

# **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  
**05833 & 05871**

## **Mark Scheme for June 2023**

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.

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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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**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)**

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions (requiring a more developed response, worth **two or more marks**)**

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions (requiring a developed response)**

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:













- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotations available for marking of scripts

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This <b>does</b> count as a mark – so <b>do not</b> ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	To acknowledge additional pages/ notes were read
	Not Relevant - ‘noted but no credit given’
	Blank Page

**DO NOT USE ANY OTHER ANNOTATION**

Question		Answer	Marks	Guidance														
1	(a)	The Care Act 2014	1															
1	(b)	<table border="1"> <thead> <tr> <th>Local Authority responsibilities</th> <th>Tick 3 only</th> </tr> </thead> <tbody> <tr> <td>To decide where care should be provided</td> <td></td> </tr> <tr> <td>To ensure there are a range of care services</td> <td>✓</td> </tr> <tr> <td>To prevent care needs becoming more serious</td> <td>✓</td> </tr> <tr> <td>To provide information about care services</td> <td>✓</td> </tr> <tr> <td>To provide personal budgets to all individuals who require care</td> <td></td> </tr> <tr> <td>To provide residential care services</td> <td>✓</td> </tr> </tbody> </table>	Local Authority responsibilities	Tick 3 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	<p><b>No other answers are acceptable.</b></p> <p><b>If more than three answers are ticked:</b> Mark the first three only.</p> <p><b>Do not accept</b> To decide where care should be provided <b>or</b> To provide personal budgets to all individuals who require care.</p>
Local Authority responsibilities	Tick 3 only																	
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Question		Answer	Marks	Guidance
1	(c)*	<p><b>FACS promotes personalisation because:</b></p> <ul style="list-style-type: none"> <li>all individuals are entitled to an assessment of their circumstances / needs/ risks e.g. to ensure they maintain as much control as possible of their lives / the care they receive / opportunities to participate in training, employment, community activities, volunteering/four bands</li> <li>support is provided which removes, minimises or delays individuals' needs becoming more acute, e.g. early identification, emphasis on maintaining independence</li> <li>advice and information is provided e.g. to enable people to manage their own support / make decisions about their care / ensure care needs are met</li> <li>carers are entitled to have an assessment of their needs / access to adequate support e.g. maintain family relationships / independence / choice and control</li> <li>wishes of those deemed lacking the capacity to make decisions are included, e.g. use of advocates, family members</li> <li>equal weight given to different areas assessed, e.g. personal care needs considered as important as being involved in family life</li> <li>holistic and individual approach to assessment, e.g. health, housing, education, family circumstances</li> </ul> <p><b>Do not accept anything relating to housing adaptations</b></p>	7	<p><b>Level 3 (6-7 marks)</b> Detailed description of how FACS promotes personalisation. <b>AND</b> Two ways described in depth.</p> <p><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 (4-5 marks)</b> Sound description of how FACS promotes personalisation. <b>AND</b> Two ways described but may lack depth</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i></p> <p><b>Level 1 (1–3 marks)</b> Basic description of how FACS promotes personalisation. <b>AND</b> One or more ways briefly described.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> <i>No response or no response worthy of credit</i></p>



Question		Answer	Marks	Guidance
1	(d)	<b>Any three from:</b> <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</li><li>• modelling behaviour</li></ul>	3	<b>Accept</b> alternative language

Question	Answer	Marks	Guidance
2 (a)*	<p><b>Benefits of personalisation for Eve:</b></p> <ul style="list-style-type: none"> <li>• Eve is at the centre of her care, e.g. is able to make decisions about what is important to/for her, voice, choice, control</li> <li>• Range of services available, e.g. Eve could choose to receive care at a place/time that is convenient to her</li> <li>• Advice and information available, e.g. Eve will be able to access information easily to support her to make decisions that are right for her, advocacy</li> <li>• EHCP (Education and Health Care Plan) ensures holistic assessment, e.g. Eve's education needs are seen as being of equal importance to her health and care needs. Funding is provided to the school to enable Eve's needs to be met</li> </ul> <p><b>Factors which limit benefits of personalisation for Eve:</b></p> <ul style="list-style-type: none"> <li>• The care which Eve needs may not be available at a different location or time, impacting her learning and progress</li> <li>• Funding may not be adequate to meet all of Eve's wants and needs</li> <li>• Professionals or family members may think they know best about what Eve wants and needs</li> <li>• Professionals may lack training in a person-centred approach, e.g. not provide advice and information to enable Eve to make a decision, not involve her in making decisions</li> </ul>	7	<p><b>Level 3 (6-7 marks)</b> Detailed analysis of the benefits and limitations of personalisation for Eve. <b>AND</b> Balance of benefits and limitations.</p> <p><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 (4-5 marks)</b> Sound analysis of the benefits and limitations of personalisation for Eve. <b>AND</b> Benefits and limitations might not be balanced</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–3 marks)</b> Basic analysis of the benefits/limitations of personalisation for Eve <b>AND</b> May only include benefits or limitations, not both.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> <i>No response or no response worthy of credit.</i></p> <p><b>Limit to Level 1 if only benefits or limitations discussed.</b></p>

Question		Answer		Marks	Guidance														
2	(b)	<table border="1"> <thead> <tr> <th>Professionals must:</th> <th>Tick 3 Only</th> </tr> </thead> <tbody> <tr> <td>Ask other professionals to co-produce the plan.</td> <td></td> </tr> <tr> <td>Encourage the individual's family to meet their care and support needs.</td> <td></td> </tr> <tr> <td>Ensure the individual receives the care they need.</td> <td></td> </tr> <tr> <td>Find out what is important to the individual for a good quality of life.</td> <td>✓</td> </tr> <tr> <td>Focus on the individual's strengths and capabilities.</td> <td>✓</td> </tr> <tr> <td>Understand how an individual communicates their wishes and needs.</td> <td>✓</td> </tr> </tbody> </table>		Professionals must:	Tick 3 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 x 1	<p><b>No other answers are acceptable.</b></p> <p><b>If more than three answers are ticked:</b> Mark the first three only.</p>
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Question		Answer	Marks	Guidance
2	(c)	<p><b>Any one from:</b></p> <ul style="list-style-type: none"> <li>• <b>good day/bad day tool</b>, e.g. describe a typical day, what would it take for Eve to have more good days, fewer bad days</li> <li>• <b>routines</b>, e.g. identify daily, weekly routines to see what is important to Eve</li> <li>• <b>top tips</b>, e.g. quick, efficient way to identify what is most important to/for Eve so professionals / carers / family are aware</li> <li>• <b>relationship circle</b>, e.g. identify who is most important to Eve and who is involved in her care to see who else might be involved / to improve quality of life/provide more support</li> <li>• <b>communication chart</b>, e.g. how does Eve communicate her wishes / needs to ensure she is included in decisions / listened to</li> <li>• <b>decision-making chart</b>, e.g. what decisions does Eve want to be involved in and how to ensure she has voice, choice, control</li> <li>• <b>building effective relationships</b>, e.g. professionals know Eve's strengths, capacities, wishes, needs so she can have the life / care she wants</li> <li>• <b>donut chart</b>, e.g. identifies the roles and responsibilities of those involved in Eve's care to ensure these are clarified / so that Eve's needs and wants are met</li> </ul>	3	<p><b>Three marks:</b> A detailed description of a person-centred tool <b>AND</b> How it could be used to improve Eve's quality of life</p> <p><b>Two marks:</b> A sound description of a person-centred tool <b>OR</b> A brief description of a person-centred tool with some relevance to Eve.</p> <p><b>One mark:</b> Identifies a person-centred tool</p> <p><b>DO NOT ACCEPT</b> other tools</p> <p><b>ACCEPT</b> other appropriate ways the tool could be used to improve Eve's quality of life</p>

Question			Answer	Marks	Guidance
3	(a)	(i)	<b>ANY ONE FROM:</b> <ul style="list-style-type: none"><li>• adaptations which support his mobility</li><li>• personal budget to pay for care needs</li><li>• carer to help Jamal get up in the morning</li><li>• health services from the G.P.</li></ul>	1	Accept alternative language
3	(a)	(ii)	<b>ANY ONE FROM:</b> <ul style="list-style-type: none"><li>• his personal budget is limited</li><li>• he does not feel his G.P. knows him as an individual</li><li>• doesn't have support to get out more often</li><li>• doesn't have support with his motivation/mental health</li></ul>	1	Accept alternative language

Question	Answer	Marks	Guidance
3 (b)*	<p><b>Planning a person-centred review:</b></p> <ul style="list-style-type: none"> <li>• appoint a facilitator, e.g. to support Jamal / find out how he wants to be at the centre of the meeting</li> <li>• ensure Jamal is comfortable, e.g. who does Jamal want to invite, where/when does he want the meeting to take place, refreshments, environment</li> <li>• include all those involved in Jamal's care</li> </ul> <p><b>Conducting a person-centred review:</b></p> <ul style="list-style-type: none"> <li>• use person-centred tools e.g. to find out what is important to / for Jamal, to promote his voice, choice, control, independence, rights, inclusion, to clarify roles/responsibilities of those involved in his care/life</li> <li>• ask appropriate questions, e.g. What is working and not working from different perspectives</li> <li>• review budget, e.g. is it sufficient to meet Jamal's care needs, could it be spent on alternative services that better meet his needs/wants</li> <li>• consider solutions and generate actions e.g. how could Jamal be supported to have more of what is important to him? Who could support him</li> <li>• update records, e.g. to reflect actions agreed, what is important to/for Jamal, how does Jamal communicate his needs</li> </ul>	7	<p><b>Level 3 (6-7 marks)</b> Detailed explanation of how to plan <b>and</b> conduct a person-centred review <b>AND</b> Relevant to Jamal's circumstances</p> <p><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 (4-5 marks)</b> Sound explanation of how to plan <b>and</b> conduct a person-centred review <b>AND</b> Limited relevance to Jamal's circumstances</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Level 1 (1-3 marks)</b> Basic explanation of how to plan and conduct a person-centred review <b>AND</b> May only include how to plan or how to conduct a meeting <b>AND</b> May not be relevant to Jamal's circumstances. Do not accept to improve quality of life</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or response not worthy of credit.</i></p> <p><b>Limit to level 1 if only plan or conducting mentioned</b></p>

Question	Answer	Marks	Guidance
4 (a)	<p><b>Co-production:</b></p> <ul style="list-style-type: none"> <li>• individual is involved in decisions about their care alongside the professionals</li> <li>• individual is an equal partner with professionals</li> <li>• professionals ensure individuals have voice, choice and control in decisions about their care</li> </ul> <p><b>Medical model of disability:</b></p> <ul style="list-style-type: none"> <li>• focusing on deficits rather than capabilities</li> <li>• emphasis on meeting care needs rather than quality of life</li> <li>• viewing care needs as more important than other areas e.g. education, inclusion, independence, rights</li> <li>• professional is the expert and knows what is best for the individual</li> </ul> <p><b>Inclusive communities:</b></p> <ul style="list-style-type: none"> <li>• environment is adapted to meet different needs, e.g. accessible public spaces, toilets, transport</li> <li>• all individuals in society are able to participate in community activities</li> <li>• all individuals are valued, enabled, feel they 'belong' because they are not excluded from civic life, e.g. volunteering</li> </ul>	6 [3 x 2]	<p><b>Two marks:</b> A detailed explanation of the term demonstrating understanding</p> <p><b>One mark:</b> A limited or basic attempt at explanation</p> <p><b>Accept</b> alternative language</p>

Question		Answer		Marks	Guidance
4	(b)		<b>Challenge to personalisation: A, B, C or D</b>	3	<b>No other answers are acceptable.</b>  <b>If more than one answer letter is given in the box:</b> No mark should be awarded.
		A care worker informs a resident that they cannot go outside as the doors are always locked after 6 pm.	<b>C</b>		
		An individual decides not to continue with treatment, against the advice of their G.P.	<b>D</b>		
		An individual with a learning disability is not able to tell their personal assistant what they would like to eat.	<b>A</b>		



Question	Answer	Marks	Guidance
5 (a)*	<p>Answers should include examples from the following three areas:</p> <p><b>To identify what is not working:</b></p> <ul style="list-style-type: none"> <li>• Condition is deteriorating, e.g. care needs are changing</li> <li>• Quality of life decreasing, e.g. no longer able to walk everyday</li> <li>• Communication barriers, e.g. staff do not understand Charlie's behaviour, lack of trust, hostility</li> </ul> <p><b>To find out what is important to Charlie:</b></p> <ul style="list-style-type: none"> <li>• Involve those who know Charlie best, e.g. daughter</li> <li>• Consider how to include Charlie's voice, e.g. advocate, communication chart, requirements of MCA/DOLS</li> </ul> <p><b>To improve Charlie's quality of life:</b></p> <ul style="list-style-type: none"> <li>• To overcome barriers so Charlie can have more of what is important to him, e.g. how to be outside safely</li> <li>• Review budget</li> <li>• Update care plans</li> </ul>	7	<p><b>Level 3 (6-7 marks)</b> Detailed explanation of the importance of a person-centred review meeting <b>AND</b> All three areas included <b>AND</b> Relevant to Charlie's circumstances</p> <p><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 (4-5 marks)</b> Sound explanation of the importance of a person-centred review meeting <b>AND</b> At least two areas included <b>AND</b> Some limited relevance to Charlie's circumstances</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Level 1 (1-3 marks)</b> Basic explanation of the importance of a person-centred review meeting with one or two areas included <b>AND</b> Little to no relevance to Charlie's circumstances.</p> <p>1 mark if only headings listed</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> <i>No response or no response worthy of credit.</i></p>

Question		Answer	Marks	Guidance
5	(b)	<p><b>Charlie</b> ✓</p> <ul style="list-style-type: none"> <li>• Walking / being able to go outside ✓</li> <li>• His family ✓</li> <li>• stories from his past ✓</li> <li>• His daughter ✓</li> <li>• His wife (deceased) ✓</li> <li>• Walking outside (daily) ✓</li> <li>• Daughter visiting (every Sunday) ✓</li> <li>• Confusion due to dementia/confusion/dementia ✓</li> <li>• Relationship with care staff ✓</li> <li>• Challenging behaviour ✓</li> </ul>	<p>8 [8 x 1]</p>	<p><b>ACCEPT</b> alternative language</p> <p><b>ONE</b> mark for each point included <b>MAX</b> 8 marks</p>

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