

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NG**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

**-Module Number-
-Superclass-**

**0061523
PQ**

-Session-1986-87

-Title-

**CARE OF BABIES AND YOUNG CHILDREN IN
THE HOME**

-DESCRIPTION-

Type
and
Purpose

A general module to help the student with special and educational needs to develop personal and social skills and to acquire specific skills related to the care of babies and young children (3 years and under) in the home.

Preferred
Entry Level

No formal entry requirements.

Learning
Outcomes

The student should:

1. know the needs of babies and young children;
 2. know how to look after babies and young children;
 3. know when a baby or young child is unwell;
 4. know who can provide help and how to obtain help
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Content/
Context

Corresponding to Learning Outcomes 1-4:

1. Needs of a baby and young child to include:

physical - food and nutrition, clothing, health and hygiene, safety, need for routine

emotional - love, feeling of security, comfort, sympathy;

intellectual - play, language, stimulation to encourage intellectual and motor development.

2. Activities associated with meeting needs:

Physical - preparation of feeds including sterilisation of equipment; feeding (bottle and breast), winding; weaning; preparation of food; changing nappies; bathing; dressing children and babies in appropriate clothing; choosing suitable clothing i.e. with regard to season, size and safety; care of clothes.

environmental - providing a safe environment, using fire guards and stair gates, awareness and avoidance of kitchen hazards, storing medicine and household items etc. safely; providing a clean environment - personal, house, baby equipment; providing a healthy environment - fresh air, sunlight, space; emotional/intellectual - playing, speaking, singing, encouraging response to stimuli.

3. Signs and symptoms: pain, loss of appetite, rash, high temperature, flushed cheeks, sleeplessness, listlessness, vomiting, teething, breathing difficulties.

4. The role of the family in providing assistance and support when care is needed. Further help provided by doctors, nurse, health visitor, neighbour.

Method of contact: direct or by telephone.

Information to give: a short, accurate account of the situation and the help required.

Suggested Learning and Teaching Approaches

Relating to Learning Outcomes 1-4:

The learning and teaching approaches adopted and the time required will be determined by the individual needs of the student. They could include tutor exposition and demonstration, individual/small group work, discussion, assignments, practical activities, role play and simulation exercises and participation in real situations wherever possible.

Visits to clinics, playgroups and nurseries could be arranged. Visiting speakers, including mothers with babies/young children, could be invited to the centre.

A variety of teaching materials should be available including magazines, leaflets, films, slides.

The student should be allowed to develop his/her skill and confidence in the care of a young child, by participating in as many simulated situations as possible.

The student should maintain a folio/log of information gathered and details of sources of help.

Assessment
Procedures

Relating to Learning Outcomes 1-4:

Acceptable performance in the module will be satisfactory achievement of the performance criteria specified for each Learning Outcome.

The format/medium used to record information should be appropriate to the abilities and needs of the student.

LO Learning Outcome

IA Instrument of Assessment

PC Performance Criteria

LO1	IA	This will be assessed by five short answer questions to cover the physical, emotional and intellectual needs of the child/baby.
	PC	A satisfactory level of performance will normally be 80% correct response, however the exact acceptable score will depend on the difficulty of the test set and cannot be judged in advance.
LO2	IA	This will be assessed by observation of the student's performance in practical activities (simulated or real).
	PC	The student should satisfactorily and consistently perform activities appropriate to the care of either a baby/young child: <ul style="list-style-type: none"> washes and sterilises bottle/teats; measures out feed formula; makes up bottle; tests the temperature of feed; prepares solids/food; makes up a cot/pram; positions the baby in cot/pram; prepares the room for bath;

sets out toiletries and towels;

fills bath and tests temperature of water;

bathes the baby/young child;

cares for baby/young child while in bath;

dries the baby/young child;

selects clothing appropriate to conditions;

dresses the baby/young child

care of ears, nails, hair;

comforts the baby/young child;

plays with baby/young child;

speaks to the baby/young child;

handles the baby/young child correctly and safely;

provides an appropriate environment for the baby/young child;

maintains personal hygiene at all times.

LO3 IA

This will be assessed by five short answer questions covering the signs and symptoms which indicate that a baby/young child is unwell. The student should correctly identify the signs and symptoms which indicate that the baby or child is unwell.

PC

A satisfactory level of performance will normally be 80% correct response, however the exact acceptable score will depend on the difficulty of the test set and cannot be judged in advance.

LO4 IA

This will be assessed by a practical exercise (simulated).

PC

The student will be required to:

- (a) indicate clearly the help required when the baby or young child is unwell;
 - (b) identify and make contact with appropriate agency;
 - (c) explain symptoms clearly.
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