

## SCDHSC0314 - SQA Code HC5A 04

### Care for a newly born baby when the birth parents are unable to do so



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#### Overview

This standard identifies the requirement when you provide direct care for babies when their birth parents are unable to do so. This includes feeding, clothing and keeping babies clean and ensuring babies are safe, secure and free from danger, harm and abuse.

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### Performance criteria

*You must be able to:*

#### Feed the baby

- P1 clean and dry your hands before and after handling the **baby** and preparing their food
- P2 use the correct methods to prepare and store equipment and feeds and to dispose of left over food
- P3 use the correct methods and any sterilisation procedures to make the feed
- P4 make up feeds to the required quantities
- P5 when the baby indicates that they are hungry or when feeding is required for nutritional purposes, feed them in a suitable place and position to encourage digestion and satisfaction
- P6 record the baby's progress and feeds accurately, seeking support and advice if problems occur

#### Keep the baby clean and suitably clothed

*You must be able to:*

- P7 prepare the environment and equipment for bathing and changing the baby prior to undressing them
- P8 handle the baby safely while bathing, washing, drying, changing and dressing the baby
- P9 relate to the baby in ways that promote interaction and stimulation when bathing and dressing them
- P10 check for dryness or sores on the baby's skin
- P11 treat any dryness or sores appropriately
- P12 dress the baby in suitable clothes for the environmental temperature and conditions
- P13 clean and store equipment and materials safely and ready for re-use
- P14 follow work setting **policies and procedures** when disposing of soiled nappies
- P15 report to the appropriate people anything you have observed during bathing and dressing which causes concern, within confidentiality agreements and according to legal and work setting requirements
- P16 update any records that are required

#### Ensure the baby is safe, secure and free from danger, harm and abuse

*You must be able to:*

- P17 check the identity of anyone wanting to handle the baby
- P18 pass the baby only to someone who has permission to handle and care for them
- P19 ensure the baby is only placed in environments that are safe and secure

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- P20 interact with the baby in ways that help them feel safe and secure
- P21 take appropriate steps to ensure that there is no item of equipment or furniture within the baby's environment that could put the baby at risk of **danger**
- P22 take appropriate steps to ensure that there is no person within the baby's environment who could put the baby at risk of **harm** or **abuse**
- P23 complete accurate records according to legal and work setting requirements
- P24 store records within confidentiality agreements and according to legal and work setting requirements

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights

#### Your practice

*You need to know and understand:*

- K2 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K3 your own background, experiences and beliefs that may have an impact on your practice
- K4 your own roles, responsibilities and accountabilities with their limits and boundaries
- K5 the roles, responsibilities and accountabilities of others with whom you work
- K6 how to access and work to procedures and agreed ways of working
- K7 the prime importance of the interests and well-being of children and young people
- K8 how to work in partnership with children, young people, key people and others
- K9 how to manage ethical conflicts and dilemmas in your work
- K10 how to challenge poor practice
- K11 how and when to seek support in situations beyond your experience and expertise

#### Theory

*You need to know and understand:*

- K12 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K13 theories underpinning our understanding of child development and factors that affect it
- K14 theories about attachment and its impact on children and young people

#### Communication

*You need to know and understand:*

- K15 factors that can have a positive or negative effect on communication and language skills and their development in children and young people

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### Personal and professional development

*You need to know and understand:*

K16 principles of reflective practice and why it is important

### Health and Safety

*You need to know and understand:*

K17 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K18 practices for the prevention and control of infection in the context of this standard

### Safeguarding

*You need to know and understand:*

K19 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K20 indicators of potential or actual harm or abuse

K21 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K22 what to do if you have reported concerns but no action is taken to address them

### Handling information

*You need to know and understand:*

K23 legal requirements, policies and procedures for the security and confidentiality of information

K24 legal and work setting requirements for recording information and producing reports including the use of electronic communication

K25 principles of confidentiality and when to pass on otherwise confidential information

### Specific to this NOS

*You need to know and understand:*

K26 how and where to access information and support that can inform your practice about working with babies

K27 theories relevant to the babies with whom you work about early communication and verbal and non-verbal behaviour and cues

K28 theories relevant to the babies with whom you work about pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development

K29 the ways in which babies develop during the first ten days of life

K30 the ways in which babies develop relationships with their carers in their early days of life

K31 factors and conditions that can benefit or inhibit babies' development

K32 the ways in which babies' development can be stimulated

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- K33 methods of effective engagement with babies
- K34 type of support for babies and parents with additional requirements
- K35 how and why you need to report feeding problems and anything unusual with babies you care for
- K36 the normal state of and changes in urine, stools, vaginal discharge, cry, skin, state of cord, eyes, general muscle tone and movement of babies
- K37 safest ways of positioning and handling babies for their health and safety and to encourage interaction
- K38 positioning, comfort, environment, winding and the correct processes for feeding babies and why these may vary according to the parent's personal beliefs and preferences
- K39 why the environment in which the babies are fed should be suitable and why this should be close to the mother where possible
- K40 why each step of the preparation of equipment and feeds and the timing of these is necessary and must be carried out correctly
- K41 how and why you need to report babies' first stools and urine
- K42 why different parts of babies' bodies are bathed differently and why particular attention should be paid to creases
- K43 the reasons for informing the mother about the baby's feed and progress
- K44 the difference between sterilisation and social cleanliness
- K45 the importance of consistency and continuity of care provided to babies
- K46 the effects of environmental conditions and temperatures on babies

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#### 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 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.

**Abuse** is causing physical, emotional and/or sexual harm to an individual and/or failing or neglecting to protect them from harm

A **baby** is from birth to two years of age

**Danger** is the possibility of harm or abuse happening

**Harm** is the effect of a baby being physically or mentally injured or abused

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

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#### Scope/range related to knowledge and understanding

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**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 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



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 as complete:</b>	

**Internal Verification —**

to be completed in accordance with centre's IV strategy

<b>Evidence for this Unit was sampled on the following date/s:</b>	<b>IV's Signature</b>	<b>IV'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>IV's Signature</b>	<b>IV's Name</b>

**Unit completion confirmed**

<b>IV's Name:</b>	
<b>IV's Signature:</b>	
<b>Date complete:</b>	