

**Paper Code: M-EPA-CYPC5001****Level 5**

# Highfield Level 5 Children, Young People and Families Manager within the Community – 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**

Sarah has been bringing her daughter to a local community centre play group. A member of staff has approached you to voice concerns that Sarah has been witnessed becoming short tempered towards her child and has recently started to look unkempt and they fear she is not looking after herself well. The staff member has also reported that her daughter has been showing signs of becoming withdrawn from other children.

Describe a theoretical approach to this issue.

(4 marks)

**2**

Kim has been taken out of school for a month to go on a family holiday to America as the family are unable to afford the holiday during the summer break. Kim has missed a large amount of school anyway due to having to look after their younger sibling who has been unwell.

Describe the utilitarian explanation of this behaviour.

(4 marks)

**3**

Question 3 is a pathway mandatory criteria question.

Steven is a 14-year-old person who has a long history of involvement with the police and the criminal justice system. He has not attended mainstream education for over 6 years. A member of the team is concerned that Steven has started engaging with a local group of young adults who are known in the area for their dealings with drug related crimes. The staff member also reports that Steven has been returning to the home with gifts and purchases and he is unsure where he is getting his money from. He reports that when challenged, Steven appears very evasive and states that his friends are buying the items for him.

Describe how legislation and/or policies and procedures could inform the approach taken to support Steven.

(4 marks)

**4**

Question 4 is a pathway mandatory criteria question.

Bethany is a 14-year-old girl who has been displaying concerning behaviours at school and at home. Both her teachers and parents have noticed her becoming withdrawn, frequently having mood swings and regularly arguing with her peers. Upon initial assessment Bethany's parents uncover possible issues related to substance misuse and peer pressure.

Describe how multi-agency working could support Bethany.

(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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