

## **DK8T 04 (HSC320) Support professional advice to help parents to interact with and take care of their newly born baby(ies)**

### **Elements of competence**

- HSC320.1 Support parents and reinforce actions and advice that keep babies safe, secure and free from danger, harm and abuse
- HSC320.2 Support parents and reinforce actions and advice for feeding and keeping babies clean
- HSC320.3 Support parents and reinforce actions and advice to help them bond with, relate to and understand the needs of their babies

### **About this Unit**

For this Unit you need to support professional advice to help parents to interact with and take care of their newly born baby(ies)<sup>1</sup>.

### **Scope**

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

**Communicate** using: the person's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

**Danger** could be: imminent; in the short term; in the medium term; in the longer term.

**Harm and abuse** within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Your **knowledge and understanding** for this Unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

### **Values underpinning the whole of the Unit**

The values underpinning this Unit have been derived from the key purpose statement<sup>2</sup>, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of Care Unit HSC34. To achieve this Unit you must demonstrate that you have applied the principles of care outlined in Unit HSC34 in your practice and through your knowledge.

### **Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.**

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<sup>1</sup> Throughout the unit baby has been used in the singular but you may be supporting more than one baby in the event of multiple births

<sup>2</sup> The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”

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<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"><li>• Simulation is <b>NOT</b> permitted for any part of this unit.</li></ul>
<b>The following forms of evidence ARE mandatory:</b>
<ul style="list-style-type: none"><li>• <b>Direct Observation:</b> Your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit.</li><li>• <b>Reflective Account/professional discussion:</b> These will be a description of your practice in particular situations such how you have supported parents with new babies.</li></ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"><li>• <b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.</li><li>• <b>Expert Witness:</b> A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts.</li><li>• <b>Witness testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or service user.</li><li>• <b>Products:</b> These can be records and reports and may also be diary evidence of day to day practice in relation to factors and conditions that can benefit and/or inhibit development. You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality.</li></ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"><li>• Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.</li><li>• Evidence must be provided for <b>ALL</b> of the performance criteria <b>ALL</b> of the knowledge and the parts of the scope that are relevant to your job role.</li><li>• The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.</li><li>• All evidence must relate to your own work practice.</li></ul>

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**KNOWLEDGE SPECIFICATION FOR THIS UNIT**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<b>Values</b>	
1 Legal and organisational requirements on equality, diversity, discrimination, <b>rights</b> , confidentiality, sharing of information and the rights of children and young people nationally, and through the UN Convention on the Rights of the Child.	
2 How to provide active support and place the preferences and best interests of the babies and the parents with whom you are working at the centre of everything you do.	
3 How to ensure that you protect the rights and interests of babies and parents.	
4 How to work in partnership with parents, families, carers and those within your organisation to enable babies’ needs, to be met, taking account of any limitations of anyone’s rights.	
<b>Legislation and organisational policy and procedures</b>	
5 Regulation, codes of practice and conduct that apply to you and others and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when caring for newly born babies.	
6 Current local, UK legislation and organisational requirements, procedures and practices for: (a) data protection, including recording, reporting, storage, security and sharing of information (b) health, safety and hygiene requirements which should be maintained when working with babies, especially when feeding them (c) risk assessment and management (d) promoting the well-being and protection of babies (e) promoting secure and permanent relationships for babies (f) parental rights and responsibilities (g) working with newly born babies (h) working with parents, families and carers to promote the well-being and life chances of babies	
7 How to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers.	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
8 Frameworks and guidance on working with parents, families and carers to promote the well-being and life chances of babies.	
<b>Theory and practice</b>	
9 How and where to access information and support that can inform your practice about working with parents and babies.	
10 Government reports, inquiries and research reports into serious failures to protect parents and babies.	
11 Theories relevant to babies with whom you work, about: (a) human growth and development related to babies, including factors and conditions that can benefit and/or inhibit development (b) the ways in which babies can be stimulated	
12 Working in integrated ways to promote babies' and parent's well-being.	
13 The responsibilities and limits of your relationships with babies and parents, families and carers.	
14 Methods of effective engagement with babies.	
15 Type of support for disabled babies and parents.	
16 The ways in which babies: (a) develop during the first ten days of life (b) develop relationships with their carers in their early days of life	
17 The impact which personal beliefs, preferences (including privacy) and previous experience may have on the handling, caring, washing, changing, dressing and feeding of babies.	
18 Safest ways of positioning and handling babies for their health and safety and to encourage interaction.	
19 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.	
20 The effects of environmental conditions and temperatures on the baby.	
21 Why the environment in which babies are fed should be suitable and why this should be close to the parents.	
22 Why each step of the preparation of equipment and feeds and the timing of these is necessary and must be carried out correctly.	
23 The reasons for and who to report feeding problems and anything unusual with the baby.	
24 The reasons for, and how to report babies' first stools and urine.	
25 The normal state, and changes in, urine, stools, vaginal discharge, cry, skin, state of cord, eyes, general muscle tone and movement of babies.	
26 Why different parts of babies bodies are bathed differently and why particular attention should be paid to creases.	
27 The reasons for confirming the level of assistance with the parent and following this up with observation and support.	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
28 Why parents should be encouraged to identify any person they hand their baby to and why they should not leave the baby unattended.	
29 Why babies need to be identified by labels and where to place these.	
30 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.	
31 Why parents should be encouraged to review the feeding process and adapt them for their baby.	
32 Normal changes and common problems that can occur in the mother's breasts and nipples during the first week.	
33 How to help the mother express milk and when expressed milk should be used.	
34 The best methods of reinforcing practice with parents and carers to increase their effectiveness in terms of safety, protection, security and the effects of the environment on the baby.	

**DK8T 04 (HSC320) Support professional advice to help parents to interact with and take care of their newly born baby(ies)**

**HSC320.1 Support parents and reinforce actions and advice that keep babies safe, secure and free from danger, harm and abuse**

Performance criteria		DO	RA	EW	Q	P	WT
		1	You observe parents and <b>baby</b> , giving appropriate support to ensure that the baby is safe, secure and free from <b>danger harm and abuse</b> .				
2	You provide <b>active support</b> to enable parents to communicate the level of assistance they require, seeking other assistance, where necessary.						
3	Where parents raise issues about their baby's safety, protection and security, you encourage them to: (a) take account of the advice they have been given (b) take appropriate action to ensure the baby's safety, protection and security without being overprotective						
4	You reinforce the advice parents have been given as you assist them to handle and position the baby.						
5	You encourage the parents to: (a) check the baby is safe before leaving them unattended (b) only pass on and leave the baby with people who are known to be safe and who are able to take care of the baby						
6	You reinforce advice given about changing the coverings, clothing and dressings for the baby when: (a) the conditions and temperature change (b) they show signs that they are too hot or cold						
7	Where the parents wish, you encourage relatives and friends to be actively involved in caring for the baby, its safety, protection and security.						

**HSC320.2 Support parents and reinforce actions and advice for feeding and keeping babies clean**

Performance criteria		DO	RA	EW	Q	P	WT
		1	You discuss and agree any difficulties with the parents and the level of assistance they require, seeking other assistance, where necessary.				

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

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**HSC320.2 Support parents and reinforce actions and advice for feeding and keeping babies clean (cont)**

Performance criteria		DO	RA	EW	Q	P	WT
		2	You encourage the parents to: (a) wash and dry their hands prior to and following nappy changing and feeding (b) monitor the baby's condition and the content of her/his nappy in order to recognise anything that is abnormal (c) dispose of the baby's nappy and other waste in a safe, hygienic manner and place				
3	You encourage and assist the parents to prepare themselves, the environment and the equipment prior to bathing the baby.						
4	You assist parents to prepare feeds, and feed their baby regularly and according to their own preferences and the advice they have been given.						
5	You observe, and where necessary, support parents to address the baby's comfort, hygiene and well-being needs when handling, washing, nappy changing and dressing them.						
6	You record and report to the appropriate people on: (a) the parent's progress (b) anything unusual in the baby's condition (c) concerns regarding the parent's handling of the baby within confidentiality agreements and according to legal and organisational requirements						

**HSC320.3 Support parents and reinforce actions and advice to help them bond with, relate to and understand the needs of their babies**

Performance criteria		DO	RA	EW	Q	P	WT
		1	You encourage and support parents to: (a) handle and interact with the baby (b) interact with, and observe their baby prior to, during and after feeding (c) deal with baby's needs when he/she cries and help the parents to understand the reasons for doing these				

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

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**HSC320.3 Support parents and reinforce actions and advice to help them bond with, relate to and understand the needs of their babies (cont)**

Performance criteria		DO	RA	EW	Q	P	WT
2	You reinforce the information of <b>others</b> about how the parents should handle and interact with their baby, taking account of the parent's needs and circumstances.						
3	You work with parents to help them accept their baby, explaining and reinforcing the advice of others about the importance of bonding with the baby.						
4	You positively reinforce the actions of parents when they bond with and relate to their baby.						

*DO = Direct Observation*  
*EW = Expert Witness*

*RA = Reflective Account*  
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*To be completed by the Candidate*

**I SUBMIT THIS AS A COMPLETE UNIT**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the Assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/Internal Verifier Feedback**

*To be completed by the Internal Verifier if applicable*

***This section only needs to be completed if the Unit is sampled by the Internal Verifier***

Internal Verifier's name: .....

Internal Verifier's signature: .....

Date: .....