

## **DK6C 04 (HSC321) Support and encourage parents and guardians to care for babies during the first year of their lives**

### **Elements of competence**

- HSC321.1 Support and encourage parents and guardians to feed, clothe and keep babies clean, safe, secure and free from danger, harm and abuse.
- HSC321.2 Support and encourage parents and guardians to look after the health needs of their babies.
- HSC321.3 Support and encourage parents and guardians to bond with, relate to, interact with and provide a stimulating environment for babies.

### **About this Unit**

For this Unit you need to support and encourage parents and carers to care for and protect babies in the first year of their lives and give advice to help parents to interact with and take care of their newly born baby/babies.

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.**

**DK6C 04 (HSC321) Support and encourage parents and guardians to care for babies during the first year of their lives**

**Specific Evidence Requirements for the Unit**

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

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"><li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li></ul>
<ul style="list-style-type: none"><li>◆ <b>The following forms of evidence ARE mandatory:</b></li></ul>
<ul style="list-style-type: none"><li>◆ <b>Direct Observation:</b> 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.</li><li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way.</li></ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"><li>◆ <b>Reflective Account:</b> 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.</li><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 your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice.</li><li>◆ <b>Expert Witness:</b> 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.</li><li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li><li>◆ <b>Products:</b> 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.</li><li>◆ <b>Prior Learning:</b> 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.</li><li>◆ <b>Simulation:</b> 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.</li></ul>
<b>GENERAL GUIDANCE</b>
<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.</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 Health Care sector. This will include the National Service Standards for your areas of work.</li><li>◆ All evidence must relate to your own work practice.</li></ul>

**DK6C 04 (HSC321) Support and encourage parents and guardians to care for babies during the first year of their lives**

**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>Legislation and organisational policy and procedures</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 active support 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.	
5 Dilemmas between: <ul style="list-style-type: none"> <li>(a) the babies rights and the rights and responsibilities of their parents and carers</li> <li>(b) the babies preferences and needs and how these can, and are being met</li> <li>(c) your own values and those of the babies and parents, families and carers</li> <li>(d) your values and those of others within and outside your organisation</li> </ul>	

**DK6C 04 (HSC321) Support and encourage parents and guardians to care for babies during the first year of their lives**

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<b>Legislation and organisational policy and procedures</b>	
6 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting parents to care for and protect babies.	
7 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) 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 with parents, families and carers to promote the well-being and life chances of babies	
8 How to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers.	
9 Frameworks and guidance:  (a) assessment (b) education (c) health	
10 How to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers.	
<b>Theory and practice</b>	
11 How and where to access information and support that can inform your practice about working with babies and parents.	
12 Government reports, inquiries and research reports into serious failures to protect babies and parents.	
13 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) 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 (d) working with parents and guardians to enable them to care for and protect their babies	
14 Working in integrated ways to promote babies' and the parents' well-being.	
15 Role of relationships and support networks in promoting the well-being of the babies and parents with whom you work.	

**DK6C 04 (HSC321) Support and encourage parents and guardians to care for babies during the first year of their lives**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
16 Factors that affect the health, well-being, behaviour, skills, abilities and development of babies, parents, families and carers.	
17 Conditions and issues you are likely to face in your work with babies and parents, families and carers.	
18 Factors that cause risks and those that ensure safe and effective care for babies.	
19 The responsibilities and limits of your relationships with babies and parents, families and carers.	
20 Methods of effective communication and engagement of babies, their parents, families and carers.	
21 Type of support for disabled children, young people and parents.	
22 How to work with, and resolve conflicts that you are likely to meet.	
23 The impact which personal beliefs, preferences (including privacy) and previous experience may have on the handling, caring, washing, changing, dressing and feeding of a baby.	
24 The reasons for confirming the level of assistance with the parent and following this up with observation and support.	
25 Why parents should be encouraged to identify any person to whom they are asked to hand their baby to and not to leave the baby unattended.	
26 Normal and abnormal patterns of handling, positioning, caring, washing, changing, feeding and dressing a baby.	
27 The normal patterns of progress and the baby's normal condition in order to report anything unusual.	
28 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.	
29 Why the parents should be encouraged to review the feeding process and adapt it for their baby.	
30 Aspects of feeding and weaning and the parent's and guardian's responsibilities to review the babies' feeding needs.	
31 The differing varieties of feed and the relationship of feeding to personal beliefs and preferences.	
32 Methods of ensuring the safety of babies from birth to one year.	
33 How to maintain cleanliness, keep babies warm and keep records on babies' progress.	
34 Dangers in the environment and how they can be overcome.	
35 How to advise parents to recognise, understand and take action on real problems.	

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**Element HSC321.1 Support and encourage parents and guardians to feed, clothe and keep babies clean, safe, secure and free from danger, harm and abuse**

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	You support the parents to understand and assess their needs regarding the needs, rights and protection of their <b>babies</b> .					
2	You provide <b>active support</b> to enable parents to address issues about their babies' safety, protection and security and their own responsibilities about this, encouraging the parents not to be overprotective.							
3	You encourage parents:  (a) to only hand their babies to, and leave them with, people who are capable of caring for babies (b) ensure that their babies are never left unattended							
4	You observe and support parents to take the necessary safety measures when feeding and handling their babies.							
5	You explain to parents in ways that they can understand, the ways to dispose of their baby's nappy and other waste safely and hygienically.							
6	You observe and support parents to keep their babies safe, reinforcing the advice given on safety measures by <b>others</b> .							
7	You seek and acquire additional help and advice where parents are experiencing difficulties that are outside your competence to deal with.							
8	You encourage <b>key people</b> in the parents' lives to be actively involved in caring for the baby's safety, protection and security if the parents wish.							

DO = Direct Observation  
EW = Expert Witness  
PD = Professional Discussion

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

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**Element HSC321.2 Support and encourage parents and guardians to look after the health needs of their babies**

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	You encourage and assist parents to prepare themselves, the environment and the equipment prior to bathing their baby.					
2	You observe parents during handling, washing, nappy changing and dressing their baby and support them to handle their baby correctly to help maintain their baby's comfort, health and well-being.							
3	You encourage parents to monitor their baby's condition and the content of her/his nappy in order to recognise anything that is abnormal.							
4	You encourage parents to seek advice and support on any aspect of the care and health of their baby.							
5	You support the parents to dress their babies appropriately for the environmental conditions.							
6	You work with parents to recognise and address <b>risks</b> and signs and symptoms of discomfort and distress in their babies.							
7	You report anything unusual about babies' conditions and concerns regarding the parent's handling without delay.							

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**Element HSC321.3 Support and encourage parents and guardians to bond with, relate to, interact with and provide a stimulating environment for babies**

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	You encourage and support parents to understand why they need to handle and interact with their babies and how they should do this.					
2	You support parents to bond with their babies communicating the reasons why this is important.							
3	You encourage parents to interact with their babies prior to, during and after feeding and while they are bathing and handling them.							
4	You support parents to interact and play with their babies selecting and using play materials that are appropriate to the babies' age and abilities.							
5	You encourage parents to positively reinforce the actions that advance babies' development and motor skills.							
6	You support parents to cope with their babies when they cry persistently.							
7	You record and report on the parents progress and any extra help they may require that is outside your experience, expertise and responsibility, within confidentiality agreements and according to legal and organisational requirements.							

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**DK6C 04 (HSC321) Support and encourage parents and guardians to care for babies during the first year of their lives**

*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: .....