

**Level 5 Children, Young People and Families Manager EPA MOCK Knowledge Exam  
M-EPA-CYPR5001 – Mark Scheme**

This document contains potential answers that show the level of depth and breadth required to answer each of the questions to gain full marks in the live paper M-EPA-CYPR5001. As a rule, learners should provide one key point for each mark required within the question. Learners would be expected to answer in sentences rather than just bullet points.

All questions are worth 4 marks – 3 marks are available for demonstration of appropriate knowledge and 1 further mark for appropriate application to the situation.

<b>Option1: Manager in Residential Care</b>		
<b>Leads and supports practice development in the care and support of children and young people in residential care.</b>		
<b>Scenario 1</b>		
	<p>Sasha, age 12, is a young person being admitted into your residential setting. Sasha is currently in a foster placement and is unable to visit family, who were refugees seeking asylum. Previously, Sasha and her mother were living with her mother’s partner. Sasha has experienced repeated sexual abuse by the mother’s partner. Sasha does not communicate verbally. Instead, she uses childlike sounds. She withdraws from social engagement. It is also thought that Sasha was neglected by her mother. Sasha tends to display inappropriate sexual behaviour or have violent outbursts towards others. There is also a concern surrounding her inability to maintain her personal hygiene.</p>	
<b>Question</b>	<b>Criteria</b>	
<b>Q1</b>	<p>Analyse the <b>3 strategies and/or methods of support</b> you will provide your staff to meet the holistic needs of Sasha. This may include considerations of external agencies that you may need to involve in the care and support of the young person. (4 marks)</p> <p>Award 1 mark for each strategy analysed, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• Social needs are important for people to achieve balanced and fulfilled lives. By learning how to effectively communicate, people can positively and appropriately interact with others. An understanding of how to achieve this will help the staff to support Sasha in becoming more aware of appropriate and inappropriate social behaviours.</li> <li>• Psychological needs are important for ensuring individual mental needs are met for them to have a positive sense of well-being and balance in their lives. Sasha would benefit from staff undertaking training in this area as it may help them to understand why she communicates using childlike sounds.</li> <li>• Physical needs are the fundamental needs of the human body for people to be healthy including personal hygiene. With appropriate training, staff could support Sasha in learning how to correctly take care of herself and her body to prevent illnesses and discomfort, which will also improve her overall well-being.</li> </ul>	<p><b>K25</b> Theoretical and practical approaches to meeting the holistic needs of children and young people in care <b>ESSENTIAL CRITERIA</b></p>

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	<ul style="list-style-type: none"><li>• Ofsted require that children and young people have access to high-quality care and education regardless of their personal circumstances or individual needs. Therefore, the staff should become familiar with the basics of Sasha’s first language and/or be given training on how to support Sasha with English and an additional language (EAL).</li><li>• Emotional needs play a significant role in shaping our thoughts, feelings, and behaviours. Sasha’s emotional needs should be evaluated to ensure she can feel connection and belonging in her new environment.</li></ul> <p>Credit any other correct analysis and application of any other strategies and/or methods of support that could provided to meet the holistic needs, for example relevant content on any of the following:</p> <ul style="list-style-type: none"><li>• spiritual needs</li><li>• holistic theory – Maslow’s hierarchy of needs</li><li>• holistic care needs – physical, psychological, emotional, mental, intellectual, spiritual</li><li>• theorist – Jan Christian Smuts</li><li>• child development theories – Piaget, Vygotsky</li></ul>	
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<b>Leads and supports practice development in the care and support of children and young people in residential care.</b>		
<b>Scenario 2</b>		
	Gerry has been working in the residential home for 5 years. She is well liked by the children and young people and has an excellent working relationship with external agencies. Gerry is capable of becoming a Children, Young People and Families Manager, but is happy in her current role and is not interested in progression.	
	<b>Question</b>	<b>Criteria</b>
<b>Q2</b>	<p>Describe <b>3 of the 5 components</b> of performance in relation to Gerry. (4 marks)</p> <p>Award 1 mark for each component described, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• <b>planning</b> needs to be in place and clearly outlined so Gerry has set goals with a specific timeframe in which to accomplish them</li> <li>• ensuring that Gerry can keep track of her own performance by implementing a <b>monitoring</b> system, so she can take ownership of her own development</li> <li>• encouraging further improvement and <b>development</b> will help Gerry exceed and go beyond their indicated goal</li> <li>• <b>rating</b> Gerry on her work will help her to see her development and capability clearly</li> <li>• <b>rewarding</b> and/or compensating Gerry for her work or when she has achieved a goal will ensure Gerry feels recognised and appreciated for her work and will enable her to continue in her development and achieving her goals</li> </ul> <p>Credit any other correct description and application of the 5 components of performance.</p>	<p><b>K26</b></p> <p>Principles and practice of distributive leadership within the home</p> <p>ESSENTIAL CRITERIA</p>

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<b>Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care.</b>		
<b>Scenario 3</b>		
	<p>Max is a 14-year-old who has been admitted to your service. Max was previously living with his parents, who have a history of long-term drug abuse, and has been in and out of foster care for most of his life. There is a history of long-term neglect and sexual abuse from a family member. Max has been excluded from school due to physical violence towards the teachers. He has been involved in criminal violence and has a history of drug abuse. Max is overweight and the social worker has explained that Max is finding it difficult to follow a healthy eating plan and refuses to take part in any form of physical activity.</p>	
	<b>Question</b>	<b>Criteria</b>
<b>Q3</b>	<p>Describe <b>1</b> piece of legislation, theory, compliance requirement or strategy that can be implemented to support the staff to meet the holistic needs of, and the long-term goals for Max. (4 marks)</p> <p>Award 1 mark for each correct point described in relation to various legislation, theories, compliance requirements and/or strategies, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• The Children Act 2004 encourages information sharing between agencies The staff can use information sharing to gain a holistic picture of Max and his situation.</li> <li>• Care standards 5 principles: compassion requires staff to provide care with empathy and kindness and show genuine concern for children and young people. Compassionate care will help Max feel cared for and comforted during this time.</li> <li>• Care standards 5 principles: responsive care involves tailoring care and support to meet individual needs. By proactively using responsive care, staff can ensure Max’s physical, emotional and psychological needs are met, including his diet.</li> <li>• CPD and training will ensure staff are familiar with similar situations to Max’s and can recognise particular traits and triggers. This could help care become even more tailored to meet Max’s needs.</li> <li>• TCI training on restraint will give staff knowledge and understanding of managing crisis situations and how to use restraint as a last resort. There is a strong emphasis on prevention and de-escalation, which will help protect Max and the people around him.</li> </ul>	<p><b>K23</b> The legislation, the theoretical approaches and the compliance requirements for running a residential care home for the care and support of children and young people <b>MANDATORY CRITERIA</b></p>

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	<p>Credit correct description and application of any other relevant legislation, theoretical approaches and compliance requirements, for example, relevant content on any of the following:</p> <ul style="list-style-type: none"><li>• The 6 C's – care, compassion, courage, communication, commitment, competence</li><li>• Regulation 44</li><li>• Health and Safety at Work etc. Act 1974</li><li>• CQC regulations</li><li>• restrictive principles – chemical, environmental, mechanical, physical, seclusion</li><li>• Equality and human rights Act and commission</li></ul>	
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<b>Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care.</b>		
<b>Scenario 4</b>		
	You have been asked to carry out a review of the care and support provided to children and young people in your residential home.	
	<b>Question</b>	
<b>Q4</b>	<p>Explain, using <b>3 of the 6 Cs</b> from 'Compassion in Practice', how those working with children and young people can provide long-term care and support. (4 marks)</p> <p>Award 1 mark for an explanation of each of the 3 Cs required, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• <b>Care</b> is central to how children and young people are treated in residential homes. The care provided helps the individual person and their impact on the whole community. Children and young people should expect the care they receive to be right for them during their time with you.</li> <li>• <b>Compassion</b> is how care is given through professional relationships which are empathic, respectful and treat children and young people with dignity. This intelligent kindness is central to how people perceive their care, which should be consistent in the long-term.</li> <li>• <b>Courage</b> allows us to do the right thing for the children and young people in our care, including speaking up for them when you have concerns and having the strength and vision to innovate and to embrace new ways of working.</li> <li>• <b>Communication</b> is important in order to have a successful caring relationship with children and young people and for effective team working. Listening to children and young people is essential to help make informed decisions with them.</li> <li>• <b>Commitment</b> is vital for those working with children and young people, this should be built on to improve the care and experience of those we work with in the long-term for positive outcomes.</li> <li>• <b>Competence</b> allows those working with children and young people to have the knowledge, skills and behaviours to understand the needs of those they are caring for and are able draw on their experiences as well as research and evidence.</li> </ul> <p>Credit any other correct explanation and application of the 3 of the 6 Cs.</p>	<p><b>K22</b> The principles of long-term care and support for children and young people <b>MANDATORY CRITERIA</b></p>

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<b>Core</b>		
<b>You enabled us to focus on and achieve improved outcomes for children and young people</b>		
<b>Scenario 5</b>		
	<p>Following a complaint, the regulator has completed a full inspection of the service of your setting and have found the care and support to be inadequate. An action plan has been devised with the following key aspects:</p> <ul style="list-style-type: none"> <li>• staff supervision and training records are inadequate</li> <li>• roles and responsibilities for the key staff are unclear</li> <li>• resources are ineffectively managed</li> </ul>	
<b>Question</b>		<b>Criteria</b>
<b>Q5</b>	<p>Explain how Ofsted’s requirements can be implemented to enable positive outcomes to be met. (4 marks)</p> <p>Award 1 mark for each correct point explained in relation to implementing Ofsted’s requirements, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• Managers must adhere to Ofsted’s requirements to ensure the quality and safety of their services. One requirement is staffing. The managers could familiarise themselves with this requirement and use it as a basis to train staff on their roles and responsibilities.</li> <li>• Ofsted requirements dictate that staff keep accurate and up-to-date records of children and young people in their care. Managers could implement training to help staff understand their responsibilities and ensure resources are effectively managed.</li> <li>• Managers could use Ofsted reports to inform their continuous improvement plans and implement training, policies, etc. to ensure staff are effective in their roles.</li> <li>• Ofsted focuses on partnership working to ensure the best for children and young people. By ensuring communication and collaboration, staff would be better prepared to supervise the individual/s in their care.</li> <li>• Leadership and management are crucial for the smooth running of care settings and staff efficiency. Leadership should communicate with staff and children, as well as outside agencies, to ascertain and implement best practice.</li> </ul> <p>Credit any other correct explanation and application of implementing Ofsted’s requirements.</p>	<p><b>K12</b></p> <p>The quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies</p> <p><b>MANDATORY CRITERIA</b></p>

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<b>You enabled us to focus on and achieve improved outcomes for children and young people</b>		
<b>Scenario 6</b>		
	<b>Question</b>	<b>Criteria</b>
	<p>Several senior staff members have reported safeguarding issues with children and young people in their care and believe that practitioners could have responded To these concerns more quickly. They also believe the practitioners involved could have worked with partner agencies more effectively.</p>	
<b>Q6</b>	<p>Describe how the statutory guidance ‘Working Together to Safeguard Children’ could be effectively applied to improve safeguarding practices. (4 marks)</p> <p>Award 1 mark for each correct point described in relation to ‘Working together to Safeguard Children’, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• Clear roles and responsibilities should be outlined. Staff being clear of their roles could ensure partner agencies are worked with more effectively.</li> <li>• Effective multi-agency collaboration is important for information sharing. Staff should be collaborating more efficiently with other agencies to get a holistic picture for each child and ensure they receive appropriate support.</li> <li>• A child-centred approach means the child’s best interests are put first. Staff could evaluate their practice to decide how this can be best achieved.</li> <li>• Supervision and training should be used to ensure staff are up to date with safeguarding and other key responsibilities. Managers could use training to discuss the recent problems and how these can be effectively dealt with.</li> <li>• Clear thresholds for intervention for when and how to escalate concerns. Managers should be trained to know when these thresholds are met and staff should be made aware of these.</li> </ul> <p>Credit any other correct description and application of ‘Working Together to Safeguard Children’.</p>	<p><b>K11</b></p> <p>The principles and practice of statutory frameworks, standards, guidance and Codes of Practice</p> <p><b>ESSENTIAL CRITERIA</b></p>



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<b>You enabled us to focus on and achieve improved outcomes for children and young people</b>		
<b>Scenario 7</b>		
	You have noticed that a member of your team, Danny, has not met the objectives that they have been set, are behind on some deadlines and their communication style with children and young people is not always appropriate.	
	<b>Question</b>	<b>Criteria</b>
<b>Q7</b>	<p>Explain a theory of self-reflection that Danny could use to improve their practice. (4 marks)</p> <p>Award 1 mark for each correct point explained in relation to theories of self-reflection, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• Gibbs’ Reflective Cycle describes the experience to reflect upon. Danny could reflect on his recent performance.</li> <li>• Gibbs’ Reflective Cycle reflects on the emotions and thoughts surrounding the experience. Danny can think about how his role and recent performance is making him feel.</li> <li>• Gibbs’ Reflective Cycle evaluates the experience alongside Danny’s values, beliefs and principles. Danny should reflect on what he wants to achieve in his role.</li> <li>• Gibbs’ Reflective Cycle analyses the situation from various perspectives. Danny can analyse how he is making others feel and what is causing him to act the way he is.</li> <li>• Gibbs’ Reflective Cycle reflects on what has been learned through reflection. Danny will gain insights and decide how to apply this in the future.</li> <li>• Gibbs’ Reflective Cycle helps individuals create an action plan. Danny can choose what improvements he would like to make.</li> </ul> <p>Credit any other description and application of any other relevant theories relating to improving practice, for example:</p> <ul style="list-style-type: none"> <li>• Self-reflection (Kolb, theories and cycles)</li> </ul>	<p><b>K13</b> Approaches to developing and implementing improvement, including use of data <b>ESSENTIAL CRITERIA</b></p>

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<b>You enabled us to focus on and achieve improved outcomes for children and young people</b>		
<b>Scenario 8</b>		
	<b>Question</b>	<b>Criteria</b>
	<p>John is a young person who has emotional and behavioural needs due to early traumatic experiences. He has been excluded from school and finds it challenging to build relationships with adults.</p>	
<b>Q8</b>	<p>Describe how you could use the PACE model to communicate and build a relationship with John. (4 marks)</p> <p>Award 1 mark for each correct point described in relation to the PACE model, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• <b>PACE</b> focuses on building and repairing attachment. If used effectively, it could improve John’s trust and help him form attachments.</li> <li>• <b>Playfulness</b> helps John to enjoy being with staff in an unconditional way. Jesse could be made to feel at ease once he understands relationships are not conditional.</li> <li>• <b>Acceptance</b> shows a connection to the child/young person’s feeling without judgement. John may express negative feelings that are acknowledged with empathy.</li> <li>• <b>Curiosity</b> means learning about a child and/or young person’s thoughts and feelings. John will feel important and know you are genuinely interested.</li> <li>• <b>Empathy</b> shows the child and/or young person their feelings are important and that are supported. John will feel supported and know he can trust you.</li> </ul> <p>Credit any other correct description and application of the PACE model.</p>	<p><b>K14</b></p> <p>The theories of intervention that meet the needs of children, young people and adults within the family</p> <p><b>ESSENTIAL CRITERIA</b></p>

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<b>You provided direction and ensured we worked as a cohesive team</b>		
<b>Scenario 9</b>		
	<b>Question</b>	<b>Criteria</b>
	<p>Pete is an experienced and competent member of your team who has been the key worker for 14-year-old Jess for some time. A member of staff has approached you to report concerns that the relationship between Pete and the family has recently broken down and they are concerned that Pete is now not spending as much time with Jess and is treating her differently.</p>	
<b>Q9</b>	<p>Describe the leadership style you would use to resolve the situation with Pete. (4 marks)</p> <p>Award 1 mark for each correct point described in relation to the leadership style, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• Transformational leadership will allow Pete to advance to a higher level of morality and improve his motivation.</li> <li>• Transformational leadership provides intellectual stimulation, challenges the status quo and encourages creativity. This will enable Pete to explore new ways of working with Jess and new opportunities to learn.</li> <li>• Transformational leadership involves fostering supportive relationships through open communication. This will enable Pete to share thoughts and ideas on how to improve the situation.</li> <li>• Transformational leadership involves a clear vision that can be shared. These goals of achieving improved care for Jess helping her experience the same passion and motivation to fulfil these goals.</li> <li>• Transformational leaders are role models for followers. This is gained through trust and respect for the leader. Pete’s work and dedication could improve by following the leader’s example, which will directly improve the situation.</li> </ul> <p>Credit correct description and application of any other relevant leadership styles, for example:</p> <ul style="list-style-type: none"> <li>• Authoritarian</li> <li>• Delegative</li> <li>• Transactional</li> <li>• Participative</li> <li>• Servant</li> <li>• Democratic</li> <li>• Laissez Faire</li> </ul>	<p><b>K2</b> Theories underpinning the learning, development and motivation of individuals and teams <b>ESSENTIAL CRITERIA</b></p>

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<b>You provided direction and ensured we worked as a cohesive team</b>		
<b>Scenario 10</b>		
	Alex is a competent member of the team and has been mentoring a new member of staff, Charlie. There has been a breakdown in Alex and Charlie’s relationship, which has negatively impacted the families involved in their care, as well as Charlie, who feels they are being treated differently. Charlie feels Alex is not communicating with them and becoming frequently agitated. As a result, this is having a negative impact on team morale.	
<b>Question</b>		<b>Criteria</b>
<b>Q10</b>	<p>Describe <b>3 stages</b> of Tuckman's model of team development and how it can be used to enable a cohesive team to be formed. (4 marks)</p> <p>Award 1 mark for each correct point described in relation to Tuckman’s model of team development, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• Forming: team members will get to know one another and understand their goals. This will allow Alex and Charlie to come together in a supportive and non-confrontational environment and begin building trust.</li> <li>• Storming: conflicts begin to emerge, which can lead to tension between everyone involved. This stage will allow everyone involved to effectively communicate how they are feeling. Charlie will be able to voice their concerns to Alex in a safe environment and focus on finding shared objectives.</li> <li>• Norming: the team begin to establish cohesion. Norms, guidelines and a shared understanding of how to work together effectively is developed and roles become clearer. Alex and Charlie will come to an understanding on how they will work together effectively.</li> <li>• Performing: the team is highly functional and productive, with members working together smoothly to achieve the overall goal by using effective communication and cooperation. Charlie will feel that the relationship balance has been restored. Alex will have greater motivation and want to help Charlie succeed.</li> <li>• Adjourning: encapsulates task completion and team dissolution, with the team reflecting on their achievements. Alex and Charlie can celebrate their accomplishments and reflect on their progress as a team as the mentorship comes to an end.</li> </ul> <p>Credit any other correct description and application of Tuckman’s model of team development.</p>	<p><b>K3</b></p> <p>The role of the team and the internal and external environment in which it operates</p> <p><b>NON-ESSENTIAL CRITERIA</b></p>

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<b>You implemented a working environment which supported dignity and human rights</b>		
<b>Scenario 11</b>		
	Claire observes a member of the team, Laura, supporting a young person who has learning disabilities, limited verbal communication and is also a devout Muslim. Claire reports that Laura did not consult with the young person about any aspects of their care while supporting them.	
	<b>Question</b>	<b>Criteria</b>
<b>Q11</b>	<p>Using <b>1</b> theory, concept or piece of legislation relating to diversity, equality, rights and inclusion, explain how you would resolve the situation and ensure that Laura understands the importance of consulting a young person on every aspect of their care. (4 marks)</p> <p>Award 1 mark for each correct point explained in relation to relevant theories, concepts or legislation, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• UNICEF’s Core Values of Care will help Laura learn to better prioritise the needs and rights of the child. UNICEF also concentrate on ensuring every child is treated equally and can thrive, regardless of their needs or personal circumstances. Laura would be able to understand how the young person’s needs may affect them and work to overcome this.</li> <li>• The Equality Act 2010 prohibits discrimination of protected characteristics, including disabilities or religion. Once familiar with this legislation, Laura could assess the situation to improve her understanding before developing a relevant individual care plan, including any reasonable adjustments, to better support children and young people.</li> <li>• Improved self-awareness to understand the situation and the role people play. This could help improve Laura’s understanding of her own biases and prejudices and help her to overcome these and improve her empathy toward young people she works with.</li> <li>• UNCRC (United Nations Convention on the Rights of the Child) is an international treaty and human rights instrument that outlines the rights and protections afforded to all children. By understanding this treaty, Laura will become aware of its key principles, including non-discrimination and best interests of the child, and be able to apply this to improve the current situation with the young person.</li> <li>• Understanding what discrimination looks like includes the knowledge and awareness of types of discrimination (such as direct, indirect, victimization and harassment), how they manifest in different situations. By improving her understanding, Laura will become aware of different types of discrimination and how this could be occurring unconsciously with the young person.</li> </ul>	<p><b>K4</b></p> <p>Values and ethics and the principles and practices of diversity, equality, rights and inclusion</p> <p><b>ESSENTIAL CRITERIA</b></p>

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	<p>Credit any other correct description and application of any other relevant theories, concepts and/or legislation, for example:</p> <ul style="list-style-type: none"><li>• principles of anti-discriminatory practice</li><li>• stereotypical viewpoints</li><li>• respecting confidentiality</li><li>• being effective communicators</li><li>• a willingness to change views and actions that disadvantage others</li></ul>	
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<b>You implemented a working environment which supported dignity and human rights</b>		
<b>Scenario 12</b>		
	<b>Question</b>	<b>Criteria</b>
	<p>Jamie has concerns about another member of the team, Jordan, who is supporting a young person who very quiet and withdrawn with some personal care. Jamie has reported that the young person was not consulted about any aspects of their care when they were being supported and that Jordan is being disrespectful.</p>	
<b>Q12</b>	<p>Describe a theory that you could utilise in this situation to help Jordan understand the need to show respect and dignity to the young person. (4 marks)</p> <p>Award 1 mark for each correct point described in relation to relevant theories on equality, values, rights and ethical issues, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <p>Immanuel Kant and his influential, ethical theory, Kantian ethics. This approach has several main points that learners may refer to.</p> <ul style="list-style-type: none"> <li>• <b>Categorical imperative:</b> a universal rule that all should follow to ensure everyone is treated with respect and never be used to benefit ourselves. Understanding this will allow Jordan to re-evaluate this situation and ensure they are treating the young person how they themselves would like to be treated.</li> <li>• <b>Duty and moral obligation:</b> the ideas of doing what is right because it is our duty could support Jordan in evaluating their role in the young person’s life, while altering their practice to better support the young person.</li> <li>• <b>Universal rules:</b> good actions are applicable to all people in similar situations. Jordan could use this information to decide whether they have acted the same way with other young people with similar needs. If not, Jordan could refine their actions to improve their practice.</li> <li>• <b>Good will:</b> wanting to do what is right is the most important thing. Jordan could reflect on their practice to decide whether the young person’s wellbeing has been at the front and foremost of all their decisions and actions.</li> <li>• <b>Respect for people:</b> treating everyone with respect and not using them to get what we want as each person has their own dignity and value. Jordan could improve his knowledge surrounding individual dignity to speak with the young person to better understand how their needs, and dignity, can be both met and upheld.</li> </ul>	<p><b>K5</b></p> <p>Approaches to dignity and respect</p> <p><b>ESSENTIAL CRITERIA</b></p>

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	<p>Credit any other correct description and application of any other relevant theories relevant to dignity and respect, for example:</p> <ul style="list-style-type: none"><li>• John Wiley – A Theory of Personality Development</li><li>• Thomas Hobbes – social contract theory</li><li>• Jeremy Bentham – Utilitarianism, a moral theory (John Stuart Mill)</li><li>• John Locke/Thomas Hobbes/David Hume natural theory</li><li>• John Austin legal theory</li><li>• Jeremy Bentham social welfare theory</li></ul>	
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<b>You helped us work through the challenges that faced us and ensured we were safe</b>		
<b>Scenario 13</b>		
	Simon, a 15-year-old male has been placed in the care of a new key worker who has just finished their training. Simon has been in and out of the care system for most of his life. Simon has been involved with the criminal justice system due to altercations with the police following involvement with several crimes within the community. He has a history of neglect and sexual abuse and is at high risk of exploitation.	
	<b>Question</b>	<b>Criteria</b>
<b>Q13</b>	<p>Using decision making research, explain how you would support the new key worker in their role. (4 marks)</p> <p>Award 1 mark for each correct point explained in relation to decision making research, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• Consequentialist perspective focuses on the outcomes or consequences of an action to determine whether it is morally right or wrong. The key worker could be supported in understanding what led to Simon’s current situation and what the likely consequences are to putting him in a residential setting.</li> <li>• Utilitarianism is a branch of consequentialism that judges the morality of an action based on the results it produces. The key worker could support Simon in understanding his current situation and also what the likely outcome/consequences could be for Simon now, both positive and negative.</li> <li>• Hedonism is a branch of consequentialism that believes pleasure, or the absence of pain, is the most important principle when determining morality. The key worker could use this notion to ensure Simon’s happiness in his new setting and help put things in place to support this.</li> <li>• The notion of bounded rationality focuses on the idea that people have cognitive limitations that prevent them from being perfectly rational decision makers. The key worker could use this as a tool to begin trying to understand Simon’s point of view and why he may have made certain previous decisions.</li> <li>• The notion of bounded rationality includes the idea of limited information. The person may not be able to process all available data before making a decision. This will help the key worker to understand that Simon may not be fully aware of all situations and that his decisions may be based off partial information.</li> </ul> <p>Credit any other correct description and application of any other decision making research, for example the consequentialist perspective.</p>	<p><b>K7</b> The theories and up-to-date research and best practice that underpin practice decision making <b>NON-ESSENTIAL CRITERIA</b></p>

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<b>You helped us work through the challenges that faced us and ensured we were safe</b>		
<b>Scenario 14</b>		
	<b>Question</b>	<b>Criteria</b>
	<p>Daniel, a 6-year-old boy, has been placed in the care of a new key worker after a breakdown of the relationship between his previous key worker and Daniel’s family. This was due to the father’s violent tendencies towards the key worker after the key worker claimed he was abusing his son. The new key worker thinks the claims are warranted and wishes to discuss this during supervision with their manager.</p>	
<b>Q14</b>	<p>Describe how the principles and practice of supervision can be used to support Daniel’s key worker. (4 marks)</p> <p>Award 1 mark for each correct point described in relation to principles and practice of supervision, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• Scaffolding can be used by the manager to provide guidance to the learner as they work on a task/problem. The manager could guide the key worker while they talk through their approach to speaking with the family.</li> <li>• Scaffolding uses the zone of proximal development which can be applied to adults to bridge the gap between what the learner can do and needs to achieve. The manager could use this practice to assess what the key worker’s current strengths are and improvement opportunities.</li> <li>• Scaffolding gives customised support. The manager can supervise the learner and give tailored, relevant guidance, as opposed to general advice (like a staff meeting).</li> </ul> <p>Credit any other correct description and application of any other relevant principles and practices of supervision, for example:</p> <ul style="list-style-type: none"> <li>• models of clinical supervision</li> <li>• traditional</li> <li>• cognitive behavioural</li> <li>• humanistic</li> <li>• psychodynamic</li> <li>• integrative models</li> <li>• orientation specific</li> <li>• solution focused</li> </ul>	<p><b>K6</b> The principles and practice of supervision with their staff <b>ESSENTIAL CRITERIA</b></p>

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<b>You managed and made best use of the resources that we have</b>		
<b>Scenario 15</b>		
	To improve the standards in the team and create engagement and innovation in the development of practice, Lou, a Children, Young People and Families Manager, has decided to commission an external organisation to provide a bespoke training course to suit the needs of the practitioners.	
	<b>Question</b>	<b>Criteria</b>
<b>Q15</b>	<p>Describe how Lou will conduct <b>3 stages</b> of the commissioning cycle. (4 marks)</p> <p>Award 1 mark for each correct description of a stage of the commissioning cycle, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• Identify the needs of the target population. Lou needs to ascertain what the staff's needs are.</li> <li>• Analysis of needs helps to understand specific requirements and challenges. Lou must analyse her staff's needs to better understand what training is required and any gaps in knowledge.</li> <li>• Strategic planning should outline the goals and priorities for training. Lou can tailor the training to suit the staff's needs, focusing on the most important.</li> <li>• Commissioning enables procurement of available services. Lou can choose a suitable training company and package that will best suit her team's needs.</li> <li>• Monitoring includes feedback from the service users and staff, as well as reviewing the plans put in place after the training. Lou can monitor the impact of the training and adapt the plan as needed.</li> </ul> <p>Credit any other correct description and application of any other relevant content in relation the commissioning cycle.</p>	<p><b>K16</b> How to create engagement and innovation in the development of practice <b>ESSENTIAL CRITERIA</b></p>

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<b>You built the relationships with others that ensured effective communication and partnership work</b>		
<b>Scenario 16</b>		
	<p>Suzy is a 6-year-old child, who responds well to routine and structure. A member of the team has informed you that the parents have become extremely stressed and are struggling to cope as Suzy has recently been extremely challenging due to a change in routine. The member of staff has also noticed a change in Suzy’s behaviour and is concerned. The member of staff is worried that the parents are having personal difficulties, and this is impacting Suzy’s behaviour.</p>	
	<b>Question</b>	<b>Criteria</b>
<b>Q16</b>	<p>Explain how working in partnership with other agencies can help achieve positive outcomes for Suzy and her parents.</p> <p>Award 1 mark for each correct point explained in relation to working in partnership with other agencies, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• Schools should maintain open and effective communication with the parents and any other agencies involved. Suzy’s school should be open to discussing any changes they have noticed in Suzy and anything that has helped to settle her. They should also provide educational work if Suzy misses school.</li> <li>• Health care providers are responsible for making sure a comprehensive assessment of the child’s needs is created as well as an individualised care plan. Suzy’s care plan should be shared with her parents and other agencies who are involved to ensure a high-quality of care is consistently given and may also support in helping keep structure for Suzy.</li> <li>• Health care providers are responsible for prioritising the physical, emotional and psychological safety and well-being of all patients. With Suzy’s recent behaviour, health care providers may wish to assess Suzy to try and support with the changes in her behaviour, which could be indicative of emotional or psychological stress.</li> <li>• Placing authorities are responsible for assessment, matching and placement. They should identify the Suzy’s needs and determine whether a respite placement is suitable based on those needs.</li> </ul> <p>Credit any other correct explanation and application of any other relevant partnerships or agencies, for example:</p> <ul style="list-style-type: none"> <li>• local authorities</li> <li>• employees</li> <li>• therapy provision</li> <li>• police</li> <li>• joint working, sharing information and aims</li> </ul>	<p><b>K18</b> Inter-agency and multi-agency work and its role in ensuring positive outcomes <b>ESSENTIAL CRITERIA</b></p>

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<b>You ensured there was a culture of continuing professional development</b>		
<b>Scenario 17</b>		
	A continuing professional development (CPD) programme is being developed for a team of children, young people and families practitioners. The first training session is on reflective practice and teamwork. The team includes visual, auditory and kinesthetic learners.	
	<b>Question</b>	<b>Criteria</b>
<b>Q17</b>	<p>Describe how the training could be delivered to suit the different learning needs of the team. (4 marks)</p> <p>Award 1 mark for each correct point described in relation to how training could be delivered, up to a maximum of 3 marks. Award 1 further mark for any appropriate application to the situation. Example answers include:</p> <ul style="list-style-type: none"> <li>• Training resources can be developed that cater for all learning styles. Printouts will support visual staff, a speaker or video supports auditory staff and including activities requiring movement or writing supports staff who are kinesthetic learners.</li> <li>• Co-operative mind maps as a training resource are an important tool for training staff and helps to gather lots of ideas on a topic. It includes all types of learners as staff will need to speak to one another, move around, write things down and visually link ideas using the map.</li> <li>• Regulated training programmes to establish and enforce standards. These could be done using online training, which would cater for all learning styles. Staff will visually and aurally be given information, as well as completing activities involving movement, such as clicking.</li> <li>• Ofsted regulations should be shared with staff and managers should ensure staff are familiar with expectations. Managers can incorporate simulations to support kinesthetic staff with regulations, visual staff could be given this information using slide shows and audio recordings could be used to support auditory staff.</li> <li>• Discussions can be used when coaching and mentoring staff on best or new practice. This could involve role-play and discussion which will support all staff's learning needs.</li> <li>• Visual learners could be presented with pictures, diagrams, and charts, auditory learners through listening to important information and kinesthetic learners through touch and doing things.</li> </ul> <p>Credit any other correct description and application of how the training could be delivered to meet the needs of the team.</p>	<p><b>K20</b></p> <p>Principles of: reflective practice; how people learn; effective continuing professional development</p> <p><b>ESSENTIAL CRITERIA</b></p>