

Paper Code: M-EPA-CYPR5001**Level 5**

Highfield Level 5 Children, Young People and Families Manager in Residential Care – Mock Situational Judgement Test

Information for registered centres

The seal on this examination paper must only be broken by the candidate at the time of the examination. Under no circumstances should a candidate use an unsealed examination paper.

Information for candidates

Under no circumstances should you, the candidate, use an unsealed examination paper. This examination consists of **17 short-answer questions**.

The exam is worth **68 marks**, with a **pass** being **34 marks**.

The duration of this examination is **120 minutes**. 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.

There are **2 pathway mandatory criteria questions**, and **1 core mandatory criteria question** - a minimum of **2 marks out of 4** must be achieved on each of these questions to pass the test overall.

You are **NOT** allowed any assistance to complete the answers.

You must use a pen to complete the answer booklet.

When completed, please leave the examination answer booklet (EAB) on the desk.

EXAMINATION ANSWER BOOKLET (EAB) INSTRUCTIONS:

Complete your answers in the Examination Answer Booklet (EAB) provided along with this examination paper. When completed, please leave the Examination Answer Booklet (EAB) on the desk. All candidates **MUST** sign the Examination Answer Booklet (EAB) in the bottom right-hand corner of the page before leaving the examination room.

Short Answer Questions

1

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.

Analyse the **3 strategies and/or methods of support** 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)

2

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.

Describe **3 of the 5 components** of performance in relation to Gerry.

(4 marks)

3

Question 3 is a pathway mandatory criteria question.

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.

Describe **1** 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)

4

Question 4 is a pathway mandatory criteria question.

You have been asked to carry out a review of the care and support provided to children and young people in your residential home.

Explain, using **3 of the 6 Cs** from 'Compassion in Practice', how those working with children and young people can provide long-term care and support.

(4 marks)

5

Question 5 is a core mandatory criteria question.

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:

- staff supervision and training records are inadequate
- roles and responsibilities for the key staff are unclear
- resources are ineffectively managed

Explain how Ofsted's requirements can be implemented to enable positive outcomes to be met.

(4 marks)

6

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.

Describe how the statutory guidance 'Working Together to Safeguard Children' could be effectively applied to improve safeguarding practices.

(4 marks)

7

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.

Explain a theory of self-reflection that Danny could use to improve their practice.

(4 marks)

8

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.

Describe how you could use the PACE model to communicate and build a relationship with John.

(4 marks)

9

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.

Describe the leadership style you would use to resolve the situation with Pete.

(4 marks)

10

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.

Describe **3 stages** of Tuckman's model of team development and how it can be used to enable a cohesive team to be formed.

(4 marks)

11

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.

Using **1** 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)

12

Jamie has concerns about another member of the team, Jordan, who is supporting a young person who is 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.

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)

13

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.

Using decision making research, explain how you would support the new key worker in their role.

(4 marks)

14

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.

Describe how the principles and practice of supervision can be used to support Daniel's key worker.

(4 marks)

15

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.

Describe how Lou will conduct **3 stages** of the commissioning cycle.

(4 marks)

16

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.

Explain how working in partnership with other agencies can help achieve positive outcomes for Suzy and her parents.

(4 marks)

17

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.

Describe how the training could be delivered to suit the different learning needs of the team.

(4 marks)





Level 5

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