list-style-type: none"> <li>Allows children to make their own decisions</li> <li>Descriptions of practical examples of a person-centred approach to care</li> </ul>		<ul style="list-style-type: none"> <li>limited structure, may be list like or muddled</li> <li>QWC – low</li> </ul>	and spelling may be noticeable and intrusive.  <b>0 marks</b> – response not worthy of credit.

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2	<p><b>The impact of a personal budget on Jacob's life:</b></p> <ul style="list-style-type: none"> <li>• Jacob could use the budget for leisure activities at the weekend.</li> <li>• Jacob's quality of life could be enhanced with more opportunities for inclusion, building relationships with others, doing more of the things he wants to</li> <li>• Jacob could use the budget to have more independence from his family</li> <li>• Allow Jacob to fund the support he wants or needs as identified on an Education, Health and Care plan</li> <li>• Could enhance Jacobs physical, social and emotional wellbeing.</li> </ul> <p>Credit: practical examples that fit within the above categories, e.g. He could be enabled to go swimming at the weekend with the help of a carer.</p>	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 analysis.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed analysis</li> <li>• clear knowledge &amp; understanding of how personal budgets can be used</li> <li>• clear knowledge &amp; understanding of possible impacts of a personal budget</li> <li>• explicitly linked to Jacob's circumstances</li> <li>• factually accurate information</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>• sound analysis</li> <li>• some understanding of how personal budgets can be used is demonstrated</li> <li>• some reference to the impact of a personal budget on Jacob</li> <li>• mostly relevant to Jacob</li> <li>• QWC - mid</li> </ul>	<p><b>Level 3 [5–6 marks]</b> Answers provide a detailed analysis of the possible impact of a personal budget on an individual'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> The answer provides a sound analysis of the impact of a personal budget on an individual's life. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1-2 marks]</b> Answer provides a limited or basic analysis of the impact a personal budget could have on Jacob's life. May be a description/identification only. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks – response not worthy of credit.</b></p>

Question			Answer/indicative content	Marks	Guidance	
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					<b>Level 1 – checklist</b> <ul style="list-style-type: none"> <li>• limited / basic analysis</li> <li>• may identify generic facts about personal budgets with little or no analysis</li> <li>• information may not be relevant to the impact a personal budget could have on Jacob</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	



Question		Answer	Marks	Guidance
3	(a)	<p><b>Challenges can include:</b></p> <ul style="list-style-type: none"> <li>• lack of staff training</li> <li>• resistance to change</li> <li>• institutional history of public services (the ways things have always been done)</li> <li>• the difficulty of respecting choice when alternatives may promote better health or wellbeing</li> <li>• focusing on deficits rather than capabilities</li> <li>• lack of clarity about roles and responsibilities</li> <li>• lack of resources, e.g. staff, time, money</li> <li>• communication challenges</li> </ul> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• The assumption that a person-centred approach means care in the community and not in a residential care home</li> </ul>	3	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>Mark for the description, not for specific points.</p> <p><b>Three marks:</b></p> <ul style="list-style-type: none"> <li>• a full and detailed description</li> <li>• clear understanding of the challenges is demonstrated</li> <li>• QWC - high</li> </ul> <p><b>Two marks:</b></p> <ul style="list-style-type: none"> <li>• a sound description</li> <li>• some understanding of the challenges demonstrated</li> <li>• QWC - mid</li> </ul> <p><b>One mark:</b></p> <ul style="list-style-type: none"> <li>• a simplified description which lacks clarity</li> <li>• basic information/list</li> <li>• QWC - low</li> </ul> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• simple re-iteration of the situation</li> </ul>

Question		Answer	Marks	Guidance
3	(b)	<p><b>Overcoming challenges to adopting a person-centred approach:</b></p> <ul style="list-style-type: none"> <li>• staff training in person-centred principles and tools</li> <li>• introduce a culture that emphasises an individual approach to care e.g. through management expectations; whole staff meetings, reviews, reflection on practice</li> <li>• challenge the one-size-fits-all approach, e.g. introduce menu choices; choices of activities</li> <li>• recruit new staff who understand the need for a person-centred approach to care</li> <li>• role-modelling person-centred approaches to others in the team</li> <li>• staff need to recognise how an individual's care is not person-centred, e.g. through reviewing and reflecting on the care they provide</li> <li>• staff need to make changes so that residents can have choices of activities etc</li> <li>• carry out risk assessments, to explore how residents be supported to exercise their choices in a safe way</li> </ul>	3	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>Mark for the explanation, not for specific points.</p> <p><b>Three marks:</b></p> <ul style="list-style-type: none"> <li>• a full and detailed explanation</li> <li>• clear understanding of the challenges is demonstrated</li> <li>• logical and relevant information linked to a residential home</li> <li>• QWC - high</li> </ul> <p><b>Two marks:</b></p> <ul style="list-style-type: none"> <li>• a sound explanation</li> <li>• some understanding of the challenges demonstrated</li> <li>• mostly relevant to a residential home</li> <li>• QWC - mid</li> </ul> <p><b>One mark:</b></p> <ul style="list-style-type: none"> <li>• a simplified explanation which lacks clarity</li> <li>• basic information</li> <li>• limited relevance to a residential home</li> <li>• QWC - low</li> </ul>

Question	Answer/indicative content	Marks	Guidance	
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4	<p><b>Examples of justification:</b></p> <ul style="list-style-type: none"> <li>• <b>Independence and rights</b> – Aaliyah has the right to live life how she wants to. She has the right to be employed and to form meaningful relationships with other people. A personal budget will enable Aaliyah to pay for the support she wants and needs so that she can be independent.</li> <li>• <b>Co-production, choice and control</b> – A person-centred approach means that Aaliyah will be treated as an equal partner when making decisions about her care. She will be able to make choices that mean she has more of what is important to her. She will have control over her own life.</li> <li>• <b>Inclusive and competent communities</b> – Aaliyah has the right to participate in community activities and to be an involved and valued member of the community.</li> </ul> <p><b>Do not credit any re-iteration of the situation.</b></p>	10	<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></p> <ul style="list-style-type: none"> <li>• detailed justification</li> <li>• at least two principles of a person-centred approach</li> <li>• related to Aaliyah</li> <li>• well-developed line of reasoning</li> <li>• logically structured - with a conclusion for 10 marks</li> <li>• QWC - high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• sound justification of how a person-centred approach can give Aaliyah hope for the future</li> <li>• a line of reasoning in the most part relevant</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• may be list like</li> <li>• limited understanding of the situation</li> <li>• basic information presented in an unstructured way</li> <li>• may not be specifically linked to Aaliyah</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 (8-10 marks)</b> Answer provides a detailed justification of at least two principles which clearly addresses the situation. 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 (4-7 marks)</b> Answer provides a sound justification of one or two principles which addresses the situation. Answers will be mostly coherent, factually accurate and use appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Sub-max of 5</b> – for only one principle done well or if no principles are explicitly identified, but are described and justified.</p> <p><b>Level 1 (1–3 marks)</b> Answer provides a limited or basic justification. 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>

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						<p><b>0 marks</b> = response not worthy of credit</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p>

Question	Answer	Marks	Guidance
5 (a)	<p>An <b>example</b> of a one page profile for Frank:</p> <p><u>Frank's positive qualities/strengths</u> e.g.</p> <ul style="list-style-type: none"> <li>• he is independent</li> <li>• he is a good friend/Dad</li> <li>• he has interests</li> </ul> <p><u>What is important to Frank?</u></p> <ul style="list-style-type: none"> <li>• watching his football team play</li> <li>• living independently in his own home</li> <li>• spending time with his friends and family</li> </ul> <p><u>Hobbies/Routines</u></p> <ul style="list-style-type: none"> <li>• watching the match on Saturday</li> <li>• playing cards with Joan on Wednesday</li> <li>• shopping with Laura on Monday</li> </ul> <p><u>Important People</u></p> <ul style="list-style-type: none"> <li>• Joan</li> <li>• Laura</li> </ul> <p><u>Challenges</u></p> <ul style="list-style-type: none"> <li>• feeling a burden</li> <li>• would like to get out more</li> </ul> <p>Headings/sections do not have to exactly match those in the example, but must be appropriate.</p>	<p><b>6</b> (2+4)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>Two marks for organised layout [0-2 marks]</b></p> <p><b>Place ticks by the word 'organise' at the beginning of the question</b></p> <p>Profile should:</p> <ul style="list-style-type: none"> <li>• be organised logically – sections/headings</li> <li>• quick and easy to follow</li> </ul> <p><b>Four marks for content: [0-4 marks]</b> Could include:</p> <ul style="list-style-type: none"> <li>• positive qualities</li> <li>• strengths</li> <li>• talents</li> <li>• what is important to the individual</li> <li>• important people</li> <li>• hobbies</li> <li>• routines</li> </ul> <p>Content should be summarised into key words.</p> <p>Do not credit rewriting of the case study</p>

Question		Answer	Marks	Guidance
5	(b)	<p><b>Two</b> ways. <b>One</b> mark for each way.</p> <p>Using a good day/bad day tool could help Frank to:</p> <ul style="list-style-type: none"> <li>• identify what things lead to a good day</li> <li>• identify what things lead to a bad day</li> <li>• identify what could be improved</li> <li>• work out ways to have more good days and less bad days</li> <li>• improve his quality of life</li> <li>• by making it clear to professionals what he does / doesn't want them to do</li> </ul>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <ul style="list-style-type: none"> <li>• The answer could include some of the items listed but does not need to include all items.</li> <li>• A general understanding of the tool and its purpose is sufficient.</li> </ul>
5	(c)	<p><b>Three</b> reasons. <b>One</b> mark for each reason.</p> <ul style="list-style-type: none"> <li>• Frank has a long-term physiological condition</li> <li>• Frank has limited mobility</li> <li>• Frank is not receiving the care and support services that he might be entitled to</li> <li>• Frank is lonely</li> <li>• Frank's needs are not being met</li> <li>• Frank is not living life the way he wants to</li> <li>• He is not communicating his needs</li> <li>• He is worried about being a burden to his friends and family</li> <li>• His condition may deteriorate over time</li> </ul>	<p><b>3</b> (3x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>Accept alternative answers:</p> <ul style="list-style-type: none"> <li>• answers should demonstrate understanding that the purpose of a person-centred plan is to ensure the individual is getting the care and support they want.</li> </ul>

Question		Answer	Marks	Guidance
6	(a)	<p>When <b>planning</b> Roger's meeting, Keira needs to:</p> <ul style="list-style-type: none"> <li>take the role of the facilitator, e.g. send invitations; organise refreshments; check if any attendees have any special requirements. etc</li> <li>support Roger so that he is at the centre of the meeting</li> <li>use communication charts and tools so that Roger has choice and control over how the meeting is organised</li> <li>find out who Roger wants to be at the meeting</li> <li>consider when to hold the meeting to suit Roger</li> <li>consider where to hold the meeting to suit Roger</li> <li>determine who else (other professionals/friends/family) should be at the meeting to meet Roger's wants and needs</li> <li>ensure that she has available any existing person centred care plans that have been devised and agreed with Roger</li> <li>she should have information about Roger collected together and ready for the meeting</li> </ul> <p>Do not credit:</p> <ul style="list-style-type: none"> <li>Actions Keira should take <b>in</b> the meeting</li> </ul>	<p><b>3</b> (3x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>Accept alternative wording.</p> <p>Mark for the explanation, not for specific points.</p> <p><b>Three marks:</b></p> <ul style="list-style-type: none"> <li>a full and detailed explanation</li> <li>clear understanding of the role of the facilitator of a person-centred review is demonstrated</li> <li>logical and relevant information linked to Roger</li> <li>QWC - high</li> </ul> <p><b>Two marks:</b></p> <ul style="list-style-type: none"> <li>a sound explanation</li> <li>some understanding of the role of the facilitator of a person-centred review is demonstrated</li> <li>mostly relevant to Roger</li> <li>QWC - mid</li> </ul> <p><b>One mark:</b></p> <ul style="list-style-type: none"> <li>a simplified explanation</li> <li>basic information about review meetings</li> <li>limited relevance to Roger/person-centred approaches</li> <li>QWC - low</li> </ul>

Question		Answer/indicative content	Marks	Guidance	
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6	(b)	<p><b>The purpose of a person-centred review meeting:</b></p> <ul style="list-style-type: none"> <li>• work collaboratively so that actions are co-produced</li> <li>• review and update the person-centred description so that everyone knows what is important to the person</li> <li>• review changing needs to make sure that the individuals' wants and needs are still being met</li> <li>• share any information that is relevant to meeting the individuals' needs</li> <li>• review the budget to ensure it meet's the individuals' needs</li> <li>• ensure care relationships are working effectively from everyone's perspective</li> <li>• evaluate the care provided to see if anything needs to change</li> <li>• evaluate whether the support in place is working for the individual</li> <li>• generate actions so that the person has more of what they want in their life</li> <li>• Identify resources and services that can meet the individuals' aspirations</li> <li>• focus attention on the deeper issues that are important to the individual, e.g. their hopes and wishes for the future</li> </ul>	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed description</li> <li>• clear knowledge &amp; understanding of the purpose of a review meeting</li> <li>• explicitly linked to a person-centred approach</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>• sound description</li> <li>• some knowledge &amp; understanding of the purpose of a review meeting</li> <li>• some reference to person-centred approach</li> <li>• mostly relevant and accurate information</li> <li>• QWC - mid</li> </ul>	<p><b>Level 3 [6–7 marks]</b> Answers provide a detailed description of the purpose of a person-centred review meeting and how it benefits the individual and the people involved in their lives. 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 [3-5 marks]</b> The answer provides a sound description of the purpose of a person-centred review meeting with some reference to the benefits for the individual and the people involved in their lives. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1-2 marks]</b> Answer provides a limited or basic description of the purpose of a person-centred review. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks – response not worthy of credit.</b></p>



Question			Answer/indicative content	Marks	Guidance	
					Content	Levels of response
					<b>Level 1 – checklist</b> <ul style="list-style-type: none"> <li>• limited / basic description</li> <li>• information may not be related to a person-centred approach</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	

Question			Answer	Marks	Guidance
6	(c)		<p><b>One</b> mark for each question. <b>Four</b> required.</p> <p>Questions to ask at the meeting:</p> <ul style="list-style-type: none"> <li>• What is important to Roger now?</li> <li>• What is important for Roger in the future?</li> <li>• What does Roger need to stay healthy?</li> <li>• What does Roger need to feel safe and well supported?</li> <li>• What is working well?</li> <li>• What is not working well?</li> <li>• How could we improve things?</li> <li>• Is the budget adequate for Roger's needs?</li> <li>• Is the care appropriate for your needs?</li> <li>• Are the carers supporting Roger in the way he would like?</li> <li>• What outcomes do you want to achieve?</li> </ul>	<p><b>4</b> (4x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>Accept alternative wording.</p> <p><b>Do not accept:</b> Questions that do not relate to a person centred review, e.g. What do you like to be called?</p>

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