

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7260264 -Session- 1994-95

-Superclass- PH

-Title- CARE AND FEEDING OF BABIES

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing an understanding of the health needs of a baby and investigating the provision of these needs in terms of the promotion of the all round development of the baby.

OUTCOMES

1. explain the health needs of a young baby in terms of the promoting of growth and development;
2. explain the physical and sensory stimulation needs of a young baby in terms of promoting growth and development;
3. explain the provision of hygiene for a baby in terms of promoting health and development;
4. explain infant bottle feeding in terms of promoting growth and development;
5. explain the weaning process in terms of promoting growth and development.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Completion of NC Module 7110041 Communication 3; 7260204 Child Development: An introduction would be beneficial.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7260264**UNIT TITLE:** CARE AND FEEDING OF BABIES

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. EXPLAIN THE HEALTH NEEDS OF A YOUNG BABY IN TERMS OF THE PROMOTION OF GROWTH AND DEVELOPMENT

PERFORMANCE CRITERIA

- (a) Identification of the health needs of a young baby is correct in terms of the promotion of growth and development.
- (b) Explanation of the benefits of meeting the health needs of a young baby is valid in terms of growth and development.

RANGE STATEMENT

Needs: for age band from birth to 12 months.

Benefits: focus on benefits to the whole child.

EVIDENCE REQUIREMENTS

Written evidence generated by a folio of notes, classwork and research.

OUTCOME

2. EXPLAIN THE PHYSICAL AND SENSORY STIMULATION NEEDS OF A YOUNG BABY IN TERMS OF PROMOTING GROWTH AND DEVELOPMENT

PERFORMANCE CRITERIA

- (a) The explanation of the role of the five senses is valid in terms of stimulating the development of the young baby.

- (b) The investigation of stimulating and safe environments for a young baby is valid in terms of encouraging exploration and discovery.
- (c) The investigation of the provision of activities and equipment is valid in terms of encouraging growth and development.

RANGE STATEMENT

Age range: babies under 6 months; babies over 6 months.

Senses: sight; taste; touch; smell; hearing.

Stimulation: physical; sensory.

Development: physical; social; emotional; cognitive; language.

Location: indoors; outdoors.

EVIDENCE REQUIREMENTS

Written evidence generated by a folio of notes, classwork and research.

OUTCOME

- 3. EXPLAIN THE PROVISION OF HYGIENE FOR A BABY IN TERMS OF PROMOTING HEALTH AND DEVELOPMENT

PERFORMANCE CRITERIA

- (a) Identification of the hygiene routines and procedures is correct in terms of the needs of the baby.
- (b) Explanation of the methods of prevention of the spread of infection during personal hygiene procedures is consistent with current practice.
- (c) Explanation of the hygiene procedures and routines used in the care of babies is valid in terms of the methods of prevention of the spread of infection.
- (d) The explanation of how the adult can contribute to the all-round development of the baby is consistent in relation to hygiene procedures.

RANGE STATEMENT

Age band: babies under 6 months; babies over 6 months.

Location: domestic settings; care settings.

Child care workers: caring qualities; responsibilities.

EVIDENCE REQUIREMENTS

Written evidence generated by a folio of notes, classwork and research.

OUTCOME

4. EXPLAIN INFANT BOTTLE FEEDING IN TERMS OF PROMOTING GROWTH AND DEVELOPMENT

PERFORMANCE CRITERIA

- (a) The explanation of the feeding needs of a baby is correct in terms of nutrition and parental wishes.
- (b) The explanation of how the adult can contribute all round development is valid in relation to bottle feeding a baby.
- (c) The investigation of possible feeding difficulties is valid in terms of the health of the young baby and the responsibilities of child care workers.
- (d) The evaluation of different cleaning and sterilising methods is realistic and comprehensive in relation to prevention of infection.

RANGE STATEMENT

Age band: babies under 4 months; babies over 4 months.

Methods: liquid; tablet; steam.

EVIDENCE REQUIREMENTS

Written evidence generated by a folio of notes, classwork and research.

OUTCOME

5. EXPLAIN THE WEANING PROCESS IN TERMS OF PROMOTING GROWTH AND DEVELOPMENT

PERFORMANCE CRITERIA

- (a) Explanation of the factors which influence the weaning process is valid in terms of current theory and the needs of the young baby.
- (b) The explanation of the choice of foods is valid in terms of the stage of weaning and the nutritional needs of the young baby.
- (c) The description of a range of equipment for weaning is accurate in terms of the stage of weaning and the stage of development of the young baby.
- (d) The explanation of the weaning process is valid in terms of promoting development.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written evidence generated by a folio of notes, classwork and research.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7260264

UNIT TITLE: CARE AND FEEDING OF BABIES

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE Completion of this unit will develop a candidate's awareness and understanding of the health needs of a young baby aged from birth to one year. Focusing on holistic care and whole child development allows a candidate to explore the provision of needs and the subsequent benefits to the baby and to examine the roles and responsibilities of child care workers.

It is suitable for child care workers and those who are interested in working with or caring for children such as, parents, childminders, nannies, creche workers, Local Authority trainees, family centre workers, voluntary and private day nursery workers.

Completion of this unit provides part of the underpinning knowledge for the Scottish Vocational Qualification (SVQ) level II in Child Care and Education. It would integrate well with other units which can also provide underpinning knowledge for SVQ level II Child Care and Education such as "Promotion of Child Health".

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

Completion of this unit enables you to develop an understanding of the needs of a young baby and of how to provide for these needs to ensure the promotion of growth and development.

CONTENT/CONTEXT Corresponding to Outcomes 1-5:

1. Candidates should identify the health needs which are essential for the promotion of growth and development. By maintaining a focus on holistic care and development the candidates should develop an awareness of the close links between needs and the complex inter-relationships between the benefits of providing for these needs. There are many needs, some of which are: love, affection, nutrition, warmth, sleep, praise and encouragement, good posture, hygiene, exercise, rest, intellectual stimulation, fresh air, socialisation, discovery, play, communication, safety, exploration and freedom from infection and pain.
2. Candidates should investigate the importance of the senses in stimulating development before going on to investigate how to provide stimulating environments and activities for babies. The relationship between the senses, sensory information and perception should be included. It is important that an awareness of the limitations of stimulation is raised during discussions.

Exploring a diverse range of environments, both indoors and outdoors, will allow candidates to be able to consider the provision of stimulating and safe surroundings for babies. Candidates should investigate how to provide physical and sensory stimulation in order to aid the development of the whole child. Ways to encourage communication and language development, the expression of feelings, exploration and discovery through activities such as games, songs, rhymes and the provision of toys and new experiences should be explored in detail.

Activities and equipment will depend on the age and stage of development of the baby and candidates should consider the provision for babies under six months and over six months. Candidates should explore the need to maintain safety and that toys, books, musical instruments and other stimulating equipment must be provided and maintained according to current safety standards.

An awareness of how the personal qualities and skills of a child care worker can promote development of the child is essential. Candidates should be aware of cultural bias and investigate the promotion of anti discriminatory practice.

3. After identifying the hygiene needs of the young baby, candidates should investigate how to provide for these needs while preventing the spread of infection.

Hygiene needs examined could include; care of the skin, mouth, hair and nails; disposal of waste from the bladder and bowel; care of the umbilical cord and the provision of hygienic, comfortable linen and clothing. Candidates should also investigate the signs of conditions or ailments that could require different care or advice from other professionals.

Focusing on health and development will ensure an awareness of providing for more than physiological needs. For example bathtime provides physical stimulation, enjoyment and sensory stimulation and provides opportunities for socialisation, exercise and language development. Investigating the development of a child care worker's qualities and skills, such as communicating and giving praise, as well as developing practical caring skills is important.

Candidates should be aware of infection control principles, procedures and policies. They should explore the need to maintain safety and investigate the provision and maintenance of equipment, linen, clothing and toiletry products according to current health and safety standards.

4. Candidates should investigate the nutritional needs of a young baby and be aware that breast feeding and breast milk is the infant feeding method of first choice. Parental choice results in babies being breast fed, breast and bottle fed or bottle fed and candidates could explore the reasons for parents choosing breast or bottle feeding.

Candidates should be aware of ethnocentrism. They should investigate the different milk requirements which arise due to parental choice, medical advice, culture and religion.

Explaining bottle feeding should lead the candidates to consider many factors. These could include: preventing infection and ensuring accuracy and safety while making up, storing and giving feeds; feeding on demand and progression; changing from the breast to the bottle; preparation of the baby; the technique of feeding; the attitude, qualities and skills of the carer; care and interaction before, during and after feeding; observing the baby during and after feeding.

It is important for candidates to discuss the identification of feeding difficulties and investigate the possible causes. An awareness of the roles and responsibilities of child care workers is essential as solutions to some feeding difficulties may be easily found but other problems may be the first signs of serious illness. Candidates should investigate methods used to record information and identify who to report to in child care settings.

5. Candidates should investigate factors which influence weaning such as the reasons for weaning, when to commence weaning, culture, the age and weight of the baby, advice from others, special needs and social trends. Candidates should explore the different foods suitable for babies taking into account parental choice, culture, religion, availability, cost and the stage of weaning. Nutritional requirements should be included in discussions.

Investigating food, weaning equipment and explaining weaning methods should lead candidates to consider many factors. These could include, the choice and care of suitable equipment; stages of weaning; prevention of infection; preparation, variety, quantity, texture and temperature of food; the technique of feeding; use of the bottle and cup; encouraging independence; safety; vitamin supplements; completion of weaning.

The ways in which the attitude, qualities and skills of the carer can affect the level of relaxation and enjoyment during weaning and can influence future feeding patterns should be examined.

Focusing on the development of the whole child will ensure candidates are aware that mealtimes do not only provide for physiological needs but that social interaction, developing social skills, language development and learning about textures and tastes and other factors are all essential aspects of successful weaning.

APPROACHES TO GENERATING EVIDENCE Tutor input should focus on providing a supportive environment where the tutor acts as a facilitator and guide to resources and candidates take on the responsibility for their own learning. Tutor input should be complemented by the use of textbooks, journals, videos, media reports and health promotion publications. Candidate activities should focus on small group work, discussions, research, plenary sessions and individual note taking and reports. Candidates should be encouraged to build up a folio of personal work and resources related to all outcomes.

ASSESSMENT PROCEDURES A folio of work is suggested for all outcomes.

Tutors could vary the instrument of assessment by the use of the following:

- Outcome 1 Restricted response questions
- Outcome 2 Written assignment
- Outcome 3 Restricted response questions
- Outcome 4 Project
- Outcome 5 Written assignment

EXEMPLARS An initial introductory session could include a summary of the module, the outcomes and an outline of the study plan with an input from the candidates expressing expectations and asking questions.

For outcome one small group discussions, tutor input and plenary sessions would encourage candidates to explore the meaning of health, identify human needs and investigate the benefits of health needs.

The second outcome will require a greater amount of tutor input. Placement, work and personal experience can be brought into discussions. The use of videos can provide excellent case study material to investigate and assess environments and activities provided for babies and to raise awareness of the personal qualities and skills required by a child care worker.

The third outcome will require tutor input, for example on infection, the prevention of infection, hygiene needs and the roles and responsibilities of child care workers. Candidates could complete guided research and provide feedback to the group.

The fourth outcome will require tutor input, for example on nutritional requirements, choosing milks and on feeding difficulties and the roles and responsibilities of child care workers. The suitability of milks, feeding equipment and sterilising methods could be approached through research via questionnaires or visiting commercial establishments. The use of videos and group discussion is essential and practical exercises may be appropriate.

The fifth outcome will again require tutor input for example on the reasons for weaning. Candidates could research textbooks, articles and leaflets with the help of worksheets. Interviews and/or relating personal experience could be used to gather information on parental choice, culture and religion. Again the use of videos and group discussion will be essential and visiting speakers may be appropriate.

PROGRESSION Candidates who have undertaken the unit 'Promotion of Child Health' would find the completion of this unit advantageous.

Candidates who undertake this unit would find it provides an essential base for progressing to either study at Higher National Level, or to the SVQ in Child Care and Education assessment in the workplace.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

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