

National Unit Specification: general information

UNIT Supporting the Care and Feeding Of Babies: Workplace Experience (Higher)

CODE DM62 12

COURSE

SUMMARY

This Unit is designed to develop candidates' ability to demonstrate in the workplace, competences associated with the development of appropriate approaches and techniques in the care and feeding of babies in early education and childcare settings at support worker level.

This Unit is an optional Unit in the *National Certificate Group Award: Early Education and Childcare (Higher)*. The accompanying Unit, *Care and Feeding of Babies (Higher)* should be integrated with this Unit. It is also suitable for candidates wishing to study the Unit on its own. To achieve this Unit candidates should have a work placement or be employed in an early education and childcare setting and be working within the age range of this Unit. The Unit is suitable for candidates who wish to gain employment in the childcare and education sector at support worker level or to progress onto higher early education and childcare qualifications.

OUTCOMES

1. Under supervision, demonstrate appropriate caring practices and approaches for working with babies within an early education and childcare setting.
2. Under supervision, demonstrate appropriate techniques and approaches to feeding babies within an early education and childcare setting.
3. Under supervision, support the development of babies within an early education and childcare setting.

Administrative Information

Superclass: GA

Publication date: August 2005

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2005

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

National Unit Specification: general information (cont)

UNIT Supporting the Care and Feeding Of Babies: Workplace Experience (Higher)

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 (6 SCQF credit points 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: Workplace Experience (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

Under supervision, demonstrate appropriate caring practices and approaches for working with babies within an early education and childcare setting.

Performance Criteria

- a) Demonstrate changing babies' nappies in a way which meets the needs of the individual child and places importance on comfort, hygienic practice, safety, detection of unusual conditions and the quality of interaction with the adult.
- b) Demonstrate the provision of rest and sleep for babies to reflect safe practices and take account of the importance of appropriate room temperature and bedding and individual characteristics of babies.
- c) Contribute to accurate records of nappy changing and sleep and rest provision.

OUTCOME 2

Under supervision, demonstrate appropriate techniques and approaches to feeding babies within an early education and childcare setting.

Performance Criteria

- a) Sterilise feeding equipment in accordance with the manufacturer's instructions, consistent with good hygienic practice and to the requirements of the setting.
- b) Provide milk feeds for babies to take account of parents' wishes, weight and age of baby, medical conditions, temperature and manufacturer's instructions.
- c) Participate in weaning babies taking account of the importance of their individual needs, the choice of foods, the gradual nature of the process and the variety of methods which can be employed.
- d) Feed a baby to take account of comfortable position, feeding difficulties and quality interaction with the adult and contribute to accurate records of feeding.

OUTCOME 3

Under supervision, support the development of babies within an early education and childcare setting.

Performance Criteria

- a) Provide support for the development of babies which is consistent with regular stimulating quality interaction.
- b) Provide support for the development of babies which is appropriate to the needs and developmental level of the individual child and takes account of warm/secure physical contact and praise and encouragement.
- c) Provide support for the development of babies which meets their need for fresh air and exercise and takes account of suitable equipment and opportunities for exploration.

National Unit Specification: statement of standards (cont)

UNIT Supporting the Care and Feeding Of Babies: Workplace Experience (Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence generated by direct observation of performance in the workplace over a period of time, as per placement arrangements, is required, accompanied by written evidence in the form of reflective accounts to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

Written and/or recorded oral evidence to cover those parts of the performance criteria which are not readily observable. All evidence should be authenticated by the workplace supervisor, who must be eligible for registration with the Scottish Social Services Council at practitioner level.

Specific Advice

The age range birth-one year should be subdivided into two age groups as birth – 6 months **and** 6 months–1 year.

Outcome 1 (a): **Two** unusual conditions as specified in Appendix to the Statement of Standards should be covered.

Outcome 1 (b): Both characteristics of babies as specified in Appendix to the Statement of Standards should be covered.

Outcome 2 (a): All types of equipment as specified in Appendix to the Statement of Standards should be covered.

Two sterilisation methods as specified in Appendix to the Statement of Standards should be covered.

National Unit Specification: support notes

UNIT Supporting the Care and Feeding Of Babies: Workplace Experience (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 babies' needs
- ◆ 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 differences in child rearing practices, gender stereotyping and the wishes of parents. While it is recognised that children with identified additional support needs will be in the minority in some settings, candidates would be expected to demonstrate a flexibility of approach that incorporates appropriate practice in relation to these additional needs.

Outcome 1

Candidates should be able to demonstrate the skills required to change nappies consistent with safe hygienic practices and providing babies with a sense of security. Candidates should also be aware of the different approaches to the provision of sleep and rest required for babies of different ages and characteristics. They should be aware of the required room temperature and the recommended position for sleeping babies. They should recognise the importance of accurate record keeping. They should consider the importance of promoting all aspects of development during changing routines and procedures.

Outcome 2

Candidates should be aware of the methods of cleaning and sterilizing feeding equipment. Candidates should consider the different nutritional needs of babies of different ages. They should be aware that babies can be fed expressed breast milk in feeding bottles. Candidates should consider the introduction of solid food during the weaning process in relation to the age and stage of development

National Unit Specification: support notes (cont)

UNIT Supporting the Care and Feeding Of Babies: Workplace Experience (Higher)

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 consider the early education and childcare worker'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. Candidates should recognise the importance of accurate record keeping.

Outcome 3

Candidates should be able to provide activities to encourage babies' all-round developmental progress. They should be aware of the need for safety in relation to the provision of equipment and the environment. Candidates should be able to provide stimulating activities and opportunities for exploration appropriate to ages and developmental stages of babies from birth to one year. They should also be aware of when to offer appropriate praise and encouragement. Where appropriate candidates could refer to formal/informal guidelines that support the learning and development of babies.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is important to emphasise that the Unit involves the demonstration of practical competences and the application of knowledge and understanding in the work setting. For this, regular tutorial meetings with candidates which explore aspects of workplace practice and which support candidates in the process of self evaluation and recording of evidence (log reporting, etc) will be essential. A combination of tutorial support and placement supervision would facilitate candidates' progress through the Unit. A named workplace supervisor should monitor candidate progress in partnership with tutor(s). It is also essential that delivering centres regularly meet with supervisors to aid understanding and establish candidate progress. Written materials in the form of structured log books, task/project sheets, evaluation records and questions, reports on progress could also be used to ensure effective progress throughout the Unit.

Centres should continue to offer placement experiences to candidates according to principles of best practice or in an appropriate setting. It is suggested that candidates would benefit from experiencing working with children from across the age range. Placements could be offered to candidates across the early education and childcare sector, including the local authority, private and voluntary sectors. Centres should ensure that placements offer high quality provision to babies. This could be assured by placing candidates in settings that have partnership agreements with local Childcare Partnerships. Candidates should have enough time in placement to ensure that all Outcomes and Performance Criteria are met. Candidates should be able to complete the Unit in a placement that only provides part day provision, e.g. playgroup, private nursery.

This Unit can be delivered in a flexible manner, i.e. as distance learning although measures should be taken by the Centre to ensure the validity of the candidate's practice.

National Unit Specification: support notes (cont)

UNIT Supporting the Care and Feeding Of Babies: Workplace Experience (Higher)

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. This is a workplace based Unit and can only be achieved within a real working environment and the preferred method of assessment is:

- ◆ direct observation of competent practice by an assessor or competent witness recorded with the use of a checklist and/or written comment and feedback.
- ◆ written and/or recorded reflective account by the candidate.

An integrated approach could be taken across all Outcomes and with workplace based Units in the *National Certificate Group Award: Early Education and Childcare (Higher)*. For example with the Units: *Developing an Understanding of Working with Children: Workplace Experience, Experiential Approaches to Early Education and Childcare* and *Care and Feeding of Babies*.

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: Workplace Experience (Higher)

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

Outcome 1:

Unusual conditions:

- ◆ eczema
- ◆ thrush
- ◆ diarrhoea
- ◆ nappy rash.

Characteristics of babies:

- ◆ those who settle to sleep easily
- ◆ those who need comfort routines or objects for sleep.

Outcome 2:

Types of equipment:

- ◆ bottles and teats
- ◆ other food/drink containers or implements
- ◆ plastic equipment used in preparing foods.

Sterilisation methods:

- ◆ liquid
- ◆ tablet
- ◆ steam
- ◆ microwave.