

**Think about**  
**Level 4 Children Young People**  
**and Families Practitioner AP01**  
**Option 1 Practitioner in Children's**  
**Residential Care**  
**Competence interview**



**On the day of this assessment you will carry out:**



**A 55-65-minute competence interview**



**Remote or face-to-face**



**In a suitable environment under exam conditions**



**With an end-point assessor and your employer**  
**(optional)**



### **Key point**

You will have already submitted a portfolio of evidence. The portfolio is not assessed but will be used to form the basis for questioning during the competence interview.



## Do

- Review the criteria associated with the competence interview – this can be found in the EPA kit and in the table at the end of this document
- Ensure a quiet room is available and that there are no interruptions or distractions
- Be prepared to answer probing questions that:
  - confirm and validate judgements about the quality of your work
  - provide evidence for any gaps or perceived weaknesses in your knowledge and skills
  - explore aspects of your work, including how and why it was carried out



## Don't

- Forget to plan
- Forget to tell your colleagues you are being assessed
- Forget to bring your ID



## Next steps

- Results can take up to 7 working days to be confirmed.
- Your manager/training provider will inform you of the results.



## Resits

- If you do not achieve a pass result on the competence interview, you can resit the assessment.



## Use the table below to plan and prepare for the competence interview

Core elements	Key points to remember
Communication that enables the voice of the child, young person or family members to be heard	
Multiple factors that contribute to uncertainty in the lives of children, young people and families	

Core elements	Key points to remember
<p>Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working</p>	
<p>The range of potential safeguarding risk factors (e.g. domestic violence, membership of gangs, missing children, online activity, radicalisation and Prevent agenda), the different forms of harm to children and vulnerable adults (e.g. neglect, child sexual exploitation, physical abuse, emotional abuse) and the local and national thresholds for safeguarding</p>	
<p>The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent</p>	



Core elements	Key points to remember
<b>Child, adolescent and adult development</b>	
<b>The spectrum of needs and how they may be met</b>	
<b>The principles of effective assessment and the importance of analysis and professional judgement</b>	



Core elements	Key points to remember
<p><b>Models for monitoring changes in a child, young person or family member's wellbeing</b></p>	
<p><b>A range of evidence based interventions and their strengths and weaknesses</b></p>	
<p><b>Theories and guidelines underpinning sound practice</b></p>	



Core elements	Key points to remember
<p>Systems and policy frameworks for work with children, young people and families. e.g. education, health, care, employment, criminal justice, special educational needs and disabilities, first aid, safeguarding</p>	
<p>The role of professional judgement and analysis in complex situations</p>	
<p>The importance of considering ethics and values, challenging self and the systems in use</p>	

Core elements	Key points to remember
<p>Communicates in way that enables the voice of the child, young person or family members to be heard</p>	
<p>Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered</p>	
<p>Actively promotes respect, equality, diversity and inclusion</p>	





Core elements	Key points to remember
<p><b>Works together with children, young people and families to keep them safe and manage risk and promoting the development of skills the family need to successfully manage risk themselves</b></p>	
<p><b>Works with and supports other professionals to respond to safeguarding concerns</b></p>	
<p><b>Identifies the influences on the individual and the family and supports them to make informed choices</b></p>	



Core elements	Key points to remember
<p>Identifies and manages evidence-based approaches and evaluates their effectiveness</p>	
<p>Contributes to the development of a resilient, consistent and persistent approach to practice</p>	
<p>Models clarity of purpose, clear expectations and a professional approach to decision making</p>	



Core elements	Key points to remember
<p>Appropriately challenges and/or offers alternative perspectives with the children, young person or family</p>	
<p>Contributes to own professional development</p>	
<p>Demonstrates critical evaluation of practice and insight into own emotions, behaviour and feelings, and uses these insights to challenge own practice</p>	



Core elements	Key points to remember
<p>Takes an active part in continuous professional development</p>	
<p>Sharing and agreeing goals and outcomes when building relationships with partner organisations, other workers, children, young people and families, to ensure appropriate and timely support</p>	
<p>Compassion - Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with</p>	



Core elements	Key points to remember
<p>Competence - The relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice.</p>	
<p>Commitment - Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient</p>	
<p>Courage - Honesty and a positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space to manage and contain really difficult behaviours and working with children, young people and families to challenge and enable them to fulfil their potential</p>	
<p>Communication - Your work is based on building effective relationships, being perceptive and empathic and building good rapport</p>	



**Option 1 elements**

**Key points to remember**

**The legislation and compliance requirements for residential care**

**The aspirations for a child in residential care**

**Group living and group dynamics**



Option 1 elements	Key points to remember
<b>Legislation and the Code of Practice for Special Educational Needs and Disability</b>	
<b>Team dynamics and collaborative approach in residential environment</b>	
<b>Assumes the role of professional parent</b>	
<b>Develops and promotes the ethos of the home</b>	

