

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 3 Certificate in Maternity Support Work (QCF)

Issue 2

For first teaching June 2010

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Publications Code BA024897

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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 3 Certificate in Maternity Support Work (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

The Qualification Accreditation Number for the qualification in this publication is:

Edexcel BTEC Level 3 Certificate in Maternity Support Work (QCF) 500/9281/9

What are BTEC Level 3 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Levels 1 to 7 in the Qualifications and Credit Framework (QCF) designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide some of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract achievement and attainment table points that equate to similar-sized general qualifications.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

It should be noted that the titling conventions for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed: see the relevant specifications on our website (www.edexcel.com).

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Key features of the Edexcel BTEC Level 3 Certificate in Maternity Support Work (QCF)

The Edexcel BTEC Level 3 Certificate in Maternity Support Work (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of personal and employability skills
- achieve a nationally recognised Level 3 vocationally-related qualification
- progress to employment in the health sector
- progress to other Edexcel qualifications such as the Edexcel Level 3 NVQ in Health, Edexcel BTEC Level 3 National Certificate or Diploma in Health and Social Care or the Edexcel BTEC Level 4 Higher National Certificate or Diploma in Health and Social Care or other BTEC Specialist qualifications as part of a CPD programme (and from September 2010 their QCF replacement qualifications)
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC Level 3 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 3 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have a set of combination.

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- the credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from other units
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

Rules of combination for Edexcel BTEC Level 3 qualification

When combining units for an Edexcel BTEC Level 3 Certificate in Maternity Support Work (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 3 Certificate in Maternity Support Work (QCF)

- 1 Qualification credit value: a minimum of 21 credits.
- 2 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 3 Certificate in Maternity Support Work (QCF)

The Edexcel BTEC Level 3 Certificate in Maternity Support Work (QCF) is a 21-credit and 210 guided learning hour (GLH) qualification that consists of six mandatory units.

Edexcel BTEC Level 3 Certificate in Maternity Support Work (QCF)			
Unit	Mandatory units: Learners must achieve all six units.	Credit	Level
1	Effective Practice for Maternity Support Workers	2	3
2	Anatomy and Physiology for Maternity Support Workers	2	3
3	Health, Safety and Security for Maternity Support Workers	3	3
4	Clinical Procedures for Maternity Support Workers	6	3
5	Maternity Support Worker: Caring for Women and Neonates	6	3
6	Health Promotion in Midwifery Contexts	2	3

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria which must be used. To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including performance observation, presentations, posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated on the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification at pass grade.

Quality assurance of centres

For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 3 Certificate in Maternity Support Work (QCF) must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 3 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Handbook

Details of quality assurance for the Edexcel BTEC Level 3 qualifications are set out in a centre handbook which is published annually on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 3 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Functional Skills

Edexcel Level 3 BTEC Specialist qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional Skills are also offered as stand-alone qualifications.

Edexcel has received accreditation for Essential Skills Wales entry to Level 4.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

Learners should be aware that to practice in this sector they will need to satisfy the requirements of the Independent Safeguarding Authority's (ISA) Vetting and Barring scheme which was extended on 12th October 2009 to include anyone working in a regulated activity with a Regulated Activity Provider.

For further information please contact the Criminal Record Bureau at info@crbchecks.co.uk.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Level 3 Certificate Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- **Learning outcome:** this is shown in bold at the beginning of each section of content.
- *Italicised sub-heading:* it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- **Elements of content:** the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- ‘eg’ is a list of examples, used for indicative amplification of an element, (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Effective Practice for Maternity Support Workers	17
Unit 2: Anatomy and Physiology for Maternity Support Workers	25
Unit 3: Health, Safety and Security for Maternity Support Workers	31
Unit 4: Clinical Procedures for Maternity Support Workers	41
Unit 5: Maternity Support Worker: Caring for Women and Neonates	49
Unit 6: Health Promotion in Midwifery Contexts	59

Unit 1: Effective Practice for Maternity Support Workers

Unit code: A/601/3438

QCF Level: 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to provide learners with an understanding of communication skills, multi-disciplinary teamwork and reflection which are required for effective practice as a maternity support worker.

Unit introduction

In order to support and complement the work of the midwife, the maternity support worker needs to have a clear understanding of their role, responsibilities and boundaries, as well as knowledge of the individual roles and skills of other members of the multi-disciplinary team. This will avoid role conflict, contribute to effective teamwork and support the provision of high quality care for infants, mothers and their partners. Effective communication skills, including verbal and non-verbal communication and written skills, contribute significantly to teamwork and are essential to ensure that the preferences, needs and rights of individuals in maternity settings are respected and met. Understanding and respecting confidentiality are essential and the importance of adhering to legislation, policies and local protocols relating to sharing, recording and storing of information are integral to this.

Fundamental to the role of a maternity support worker is respecting a woman's dignity, wishes and beliefs and involving her in shared decisions.

Reflecting on practice enables individuals to consider their strengths and develop more effective ways of working, contributing to self-development and improving the provision of care to infants, mothers and their partners. Learners are encouraged to start their reflection in this unit.

In the first part of the unit, learners explore the roles and responsibilities of the maternity support worker in the multi-disciplinary team. The roles of other members of the team are also investigated.

Communication skills are examined in the second part of the unit and how confidentiality and informed consent support person-centred care are considered.

In the third part of the unit, learners examine ways to reflect on their practice and consider the value of reflection.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand working in a multi-disciplinary team in a maternity setting	1.1 Describe the roles and responsibilities of a maternity support worker as part of a multi-disciplinary team 1.2 Explain the importance of teamwork in a maternity setting
2 Understand the communication skills needed by maternity support workers	2.1 Explain communication skills required for effective practice in maternity settings 2.2 Assess the importance of confidentiality in a midwifery setting 2.3 Explain how informed choice and consent support person-centred care
3 Understand how reflection supports practice in maternity settings	3.1 Compare ways to reflect on practice 3.2 Analyse the value to the maternity support worker of reflecting on practice

Unit content

1 Understand working in a multi-disciplinary team in a maternity setting

Roles and responsibilities: accountability; delegation; recognition when care is beyond own knowledge, skills and role; chaperoning; follow procedures for lone working, recording, reporting; know the roles and scope of practice of other members of multi-disciplinary teams eg obstetrician, paediatrician, anaesthetist, registered nurses, operating department assistants, porters, receptionists

Teamwork: contributes to high quality care for infants, mothers and their partners; consistency and continuity of care and approach; safe practice; efficient; avoids duplication of tasks; enables individual team members to work to their strengths; provides support for other team members; job satisfaction

2 Understand the communication skills needed by maternity support workers

Communication skills: verbal eg form and tone of expression, clarifying and confirming, encouraging questions, reflecting, listening; non-verbal skills and behaviour eg silence, eye contact, facial expressions, body movement, posture, gesture, muscle tension, touch, proximity, orientation, importance of contact and cultural differences in interpretation of non-verbal communications; written skills eg accurate recording, use of midwifery and medical terminology; awareness of barriers to communication eg English as an additional language, sensory impairments, learning difficulties

Confidentiality: legislation eg Data Protection Act 1998; The Freedom of Information Act 2000, The Human Fertilisation and Embryology Act 1990, The National Health Service Venereal Disease Regulations, The Computer Misuse Act 1990; human rights identified in Article 8 of the European Convention of Human Rights; information sharing protocols; effects of breaches of confidentiality

Choice and consent: informed consent eg protects patient autonomy, promotes meaningful decisionmaking, provides sufficient information to allow choice; respectful and honest behaviour eg keeps patients informed about their on treatment and care, tailored to individual, information given in variety of forms, reinforced; establishes a partnership with patients

3 Understand how reflection supports practice in maternity settings

Reflection: keep a journal/diary; make observations; collect witness statements; consider effectiveness of own skills; consider own progress; suggest ways to improve skills

Value of reflection: values strengths; develops different, more effective ways of acting in the future; improves practice; identifies areas for development; identifies further training opportunities

Essential guidance for tutors

Delivery

This unit should be delivered through a combination of tutor input and active learning experiences. Role play, case studies and discussions enable learners to develop and practise their interpersonal and communication skills and provide opportunities to link theory to practice. DVDs and guest speakers may be used to enhance learning. Group tasks provide opportunity for learners to understand and reflect on their teamworking skills.

Learners should also be encouraged to demonstrate an awareness of the importance of communication skills in addressing issues of equality, diversity, rights and responsibilities in maternity settings.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Introduction to unit and structure of the programme of learning. • Tutor-led discussion to explore roles and responsibilities of the maternity support worker. Learners to give examples from their own experiences. ‘Do roles and responsibilities differ? Why is it important to have clear roles and responsibilities?’ • Activity – analysis of scenarios where roles have not been adhered to. Group discussion ‘What would I do in this situation? What are the implications for the health, safety and security of mothers and infants?’ • Activity – research roles and responsibilities of different members of multi-disciplinary teams in maternity settings. Devise a short questionnaire to use to interview members of the team to ascertain their roles and responsibilities. Feed back findings to whole group to clarify roles. • Activity – case studies of multi-disciplinary team working situations in maternity settings. Groups to consider benefits of teamworking for infants, mothers and their partners, and the individual team members. • Assessment – Describe roles and responsibilities of a maternity support worker within a multi-disciplinary team and explain the importance of teamwork in a maternity setting (learning outcome 1).

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Activity – visit to settings to observe communication skills (watch DVD). Tutor-led discussion to identify successful communication skills. • Activity – role play different situations including one-to-one conversations, taking telephone messages, recording information. Learners to demonstrate verbal and non-verbal skills. Peer assessment of communication skills. Learners to reflect on own skills and consider areas for development. • Tutor-led discussion – to explore the consequences of ineffective communication between team members and multi-agency professionals. • Activity – learners research ways to overcome barriers to communication in maternity settings. • Activity – learners research the legislation surrounding the confidentiality of information. • Activity – group work to compare information collected from maternity settings about protocols, policies and procedures for recording, storing and sharing information. • Activity – analysis of case studies concerning breaches of confidentiality. Tutor-led discussion to consider the implications. • Activity – guest speaker to speak about how informed consent supports patient-centred care and how it affects practice in maternity settings. Learners to prepare questions for the speaker. • Assessment – Explain the communication skills required for effective practice in maternity settings, assess the importance of confidentiality and explain how informed choice and consent support person-centred care (learning outcome 2).
<ul style="list-style-type: none"> • Tutor-led discussion – What do we mean by reflection? • Activity – group work to identify ways individuals could reflect on their practice in maternity settings. Feed back to group. • Activity – group work to review examples of different reflective journals and logs. Group discussion to identify value of reflection. • Tutorial to identify ways individuals could start reflecting on their learning. • Activity – start reflective journal/log. • Assessment – Compare ways to reflect on practice and analyse the value to the maternity support worker of reflecting on practice.
<ul style="list-style-type: none"> • Assessment – feedback, review and evaluation of unit.

Assessment

For 1.1, learners will need to describe clearly the roles and responsibilities of a maternity support worker. This could be presented in the form of a job description. Reference will need to be made to accountability, delegation and recognition when care is beyond own knowledge, skills and role.

To meet 1.2, at least four reasons why teamwork is important in a maternity setting will need to be explained. Evidence may be provided as responses to case studies. Alternative forms of evidence may be a brief account.

To meet 2.1, learners will need to provide information about verbal, non-verbal and written communication skills, explaining why each is important for effective practice in maternity settings. Examples should be given to support responses.

For 2.2, learners will need to assess why confidentiality is important in maternity settings. Evidence may be provided in response to case studies. Consideration of the effects of breaches of confidentiality may be given to support responses.

For 2.3, learners must include a clear explanation of at least three ways in which providing patients with informed choice puts patients at the centre of care. Examples may be given to support responses.

To meet 3.1, learners will need to compare the effectiveness of two different ways of reflecting on practice.

For 3.2, learners need to carry out a detailed analysis of how reflecting on practice benefits the maternity support worker and the provision of care for infants, mothers and their partners.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

McCabe C and Timmins F – *Communication Skills for Nursing Practice* (Palgrave Macmillan, 2006) ISBN 1403949859

McCray J – *Nursing and Multi-Professional Practice* (Sage Publications, 2009)
ISBN 1412947286

Winson N and McDonald R – *Illustrated Dictionary of Midwifery* (Books for Midwives, 2005)
ISBN 0750653272

Journals

British Journal of Midwifery (Pensord Press Ltd)

The Practising Midwife (Elsevier)

Websites

www.nmc-uk.org

Nursing and Midwifery Council – information booklets:

www.nmc-uk.org/aDisplayDocument.aspx?DocumentID=5982

Standards of conduct, performance and ethics for nurses and midwives (Nursing and Midwifery Council, 2008)

www.nmc-uk.org/aDisplayDocument.aspx?documentID=6269

Record keeping: Guidance for nurses and midwives (Nursing and Midwifery Council, 2009)

Unit 2: Anatomy and Physiology for Maternity Support Workers

Unit code: T/601/3440

QCF Level: 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to provide learners with a knowledge of the anatomy and physiology of the female reproductive system and breast. Learners will develop an understanding of the physical changes that happen to the body during pregnancy.

Unit introduction

Understanding the anatomy and physiology of the female reproductive system, and the changes which occur during pregnancy, is fundamental in helping maternity support workers fulfil their job in supporting the role, function and scope of practice of the midwife. This unit provides underpinning knowledge for other units in the programme.

In the first part of the unit, learners investigate the anatomy and physiology of the female reproductive system and explore the role of hormones in reproduction.

The anatomy of the breast and the process of lactation are considered in the second part of the unit.

In the third part of the unit, the physical changes which occur to body systems during pregnancy are explored. Learners will consider the physical changes which may pose a risk to pregnancy.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the anatomy and physiology of the female reproductive system	1.1 Summarise the structure and function of the female reproductive system 1.2 Outline the role of hormones in female reproduction
2 Know the anatomy and physiology of the breast	2.1 Label the structure of the breast 2.2 Describe the process of lactation
3 Understand physical changes during pregnancy	3.1 Explain the physical changes in the body due to pregnancy 3.2 Analyse physical changes which pose a risk to pregnancy

Unit content

1 Know the anatomy and physiology of the female reproductive system

Female reproductive system: ovaries; fallopian tubes; uterus; cervix; vagina; labia; perineum

Anatomy and physiology: ovaries contain ova; ovulation occurs every 28 days; fallopian tubes are muscular canals which carry ovum to uterus; uterus is hollow muscular organ; uterus lined with endometrium which prepares every 28 days for implantation of fertilised ovum; cervix is canal at lowest part of uterus mainly elastic tissue; vagina lined with connective tissue capable of distension; labia are longitudinal folds of skin surrounding the vulva; perineum is area of connective tissue between lower end of rectum and vagina

Hormones: menstrual cycle (luteinizing hormone, follicle stimulating hormone, oestrogen progesterone); pregnancy (human chorionic gonadotrophin), labour (oxytocin); lactation (oxytocin, prolactin)

2 Know the anatomy and physiology of the breast

Breast: lobes; lactiferous ducts; ampullae; areola (primary, secondary); nipple

Anatomy and physiology: 20 lobes; lobes are glandular tissue; lobes divided into lobules which are lined with cells which produce milk; lactiferous ducts carry milk from lobes to ampullae; ampullae is where milk collects before release through nipple; areola is pigmented area around nipple which darkens in pregnancy; nipples made of smooth muscle fibres to help control the flow of milk

Lactation: reduction in oestrogen; production of oxytocin, prolactin (let-down reflex, action of sucking); colostrums

3 Understand physical changes during pregnancy

Physical changes: foetal growth and development; maternal weight gain; effect on renal system; effect on cardiovascular system; effect on metabolism; effect on musculo skeletal system; effect on respiratory system

Physical changes which pose risk: diabetes; excessive maternal weight gain; raised blood pressure; kidney infection; anaemia

Essential guidance for tutors

Delivery

This unit needs to be delivered early in the programme so that learners gain the underpinning knowledge they require to support other units in the programme. Whilst taught input is essential, learners should be encouraged to investigate information through group discussions and research using professional journals, relevant texts and the internet. Tutors should also utilise appropriate DVDs and models to enhance learning. Guest speakers and case studies are useful in enabling learners to apply classroom knowledge to practical situations in a variety of settings.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Introduction to unit and structure of the programme of learning. • Activity – quiz to assess knowledge of the anatomy of female reproductive system. • Activity – individual research using texts to complete a worksheet on the physiology of female reproductive system. Tutor-led discussion to clarify findings. • Activity – compilation of a glossary of terms which can be added to throughout the programme. • Activity – group research into different hormones and their role in menstrual cycle, pregnancy, labour and lactation. Present findings to whole group supported with a factsheet. • Assessment – Summarise the structure and function of the female reproductive system and outline the role of hormones in female reproduction (learning outcome 1).
<ul style="list-style-type: none"> • Guest speaker midwife/breast feeding counsellor to speak about the process of lactation. • Learners to prepare questions to ask the speaker. • Activity – prepare a leaflet for expectant mothers to explain the anatomy of the breast and process of lactation. • Assessment – Label the structure of the breast and describe the process of lactation (learning outcome 2).

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Tutor-led discussion – to introduce foetal development. • Activity – groups to research development of the foetus at different stages of pregnancy and feed back to group using diagrams and models. • Activity – DVD on foetal development <i>In the Womb, Life's Precious First Journey</i> (Pioneer Productions, 2005). • Activity – analysis of weight charts of women in pregnancy to identify weight gain within normal limits. • Activity – groups to use texts, journals and internet to research information about changes to cardiovascular system, metabolism, renal system, musculoskeletal system and respiratory system in pregnancy. Tutor-led discussion to clarify reasons for changes. • Activity – include explanation about changes to body systems in pregnancy in the leaflet for expectant mothers. • Activity – paired work. Analysis of case studies of women with physical changes which are likely to pose risks to the pregnancy. Feed back to the group, justifying reasons for the possible risks to the pregnancy. • Assessment – Explain physical changes of the body due to pregnancy and analyse the physical changes which pose a risk to pregnancy (learning outcome 3).
<ul style="list-style-type: none"> • Assessment – feedback, review and evaluation of unit.

Assessment

Assessment criteria 1.1 and 1.2 may be combined. Evidence may be in the form of a concise account. Alternative forms of evidence may be a written test or a presentation supported with a witness statement from the tutor that the learner has met the requirements of the criteria. To meet 1.1 learners will need to demonstrate an accurate knowledge of the structure and functions of the female reproductive system. To meet 1.2, they will need to give a clear outline of the functions of the hormones in menstruation, pregnancy, labour and lactation.

For 2.1, learners will need to label the structure of the breast correctly. This may be through an oral question and answer session, supported with a witness statement from the tutor.

Assessment criterion 2.2 and 3.1 may be combined into one assessment task. Learners could produce a leaflet for expectant mothers. Alternative forms of evidence can be provided. To meet 2.2, learners must describe clearly how lactation occurs, to include the action of hormones and the effect of the infant sucking. To meet 3.1, learners need to explain the growth of the foetus throughout the pregnancy and the changes to maternal weight, the renal system, cardiovascular system, metabolism, musculoskeletal system, respiratory system, including reasons why these changes occur.

To meet 3.2, learners need to include a brief analysis of at least two physical changes during pregnancy which may pose a risk to the mother and/or foetus.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Eihms J and Eihms M – *Anatomy & Physiology for Midwives, 2nd Edition* (Churchill Livingstone, 2005) ISBN 0443101302

Winson N and McDonald R – *Illustrated Dictionary of Midwifery* (Books for Midwives, 2005) ISBN 0750653272

Journals

British Journal of Midwifery (Pensord Press Ltd)

The Practising Midwife (Elsevier)

Websites

www.britishjournalofmidwifery.com

British Journal of Midwifery

www.in-practice.org/SexualHealth/foundation/female_reproductive_dl.php

downloadable resources from Royal College of Nursing including quizzes

www.intermid.co.uk

online archive of midwifery articles

www.midwiferymentor.co.uk

interactive midwifery learning software

Unit 3: Health, Safety and Security for Maternity Support Workers

Unit code: A/601/3441

QCF Level: 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to provide learners with a knowledge and understanding of essential aspects of health, safety and security in maternity settings.

Unit introduction

Promoting and maintaining the health, safety and security of mothers and infants is a fundamental responsibility when working in maternity settings. Ensuring the safety and security of self and colleagues is integral to this. It is essential to understand the legal framework and guidelines which support the policies and procedures in place within maternity settings to ensure high quality care for infants, mothers and their partners. Understanding infection risk, and knowing how to prevent and control the spread of infections is a crucial aspect of work in maternity settings. This unit aims to develop knowledge and understanding in these key areas. This unit provides underpinning knowledge for other units in the programme.

In the first part of the unit, learners examine their roles and responsibilities with regard to health, safety and security in maternity settings. Legislation and guidelines are investigated. Learners will study how to prepare equipment for ante-natal procedures and how to summon aid in emergencies.

Safeguarding children and vulnerable adults is studied in the second part of the unit. The roles and responsibilities of the individual in protecting children and vulnerable adults are explored.

In the third part of the unit, learners investigate the causes and spread of infection. The particular risks of infection to mothers and infants are considered.

How to prevent and control the spread of infection is investigated in the fourth part of the unit and learners will explore the roles and responsibilities of the maternity support worker in infection control.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand roles and responsibilities in ensuring health, safety and security in the maternity setting</p>	<p>1.1 Explain personal responsibilities for ensuring health, safety and security in a maternity setting</p> <p>1.2 Explain how legislation and guidelines can support maternity support workers in their role</p> <p>1.3 Explain how to prepare equipment and care areas for ante-natal procedures</p> <p>1.4 Explain how and when to summon aid in medical and non-medical emergencies</p>
<p>2 Know how to safeguard children and protect vulnerable adults</p>	<p>2.1 Identify legislation and guidelines for safeguarding children and the protection of vulnerable adults</p> <p>2.2 Describe responsibilities of the maternity support worker in protecting children and vulnerable adults</p>
<p>3 Understand infection risks in maternity settings</p>	<p>3.1 Summarise causes of infection</p> <p>3.2 Explain how infection is spread</p> <p>3.3 Examine risks of infection to mothers and babies</p>
<p>4 Understand roles and responsibilities in the prevention and control of the spread of infection</p>	<p>4.1 Discuss legislation and guidance relevant to infection prevention and control</p> <p>4.2 Summarise procedures to prevent and control infection control</p> <p>4.3 Analyse responsibilities of the maternity support worker in preventing and controlling infection</p>

Unit content

1 Understand roles and responsibilities in ensuring health, safety and security in the maternity setting

Legislation and guidelines: home country; relevant sections from eg Health and Safety at Work Act 1974, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Management of Health and Safety at Work Regulations 1999, Control of Substances Hazardous to Health Regulations (COSHH) 2002, Manual Handling Operations Regulations 1992 (MHOR), Data Protection Act 1998

Personal responsibilities for health, safety and security: know policies and procedures; follow procedures; record and report incidents; attend training for manual handling, fire safety, Basic Life Support, neo-natal CPR; keep updated

Preparation of equipment and care areas for ante-natal procedures: cleaning and preparing area; hygiene and safety checks of equipment; reporting faulty equipment; re-stocking; risk assessment eg floor surfaces

Summoning aid in emergencies: medical emergencies eg recognise cardiopulmonary arrest, summon help, start CPR; non-medical emergencies eg know procedures for fire and emergency evacuation

2 Know how to safeguard children and protect vulnerable adults

Legislation and guidelines: home country; relevant sections eg from Children Act 1989, Children Act 2004, *Working Together to Safeguard Children: A guide to interagency working to safeguard and promote the welfare of children* (HM Government, 2006), the Safeguarding Vulnerable Groups Act 2006, Vetting and Barring Scheme

Responsibilities: know policies and procedures; recognition of situations which cause concern; follow procedures; record and report incidents to registered practitioner; understand limitations of own role; confidentiality

3 Understand infection risks in maternity settings

Infections: viral eg flu, common cold, genital herpes, Rubella, Hepatitis B, HIV; bacterial eg MRSA, streptococcal, Clostridium difficile; fungal eg thrush

How infection is spread: a person with a cold or flu can spread infection by coughing and/or sneezing; bacteria or viruses can be passed on by touching or shaking hands with another person; touching food with dirty hands allows viruses or bacteria from the intestine to spread; body fluids such as blood; through the placenta; through cuts in skin or wounds; saliva and semen can contain infecting organisms and transmission of such fluids by injection or sexual contact

Infection risks to mothers and babies: babies are vulnerable eg immature immune system, umbilicus; mothers are vulnerable to postpartum infections eg endometriosis, mastitis, urinary tract infections

4 Understand roles and responsibilities in the prevention and control of the spread of infection

Legislation and guidelines: home country; relevant sections from eg Health and Safety at Work Act 1974, Public Health (Control of Disease) Act 1984; Public Health (Infectious Diseases) Regulations 1988, *Guidance for Clinical Health Care Workers: Protection against infection with Blood-borne viruses* (Department of Health ,1998), Control of Substances Hazardous to Health Regulations 2002, Infection control: Prevention of healthcare associated infection in primary and community care (National Institute for Clinical Excellence 2003)

Procedures to prevent and control infection: hand washing; use of alcohol hand rub; disposal of waste; cleaning of environment; cleaning and sterilising of equipment; use of disposable gloves and aprons; cleaning and sterilising of feeding equipment; food handling

Responsibilities: know policies and procedures; follow procedures for hand washing, disposal of waste, cleaning and sterilising equipment; monitor stocks eg of gloves, alcohol hand rub

Essential guidance for tutors

Delivery

It is suggested that this unit is delivered early in the programme so that learners gain an awareness of the health, safety and security considerations required in their work settings.

This unit will need to be delivered in a way that combines formal input, practical demonstrations and practical opportunities. It may be useful for learners to visit work settings to observe procedures.

It may be useful to have guest speakers who can talk about health, safety and security considerations, providing opportunities to link theory with practice. Internet research could be a useful tool for learners to find out about relevant legislation.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Introduction to unit and structure of the programme of learning. • Activity – group to research different legislation relating to health, safety and security in maternity settings. Present findings to the whole group using a PowerPoint presentation supported with a handout. • Tutor-led discussion – What is the difference between a policy and a procedure? • Activity – compare procedures for health, safety and security from different maternity settings. Tutor-led discussion – What are the differences between procedures in different settings? Why? • Activity – analysis of scenarios where individuals have not followed procedures eg cutting corners in checking safety of equipment, lifting heavy equipment, access to medical records. Tutor-led discussion about the implications for health, safety and security. • Activity – group work to compile a list of personal roles and responsibilities of maternity support workers with regard to health, safety and security. Feed back to group justifying reasons. Group discussion to agree findings. • Assessment – Explain the legislation and guidelines relevant to health, safety and security in maternity settings and the personal responsibilities relating to health, safety and security in a maternity setting (learning outcome 1).

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Activity – visit to ante-natal clinic to observe preparation of equipment and care area. • Practical – prepare equipment and care areas for ante-natal procedures (real or simulated). • Practical – complete a risk assessment of ante-natal clinic (real or simulated). • Assessment – Explain how to prepare equipment and care areas for ante-natal procedures (learning outcome 1).
<ul style="list-style-type: none"> • Activity – guest speaker to demonstrate Basic Life Support and neo-natal CPR. • Practical activity practical – adult and neo-natal CPR using resuscitation models. • Activity – case studies of emergency situations to research correct responses. Feed back findings to group. • Guest speaker from fire service to speak about emergency evacuation from maternity settings. • Assessment – Explain how and when to summon aid in medical and non-medical emergencies (learning outcome 1).
<ul style="list-style-type: none"> • Guest speaker – social worker to speak about safeguarding children and vulnerable adults. • Activity – groups to research different legislation and guidelines relating to child protection and protection of vulnerable adults. • Activity – analysis of scenarios – groups to discuss ‘What would I do if....?’ to cover situations including breaches of confidentiality, whistle blowing, not reporting situations. Tutor-led discussion to clarify roles and responsibilities and importance of following the procedures of the maternity setting. • Assessment – Identify the legislation and guidelines for safeguarding children and the protection of vulnerable adults and describe the responsibilities of the maternity support worker in protecting children and vulnerable adults (learning outcome 2).
<ul style="list-style-type: none"> • Activity – groups to research causes of infection. Present findings to whole group. • Activity – analysis of scenarios to identify different ways in which infection can be spread in a maternity setting. Tutor-led discussion to consolidate information. • Activity – research reasons why mothers and infants are vulnerable to infection. • Assessment – Summarise causes of infection, explain how infection is spread and examine the risks of infection to mothers and babies (learning outcome 3).

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Activity – groups to research different legislation and guidelines relevant to infection control. • Activity – guest speaker – infection control nurse to speak about procedures in maternity settings including use of alcohol hand rub, protective clothing, disposal of waste. Demonstration of hand washing technique. • Practical activity – hand washing using light box. • Activity – compare of procedures for infection control in different maternity settings. • Activity – visit to maternity settings to observe procedures for infection control. • Activity – group work to compile a list of roles and responsibilities of maternity support workers with regard to infection control. Feed back to group justifying reasons. Group discussion to agree findings. • Assessment – Discuss legislation and guidance relevant to infection prevention and control, summarise procedures to prevent and control infection control and analyse the responsibilities of the maternity support worker in preventing and controlling infection (learning outcome 4).
<ul style="list-style-type: none"> • Assessment – feedback, review and evaluation of unit.

Assessment

Evidence for all assessment criteria could be provided in the form of a reference file for new maternity support workers. This could include written procedures, records of risk assessments, details of legislation, accounts etc. Alternative methods of evidencing learning may be used, for example, presentations.

For 1.1 learners will need to explain the responsibilities of the maternity support worker in ensuring health, safety and security at work. This needs to include reference to knowing and following the procedures of the setting, recording and reporting activities, attending training on moving and lifting, fire safety, and adult and neo-natal CPR. Reasons why these responsibilities are important will need to be included.

To meet 1.2, learners will need to explain how the legislation and guidelines relevant to health, safety and security in maternity settings, in their home country. Information will need to be current to meet this criterion.

For 1.3, learners must explain how to prepare equipment and care areas safely for ante-natal procedures, explaining why the procedures are important.

To meet 1.4, learners will need to explain how to recognise medical emergency and non-medical emergencies and the action to take to summon aid. Information may be presented as a flow chart.

For 2.1 learners will need to list the legislation and guidelines relevant to safeguarding children and the protection of vulnerable adults in their home country. Information will need to be current to meet this criterion.

To meet 2.2, learners need to describe the responsibilities of the maternity support worker with regard to safeguarding children and vulnerable adults. Reference must be made to recording and reporting incidents to appropriate professionals and confidentiality.

For 3.1, a concise summary of how viruses, bacteria and fungi cause infection will need to be given. To meet 3.2 learners will need to explain different ways in which infection can spread. Examples may be given to support responses. For 3.3, learners need to examine why infants and mothers are vulnerable to infection.

To meet 4.1 learners will need to discuss the legislation and guidelines relevant to infection control in maternity settings in their home country.

For 4.2, learners will need to give a concise summary of the procedures in place for preventing and controlling infection in a maternity setting. This will need to include information about hand washing, disposal of waste, use of protective clothing, and the cleaning and sterilising of feeding equipment.

4.3 requires learners to analyse the responsibilities of the maternity support worker in relation to infection control.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials**Textbooks**

Ayling P – *Knowledge Set for Infection Prevention and Control* (Heinemann, 2007)
ISBN 0435402323

HM Government – *Working Together to Safeguard Children* (The Stationary Office, 2006)

Lindon J – *Safeguarding Children and Young People: Child Protection 0-18 Years, 2nd Edition*
(Hodder, 2008) ISBN 0340947403

Smith B – *Student Nurse Infection Control Survival Guide* (Pearson Education, 2010)
ISBN 0273728695

Journals

British Journal of Midwifery (Pensord Press Ltd)

The Practising Midwife (Elsevier)

Websites

www.britishjournalofmidwifery.com	British Journal of Midwifery
www.hse.gov.uk	Health and Safety Executive
www.hse.gov.uk/slips/step/STEPWelcome.htm	interactive programme about preventing slips and trips in health settings
www.intermid.co.uk	online archive of midwifery articles
www.midwiferymentor.co.uk	interactive midwifery learning software
www.nice.org.uk/pdf/Infection_control_fullguideline.pdf	NICE infection control guidelines
www.nspcc.org.uk	NSPCC online child protection resource
www.redcross.org.uk	British Red Cross
www.resus.org.uk	Resuscitation Council – basic life support and newborn life support – guidance and DVD
www.sja.org.uk	St John Ambulance

Unit 4: Clinical Procedures for Maternity Support Workers

Unit code: J/601/3443

QCF Level: 3

Credit value: 6

Guided learning hours: 60

Unit aim

The aim of this unit is to provide learners with a knowledge and understanding of routine clinical procedures maternity support workers may undertake, working under the direction and supervision of the midwife.

Unit introduction

To undertake routine clinical activities in maternity settings maternity support workers need to have secure knowledge and understanding of the correct procedures. This needs to be underpinned by a sound understanding of legal frameworks and local guidelines, including matters of responsibility and accountability. This unit aims to develop knowledge and understanding in these key areas.

In the first part of the unit, learners investigate the legislation and local policies relating to the performance of clinical procedures. The roles and responsibilities of the maternity support worker are explored.

How to undertake routine physiological measurements in maternity settings is investigated in the second part of the unit.

In the third part of the unit, learners will study how to collect microbiological specimens.

The responsibilities of the maternity support worker in recognising and reporting haemorrhage and signs of infection are covered in the fourth part of the unit.

The procedures to follow to remove urinary catheters and venous cannula are studied in the fifth and sixth parts of the unit.

How to take venous blood samples from women, and the procedures for taking capillary blood samples from women and babies, are covered in the seventh part of the unit.

In the final part of the unit, learners will consider the role of the maternity support worker in preparing women for elective caesarean section.

Procedures described must be according to clinical policies and procedures.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand legal frameworks and guidelines relating to clinical procedures	1.1 Discuss legislation and local policies and guidelines relating to the performance of clinical procedures 1.2 Explain the role of the maternity support worker in undertaking clinical procedures
2 Know how to undertake routine physiological measurements	2.1 Describe how to measure and record routine physiological measurements
3 Know how to collect microbiological specimens in maternity settings	3.1 Describe how to collect, label and transport microbiological specimens
4 Understand the responsibilities of the maternity support worker in recognising adverse clinical signs	4.1 Explain the responsibilities of the maternity support worker in recognising and reporting signs of infection 4.2 Explain the responsibilities of the maternity support worker in recognising and reporting signs of hemorrhage
5 Know how to remove urinary catheters	5.1 Describe the procedure for removing a urinary catheter from a woman
6 Know how to remove a venous cannula	6.1 Describe the procedure for removing a venous cannula
7 Know how to take blood samples in maternity settings	7.1 Describe the procedure for taking a venous blood sample from an adult 7.2 Describe the procedure for taking capillary blood samples from adults and babies
8 Know the responsibilities of the maternity support worker in preparing women for elective caesarean section	8.1 Describe how to prepare a woman for an elective caesarian section

Unit content

1 Understand legal frameworks and guidelines relating to clinical procedures

Legislation: home country; relevant sections from eg Health and Social Care Act 2008; Health and Safety at Work Act; local policy and procedures regarding informed consent; clinical procedures policy; infection control procedures eg aseptic techniques, hand washing, disposal of waste

The role of the maternity support worker in undertaking clinical procedures: working under supervision and direction; tasks delegated by midwife; accountability and responsibility; recording and reporting

2 Know how to undertake routine physiological measurements

Measurements: procedures for measuring temperature, pulse, respiration, blood pressure, height, weight and Body Mass Index, urinalysis

Recording and reporting: accurate recording; reporting results outside normal range to registered practitioner

3 Know how to collect microbiological specimens in maternity settings

Microbiological specimens: procedures for obtaining, labelling and transporting specimens of urine, faeces, from skin, eye, wounds, cord

4 Understand the responsibilities of the maternity support worker in recognising adverse clinical signs

Adverse clinical signs: hemorrhage (rise in pulse and respiration, fall in blood pressure, cold clammy extremities); infection (high temperature, rise in pulse rate, vomiting, diarrhoea, offensive lochia)

Reporting: accurate recording; immediate reporting to registered practitioner to ensure urgent action is taken

5 Know how to remove urinary catheters

Procedure: obtain agreement for procedure; reassure patient; aseptic technique; empty bag and record contents; deflate balloon; removing catheter; dispose of bag and catheter; check patient post procedure; refer adverse signs/reactions to registered practitioner

6 Know how to remove a venous cannula

Procedure: obtain agreement for procedure; reassure patient; aseptic technique; recording; apply dressing; safe disposal of sharps and dressings; check the wound; refer adverse signs/reactions to registered practitioner

7 Know how to take blood samples in maternity settings

Anatomy and physiology: structure and function of blood vessels; factors that influence clotting; sampling sites

Procedure for obtaining venous samples: scope of practice eg obtain consent for procedure, correctly identify patient, check requirements on request form; contraindications to sampling; prepare and support the patient; aseptic technique; select and prepare equipment eg disposable gloves, alcohol swab, tourniquet, needle and syringe or venepuncture vacuum system, specimen tubes, sharps box, cotton wool balls and adhesive tape, forms; use of tourniquet; minimise discomfort; recognise and manage adverse reactions eg bruising, feeling faint; apply pressure to wound site; dress the wound site; safe disposal of sharps and contaminated materials; record the procedure; label the specimen; transportation of specimens; report findings to a registered practitioner

Procedure for obtaining capillary samples: scope of practice eg obtain consent for procedure, correctly identify patient; prepare and support patient eg recommend baby comfort measures to parent; aseptic technique; select and prepare equipment eg disposable gloves, alcohol swab, lancet, blood spot card and envelope, sharps box, cotton wool balls, spot plaster, baby notes, child health record; minimise discomfort; recognise and manage adverse reactions eg bruising; apply pressure to wound site; dress the wound site; safe disposal of sharps and contaminated materials; record the procedure; label the specimen; transportation of specimens; report findings to a registered practitioner

8 Know the responsibilities of the maternity support worker in preparing women for elective caesarean section

Preparation for elective caesarean section: reassure woman and partner; pre-operative observations (pulse, blood pressure); application of anti-thrombo-embolus deterrent (TED) stockings

Essential guidance for tutors

Delivery

The unit should be delivered in as practical a manner as possible, so learners can apply classroom learning to practice. Learners will need practical demonstrations and opportunities to observe procedures being carried out. Routine physiological measurements could be demonstrated and practised in the classroom with the right equipment. Understanding procedures for collecting specimens, for removing catheters and venous cannula and for obtaining blood samples will require observation visits to maternity settings or use of appropriate DVDs.

Visiting speakers and group discussions will give learners opportunities to clarify the roles and responsibilities of the maternity support worker when undertaking clinical activities in maternity settings.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Introduction to unit and structure of the programme of learning. • Activity – group to research different legislation relating to undertaking clinical procedures in maternity settings. Feed back findings to whole group. • Activity – visit to a maternity setting to collect local guidelines and procedures for undertaking clinical procedures. • Activity – compare guidelines and procedures from different maternity settings. • Activity – guest speaker to discuss issues of accountability and responsibility. Learners prepare questions to ask the speaker. • Assessment – Discuss legislation and local policies and guidelines relating to the performance of clinical procedures and explain the role of the midwifery support worker in undertaking clinical procedures (learning outcome 1).
<ul style="list-style-type: none"> • Activity – demonstration of taking and recording temperature, pulse, respiration, blood pressure, height, weight and Body Mass Index, urinalysis. • Practical – each member of the group practises taking and recording temperature, pulse, respiration, blood pressure, height, weight and Body Mass Index, urinalysis. • Activity – group work – analysis of results of physiological measurements – ‘Are results within expected range? When should I report to a registered practitioner?’ • Assessment – Describe how to measure and record routine physiological measurements (learning outcome 2).

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Activity – guest speaker to explain how to collect microbiological specimens and the importance of correct labelling, and transporting. • Activity – visits to settings to observe taking specimens of urine, faeces, from skin, eye, wounds, cord and labelling and transporting. • Assessment – Describe how to obtain, label and transport microbiological specimens (learning outcome 3).
<ul style="list-style-type: none"> • Activity – group research into signs of hemorrhage and infection. Report findings to whole group. • Tutor-led discussion – What are the responsibilities of the maternity support worker with regard to recording and reporting these signs? • Activity – group work –analysis of case studies to consider implications of not recognising signs and of not reporting. • Assessment – explain responsibilities of the maternity support worker in recognising and reporting signs of infection and hemorrhage (learning outcome 4).
<ul style="list-style-type: none"> • Activity – guest speaker to explain how to remove a urinary catheter, possible adverse signs, reactions, difficulties. • Activity – visits to setting/s to observe urinary catheters being removed. • Assessment – Describe how to remove a urinary catheter (learning outcome 5).
<ul style="list-style-type: none"> • Activity – guest speaker to explain how to remove a venous cannula, possible adverse signs, reactions, difficulties. • Activity – visits to setting/s to observe venous cannulae being removed. • Assessment – Describe how to remove a venous cannula (learning outcome 6).
<ul style="list-style-type: none"> • Activity – individual research and completion of worksheet on anatomy and physiology of blood vessels and clotting mechanisms. • Activity – visits to settings to observe phlebotomy. View video www.elu.sgul.ac.uk/cso/video.php?skill=phlebotomy followed by group discussion about scope of practice for maternity support workers in obtaining blood. • Guest speaker – phlebotomist to discuss procedures for checking, labelling and transporting specimens. Learners to prepare questions to ask about recognising and managing adverse reactions. • Practical – simulation to practise taking venous blood. • Activity – group work to research diseases screened by a newborn blood spot. • Visits to settings to observe newborn blood spot procedures. • Activity – role-play situations where mothers need reassurance about the procedure. • Activity – group discussion about effective ways for babies to be comforted after procedures. • Assessment – Describe the procedures for taking a venous blood sample from an adult and for taking capillary blood samples from adults and babies (learning outcome 7).

Topic and suggested assignments/activities and assessment

- Tutor-led discussion – What is the role of the maternity support worker in the preparation of women for elective caesarian sections?
 - Activity – visits to setting/s to observe women being prepared for caesarian sections.
 - **Assessment – Describe how to prepare women for elective caesarean sections (learning outcome 8).**
-
- Assessment – feedback, review and evaluation of unit.

Assessment

Assessment for this unit could be combined into one assessment task and presented as a folder of information as a reference document for a maternity support worker. Alternative ways for presenting evidence may be used such as an account.

For 1.1, a discussion of the legislation and guidelines relevant to undertaking clinical procedures in maternity settings in the home country will be needed as well as reference to relevant local guidelines, protocols and procedures.

1.2 requires learners to explain individual responsibility and accountability and why it is important that maternity support workers only undertake procedures that they are delegated and for which they have appropriate training.

For 2.1, learners will need to describe clearly how to measure and record temperature, pulse, respiration, blood pressure, height, weight and Body Mass Index and urinalysis. Information may be recorded using notes/bullet points for easy reference.

3.1 requires a clear explanation of how to collect, label and transport specimens of urine, faeces, from skin, eye, wounds and cord. Information may be recorded using notes/bullet points for easy reference.

For 4.1 learners will need to explain signs of infection, recording and when to report to a registered practitioner.

For 4.2 learners will need to explain signs of hemorrhage, recording and when to report to a registered practitioner.

For 5.1, learners will need to describe clearly the process to follow when removing a urinary catheter.

For 6.1 learners will need to describe the procedure to follow when removing a venous catheter.

7.1 requires learners to describe the procedure for taking venous blood from an adult.

For 7.2 learners need to describe of the process for taking capillary blood from babies and adults.

To meet 8.1, learners must describe the procedure to follow when preparing a woman for an elective caesarian section.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbook

Ingram P and Lavery I – *Clinical Skills for Healthcare Assistants* (WileyBlackwell, 2009) ISBN 0470510714

Journals

British Journal of Midwifery (Pensord Press Ltd)

The Practising Midwife (Elsevier)

Website

<http://newbornbloodspot.screening.nhs.uk>

UK newborn screening centre

Unit 5: Maternity Support Worker: Caring for Women and Neonates

Unit code: L/601/3444

QCF Level: 3

Credit value: 6

Guided learning hours: 60

Unit aim

The aim of this unit is to provide learners with the knowledge and understanding required to support midwives in the care of women and infants in the post-natal period.

Unit introduction

The role of the maternity care worker in maternity settings is to work under the direction and supervision of the midwife participating in the provision of care for women and babies, and give advice women on routine personal hygiene, health promotion, baby care and feeding. Maternity support workers need to know and understand the skills required to support and complement the role of the midwife in ensuring the quality of care that a woman, her baby and family receive is enhanced. Good communication between midwives and maternity support workers is fundamental to successful working and continuity of care. This unit aims to develop knowledge and understanding in these key areas.

In the first part of the unit, learners consider the factors which support the emotional wellbeing of women in maternity settings and explore the effect of negative factors on outcomes for mothers and babies.

Different patterns of care available for mothers are investigated in the second part of the unit and the role of health visitors in the care of mothers and babies is examined

In the third part of the unit, learners study the conditions which may be observed in neonates and their routine care.

The role of the maternity support worker in feeding neonates is examined in the fourth part of the unit. This includes learning how to support women to breastfeed in line with the *Baby Friendly Initiative*.

How to provide for the routine care needs of women in the post-natal period is examined in the fifth part of the unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of emotional wellbeing of women in maternity settings	1.1 Explain factors which support the emotional wellbeing of women in maternity settings 1.2 Explain effects of negative factors on the emotional wellbeing of women in maternity settings
2 Understand patterns of care for mothers and babies	2.1 Compare different patterns of care for mothers and babies 2.2 Explain the role of the health visitor in the care of mothers and babies
3 Know how to meet the care needs of neonates	3.1 Summarise conditions which may be observed in neonates 3.2 Describe how to care for a neonate 3.3 Describe how to reduce risks of Sudden Infant Death Syndrome
4 Understand the role of the maternity support worker in feeding neonates	4.1 Explain how UNICEF Initiatives support breast feeding 4.2 Compare breast feeding and formula feeding 4.3 Explain how to sterilise feeding equipment and make up formula feeds
5 Understand how to undertake the post-natal care of women	5.1 Explain how to meet the hygiene needs of post-natal women 5.2 Examine nutritional requirements of post-natal women 5.3 Explain the role of the maternity support worker in the prevention and treatment of mastitis 5.4 Analyse the role of the maternity support worker in the care of distressed women and their families

Unit content

1 Understand the importance of the emotional wellbeing of women in maternity settings

Factors affecting emotional wellbeing: positive factors eg supportive partner, family support, planned pregnancy, financial stability; negative factors eg mental ill health, unsupported, domestic abuse

Effects on wellbeing: attachment; anxiety; unrealistic expectations; post-natal depression; relationship with partner and family

2 Understand patterns of care for mothers and babies

Patterns of care: midwifery led; obstetric led; community led

Role of health visitor: work alongside midwives in preparing parents for the birth; providing advice on breast feeding, healthy eating, hygiene, growth and development, post-natal depression, bereavement, violence in the family; organising and running baby clinics, breast feeding support groups, parent support groups

3 Know how to meet the care needs of neonates

Conditions: skin eg vernix caseosa, milia, lanugo; stool types eg meconium; sticky eyes; rashes

Care of neonate: monitoring and recording weight; care of skin; care of eyes; care of cord; napkin area care; temperature regulation; washing and bathing; screening tests eg blood spot, hearing; vitamin K

Reducing the risk of Sudden Infant Death Syndrome: current guidance

4 Understand the role of the maternity support worker in feeding neonates

Breast feeding initiative: initiatives eg UNICEF initiatives, Baby Friendly Initiative

Breast and formula feeding: advantages of breast feeding to baby; advantages of breast feeding to mother; formula feeding for mothers who are HIV positive, having chemotherapy; bottle feeding allows fathers and carers to feed the baby; formula feeding requires careful preparation

Preparing formula feeds: hygiene, washing and sterilising equipment; making up formula; safe storage, preparing for a feed

5 Understand how to undertake the post-natal care of women

Hygiene needs of post-natal women: lochia; wound care eg episiotomy, LCSC; constipation; prevention of cross infection; disposal of waste

Nutritional requirements: protein intake; vitamins; iron; fluid intake; fibre; calorific needs of breast feeding women

Mastitis: signs and symptoms eg usually only one breast affected, red area on part of breast, feels hot and painful to touch, burning feeling, fever, generally feeling unwell may be infectious or non-infectious; causes eg incorrect attachment, infrequent feeds, engorgement, blocked ducts, infection; treatment for non-infectious mastitis is rest, fluids, feed baby more often, express after feeds, correct attachment; treatment for infectious mastitis as for non-infectious plus antibiotics

Supporting women in distress: causes of distress eg pain, bereavement, baby requiring special care, socio-economic problems; demonstrate sensitivity and empathy; report concerns to midwife

Essential guidance for tutors

Delivery

Whilst taught input is essential, learners should be encouraged to investigate issues through case studies, group discussions and research using professional journals, relevant texts and the internet. Tutors could also utilise appropriate DVDs to enhance learning. The unit should be delivered in as practical a manner as possible, so learners to apply classroom learning can practice. Some of the care routines relating to feeding, bathing and changing can be simulated in the classroom with the right equipment.

Visiting speakers and visits to maternity setting to observe care in practice could be useful for learners to consolidate their learning.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Introduction to unit and structure of the programme of learning. • Activity – analysis of case studies followed by group discussion to identify positive and negative factors affecting the emotional wellbeing of women. • Tutor-led discussion – ‘What are the possible effects on the mother and baby of negative factors?’ • Activity – groups research attachment theory and consider role of maternity support worker in promoting attachment, followed by group discussion. • Activity – groups research signs of post-natal depression. What is the role of the maternity support worker in the recognition of symptoms and referral? • Assessment – Explain of factors which support the emotional wellbeing of women in maternity settings and the effects of negative factors on the emotional wellbeing of women (learning outcome 1).
<ul style="list-style-type: none"> • Activity – learners investigate different patterns of care available to women in their local area. Feed back to the group to discuss the advantages and disadvantages of each. • Activity – work shadowing a health visitor for a day. Feed back to group to analyse their role with mothers and babies or, alternatively, invite a health visitor as a guest speaker. Learners to prepare questions to ask about the role. • Activity – prepare a leaflet for mothers to explain the role of the health visitor. • Assessment – Compare different patterns of care for mothers and babies and explain the role of the health visitor in the care of mothers and babies (learning outcome 2).

Topic and suggested assignments/activities and assessment

- Activity – learners analyse photographs of skin conditions of babies and research these conditions using the internet. Feed back findings to the group. Which conditions would need referring to the midwife?
 - Activity – demonstration (simulation or real) of skin care, napkin care, washing, bathing.
 - Practical activity – each member of the group demonstrates skin care, napkin care, washing and bathing to other members of the group. Peer assessment of effectiveness.
 - Activity – visits to settings to observe neonates, weighing and recording, blood spot testing.
 - Activity – group work to research ways to reduce the risk of Sudden Infant Death Syndrome. Present findings as a PowerPoint presentation to the group.
 - Activity – include definitions of new terminology in glossary.
 - Activity – prepare questions for a class quiz to test knowledge of neonate care and new terminology.
 - Activity – ‘who wants to be a millionaire?’ quiz.
 - **Assessment – Summary of conditions which may be observed in neonates, and a description of how to care for a neonate and reduce the risks of Sudden Infant Death Syndrome (learning outcome 3).**
-
- Activity – research local and national breast feeding statistics and government targets. Tutor-led discussion – ‘What influences individuals’ decisions to breast feed and continue feeding?’.
 - Activity – research ‘Ten tips to successful breastfeeding’. Group work – for each of the tips, groups to discuss how this encourages and supports breast feeding.
 - Activity – lactation consultant to speak about their role in supporting the Baby Friendly Initiative.
 - Activity – groups prepare to debate ‘This house believes that all mothers should be encouraged to breast feed their babies’.
 - Activity – visit settings to observe demonstration of the sterilisation of feeding equipment and preparation of formula feeds to post-natal mothers, or classroom demonstration.
 - Practical activity – each member of the group demonstrates the sterilisation of feeding equipment and preparation of formula feeds to other members of the group. Peer assessment of effectiveness.
 - **Assessment – Explain the role of the maternity support worker in supporting the UNICEF UK Baby Friendly Initiative, compare breast feeding and formula feeding and explain how to sterilise feeding equipment and make up formula feeds (learning outcome 4).**

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Activity – visit to settings to observe how the post-natal hygiene needs of women are met. • Activity – group work to research the nutritional needs of women. Present findings to whole group with justifications, supported with a handout. • Guest speaker – midwife to speak about causes, signs and treatment for mastitis. Tutor-led discussion about the role of the maternity support worker in prevention, recognition of signs and supporting women to feed. • Activity – analysis of case studies of women in distress. Tutor-led discussion about how women can be supported, the responsibilities of the maternity support worker with regard to confidentiality, reporting concerns and working within their role. • Assessment – Explain the hygiene needs of post-natal women, the nutritional requirements of post-natal women, the role of the maternity support worker in the prevention and treatment of mastitis and in the care of distressed women and their families (learning outcome 5).
<ul style="list-style-type: none"> • Assessment – feedback, review and evaluation of unit.

Assessment

Assessment criteria 1.1 and 1.2 may be combined into one assessment task. Evidence may be provided as responses to case studies. For 1.1, learners will need to explain how two positive factors contribute to the emotional wellbeing of women in pregnancy. For 1.2, two ways in which women may be affected by negative factors will need to be explained.

For 2.1, a clear, concise comparison of the similarities and differences between midwifery-led, obstetric-led and community-led care is needed. Information may be presented in the form of a chart.

To meet 2.2, learners will need to explain the responsibilities of the health visitor in promoting health and providing advice to mothers and babies. Evidence may be presented as a leaflet for expectant parents which gives details about what they can expect from the health visiting service before and after birth.

Assessment criteria 3.1 and 3.2 may be combined into one assessment task. Evidence may be presented in the form of information sheets as guidance for maternity support workers. For 3.1, learners will need to summarise the conditions observed in the neonate to enable them to recognise the conditions which may be expected. Reference will need to be made to skin, stools and eyes. 3.2 requires a clear description of how to carry out routine care procedures to include skin, eye and cord care, washing and bathing.

For 3.3, a clear description of the precautions to take to prevent the risk of Sudden Infant Death Syndrome is needed. Evidence may be presented in the form of PowerPoint slides. Alternative ways of presenting evidence may be used, such as a poster.

For 4.1, learners need to explain how the UNICEF UK Baby Friendly Initiative supports and encourages breast feeding. Reference will need to be made to the '*Ten Steps to Successful Breastfeeding*'. Evidence may be presented in the form of an account.

For 4.2, learners will need to compare breast feeding and formula feeding, giving detail about benefits of each to mothers and babies. Evidence may be presented as a chart.

For 4.3, learners will need to explain how to sterilise feeding equipment and make formula feeds. A practical demonstration supported by a witness statement from the tutor could be provided.

5.1 requires learners to explain how to meet the hygiene needs of women in the post-natal period, supported with reasons why the procedures are important. Reference will need to be made to lochia, wound care, preventing cross infection and disposal of waste. Evidence may be presented in the form of an information sheet as guidance for maternity support workers.

For 5.2, an examination of the nutritional needs of women in the post-natal period needs to be given. This may be presented in the form of a diet sheet.

5.3 requires an explanation of the responsibilities of the maternity support worker with regard to the prevention and recognition of signs of mastitis. Details of how to support women with mastitis need to be included. Evidence may be presented in the form of an information sheet as guidance for maternity support workers.

For 5.4, how the maternity support worker can support women who are distressed may be analysed as a response to case studies.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Royal College of Midwives – *Successful Breastfeeding, 3rd Edition* (Churchill Livingstone, 2001) ISBN 0443059675

Winson N and McDonald R – *Illustrated Dictionary of Midwifery* (Books for Midwives, 2005) ISBN 0750653272

Journals

British Journal of Midwifery (Pensord Press Ltd)

The Practising Midwife (Elsevier)

Websites

www.babyfriendly.org.uk

Baby Friendly Initiative

www.breastfeeding.nhs.uk

Advice about breast feeding for professionals

<http://hearing.screening.nhs.uk>

information about neo-natal hearing screening

<http://newbornbloodspot.screening.nhs.uk>

information about blood spot screening

www.nhs.uk/Conditions/Sudden-infant-death-syndrome

information about preventing the risk of SIDS

Unit 6: Health Promotion in Midwifery Contexts

Unit code: D/601/3447

QCF Level: 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to know and understand how health promotion activities in a midwifery context can benefit infants, mothers and families.

Unit introduction

Women in a maternity context are receptive to making changes to their lifestyle which will have positive effects on their health and the health of their infants and families in both the short and long term. Health promotion activities can affect changes at this time and the maternity support worker has an important role in planning and delivering these activities.

In the first part of the unit, learners explore the concept of health promotion and consider the range of activities available to promote the health of infants, mothers and their families.

Learners investigate a health promotion activity that could be carried out with a mother in the second part of the unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the concept of health promotion in a midwifery context	1.1 Explain how health promotion benefits infants, mothers and families 1.2 Review the aims of health promotion activities for infants, mothers and their families
2 Know how to undertake health promotion activities	2.1 Describe a health promotion activity that could be carried out with a mother

Unit content

1 Understand the concept of health promotion in a midwifery context

Health promotion: enables people to take action; women and families receptive pre- and post-natally; strengthens the skills and capabilities of individuals to take action; aims to achieve positive change; short-term, long-term effects; facilitates change

Health promotion activities: UNICEF Baby Friendly Initiative; smoking cessation; aqua-natal; Sure Start/Flying Start; healthy eating; baby massage

2 Know how to undertake health promotion activities

Planning health promotion: sensitive to individual needs/lifestyles; non-patronising; role model; clear aim; suitable resources eg current; content eg accurate information; suitable time and place

Essential guidance for tutors

Delivery

This unit will need to be delivered in a way that combines formal input with practical opportunities. Internet research could be a useful tool for learners to find out about health promotion activities. It may be useful for learners to visit to work settings in order for them to observe health promotion activities.

Having planned their health promotion activity, learners could implement their activity with other members of the group. This could provide an opportunity for peer assessment and enable learners to reflect on their skills in planning and implementing a health promotion activity.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
<ul style="list-style-type: none"> • Introduction to unit and structure of the programme of learning. • Group discussion – learners could be asked to share their experiences of health promotion activities to discuss issues such as feeling pressured, made to feel guilty, patronised. • Activity – group work – What makes a successful health promotion activity? Why? Tutor-led discussion to agree success criteria. • Activity – group work — research aims of different health promotion activities using internet. Present findings to group supported with a handout. • Activity – research health promotion activities available to women and infants in the local area. • Assessment – Explain how health promotion benefits infants, mothers and families and review the aims of health promotion activities for infants, mothers and their families (learning outcome 1).
<ul style="list-style-type: none"> • Tutor-led discussion – principals for planning a successful health promotion activity. • Activity – learners research and plan a health promotion activity. • Practical – carry out health promotion activity with other members of group (or in a work setting). • Activity – reflect on effectiveness of health promotion activity. • Assessment – Describe of a plan for a health promotion activity (learning outcome 2).
<ul style="list-style-type: none"> • Assessment – feedback, review and evaluation of unit.

Assessment

Assessment criteria 1.1 and 1.2 may be combined into one assessment task. For 1.1 learners will need to explain how health promotion activities may benefit infants, mothers and families. Reference will need to be made to both short- and long-term benefits. For 1.2, examples of the aims for specific health promotion activities will need to be reviewed. These may be linked to the benefits explained in 1.1.

2.1 requires learners to describe a health promotion activity that could be carried out with a mother. This will need to include the aims of the activity, detail of resources and content and how the activity will be carried out.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbook

Dunkley-Bent J – *Health Promotion in Midwifery Practice: A Resource for Health Professionals* (Bailliere Tindall, 2000) ISBN 0702024244

Journals

British Journal of Midwifery (Pensord Press Ltd)

The Practising Midwife (Elsevier)

Websites

www.babyfriendly.org.uk	Baby Friendly Initiative
www.childreninwales.org.uk/areasofwork/earlyyears/flyingstart	Flying Start
www.dcsf.gov.uk/everychildmatters/earlyyears/surestart	Sure Start
www.eatwell.gov.uk/healthydiet	Healthy eating advice
http://smokefree.nhs.uk	Stopping smoking advice

Further information

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Fax: 01623 450 481
Email: publications@linney.com

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

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Annexe A

The Edexcel BTEC qualification framework for the health and social care sector

Progression opportunities within the framework.

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
8				
7				
6				
5		BTEC Higher Nationals in Health and Social Care		
4				NVQ in Health and Social Care
3	GCE in Health and Social Care	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care	BTEC Certificate in Maternity Support Work (QCF)	NVQ in Health and Social Care
2	GCSE (Double and Single Award) in Health and Social Care	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care		NVQ in Health and Social Care
1		Edexcel BTEC Level 1 Award/Certificate in Health and Social Care		
Entry		Edexcel BTEC Entry Level Award in Health and Social Care (Entry 3)		

Annexe B

Mapping to NHS Knowledge and Skills Framework

Unit	Core dimension					
	Core dimension 1: Communication	Core dimension 2: Personal and people development	Core dimension 3: Health, safety and security	Core dimension 4: Service improvement	Core dimension 5: Quality	Core dimension 6: Equality and diversity
1	✓	✓	✓	✓	✓	✓
2		✓				
3	✓		✓		✓	✓
4	✓		✓		✓	✓
5	✓		✓		✓	✓
6	✓					

Unit	Health and Wellbeing dimension							
	HWB1	HWB2	HWB3	HWB4	HWB5	HWB6	HWB8	
1								
2								
3			✓					
4						✓	✓	
5	✓	✓		✓	✓			
6	✓	✓		✓				

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Publications Code BA024897 June 2010

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