

## **H5N4 04 (SCDHSC0320) — Support Professional Advice to Help Parents Take Care of Their Newly Born Baby**

### **Overview**

This standard identifies the requirements when you support professional advice to help parents to interact with and take care of their newly born baby. This includes supporting parents by reinforcing actions and advice to help them keep their baby safe and secure, to help them feed and keep their baby clean and to help them to bond with and understand the needs of their baby.

## 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 a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the child or young person.

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. Also the term 'parents' is used, but you may be supporting only one parent.

**Abuse** is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

A **baby** is from birth to two years of age.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

**Danger** is the possibility of harm or abuse happening.

**Harm** is the effect of a baby being physically or mentally injured or abused.

**Others** are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

**Parents** are those with legal parental responsibility.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger and the possibility of injury and harm to the baby.

## **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 31 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.

### Support parents to keep their baby safe and secure by reinforcing professional advice

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Observe the <b>parents</b> with their <b>baby</b> .	
2	Give appropriate support to ensure that the baby is safe, secure and free from <b>danger, harm and abuse</b> .	
3	Support parents to <b>communicate</b> the level of assistance they require.	
4	Seek other assistance where necessary.	
5	Where parents raise issues about their baby's safety, protection and security, encourage them to take account of the advice they have been given and to take appropriate action.	
6	Reinforce advice that parents have been given as you assist them to handle and position their baby.	
7	Encourage the parents to check their baby is safe before leaving them unattended.	
8	Encourage the parents to leave their baby only with people who are known to be safe and able to take care of the baby.	
9	Reinforce advice given about changing the coverings, clothing and dressings for the baby when the conditions and temperature change.	

**Support parents to keep their baby safe and secure by reinforcing professional advice (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
10	Reinforce advice given about changing the coverings, clothing and dressings for the baby when they show signs that they are too hot or cold.	
11	Where the parents wish, encourage relatives and friends to be actively involved in caring for the baby and their safety, protection and security and cleanliness.	

**Support parents to feed and keep their baby clean by reinforcing professional advice**

12	Discuss any difficulties the parents are having in caring for their baby.	
13	Agree the level of assistance they require.	
14	Seek other assistance where necessary.	
15	Encourage the parents to wash and dry their hands before and after nappy changing and feeding.	
16	Encourage the parents to monitor the baby's condition and the content of their nappy in order to recognise anything that is abnormal.	
17	Encourage the parents to dispose of their baby's nappy and other waste in a safe, hygienic manner and place.	
18	Support the parents to prepare themselves, the environment and the equipment prior to bathing their baby.	
19	Assist parents to prepare feeds and feed their baby regularly and according to their own preferences and the advice they have been given.	
20	Observe parents as they care for their baby.	

**Support parents to feed and keep their baby clean by reinforcing professional advice (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
21	Where necessary, support parents to address their baby's comfort, hygiene and wellbeing needs when handling, washing, nappy changing and dressing them.	
22	Work in ways that promote <b>active participation</b> when supporting parents to care for their baby.	
23	Complete records and reports on the parents' progress, anything unusual in the baby's condition and any concerns regarding the parents' handling of their baby, within confidentiality agreements and according to legal and work setting requirements.	

**Support parents to help them bond with, relate to and understand the needs of their babies by reinforcing professional advice**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
24	Give encouragement and support for parents to interact with and observe their baby before during and after feeding.	
25	Give encouragement and support for parents to handle and interact with their baby at other times.	
26	Give encouragement and support for parents to deal with their baby's needs when they cry.	
27	Support parents to understand the reasons for interacting with and observing their baby and attending to their needs.	
28	Reinforce the information and advice of <b>others</b> about how the parents should handle and interact with their baby, taking account of the parents' needs and circumstances.	
29	Work with parents to help them accept their baby.	
30	Support the parents to understand the importance of bonding with, relating to and understanding their baby.	
31	Positively reinforce the actions of parents when they bond with, relate to and understand their baby.	

## 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 68 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that children and young people have to make complaints and be supported to do so.	



## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory

21	The nature and impact of <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support.	
22	Theories underpinning our understanding of child development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

### Communication

24	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
25	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

### Personal and professional development

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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
27	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
28	Practices for the prevention and control of infection in the context of this standard.	

## Safeguarding

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

## Handling information

33	Legal requirements, policies and procedures for the security and confidentiality of information.	
34	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
35	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
36	How to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers.	
37	How and where to access information and support that can inform your practice about working with babies and parents.	
38	Theories about pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development.	
39	Factors that cause risks and those that ensure safe and effective care for babies.	
40	Types of support available for disabled babies and parents.	
41	The reasons for confirming the level of assistance with the parent and following this up with observation and support.	
42	Normal and abnormal patterns of handling, positioning, caring, washing, changing, feeding and dressing a baby.	
43	The normal patterns of progress and the baby's normal condition, in order to report anything unusual.	
44	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.	
45	The impact which personal beliefs, preferences, including privacy, and previous experience may have on the handling, caring, washing, changing, dressing and feeding of babies.	
46	Safest ways of positioning and handling babies for their health and safety and to encourage interaction.	

### Knowledge that is Specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
47	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.	
48	The effects of environmental conditions and temperatures on the baby.	
49	Why the environment in which babies are fed should be suitable and why this should be close to the parents.	
50	Why each step of the preparation of equipment and feeds and the timing of these is necessary and must be carried out correctly.	
51	The reasons for and who to report feeding problems and anything unusual with the baby.	
52	The reasons for, and how to report babies' first stools and urine.	
53	The normal state, and changes in urine, stools, vaginal discharge, cry, skin, state of cord, eyes, general muscle tone and movement of babies.	
54	Why different parts of babies bodies are bathed differently and why particular attention should be paid to creases.	
55	The parents' responsibilities to review the babies' feeding needs and adapt their actions accordingly.	
56	The differing varieties of feed and the relationship of feeding to personal beliefs and preferences.	
57	Methods of ensuring the safety of babies from birth to 1 year.	
58	Normal changes and common problems that can occur in the mother's breasts and nipples during the first week.	

### Knowledge that is Specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
59	How to help the mother express milk and when expressed milk should be used.	
60	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.	
61	Why parents should be encouraged to identify any person they hand their baby to and why they should not leave the baby unattended.	
62	Why babies need to be identified by labels and where to place these.	
63	The ways in which babies can be stimulated.	
64	Methods of effective engagement with babies.	
65	The ways in which babies develop during the first ten days of life.	
66	The ways in which babies develop relationships with their carers in their early days of life.	
67	How to maintain cleanliness, keep babies warm and keep records on babies' progress.	
68	How to advise parents to recognise, understand and take action on problems and concerns.	

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

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	