

Level 3 Cambridge Technical in Health and Social Care

05833/05871

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

Tuesday 16 January 2018 – Afternoon
Time allowed: 1 hour 30 minutes

You must have:

- no materials required

First Name						Last Name				
Centre Number						Candidate Number				
Date of Birth	D	D	M	M	Y	Y	Y	Y		

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number, candidate number and date of birth.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- If additional answer space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

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 consists of **12** pages.

FOR EXAMINER USE ONLY	
Question No	Mark
1	/15
2	/16
3	/18
4	/11
Total	/60

Answer **all** the questions.

- 1 (a)** Describe **two** ways that building effective relationships with individuals can enhance voice, choice and control.

1

[3]

2

[3]

- (b)*** Analyse the role of the local authority in supporting personalisation.

.....

[7]

(c) Describe **one** feature of the Health and Social Care Act 2012 that promotes personalisation.

.....

.....

.....

.....[2]

2 Peter is 78. He has dementia which can make him confused and forgetful.

The chart below is co-produced at Peter’s review meeting:

What is working well?	What is not working well?
1. Having labels on the cupboards so I can remember where things are. 2. Having my daughter call in every morning to see if I need anything.	1. I can’t go out alone because I am worried about getting lost. 2. Sometimes I forget to eat meals and take my medication.

(a) Identify **two** other things that might be covered in a review meeting.

1.....

 2.....

[2]

(b) Explain what it means for a chart to be ‘co-produced’.

.....

[3]

(c) Describe why Peter might benefit from using a decision-making chart during the review meeting.

.....

[3]

- 4 (a) Danny is 19. He has autism. He finds it difficult to communicate his needs to others. When he is not understood he becomes very frustrated and his behaviour becomes challenging. It is very important to Danny that he knows what he is going to do each day.

Explain how the following tools could be used at a person-centred review meeting to support Danny.

Communication chart

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

Routines

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

- (b) Danny attends a day centre for young adults with learning disabilities. The day centre is planning to take the young people on an activity holiday. Danny wants to go on the holiday, but some of the day centre staff are concerned that his needs will not be met.

Identify **three** reasons why some of the day centre staff might be concerned.

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

(c) Describe how the day centre manager could overcome **one** of their concerns.

.....

.....

.....

..... [2]

END OF QUESTION PAPER

ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s) – for example 1(a) or 2(b).

A large rectangular area containing 30 horizontal dotted lines for writing answers. A solid vertical line is on the left side of the area.

A series of horizontal dotted lines for writing, spanning the width of the page.



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