

## **H5N5 04 (SCDHSC0321) — Support Parents and Guardians To Care For Babies During the First Year of Life**

### **Overview**

This standard identifies the requirements when you support and encourage parents (including guardians) to care for their babies in the first year of the baby's life. This includes supporting parents to provide physical care and protection for their baby and to look after their baby's health needs. It also includes supporting parents to promote the development of their baby.

## Additional Information

### Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**NOTE:** Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Throughout this standard the term 'baby' is used, but you may be supporting more than one baby in the event of multiple births. Also the term 'parents' is used, but you may be supporting only one parent.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

A **baby** in this standard is a child within the first year of life.

**Key people** are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

**Parents** in this standard may include guardians.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger and the possibility of injury and harm to the baby.

## **Scope/range related to Knowledge and Understanding**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**All knowledge statements must be applied in the context of this standard.**

### **Factors that may affect the health, wellbeing and development may include:**

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

## **Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 27 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Support parents to provide physical care and protection for their babies

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Support <b>parents</b> to assess their own support needs regarding the needs, rights and protection of their <b>baby</b> .	
2	Support parents' <b>active participation</b> in addressing issues about their baby's safety, protection and security and their own responsibilities about this.	
3	Support parents to understand the need to avoid over-protection while maintaining their baby's safety.	
4	Observe parents as they care for their baby, adjusting the support you give in the light of your observations.	
5	Encourage parents to ensure that their baby is never left unattended.	
6	Encourage parents only to hand their baby to people who are capable of caring for babies, including occasions where the baby is to be left with them.	
7	Support parents to take the necessary safety measures when feeding and handling their baby.	
8	Support parents to understand the ways to dispose of their baby's nappy and other waste safely and hygienically.	

### Support parents to provide physical care and protection for their babies (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Support parents to keep their baby safe, reinforcing the advice given on safety measures by <b>others</b> .	
10	Acquire additional help and advice where parents are experiencing difficulties that are outside your competence to deal with.	
11	Encourage <b>key people</b> in the parents' lives to be actively involved in caring for the baby's safety, protection and security if the parents wish.	

### Support parents to look after the health needs of their babies

12	Encourage parents to prepare themselves, the environment and the equipment prior to bathing their baby, assisting where necessary.	
13	Observe parents while handling, washing, nappy changing and dressing their baby.	
14	Support parents to handle their baby correctly in order to maintain their baby's comfort, health and wellbeing.	
15	Encourage parents to monitor their baby's condition and the content of their nappy in order to recognise anything that is abnormal.	
16	Encourage parents to seek advice and support on any aspect of the care and health of their baby that concerns them.	
17	Support parents to dress their baby appropriately for the environmental conditions.	
18	Work with parents to recognise and address <b>risks</b> and signs and symptoms of discomfort and distress in their baby.	

### Support parents to look after the health needs of their babies (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
19	Report anything unusual about the condition of the baby and concerns regarding the parent's handling of the baby without delay, within confidentiality agreements and according to legal and work setting requirements.	

### Support parents to promote their babies' development

20	Support parents to understand key points about the physical, cognitive and emotional development of babies and the importance of them bonding with their baby.	
21	Support parents to understand how and why they need to handle and interact with their baby.	
22	Support parents to bond with their baby.	
23	Encourage parents to interact with their baby prior to, during and after feeding and while they are bathing and handling them.	
24	Support parents to play with their baby interactively, selecting and using play materials that are appropriate to the baby's age and abilities.	
25	Encourage parents to positively reinforce the actions that advance their baby's development and motor skills.	
26	Support parents to cope with their baby when the baby cries persistently.	
27	Complete records and reports on the parents' progress and any extra help they may require that is outside your experience, expertise and responsibility, within confidentiality agreements and according to legal and work setting requirements.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 54 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that children and young people have to make complaints and be supported to do so.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory

21	The nature and impact of <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support.	
22	Theories underpinning our understanding of child development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

### Communication

24	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
25	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

### Personal and professional development

26	Principles of reflective practice and why it is important.	
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## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
27	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
28	Practices for the prevention and control of infection in the context of this standard.	

## Safeguarding

29	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
30	Indicators of potential or actual harm or abuse.	
31	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
32	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

33	Legal requirements, policies and procedures for the security and confidentiality of information.	
34	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
35	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
36	How to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers.	
37	How and where to access information and support that can inform your practice about working with babies and parents.	
38	Theories relevant to the babies with whom you work, about pre-speech and verbal and non-verbal behaviour and cues.	
39	Theories about pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development.	
40	Theories about the development of language and communication skills in babies and factors which influence learning and development, including the importance of stimulation and interaction with adults.	
41	The role of relationships and support networks in promoting the wellbeing of the babies and parents with whom you work.	
42	Factors that cause risks and those that ensure safe and effective care for babies.	
43	Types of support available for disabled children, young people and parents.	
44	The reasons for confirming the level of assistance with the parent and following this up with observation and support.	
45	Why parents should be encouraged to identify any person to whom they are asked to hand their baby to and not to leave the baby unattended.	

### Knowledge that is Specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
46	Normal and abnormal patterns of handling, positioning, caring, washing, changing, feeding and dressing a baby.	
47	The normal patterns of progress and the baby's normal condition, in order to report anything unusual.	
48	Why parents should be encouraged to engage in active parenting and the long term effects which this may have for the parents and the baby.	
49	Aspects of feeding and weaning and the parents' responsibilities to review the babies' feeding needs and adapt their actions accordingly.	
50	The differing varieties of feed and the relationship of feeding to personal beliefs and preferences.	
51	Methods of ensuring the safety of babies from birth to 1 year.	
52	How to maintain cleanliness, keep babies warm and keep records on babies' progress.	
53	Dangers in the environment and how they can be overcome.	
54	How to advise parents to recognise, understand and take action on problems and concerns.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	