

About this Unit

This standard covers caring for and protecting babies. This involves providing caring for the physical and nutritional needs of babies, providing a safe and secure environment in which babies can grow and develop, stimulating babies to assist their social, emotional, intellectual and language development, and assisting in the evaluation of the babies' growth and development.

Users of this standard will need to ensure practice reflects up to the date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit. ◆ The following forms of evidence ARE mandatory: ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, your assessor may observe you using everyday activities to encourage babies to respond, interact and communicate. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, your assessor may ask you to tell them why, using an example, it is important to monitor and take appropriate action when you notice changes in relation to normal development patterns for babies of a similar age.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: 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 your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
<ul style="list-style-type: none"> ◆ 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. ◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge. ◆ 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 Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

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.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 A working knowledge of legal and organisational requirements on equality, diversity, discrimination, rights , 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 A working knowledge of how to provide active support and place best interest of the babies with whom you are working at the centre of everything you do.	
3 A working knowledge of how to ensure that you protect the rights and the interests of babies.	
4 A working knowledge of how to work in partnership with parents, families, carers and those within and outside your organisation to enable babies’ needs, wishes and preferences to be met, taking account of any limitations of anyone’s rights.	
5 A working knowledge of dilemmas between: (a) the babies’ rights and the rights and responsibilities of their parents and carers (b) the babies’ preferences and needs and how these can and are being met (c) your own values and those of parents, families and carers (d) your values and those of others within and outside your organisation	
6 A working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for caring for and protecting babies.	
7 A working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for: (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) dealing with comments and complaints (e) promoting the well-being and protection of babies (f) promoting secure and permanent relationships for babies (g) parental rights and responsibilities (h) working in integrated ways to promote babies’ well-being (i) working with parents, families and carers to promote the well-being and life chances of babies	

DK3E 04 (HSC37) Care for and protect babies

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
8 A working knowledge of practice and service standards relevant to your work setting and relating to the care and protection of babies.	
9 A working knowledge of how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers.	
10 A working knowledge of frameworks and guidance: (a) assessment (b) education (c) health	
11 A working knowledge of initiatives to promote the well-being of babies, parents, families, carers and communities.	
12 A working knowledge of frameworks and guidance on working with parents, families and carers to promote the well-being and life chances of babies.	
13 A working knowledge of how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers.	
14 A working knowledge of health, safety and hygiene requirements which should be maintained when working with babies, especially when feeding babies.	
15 A working knowledge of how and where to access information and support that can inform your practice about working with babies.	
16 A working knowledge of government reports, inquiries and research reports into serious failures to protect babies.	
17 A working knowledge of theories relevant to the babies with whom you work, about: (a) pre-speech and verbal and non-verbal behaviour and cues (b) human growth and development related to babies, including factors and conditions that can benefit and/or inhibit development (c) identity and self-esteem (d) social, emotional, intellectual and language development and factors that might enhance or inhibit these in babies up to two years of age (e) the ways in which babies can be stimulated according to their age in order to enhance their development (f) the development of language and communication skills in babies and factors which influence learning and development, including the importance of stimulation and interaction with adults	
18 A working knowledge of working in integrated ways to promote babies well-being.	
19 A working knowledge of the role of relationships and support networks in promoting the well-being of the babies with whom you work.	
20 A working knowledge of factors that affect the health, well-being, behaviour, skills, abilities and development of babies and parents, families and carers.	
21 A working knowledge of conditions and issues you are likely to face in your work with babies and parents, families and carers.	

DK3E 04 (HSC37) Care for and protect babies

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
22 A working knowledge of factors that cause risks and those that ensure safe and effective care for babies.	
23 Type of support for disabled babies and parents.	
24 A working knowledge of the nutritional requirements and the types and consistency of food that is appropriate to babies up to two years old, including factors that influence weaning.	
25 A working knowledge of common food allergies and feeding difficulties and where to get advice about them.	
26 A working knowledge of unusual conditions and symptoms of common ailments which may require to be reported.	
27 A working knowledge of the variation in sleep patterns in babies over time and across babies, the importance of rest/sleep or quiet periods as part of the daily routine, of matching the routines of the home and child care setting, recognising when a baby needs sleep/rest and how to provide for it.	
28 A working knowledge of the role of exercise and physical play in promoting physical growth and development and how to incorporate these into daily routines.	
29 A working knowledge of methods of encouraging attentive listening and sound discrimination in babies.	
30 A working knowledge of types of activities that can stimulate: (a) sensory development (b) listening and sound discrimination (c) social, mental and physical development	
31 A working knowledge of methods of food and drink preparation, presentation and preservation and hygiene and safety requirements associated with these.	
32 A working knowledge of suitable toys, equipment, games, books, rhymes, stories, songs and safety equipment for use with babies of different sizes and ages up to two years.	
33 A working knowledge of awareness of the effect of changes in temperature and babies' sensitivity to changes in temperature and the need to adapt the environment and clothing accordingly.	
34 A working knowledge of the emotional issues around toilet training and when and how to introduce it.	
35 A working knowledge of theories and principles of working with parents, carers and other family members to enable them to care for and protect the babies for whom they are responsible.	
36 A working knowledge of principles of practice to enable you to balance the needs of the babies, parents, carers and other family members.	

DK3E 04 (HSC37) Care for and protect babies

Performance Criteria		DO	RA	EW	Q	P	WT	PD
1	Access information and records that identify the physical and nutritional needs of the babies for whom you are responsible.							
2	Work with parents, carers and others to identify: <ul style="list-style-type: none"> <li data-bbox="320 501 831 600">(a) who should be involved in the assessment of the babies' physical and nutritional needs <li data-bbox="320 600 831 698">(b) your responsibilities and the responsibilities of others in the care of babies <li data-bbox="320 698 831 831">(c) any specific issues that need to be taken account of when caring for the physical and nutritional needs of babies <li data-bbox="320 831 831 936">(d) any specialist expertise that may be required and how this will be provided 							
3	Prepare and store food and drink for babies: <ul style="list-style-type: none"> <li data-bbox="320 1003 815 1070">(a) hygienically and according to any specific instructions <li data-bbox="320 1070 815 1169">(b) according to the age, needs and any medical conditions of the babies <li data-bbox="320 1169 815 1236">(c) according to specific plans for the babies <li data-bbox="320 1236 815 1308">(d) according to legal and organisational requirements 							
4	Wean and actively support and encourage babies to feed themselves according to their age, developmental level and physical abilities.							
5	Create a comfortable and relaxed atmosphere whilst feeding and providing for the physical care of babies.							
6	Handle, wash, change nappies and dress babies to meet their physical comfort, health and well-being needs and the environmental conditions.							
7	Actively encourage babies to exercise, develop their mobility, explore their surroundings, crawl and walk.							
8	Praise and positively reinforce babies' physical movement and the development of their physical skills.							

DK3E 04 (HSC37) Care for and protect babies

Performance Criteria		DO	RA	EW	Q	P	WT	PD
<p>9 Work with others to:</p> <ul style="list-style-type: none"> (a) assess what is necessary to create and maintain a safe and secure environment for the babies for whom you are responsible (b) ensure the necessary safety equipment is installed and securely placed to protect the babies from danger and harm 								
<p>10 Observe actions and behaviour of babies, taking account of pre-speech and non-verbal behavioural cues to identify environments, objects, situations, the behaviour of others and the people they are interested in, stimulated by and fearful of</p>								
<p>11 Ensure that babies:</p> <ul style="list-style-type: none"> (a) are never left unattended (b) are only handed to or left with people who are capable of caring for them (c) are placed in environments that are safe and secure and which take account of the babies age, size, development levels and physical abilities (d) are provided with toys and equipment that take account of their age, size, developmental levels and physical abilities 								
<p>12 Dispose of soiled items hygienically and in ways that minimise the spread of infection.</p>								
<p>13 Take the necessary safety and hygiene measures when feeding, handling and providing toys and equipment for babies.</p>								
<p>14 Take necessary precautions to ensure that babies are protected from the risk of danger, harm and abuse, seeking specialist advice and intervention where appropriate.</p>								
<p>15 Work with babies, parents, carers and others to assess the specific stimulation and developmental needs of babies.</p>								

DK3E 04 (HSC37) Care for and protect babies

Performance Criteria	DO	RA	EW	Q	P	WT	PD
<p>16 Work with parents, carers and others to:</p> <p>(a) agree how care of babies should be shared to maximise the desired outcomes for babies</p> <p>(b) develop and implement an integrated plan to address the babies' stimulation, social, emotional, intellectual and language development</p>							
<p>17 Handle and relate to the baby in ways which stimulates, supports and encourages their social, emotional, intellectual and language development.</p>							
<p>18 Select and use objects, games, equipment and play materials that stimulate and actively promote the babies social, emotional, intellectual and language development.</p>							
<p>19 Provide daily routines, including appropriate indoor and outdoor activities to stimulate and actively promote the babies' social, emotional, intellectual and language development.</p>							
<p>20 Use everyday activities, physical contact, actions, games, rhymes, books, stories, songs and the babies' communications to:</p> <p>(a) encourage them to respond, interact and communicate</p> <p>(b) facilitate their language development</p> <p>(c) extend their listening skills and sound discrimination</p>							
<p>21 Observe babies, and provide and use activities that will help you to assess whether babies are growing and developing normally.</p>							
<p>22 Monitor and take appropriate action when you notice:</p> <p>(a) anything that is abnormal in the babies' growth, development, behaviour, condition or their bodily functions</p> <p>(b) any changes in relation to normal development patterns for babies of a similar age</p>							
<p>23 Work with the parents and others, including those with specialist expertise, to monitor and review progress and to respond to changes in babies' needs and life circumstances.</p>							

DK3E 04 (HSC37) Care for and protect babies

Performance Criteria	DO	RA	EW	Q	P	WT	PD
24 Analyse and report on babies' development, what has been achieved and areas where babies might need additional help and support.							
25 Complete records and reports on babies according to confidentiality agreements and legal and organisational requirements.							

DO = Direct Observation

EW = Expert Witness

PD = Professional Discussion

RA = Reflective Account

P = Product (Work)

Q = Questions

WT = Witness Testimony

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: