

H5MX 04 (SCDHSC0314) — Care for a Newly Born Baby When the Birth Parents are Unable To Do So

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.

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.

Scope/range related to Knowledge and Understanding

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.

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

Performance Criteria — What you do in your job

You must provide evidence to meet all the 24 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Feed the baby

	Performance Criteria	Evidence Number where this criteria has been met
1	Clean and dry your hands before and after handling the baby and preparing their food.	
2	Use the correct methods to prepare and store equipment and feeds and to dispose of left over food.	
3	Use the correct methods and any sterilisation procedures to make the feed.	
4	Make up feeds to the required quantities.	
5	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.	
6	Record the baby's progress and feeds accurately, seeking support and advice if problems occur.	

Keep the baby clean and suitably clothed

7	Prepare the environment and equipment for bathing and changing the baby prior to undressing them.	
8	Handle the baby safely while bathing, washing, drying, changing and dressing the baby.	
9	Relate to the baby in ways that promote interaction and stimulation when bathing and dressing them.	
10	Check for dryness or sores on the baby's skin.	

Keep the baby clean and suitably clothed (cont)

	Performance Criteria	Evidence Number where this criteria has been met
11	Treat any dryness or sores appropriately.	
12	Dress the baby in suitable clothes for the environmental temperature and conditions.	
13	Clean and store equipment and materials safely and ready for re-use.	
14	Follow work setting policies and procedures when disposing of soiled nappies.	
15	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.	
16	Update any records that are required.	

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

17	Check the identity of anyone wanting to handle the baby.	
18	Pass the baby only to someone who has permission to handle and care for them.	
19	Ensure the baby is only placed in environments that are safe and secure.	
20	Interact with the baby in ways that help them feel safe and secure.	
21	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 .	
22	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 .	

Ensure the baby is safe, secure and free from danger, harm and abuse (cont)

	Performance Criteria	Evidence Number where this criteria has been met
23	Complete accurate records according to legal and work setting requirements.	
24	Store records within confidentiality agreements and according to legal and work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 46 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
2	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
3	Your own background, experiences and beliefs that may have an impact on your practice.	
4	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
5	The roles, responsibilities and accountabilities of others with whom you work.	
6	How to access and work to procedures and agreed ways of working.	
7	The prime importance of the interests and wellbeing of children and young people.	
8	How to work in partnership with children, young people, key people and others.	
9	How to manage ethical conflicts and dilemmas in your work.	
10	How to challenge poor practice.	
11	How and when to seek support in situations beyond your experience and expertise.	

Theory

12	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
13	Theories underpinning our understanding of child development and factors that affect it.	
14	Theories about attachment and its impact on children and young people.	

Communication

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
15	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	

Personal and professional development

16	Principles of reflective practice and why it is important.	
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Health and Safety

17	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
18	Practices for the prevention and control of infection in the context of this standard.	

Safeguarding

19	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
20	Indicators of potential or actual harm or abuse.	
21	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
22	What to do if you have reported concerns but no action is taken to address them.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
23	Legal requirements, policies and procedures for the security and confidentiality of information.	
24	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
25	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
26	How and where to access information and support that can inform your practice about working with babies.	
27	Theories relevant to the babies with whom you work about early communication and verbal and non-verbal behaviour and cues.	
28	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.	
29	The ways in which babies develop during the first ten days of life.	
30	The ways in which babies develop relationships with their carers in their early days of life.	
31	Factors and conditions that can benefit or inhibit babies' development.	
32	The ways in which babies' development can be stimulated.	
33	Methods of effective engagement with babies.	
34	Type of support for babies and parents with additional requirements.	
35	How and why you need to report feeding problems and anything unusual with babies you care for.	
36	The normal state of and changes in urine, stools, vaginal discharge, cry, skin, state of cord, eyes, general muscle tone and movement of babies.	
37	Safest ways of positioning and handling babies for their health and safety and to encourage interaction.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	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.	
39	Why the environment in which the babies are fed should be suitable and why this should be close to the mother where possible.	
40	Why each step of the preparation of equipment and feeds and the timing of these is necessary and must be carried out correctly.	
41	How and why you need to report babies' first stools and urine.	
42	Why different parts of babies' bodies are bathed differently and why particular attention should be paid to creases.	
43	The reasons for informing the mother about the baby's feed and progress.	
44	The difference between sterilisation and social cleanliness.	
45	The importance of consistency and continuity of care provided to babies.	
46	The effects of environmental conditions and temperatures on babies.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	