

**Cambridge Technicals
Health and Social Care**

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

Level 3 Cambridge Technical in Health and Social Care
05830 - 05833

Mark Scheme for January 2019

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2019

These are the annotations to be used when marking Unit 6.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
 or 	Noted but no credit given

Question		Answer	Marks	Guidance
1	(a)	<p>Two ways, one mark each.</p> <p>Individuals can:</p> <ul style="list-style-type: none"> • live the way they want to / make own decisions • have more of what is important to them • be employed • be included in their community • form meaningful relationships • have the same rights/opportunities as everyone else / rights are not breached • have voice/ choice/ control e.g. where they receive care / how to live 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Do not accept Enables independence Vague responses lacking clarity, e.g. the right to be aware of their wishes; have the ability to feel empowered; allowing them to be informed of their rights</p>

Question	Answer	Marks	Guidance
1 (b)	<p>Two marks for a reason. Three required.</p> <p>Reasons an individual may not want to exercise choice and control over their care:</p> <ul style="list-style-type: none"> • being afraid • feeling vulnerable • lacking confidence • not wanting to take responsibility / make a mistake • being in denial about needing care / resistance to change • they may expect care to be prescribed / institutional history / want professional to make decision / be in charge • they may receive advice which is not person-centred • they may not have the appropriate information / be aware of their choices • they may not be supported to make choices / understand their choices • lack of mental capacity • not knowing what is best for them now • not knowing what will be best for them in the future • they may need assistance to make decisions 	<p>6 (3x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Two marks – a detailed description with ideas well-linked and expressed with clarity.</p> <p>One mark – a brief statement that lacks depth.</p> <p>Accept alternative language</p> <p>Do not accept</p> <p>Age – either too old/young</p> <p>Vague responses, e.g. lose a safety net</p> <p>Being dependent on someone else</p> <p>Having an advocate to make their decisions</p> <p>Repeated reasons</p>

Question		Answer	Marks	Guidance
1	(c)	<p>Personalised approach</p> <ul style="list-style-type: none"> • puts the individual at the centre of their care • focuses on capacities rather than deficits • promotes independence and rights • promotes voice, choice and control • promotes inclusive communities • is focused on the individual • is a social rather than institutional model • allows people to live how they want to • is based on coproduction – partnership between individual and professional • has clarified the roles and responsibilities • enables individuals to have a balance of what is important to them as well as for them <p>Institutional approach</p> <ul style="list-style-type: none"> • one size fits all • professionals made the decisions • institutional/medical model focused on deficits • individuals did not have the same rights as everyone else • did not support independent living • did not promote inclusive communities • not given voice/choice/control 	<p>3 (1x3)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Three marks: refers to feature(s) of both approaches. Well explained with ideas/examples which are well-linked.</p> <p>Two marks: may refer to both approaches but explanation lacks depth or clarity</p> <p>One mark: may refer to only one approach. Brief statement with little or no explanation.</p> <p>Accept alternative language</p>

Question		Answer / Indicative content	Marks	Guidance	
				Content	Levels of response
1	(d)*	<p>A person-centred review enables a person to achieve a balance by:</p> <ul style="list-style-type: none"> • Including the people who are important - this allows information about what is important to and for the person to be shared and discussed/ appropriate questions to be asked. • Allows coproduction/generates solutions/actions - so all views are represented regarding e.g. equipment, adaptations, aspirations • Facilitating good care relationships – these enable better understanding/ communication based on respect/trust / inclusion of different opinions about what is important to and for an individual. • Ensures person-centred records are developed which reflect a balance of wishes, goals and aspirations as well as care needs. • Supports the person to make decisions – by using person-centred tools to find out what is important to/for a person, e.g. Good days/bad days, routines, top tips, relationship circles, one page profiles to enable informed decisions about achieving a balance between what is important to and for the individual. • Care plans reviewed so that they are kept up to date / needs continue to be met 	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 explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> • detailed explanation • clear knowledge & understanding of the principles of a person-centred review demonstrated • explicitly linked to achieving balance between important to/important for • Correct use of terminology • QWC – high <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • sound explanation • some knowledge & understanding of the principles • link to achieving balance may be implicit • QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic explanation • limited structure, may be list like or muddled • QWC – low 	<p>Level 3 (6–7 marks) Answers provide a detailed explanation of the principles of a person-centred review and how they enable a person to achieve a balance between what is important to and what is important for them. Clear links are made between the principles of a person-centred review and how these promote balance. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–5 marks) The answer provides a sound explanation of the principles of a person-centred review and how they enable a person to achieve a balance between what is important to and what is important for them. Links may be implicit. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–3 marks) Answer provides a limited or basic explanation of the principles of a person-centred review. There may be no link made between the principles of a person-centred review meeting and how these promote balance. Answers may be list like, muddled,</p>

Question	Answer / Indicative content	Marks	Guidance	
			Content	Levels of response
				<p>demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
2 (a) (i)	<p>One mark for a positive impact. Four required.</p> <p>Positive impacts:</p> <ul style="list-style-type: none"> • Can allow rapid access to services • Will maintain independence and rights e.g. employment, volunteering • Will enable adaptations • Will support mobility, e.g. transport • Gives voice, choice and control e.g. type of support/ employ a carer/ pay for extra support • Enables inclusion in the community • Emotional impact, e.g. Empowered, high self-esteem, valued • Allows him to remain in his own home 	4 (4x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> A TV REP SEEN </div> <p>Accept:</p> <ul style="list-style-type: none"> • alternative language • other reasonable impacts <p>Do not accept</p> <ul style="list-style-type: none"> • repeats e.g. emotional impacts • can receive support / assistance

Question			Answer	Marks	Guidance
2	(a)	(ii)	<p>One mark for a reason. Two required.</p> <p>Why a direct budget may not have a positive impact:</p> <ul style="list-style-type: none"> • Direct payment may be insufficient to cover care wants and needs. • Services may not be available in his area. • Not provided with information / support to make choices • Emotional impact, e.g. Worried, anxious, stressed • Lack of skills in money management • Risk of financial abuse e.g. from family 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Accept:</p> <ul style="list-style-type: none"> • alternative language • other reasonable reasons

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
2 (b)*	<p><u>Strengths/capabilities</u></p> <ul style="list-style-type: none"> lives independently participates in the community <p><u>What is important to Ralph?</u></p> <ul style="list-style-type: none"> returning home <p><u>What is important for Ralph? / How can Ralph be supported?</u></p> <ul style="list-style-type: none"> receiving support in his own home receiving support with dressing receiving support with food preparation <p><u>Important Relationships</u></p> <ul style="list-style-type: none"> Lucy, his daughter Ralph's dog <p><u>Hobbies / Likes</u></p> <ul style="list-style-type: none"> walking the dog volunteering <p><u>Routines</u> Morning: walking the dog Evening: Lucy visiting Twice per week: volunteering</p> <p>Accept appropriate headings</p> <p>Do not accept repeated information copied from the question</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 creating a profile.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> well-structured chart appropriate headings most information included clearly summarised QWC – high <p>Level 2 checklist:</p> <ul style="list-style-type: none"> organised chart some appropriate headings some summarised information QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> limited / basic structure may not have headings may not have summarised information QWC – low 	<p>Level 3 (5–6 marks) The one page profile is well-structured with appropriate headings. Most information about Ralph is included and clearly summarised. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) The one page profile is organised with appropriate headings. Some of the information about Ralph is summarised. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–2 marks) The one page profile may have a basic/limited structure. The answer may provide either appropriate headings or summarised information from the case study about Ralph. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit SEEN for a zero mark response</p>

Question		Answer	Marks	Guidance
3	(a)	<p>Six points, one mark each.</p> <p>What is working:</p> <ul style="list-style-type: none"> • The home meets her care needs • Enjoys living in the home • Receiving person-centred care from staff / staff try and adapt routines • Friendship with Janet / Having lunch with Janet <p>What is not working:</p> <ul style="list-style-type: none"> • The home cannot always adapt routines / routines do not always suit her preference • Does not see sons as often as she would like • Not able to do things which are important to her, e.g. Going to the theatre • Not feeling part of an inclusive community, e.g. Susanne is not confident using public transport • Lack of confidence 	<p>6 (6x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Accept alternative wording</p> <p>Do not accept:</p> <p>‘sons do not visit’ (unless clarified by ‘as much as she’d like) ‘sons do not live nearby’</p> <p>The daily routines in the home are working</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
3	(b)*	8	<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>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> • detailed analysis • clear knowledge & understanding of the benefits and limiting factors • balance of benefits and limitations • explicitly linked to Susanne • correct use of terminology • QWC – high <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • sound analysis • some reference to benefits and limitations • may not be well balanced • some relevance to Susanne • QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited / basic analysis • may identify benefits or limitations • may not be relevant to Susanne • limited structure, may be list like or muddled • QWC – low 	<p>Level 3 (7–8 marks) Answers provide a detailed and balanced analysis of the benefits of personalisation and the factors limiting its impact. Answers relate explicitly to Susanne’s circumstances. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–6 marks) The answer provides a sound analysis of the benefits of personalisation and factors limiting its impact which may not be well-balanced. Answers have some relevance to Susanne’s circumstances. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.</p> <p>Submax of 4 if no reference to limitations</p> <p>Level 1 (1–3 marks) Answer provides a limited or basic analysis of the benefits or the limitations of personalisation. There may be no reference to</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
	<p>meet all wants and needs</p> <ul style="list-style-type: none"> • Institutional history of care and resistance to change • Limited availability of suitable services 			<p>Susanne. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
3 (c)	<p>Three questions, one mark each.</p> <ul style="list-style-type: none"> • What are your goals? • What would improve your care? • What would improve your quality of life? • What would you like to change? • What is important to you now? • What will be important to you in the future? • Who is important to you? • Which routines at the residential home don't suit your preferences? / What would your ideal routine be? • What is working for you? • What isn't working for you? • What further support/adaptations do you need? • How can we help you achieve your goals/overcome difficulties/support your needs? • What activities do you enjoy? • What is important for you (to stay healthy and well?) 	3 (3x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Accept alternative wording</p> <p>Do not accept: Questions not directed to Susanne, i.e. must be written in first person</p> <p>Questions which would not generate discussions/ actions What are you happy about? Do you have any questions? How are you able to improve your confidence? How often do you want to see your sons? Are you happy with your care?</p>

Question		Answer/Indicative content	Marks	Guidance	
				Content	Levels of response
4	(a)*	<p>Arguments for choosing a managed account (i.e. the account is managed by the local authority on Bob's behalf)</p> <ul style="list-style-type: none"> • Bob will receive support from the local authority • Bob's needs will still be put at the centre of his care • Bob will still be given voice/ choice / control • Bob may not want to manage his own budget while he is recovering • Bob does not have a family to provide support • Bob is finding it difficult to communicate and may find it difficult to organise his own access to care • Will protect Bob from financial abuse • May reduce stress/ anxiety/ worry • May take longer than a direct account to organise support <p>Arguments for choosing a direct payment (i.e. Bob manages his own budget)</p> <ul style="list-style-type: none"> • Rapid access to care services • Fully in control of how budget is spent • Bob has mental capacity to manage his own budget • Gives Bob voice, choice and control over his care 	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 evaluation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> • detailed evaluation • clear understanding of both managed account and direct payment • compares and contrasts direct payments and managed accounts • explicitly linked to Bob • correct use of terminology • QWC – high <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • sound evaluation • may give pros and cons of either a managed account or a direct account • may compare benefits of each with no reference to limitations • mostly relevant to Bob • QWC – mid 	<p>Level 3 (6-7 marks) Answers provide a detailed evaluation of direct payments and managed accounts. Answers relate explicitly to Bob's circumstances. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-5 marks) The answer provides a sound evaluation of direct payments and managed accounts. Answers are mostly relevant to Bob's circumstances. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.</p> <p>Sub-max of 4: if no reference to Bob or if only pros or only cons of one type of account</p> <p>Level 1 (1-3 marks) Answer provides a limited or basic evaluation of personal budgets. There are few references to Bob's circumstances. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p>

Question		Answer/Indicative content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • Enables Bob to remain independent • Enables Bob to participate in employment/community • Communication issues can be overcome through use of advocate • Self-respect/empowerment 		Level 1 checklist <ul style="list-style-type: none"> • limited / basic evaluation • may only identify pros or cons • may only include direct payment or managed account • limited structure, may be list like or muddled • QWC – low 	0 marks = response not worthy of credit SEEN for a zero mark response

Question			Answer	Marks	Guidance
4	(b)	(i)	<p>Three marks for one way described.</p> <ul style="list-style-type: none"> • Bob is put at the centre of the meeting • Professionals can share information about Bob's needs e.g. what is working or not working, what is/is not important to/for • Choices can be discussed • Bob's wants and needs can be heard and understood by professionals • Professionals and Bob can co-produce care plans • Person-centred tools can be used to enhance voice, choice and control, e.g. communication chart • Bob can ask questions • Professionals can give Bob information/guidance/leaflets/notes • Supports Bob with making informed decisions <p>Do not accept Non-person centred responses, e.g. they would decide what is best for Bob</p>	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Mark for the description, not for specific points.</p> <p>Three marks:</p> <ul style="list-style-type: none"> • one way described in detail • clearly related to the support given in a meeting • applied to Bob's circumstances <p>Two marks:</p> <ul style="list-style-type: none"> • a sound description • clearly related to Bob <p>One mark:</p> <ul style="list-style-type: none"> • a simplified description which lacks clarity • not explicitly related to Bob <p>Do not credit:</p> <ul style="list-style-type: none"> • simple re-iteration of the situation <p>Accept alternative wording</p>

Question			Answer	Marks	Guidance
4	(b)	(ii)	<p>Three ways identified, one mark each.</p> <ul style="list-style-type: none"> • Give Bob choice over who attends • Give Bob choice about the time of the meeting • Give Bob choice about the location of the meeting • Ensure the facilitator supports Bob • Ensure the facilitator considers how Bob wants the meeting to be • An advocate is invited to provide support • Bob is offered/provided with communication support • Refreshments are provided/offered • Notes are taken / provided • Suitable language used, e.g. not excessive anachronisms • Bob clearly at the centre of the meeting • Listen to / respect what Bob has to say <p>Accept alternative appropriate answers</p>	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Accept alternative wording</p> <p>Do not accept: Assumptions about what would make Bob comfortable, e.g. The meeting not being too formal</p>

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2019

