

## **DK3D 04 (HSC314) Care for a newly born baby when the mother is unable to do so**

### **Elements of competence**

HSC314.1	Feed babies
HSC314.2	Clothe babies and keep them clean
HSC314.3	Ensure babies are safe, secure and free from danger, harm and abuse

### **About this Unit**

For this Unit you need to provide direct care for babies when the mother is unable to do so.

Your **knowledge and understanding** for this Unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

### **Values underpinning the whole of the Unit**

The values underpinning this Unit have been derived from the key purpose statement<sup>1</sup>, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of Care Unit HSC34. To achieve this Unit you must demonstrate that you have applied the principles of care outlined in Unit HSC34 in your practice and through your knowledge.

### **Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.**

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<sup>1</sup> The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
<p><b>Simulation:</b></p> <ul style="list-style-type: none"> <li>• Simulation is <b>NOT</b> permitted for any part of this unit.</li> </ul>
<p><b>The following forms of evidence ARE mandatory:</b></p> <ul style="list-style-type: none"> <li>• <b>Direct Observation:</b> Your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit.</li> <li>• <b>Reflective Account/professional discussion:</b> These will be a description of your practice in particular situations such as how you have cared for babies.</li> </ul>
<p><b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Questioning/professional discussion:</b> 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 the assessor/expert witness may also ask questions to clarify aspects of your practice.</li> <li>• <b>Expert Witness:</b> A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts.</li> <li>• <b>Witness testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or service user.</li> <li>• <b>Products:</b> These can be records of progress and concerns for new babies and may also be diary evidence of day to day practice in relation to supporting care and development of newly born babies. You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality.</li> </ul>
<p><b>GENERAL GUIDANCE</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evidence must be provided for ALL of the performance criteria ALL of the knowledge and the parts of the scope that are relevant to your job role.</li> <li>• 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 Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.</li> <li>• All evidence must relate to your own work practice.</li> </ul>

**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
<b>Values</b>	
1 Legal and organisational requirements on equality, diversity, discrimination, <b>rights</b> , 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 How to provide <b>active support</b> and place the preferences and best interests of the babies with whom you are working at the centre of everything you do.	
3 How to ensure that you protect the rights and the interests of babies.	
4 How to work in partnership with parents, families, carers and those within and outside your organisation to enable the babies’ needs, wishes and preferences to be met, taking account of any limitations of anyone’s rights.	
<b>Legislation and organisational policy and procedures</b>	
5 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when caring for newly born babies.	
6 Current local, UK 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) promoting the well-being and protection of babies (e) promoting secure and permanent relationships for babies (f) parental rights and responsibilities (g) working with newly born babies (h) working with parents, families and carers to promote the well-being and life chances of babies	
7 How to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers.	
8 Health, safety and hygiene requirements which should be maintained when working with babies, especially when feeding them.	
<b>Theories and practice</b>	
9 How and where to access information and support that can inform your practice about working with babies.	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
10 Government reports, inquiries and research reports into serious failures to protect babies, children and young people.	
11 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) social, emotional, intellectual and language development and factors that might enhance and inhibit these in babies up to two years of age (d) the ways in which babies can be stimulated	
12 Working in integrated ways to promote babies' well-being.	
13 The responsibilities and limits of your relationships with babies and parents, families and carers.	
14 Methods of effective engagement with babies.	
15 Type of support for disabled babies and parents.	
16 The reasons for and who to report feeding problems and anything unusual with babies.	
17 The normal state, and changes in, urine, stools, vaginal discharge, cry, skin, state of cord, eyes, general muscle tone and movement of babies.	
18 Safest ways of positioning and handling babies for their health and safety and to encourage interaction.	
19 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.	
20 Why the environment in which the babies are fed should be suitable and why this should be close to the mother where possible.	
21 Why each step of the preparation of equipment and feeds and the timing of these is necessary and must be carried out correctly.	
22 The reason for, and how to report, babies' first stools and urine.	
23 Why different parts of babies bodies are bathed differently and why particular attention should be paid to creases.	
24 The reasons for informing the mother about the baby's feed and progress.	
25 The ways in which babies: (a) develop during the first ten days of life (b) develop relationships with their carers in their early days of life	
26 The difference between sterilisation and social cleanliness.	
27 The importance of consistency and continuity of care provided to babies.	
28 The effects of environmental conditions and temperatures on babies.	

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**HSC314.1 Feed babies**

Performance criteria		DO	RA	EW	Q	P	WT
1	You clean and dry your hands prior to and following handling the baby and preparing their food.						
2	You use the correct methods to prepare and store equipment and feeds and to dispose of left over food.						
3	You use the correct methods and any sterilisation procedures to make the feed.						
4	You make up feeds to the required quantities.						
5	When <b>babies</b> indicate that they are hungry or when feeding is required for nutritional purposes, you feed them in a suitable place and position to encourage digestion and satisfaction.						
6	You record babies' progress and feeds accurately, seeking support and advice if problems occur.						

**HSC314.2 Cloth babies and keep them clean**

Performance criteria		DO	RA	EW	Q	P	WT
1	You prepare the environment and equipment for bathing and changing babies prior to undressing them.						
2	You bathe, wash, dry, change and dress babies, handling them safely throughout.						
3	You stimulate, relate to and interact with babies when bathing and dressing them.						
4	You observe and treat any dryness or sores on babies' skin.						
5	You dress babies in suitable clothes for the environmental temperature and conditions.						
6	You clean and store equipment and materials safely and ready for re-use.						
7	You follow organisational procedures and practices when disposing of soiled nappies.						
8	You update any records that are required and report anything you have observed during bathing and dressing which causes concern to the appropriate people, within confidentiality agreements and according to legal and organisational requirements.						

*DO = Direct Observation*  
*EW = Expert Witness*

*RA = Reflective Account*  
*P = Product (Work)*

*Q = Questions*  
*WT = Witness Testimony*

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**HSC314.3 Ensure babies are safe, secure and free from danger, harm and abuse**

Performance criteria		DO	RA	EW	Q	P	WT
		1	You check that identification labels are secure and correctly placed, reporting any discrepancies to the appropriate person.				
2	You check the identification of anyone wanting to handle babies and only pass the babies to anyone who has permission to handle and care for them						
3	You ensure that babies are placed in a safe and secure location and position						
4	You relate to and interact with babies to help them feel safe and secure						
5	You take appropriate steps to ensure that there is no person or item of equipment/furniture within the environment that could cause or put babies at risk of danger, harm or abuse them.						
6	You complete and store accurate records within confidentiality agreements and according to legal and organisational requirements.						

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**DK3D 04 (HSC314) Care for a newly born baby when the mother is unable to do so**

*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: .....