

National Unit Specification: general information

UNIT Supporting the Care and Feeding of Babies (Higher)

CODE DM61 12

COURSE

SUMMARY

This Unit is designed to develop candidates' knowledge and understanding of the health, hygiene and developmental needs of babies at support worker level. The candidate will gain knowledge and understanding of babies' growth and developmental progress and how to promote the allround development of babies.

This Unit is an optional Unit in the *National Certificate Group Award: Early Education and Childcare (Higher)*. For candidates working in Early Education and Childcare settings, the accompanying Unit, *Supporting the Care and Feeding of Babies: Workplace Experience* should be integrated with this Unit. It is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment in the childcare and education sector at support worker level or to progress on to higher early education and childcare qualifications.

OUTCOMES

1. Evaluate the health and hygiene needs of babies from birth to one year in terms of the promotion of growth and all-round development.
2. Analyse the physical and sensory stimulation needs of babies from birth to one year in terms of promoting growth and all-round development.
3. Evaluate the feeding of babies from birth to one year in terms of promoting growth and development.

Administrative Information

Superclass: GA

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National Unit Specification: general information (cont)

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RECOMMENDED ENTRY

While entry is at the discretion of the centre there are a variety of prior learning experiences which are relevant to candidates wishing to undertake this Unit.

They may also benefit from having attained one of the following, or equivalent:

- ◆ Standard Grade at Credit level in any relevant subject
- ◆ A Course or Unit in Care at Intermediate 2
- ◆ Courses or Units in any relevant subject at Intermediate 2
- ◆ Scottish Group Award at Intermediate 2
- ◆ SVQ or SVQ Units at level 2 in a related subject.

CREDIT VALUE

1 credit at Higher (1 SCQF credit point at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of core skills or core skills components in this Unit.

National Unit Specification: statement of standards

UNIT Supporting the Care and Feeding of Babies (Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Evaluate the health and hygiene needs of babies from birth to one year in terms of the promotion of growth and all-round development.

Performance Criteria

- a) Describe the health needs of babies in terms of the promotion of growth and all-round development.
- b) Explain the benefits of meeting the health needs of babies in terms of growth and all-round development.
- c) Explain how hygiene procedures and routines used in the care of babies prevent the spread of infection.
- d) Evaluate the contribution of adults to babies' all-round development during hygiene routines and procedures.

OUTCOME 2

Analyse the physical and sensory stimulation needs of babies from birth to one year in terms of promoting growth and all-round development.

Performance Criteria

- a) Describe indoor and outdoor stimulating and safe environments for babies to encourage exploration and discovery.
- b) Explain the provision of activities and equipment to encourage growth and all-round development.
- c) Analyse the role of the five senses in stimulating the development of babies.

OUTCOME 3

Evaluate the feeding of babies from birth to one year in terms of promoting growth and development.

Performance Criteria

- a) Explain the feeding of babies from birth to one year in relation to their nutritional needs and parental wishes.
- b) Evaluate the contribution of the adult to all-round development when feeding babies.
- c) Explain factors that influence the weaning process in relation to current theory and babies' nutritional needs.
- d) Explain the childcare worker's role and responsibilities in relation to possible feeding difficulties.

National Unit Specification: statement of standards (cont)

UNIT Supporting the Care and Feeding of Babies (Higher)

EVIDENCE REQUIREMENTS FOR THE UNIT

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

The evidence for this Unit should be obtained under controlled, supervised conditions and should last no more than one hour. A single question paper with both extended and restricted response questions, such as illustrated in the National Assessment Bank item for this Unit, could be used. This should be taken on the completion of the Unit. Achievement can be decided by the use of a cut-off score.

Specific Advice:

Outcomes 1-3: The age range birth-one year should be subdivided into the two age ranges: birth-6 months **and** 6 months-1 year

Outcome 1: **Two** health needs and **one** benefit for each aspect of development as specified in the Appendix to the Statement of Standards to be covered.
All hygiene needs as specified in the appendices to be covered.

Outcome 2: All **five** senses and **both** environments as specified in the Appendix to the Statement of Standards to be covered.

Outcome 3: **All** aspects of feeding as specified in the Appendix to the Statement of Standards to be covered.
All feeding difficulties as specified in the Appendix to the Statement of Standards to be covered.

National Unit Specification: support notes

UNIT Supporting the Care and Feeding of Babies (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Candidates will gain an understanding of:

- ◆ the health and hygiene needs of babies aged from birth to one year
- ◆ holistic care of babies aged from birth to one year
- ◆ the changes in nutritional needs of babies from birth to one year
- ◆ the provision for needs and the subsequent benefits to babies
- ◆ the roles and responsibilities of adults working with babies.

At the outset it is important to be clear about definitions. Promoting children's growth and development is a holistic process, yet the two aspects can also be examined apart.

Growth: "Growth refers to an increase in physical size, and can be measured by height (length), weight and head circumference"

Bruce, T and Meggitt, C. (1996) Child Care and Education. London: Hodder and Stoughton

Development: "Development is concerned with the possession of skills. Physical development proceeds in a set order, with simple behaviours occurring before more complex skills – for example a child will sit before he or she stands"

Bruce, T and Meggitt, C. (1996) Child Care and Education. London: Hodder and Stoughton

Development also includes the acquisition of cognitive, social and emotional skills.

Attention must be paid to issues of cultural difference in child rearing practices, gender stereotyping and the wishes of parents. While it is recognised that children with identified additional support needs relating to developmental disability will be in the minority in all settings, candidates would be expected to demonstrate a flexibility of approach that incorporates appropriate practice in relation to disability.

Outcome 1

Candidates should consider the health and hygiene needs of babies aged from birth to one year from a holistic point of view and link them to the promotion of all aspects of development. Candidates should be aware of safe practice in providing sleep and rest for babies in relation to appropriate room temperature, position of babies for sleeping and prevention of sudden infant death syndrome (SIDS). Candidates should also investigate safe hygienic practices in caring for babies, including wearing protective clothing and appropriate waste disposal. Methods of cleaning and sterilisation of feeding equipment should be investigated.

National Unit Specification: support notes (cont)

UNIT Supporting the Care and Feeding of Babies (Higher)

Outcome 2

Candidates should consider the contribution the five senses make to babies' development and learning. They should also explore how to provide safe activities and equipment indoors and outdoors to promote the developmental progress of babies. It is important that candidates also are aware of how to provide a safe environment when providing activities and equipment to encourage babies to investigate and explore.

Outcome 3

Candidates should consider the different nutritional needs of babies of different ages. They should explore the issues around breast and bottle feeding. They should be aware that babies can be fed expressed breast milk in feeding bottles. Candidates should also consider babies who may be allergic or intolerant to certain foods for example dairy products, gluten.

Candidates should consider the introduction of solid food during the weaning process in relation to the age and stage of development of babies and be aware that different textures are appropriate for different stages. They should also consider the equipment required for the weaning process.

Candidates should investigate how feeding routines contribute to babies' all-round development. Candidates should consider the adult's role and responsibility to recognise and respond to feeding difficulties in babies. They should also be aware of the importance of knowledge of known food allergies in babies.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate centred learning. This can be taught using a variety of methods:

- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ worksheets
- ◆ individual research
- ◆ videos
- ◆ lectures
- ◆ use of ICT to search appropriate and relevant websites.

Outcome 1

Video material of babies' developmental progress and their interactions with adults is useful to demonstrate the promotion of developmental progress. Candidates should demonstrate knowledge and understanding of a holistic approach to the care and feeding of babies and that health needs include all aspects of development. Candidates should also demonstrate knowledge and understanding of the importance of prevention of infection in caring for and feeding babies.

Outcome 2

Video material again is very useful in demonstrating different play activities for babies of different ages. Candidates should demonstrate knowledge and understanding of age appropriate equipment and activities for babies of different ages and stages of development. They should also demonstrate knowledge and understanding of safety issues and know how to select toys and equipment that are safe.

National Unit Specification: support notes (cont)

UNIT Supporting the Care and Feeding of Babies (Higher)

Outcome 3

Candidates may use practical exercises to demonstrate mixing bottle feeds of different amounts. They should demonstrate the ability to calculate the amount and number of feeds needed by babies of different ages and weights. Candidates also need to know current guidelines and research findings about feeding young babies and weaning older babies.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. As indicated, question paper based assessment should be carried out under supervision and should last for no more than one hour. Integration of assessments across outcomes and other Units in the *National Certificate Group Award: Early Education and Childcare* should be used where this is considered appropriate.

An integrated approach could be taken with the other birth-1 year optional Unit, *Supporting the Care and Feeding of Babies: Workplace Experience*.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

National Unit Specification: Appendix to the Statement of Standards

UNIT Supporting the Care and Feeding of Babies (Higher)

The age range for this Unit should be split into: birth-6 months **and** 6 months-1 year.

Outcome 1:

The aspects of development are:

- ◆ Physical development
- ◆ Emotional, personal and social development
- ◆ Cognitive development
- ◆ Language development.

Health needs:

- ◆ Physical needs – rest and sleep, exercise, nutrition, fresh air, warmth, safety, freedom from infection and pain.
- ◆ Emotional, personal and social needs – attachment, bonding, love, affection, respect, praise and encouragement, self-esteem, confidence, opportunities for play, social interaction and socialisation.
- ◆ Cognitive needs – intellectual stimulation, opportunities to discover, play, explore, investigate, opportunities for new experiences.
- ◆ Language and communication needs – verbal and non-verbal communication, responsive interaction, active listening.

Benefits of meeting health needs:

- ◆ Maximising babies' growth potential
- ◆ The development of physical skills
- ◆ The development of self-esteem, sense of identity, self-confidence
- ◆ Cognitive development, learning through play, exploration, investigation and discovery
- ◆ The development of language and communication skills.

Hygiene needs:

- ◆ Safe hygienic practices in toileting routines
- ◆ Prevention of infection, hand-washing
- ◆ Safe waste disposal
- ◆ Efficient and effective sterilisation procedures for feeding equipment
- ◆ Recognition of and appropriate response to illness and/or infection.

Outcome 2:

Five senses:

- ◆ Taste
- ◆ Touch
- ◆ Sight
- ◆ Hearing
- ◆ Smell.

Environment:

- ◆ Indoor
- ◆ Outdoor.

National Unit Specification: Appendix to the Statement of Standards (cont)

UNIT Supporting the Care and Feeding of Babies (Higher)

Outcome 3:

Feeding babies aged birth-6 months:

- ◆ Bottle feeding expressed breast milk
- ◆ Bottle feeding baby milks
- ◆ Breast feeding by mother
- ◆ Baby milk provision in response to dietary, religious and cultural requirements
- ◆ Calculation of amount and number of feeds in 24 hours.

Feeding babies aged 6 months-1 year:

- ◆ Current guidelines on introduction of solid foods
- ◆ Influencing factors such as parental preference, age and weight of baby
- ◆ Progress of weaning process from 6 months to 1 year
- ◆ Equipment for weaning
- ◆ Vitamin supplements.

Feeding difficulties:

- ◆ Colic
- ◆ Oral thrush
- ◆ Diarrhoea and vomiting
- ◆ Teething – tender gums
- ◆ Allergies.