



Optional Unit Content



Contents

Section 1: introduction	3
Overview	3
Support Handbook	3
Reproduction of this document	3
Other support materials	3
Section 2: optional unit content and assessment guidance	4
MAT 1 Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies (R/651/0831)	5
MAT 2 Care for a newborn baby (T/651/0832)	9
MAT 3 Support parents or carers to interact with and care for their newborn baby (A/651/0834)	12
MAT 4 Anatomy and physiology for maternity support workers (D/651/0835)	15
MAT 5 Develop and agree individualised care plans for babies and families (F/651/0836)	16
MAT 6 Support individuals with feeding babies (H/651/0837)	19
MAT 7 Support families who are bereaved (J/651/0838)	22
MAT 8 Obtain and test specimens from newborn babies (K/651/0839)	24
Contact us	27
Appendix A: optional units	28
Maternity Support optional units	28
Change history record	30



Section 1: introduction

Overview

This document is an extension of the Qualification Specification for the NCFE CACHE Level 3 Technical Occupational Entry in Senior Healthcare Support (Diploma) (610/3988/3) and contains the optional units for this qualification. The Optional Unit Content document must be used alongside the mandatory Qualification Specification as this contains generic information that is not repeated in the Optional Unit Content document. Both documents can be found on the qualification's page on the NCFE website.

Please ensure you check the rule of combination (RoC) for your chosen qualification using the Qualification Specification.

Support Handbook

The Qualification Specification and Optional Unit Content document must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with the planning, delivery and assessment.

The Qualification Specification and Optional Unit Content document contain all of the qualification-specific information you will need that is not covered in the Support Handbook.

Reproduction of this document

If you are using this document for planning purposes, please make sure that you are using the most recent version.

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Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.



Section 2: optional unit content and assessment guidance

This section provides details of the structure and content of the Maternity Support optional units for this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



MAT 1 Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies (R/651/0831)

Unit summary				
This unit is about providing advice and information to parents to enable them to promote the health and wellbeing of their newborn babies; adopting a suitable lifestyle to optimise the health and wellbeing of the babies, themselves and the whole family.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies
	1.2 Describe local policies for child safety and protection
	1.3 Explain how to report any concerns about the parent/carer or the child's health, safety or wellbeing in line with local policy and protocol
	1.4 Explain how to work in partnership with parents/carers and significant others
	1.5 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
	1.6 Explain how to obtain advice and information on supporting parents to promote the health and wellbeing of their newborns to support own practice
	1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
	1.8 Explain the importance of confidentiality when storing or accessing records and information
2. Understand the requirements for the health and wellbeing of newborn babies and their parents/carers	2.1 Explain the needs of babies at different stages of their development including the following: <ul style="list-style-type: none"> • physical • social • emotional • cognitive
	2.2 Describe the main trends and changes relating to the care of newborn babies
	2.3 Explain how adopting a healthy lifestyle can enable parents/carers to promote their own health and wellbeing and that of their babies
	2.4 Explain the benefits of empowering parents/carers to manage the care of their babies
	2.5 Describe the principles and practice of infant feeding during the first year



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	2.6 Explain how the needs of newborn babies may affect those who care for them
	2.7 Explain the impact the following can have on the health and wellbeing of babies: <ul style="list-style-type: none"> • family • parenting capacity • environment
	2.8 Identify the contributing factors that increase the risk of significant harm to newborn babies
	2.9 Explain the importance of confirming the parents'/carers' understanding of how to promote and protect the health and wellbeing of their baby
	2.10 Explain signs of deteriorating physical or mental health and wellbeing in parents/carers
3. Understand local and national immunisation programmes	3.1 Identify the vaccinations administered to babies up to one year of life
4. Understand local and national antenatal and newborn screening services	4.1 Identify local and national antenatal screening services
	4.2 Identify local and national newborn screening services
5. Be able to assist healthcare professionals with antenatal screening	5.1 Provide information to the mother about antenatal screening tests
	5.2 Prepare equipment for antenatal screening tests
	5.3 Update records and share information in line with local policy and protocol
	5.4 Provide person-centred care to the mother during screening tests
6. Be able to assist healthcare professionals with newborn screening	6.1 Provide information to parents/guardians about the newborn screening tests
	6.2 Prepare equipment for newborn screening tests
	6.3 Update records and share information in line with local policy and protocol
7. Understand provisions for postnatal care within the community	7.1 Explain the regularity and objectives of postnatal midwife visits in the community
	7.2 Explain the role of the health visitor and the timing of their first visit
	7.3 Explain the role of a GP in postnatal care and the timing for first mother and baby checks
	7.4 Explain how to seek advice and urgent help
8. Understand the essential self-care information that postnatal women should know before being discharged	8.1 Explain the signs of deteriorating health of postnatal women and when they should seek urgent advice/attend hospital
	8.2 Explain current recommendations for postnatal exercise
	8.3 Explain ways for postnatal women to practice self-care
9. Understand local systems for discharge and transfer	9.1 Explain local systems for discharge and transfer of maternity patients
	9.2 Outline steps taken within discharge procedures



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
10. Be able to provide advice and information that enables parents/carers to meet the health and wellbeing needs of their newborn babies	10.1 Explain the purpose of own role and role of own organisation to parents/carers
	10.2 Involve parents/carers in identifying their requirements for promoting and protecting the health and wellbeing of their baby, including essential advice and information
	10.3 Provide information in a way that enables parents/carers to make informed choices about the care of their baby
	10.4 Discuss with parents/carers potential lifestyle changes that will increase their capacity to manage their parenting responsibilities and optimise their own health and wellbeing, encouraging them to set achievable targets
	10.5 Assist parents/carers in developing realistic and achievable plans for promoting and protecting the health and wellbeing of their baby
	10.6 Provide parents/carers with information on immunisations for their baby
	10.7 Provide information on how to access services, information and other resources available, locally or nationally, for parents/carers
	10.8 Update records and share information in line with local policy and protocol

Range
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies
1.4 Significant others could include: <ul style="list-style-type: none"> • family • colleagues • other individuals involved with the care or wellbeing of the newborn baby
2. Understand the requirements for the health and wellbeing of newborn babies and their parents/carers
2.3 Healthy lifestyle could include: <ul style="list-style-type: none"> • diet • nutrition • physical exercise • rest
10. Be able to provide advice and information that enables parents/carers to meet the health and wellbeing needs of their newborn babies
10.4 Lifestyle changes could include: <ul style="list-style-type: none"> • stopping smoking • reducing alcohol intake • stopping use of recreational drugs



Delivery and assessment guidance

This unit must be assessed in line with Skills for Health assessment principles.

LO5, LO6 and LO10 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHMCN26



MAT 2 Care for a newborn baby (T/651/0832)

Unit summary				
This unit is aimed at those who provide care for newborn babies. Learners will have the opportunity to develop understanding and skills related to the needs of newborns and be able to provide care that contributes to their development and wellbeing, while keeping babies safe and secure.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	4 credits	32 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to the care of newborn babies
	1.2 Describe local policies for child safety and protection
	1.3 Explain how to report any concerns about the newborn's health, safety or wellbeing in line with local policy and protocol
	1.4 Explain how to obtain advice and information regarding caring for a newborn baby to support own practice
	1.5 Explain the importance of keeping own knowledge of how to care for a newborn up to date
	1.6 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
	1.7 Explain the importance of confidentiality when accessing records and information
	1.8 Explain security systems in place for baby identification within own working environment
2. Understand how to meet the physical, social, emotional and developmental needs of newborn babies	2.1 Explain your role in monitoring the normal state of newborn babies
	2.2 Explain how to recognise when a newborn baby may be becoming unwell
	2.3 Describe the physical, social and emotional developmental needs of babies during the first 10 days of life
	2.4 Explain how to anticipate and respond to the needs of newborn babies using non-verbal cues
	2.5 Explain the health, safety and hygiene requirements of newborn babies
	2.6 Explain the importance of providing consistency and continuity of care for newborn babies
3. Be able to contribute to the safety of newborn babies within own care	3.1 Create a care environment that ensures the newborn baby is safe, secure and free from danger, harm and abuse
	3.2 Handle, move and position the baby safely to encourage interaction and help them feel secure, in line with local policy and protocol
	3.3 Confirm the identity of anyone who wants to handle the baby, checking that identification labels are secure and visible
	3.4 Update and store records in line with local policy and protocol



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to feed, bathe and clothe newborn babies in line with local policy and protocol	4.1 Apply standard precautions for infection control
	4.2 Apply health and safety measures relevant to the task and environment
	4.3 Prepare the environment and equipment for feeding, bathing and clothing newborn babies according to their individual needs
	4.4 Undress, wash, bathe and then dry the baby, following safe hygiene and care principles
	4.5 Monitor the skin condition of the baby, treating any dryness or soreness in accordance with the care plan
	4.6 Dress the baby in a clean nappy and suitable clothes for the environmental conditions and temperature
	4.7 Dispose of soiled nappies in line with local policy and procedure
	4.8 Ensure that all equipment used is cleaned and stored appropriately
	4.9 Replenish resources, stock and equipment used
	4.10 Update records, referring any observations and actions to the appropriate person
5. Be able to identify mother and baby in line with local security procedures and identification systems	5.1 Explain the typical protocols and procedures implemented in hospitals to guarantee accurate identification of both the mother and newborn
	5.2 Demonstrate how to correctly identify a patient and how to provide them with an identification wristband
	5.3 Explain typical hospital protocols regarding newborn security and abduction
6. Be able to recognise signs and symptoms that the health and wellbeing of newborn babies is deteriorating	6.1 Explain signs and symptoms of deteriorating health and wellbeing of newborn babies
	6.2 Explain normal ranges of physiological observations and actions to take when results fall outside of normal range
	6.3 Take physiological measurements of newborn babies
	6.4 Record physiological measurements of the newborn on the appropriate chart in line with policy and procedure

Range
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies
1.6 Preferences could include: <ul style="list-style-type: none"> • beliefs • values • culture • aspirations • wishes
2. Understand how to meet the physical, social, emotional and developmental needs of newborn babies
2.1 Normal state of newborn babies: <p>This should be monitored by checking:</p>



Range

- temperature
- skin
- umbilical cord
- eyes
- hair
- muscle tone
- urine
- stools
- genitalia
- oral hygiene
- for signs of neonatal jaundice
- feeding

4. Be able to feed, bathe and clothe newborn babies in line with local policy and protocol

4.10 Appropriate person:

This could include other members of the care team or family of the newborn baby.

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health assessment principles.

LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0314



MAT 3 Support parents or carers to interact with and care for their newborn baby (A/651/0834)

Unit summary				
This unit is about those who support parents or carers to interact with and care for their newborn baby/babies. Learners will have the opportunity to develop the knowledge, understanding and skills necessary to reinforce advice related to active parenting.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents or carers to interact with and care for their newborn baby	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents or carers to interact with and care for their newborn baby
	1.2 Describe local policies for child safety and protection, related to supporting parents or carers to interact with and care for their newborn baby
	1.3 Explain the different services and organisations that work in partnership with individuals who are caring for and interacting with their newborn babies
	1.4 Explain own role in informing parent or carers of their rights and responsibilities when caring for their newborn baby
	1.5 Explain the importance of ensuring that own knowledge and practice is up to date in relation to supporting parents or carers to interact and care for their babies and identify sources of support
	1.6 Explain how to report any concerns about the parent, carer or newborn baby's health, safety or wellbeing in line with local policy and protocol
	1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
	1.8 Explain the importance of confidentiality when accessing records, and recording and storing information
2. Understand how to support parents or carers to interact with and care for their newborn babies	2.1 Explain the responsibilities and limits of own relationship with parents or carers and their newborn baby
	2.2 Describe the normal state of newborn babies
	2.3 Explain how the following can impact on the normal state of the newborn baby including: <ul style="list-style-type: none"> • environment • nutrition and hydration • the care they receive
	2.4 Explain the signs and symptoms that indicate a newborn baby may be becoming unwell
	2.5 Explain why parents or carers should be encouraged to engage in active parenting



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	2.6 Explain the importance of confirming the level of assistance required by parents or carers
3. Understand neonatal jaundice in newborns	3.1 Explain signs and symptoms of neonatal jaundice and when to escalate to the midwife
	3.2 Explain types of neonatal jaundice and treatments options
	3.3 Explain what information to give parents regarding signs, symptoms and preventive measures related to neonatal jaundice
4. Be able to support parents or carers in caring for, interacting with and forming bonds with their newborn babies	4.1 Discuss with parents or carers the ways in which they can meet the physical, social and emotional needs of their baby
	4.2 Provide active support to the parent or carer, within the level of assistance required, to handle and interact with the baby and deal with their needs
	4.3 Observe the parent or carer interacting with their baby
	4.4 Provide encouragement to parents or carers when they bond with and relate to their baby
	4.5 Update records about the progress of the parent or carer, reporting any concerns to the person with responsibility to act, in line with confidentiality and data protection
5. Be able to support parents or carers in feeding and keeping their babies clean and safe	5.1 Support parents or carers to prepare themselves, the environment and the equipment prior to feeding, bathing and clothing the baby
	5.2 Discuss with parents or carers approaches to feeding in line with the advice they have been given
	5.3 Support parents attending to their baby's: <ul style="list-style-type: none"> • comfort • hygiene • wellbeing
	5.4 Encourage parents or carers to monitor their baby's condition and observe any changes in behaviour, feeding or content of nappy, and to seek support if required
	5.5 Advise parents or carers about the baby's: <ul style="list-style-type: none"> • sleeping positions • room and body temperature • coverings • clothing

Range
2. Understand how to support parents or carers to interact with and care for their newborn babies
2.2 Normal state of newborn babies:
<p>This must include checking their:</p> <ul style="list-style-type: none"> • temperature • skin • umbilical cord • eyes • hair • muscle tone



Range

- urine
- stools
- genitalia
- oral hygiene
- complexion

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health assessment principles.

LO4 and LO5 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC320



MAT 4 Anatomy and physiology for maternity support workers (D/651/0835)



Unit summary				
This unit is about anatomy and physiology of the female reproductive system and breast. Learners will also develop an understanding of the physical changes that happen to the body during pregnancy.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 Explain the role of hormones in female reproduction
2. Know the anatomy and physiology of the breast	2.1 Explain 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 Explain physical changes that pose a risk to pregnancy

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles.



MAT 5 Develop and agree individualised care plans for babies and families (F/651/0836)

Unit summary				
This unit is aimed at practitioners who develop and agree individualised care plans for babies and families. It is relevant to practitioners who deliver services to babies, their families and those involved in the care of babies.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	38 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year
	1.2 Describe local policies for child safety and protection, and explain how these are addressed in the care plan
	1.3 Explain how to work in partnership with parents/carers and significant others in order to develop person-centred care plans
	1.4 Explain the rights and responsibilities of parents/carers for their child and own role in integrating this within the care plan
	1.5 Explain how to obtain advice and information to support own practice regarding development of care plans
	1.6 Explain how to report deviations from the agreed care plan in line with local policy and protocol
	1.7 Explain how to gather information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
	1.8 Explain the importance of confidentiality when accessing care plans and information
2. Understand how to access and gather relevant information for care planning	2.1 Explain the importance of gathering relevant information to inform care planning
	2.2 Describe ways to access information held by other practitioners and agencies
3. Understand the factors that impact on care planning needs	3.1 Describe how babies communicate by behaviour
	3.2 Describe how different behaviours can be interpreted
	3.3 Evaluate the main issues and debates relating to the health and wellbeing of babies
	3.4 Describe a range of conditions affecting babies in own area of practice
	3.5 Describe the risk factors for premature birth, including: <ul style="list-style-type: none"> • foetal • maternal • social influencing • factors relative to birth history
	3.6 Explain aspects of neonatal development



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.7 Explain the impact of parenting, family and environment on the health and wellbeing of a baby
	3.8 Describe the interdependent relationship of the health and wellbeing of a mother and that of their baby/babies
4. Be able to develop and agree individualised care plans for babies and families	4.1 Confirm the identity of the person legally responsible for the baby and gain valid consent
	4.2 Explain the preliminary and preparatory actions when carrying out care planning for babies and families
	4.3 Communicate and interact with the baby and those involved in the baby's care
	4.4 Provide information for those involved in the care of the baby
	4.5 Support those involved in the care of the baby to take an active part in decisions affecting them
	4.6 Explain the options for addressing the health and wellbeing needs of the baby, including any benefits and risks, with the parents/carers
	4.7 Agree an individualised care plan with those involved in the care of the baby
	4.8 Maintain records in line with local policy and protocol

Range
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year
1.3 Significant others could include: <ul style="list-style-type: none"> family members colleagues other individuals involved with the care or wellbeing of the baby
3. Understand the factors that impact on care planning needs
3.6 Neonatal development could include: <ul style="list-style-type: none"> physiological physical psychological and social development, taking into account gestational age or delivery
4. Be able to develop and agree individualised care plans for babies and families
4.1 Valid consent: <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> the individual must have the mental capacity to make the decision the individual must have sufficient unbiased information to make an informed choice the individual must not be pressured into making a decision and must give consent freely

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles.
LO4 must be assessed in a real work environment (RWE).



Delivery and assessment guidance

Relationship to National Occupational Standards (NOS):

- SFHMCN12



MAT 6 Support individuals with feeding babies (H/651/0837)

Unit summary				
This unit is about supporting individuals with feeding babies. It covers supporting individuals in their choice of feeding method and includes providing advice and information to the mother and key people on each feeding method.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	4 credits	26 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, procedures and good practice guidelines related to feeding babies	1.1 Summarise current legislation, national guidelines, policies, procedures and good practice guidelines relating to feeding babies
	1.2 Describe how local policies on feeding babies support child safety and protection
	1.3 Explain how to work in partnership with individuals /carers and significant others when supporting the feeding of babies
	1.4 Explain the rights and responsibilities of individuals/carers for their child and own role in relation to this
	1.5 Explain how to report any concerns about the individual/carers or the child's health, safety or wellbeing regarding feeding, in line with local policy and procedures
	1.6 Explain how to access, update and store records and information on the feeding needs and preferences of babies, individuals and carers, in line with local policy and procedures
	1.7 Explain the importance of confidentiality when accessing records and information
	1.8 Explain how to obtain advice and information on feeding babies to support own practice and why this is important
2. Know how to feed babies in line with evidence-based practice	2.1 Explain the importance of promoting skin-to-skin contact
	2.2 List the factors that can impact on the choice of feeding method
	2.3 Describe the anatomy and physiology related to milk production and breastfeeding
	2.4 Explain the health benefits of breastfeeding and how to promote these to individuals
	2.5 Explain the support individuals can access when it comes to breast feeding and latching on
	2.6 Explain the importance of nutritional intake and hydration for the individual breastfeeding
	2.7 Describe how the maternal health of individuals can impact on breastfeeding
	2.8 Describe the behaviour and feeding cues of babies



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	2.9 Explain how to position the individual and baby for feeding
	2.10 Describe the different methods, techniques and equipment required for the different methods of feeding
	2.11 Explain how formulas are stored including how long prepared powdered formula can be kept
	2.12 Describe changing patterns of stool and urine related to the different feeding methods
3. Be able to communicate with individuals when assisting with feeding babies	3.1 Communicate with the individual and significant others in a way that is informative and sensitive to the personal beliefs and preferences of the individual
4. Be able to support the individual with feeding babies	4.1 Discuss with the individual how they wish to feed the baby
	4.2 Explain to the individual the importance of providing an environment to support breastfeeding
	4.3 Discuss with the individual the importance of the baby's hydration and nutrition
	4.4 Explain the benefits of different feeding methods and respond to any concerns that the individual and significant others may have
	4.5 Demonstrate appropriate health and safety measures and standard precautions for infection control in line with local policy and procedures
	4.6 Assist with the positioning of the individual and the baby
	4.7 Demonstrate how to support an individual to feed a baby using the appropriate method and equipment
	4.8 Explain to the individual how to wind the baby and the reasons why winding is necessary
	4.9 Gain support from the parents/carers for any situations that are outside of the scope of own role
	4.10 Monitor the weight of the baby to ensure that feeding is adequate
	4.11 Complete records in accordance with organisational requirement

Range
1. Understand current legislation, national guidelines, policies, procedures and good practice guidelines related to feeding babies
1.3 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. 1.3 Significant others could include: <ul style="list-style-type: none"> • family • colleagues • other individuals involved with the care or wellbeing of the baby



Range
<p>2. Know how to feed babies in line with evidence-based practice</p> <p>2.2 Factors must include:</p> <ul style="list-style-type: none"> • socio-economic • environmental • cultural <p>4. Be able to support the individual with feeding babies</p> <p>4.3 Nutrition could include:</p> <ul style="list-style-type: none"> • the weaning of babies, including the correct nutrition • special dietary requirements <p>4.4 Different feeding methods could include:</p> <ul style="list-style-type: none"> • breastfeeding • bottle-fed using expressed milk • bottle-fed using artificial milk • syringe feeding • cup feeding • weaning
Delivery and assessment guidance
<p>This unit must be assessed in line with Skills for Health assessment principles.</p> <p>LO3 and LO4 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHMCN27



MAT 7 Support families who are bereaved (J/651/0838)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support families who are bereaved.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the effects of bereavement on individuals	1.1 Describe how family members may feel immediately following the death of a newborn
2. Understand principles for supporting individuals who are bereaved	2.1 Compare theories of bereavement
	2.2 Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement
	2.3 Explain the importance of empathy in supporting a bereaved individual
	2.4 Explain the importance of taking into account bereavement needs of families based on the age of the deceased individual and their relationship to the family members.
3. Understand how to support individuals who are bereaved	3.1 Describe how to assess the individual's level of distress and their capacity for resilience
	3.2 Outline how to agree a programme of support with the individual and others
	3.3 Outline how to support the individual to identify any changes they may need to make as a result of their loss
	3.4 Explain the importance of working at the individual's pace during the bereavement journey
	3.5 Explain how to support the individual to manage conflicting emotions, indecision or fear of the future
	3.6 Explain how to support in creation of meaningful memories for bereaved parents of deceased newborn and stillborn babies or late miscarriages
4. Understand the role of specialist agencies in supporting individuals who are bereaved	4.1 Compare the roles of specialist agencies in supporting individuals who are bereaved
	4.2 Describe how to assess whether a bereaved individual requires specialist support
	4.3 Explain the importance of establishing agreement with the individual for a referral to a specialist agency
	4.4 Explain how to contribute to signposting to local bereavement charities



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to work with others to support individuals who are bereaved	5.1 Explain how to work with others to support individuals who are bereaved
	5.2 Support others to create an environment where the individual has privacy to express their emotions
6. Be able to manage own feelings when providing support for individuals who are bereaved	6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved
	6.2 Use support systems to help manage own feelings

Range
3. Understand how to support individuals who are bereaved 3.2 Others could include: <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing
6. Be able to manage own feelings when providing support for individuals who are bereaved 6.2 Support systems: <p>Refers to a network of people who provide an individual with practical or emotional support.</p>

Delivery and assessment guidance
<p>This unit must be assessed in line with Skills for Health assessment principles.</p> <p>LO5 and LO6 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SCDHSC0384



MAT 8 Obtain and test specimens from newborn babies (K/651/0839)

Unit summary				
The aim of this unit is to provide the learner with the knowledge and skills required to obtain and test specimens from newborn babies in a healthcare setting. Learners may be required to undertake additional training in order to be able to fulfil the requirements of the unit/demonstrate competency.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens	1.1 Outline current legislation, national guidelines, organisational policies and protocols that affect working practice
	1.2 Identify the hazards and other consequences related to incorrect labelling of specimens
2. Understand the processes involved in obtaining and testing specimens from newborn babies	2.1 Identify the different types of specimens that may be obtained including testing sites
	2.2 Describe the tests and investigations that may be carried out upon the specimens
	2.3 Identify the correct equipment and materials used in the collection and transport of specimens
	2.4 Identify how to label, store and send different specimens
3. Be able to prepare to obtain specimens from newborn babies	3.1 Confirm the newborn's identity
	3.2 Maintain a safe and healthy working environment using infection prevention and control techniques
	3.3 Explain the procedure to the parent/carer and obtain valid consent
	3.4 Ensure the individual's privacy and dignity is maintained at all times
	3.5 Identify any aspects of the parent's/carer's ethnic and religious background that might affect the procedure
	3.6 Communicate with the parent/carer in a way that is appropriate to their needs and preferences
	3.7 Demonstrate that the required preparations have been completed, including materials and equipment
4. Be able to obtain specimens from newborn babies	4.1 Appropriately collect specimen using correct procedure and equipment
	4.2 Demonstrate appropriate health and safety measures relevant to the procedure and environment
	4.3 Demonstrate effective handwashing techniques and correct use of personal protective equipment (PPE)
	4.4 Describe possible problems in collecting specimens and how and when these should be reported
	4.5 Describe the signs and symptoms that a newborn is in pain, distress or discomfort and explain how you would respond to these
	4.6 Demonstrate the correct collection, labelling and storage of specimens



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.7 Demonstrate safe disposal of clinical waste
	4.8 Complete and attach relevant documentation
5. Be able to report on the outcomes of the test of specimens	5.1 Demonstrate the correct process for reporting and recording test results
	5.2 Describe the actions to be taken when the results are outside the normal range
	5.3 Communicate test results in accordance with agreed ways of working
	5.4 Describe why it is important to understand the implications the test results may have on the newborn

Range
1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens
1.2 Other consequences could include: <ul style="list-style-type: none"> • treatment being delayed • wrong treatment given • condition could worsen or even result in death • stress and upset for the individual • further discomfort or pain experienced in retaking the samples
2. Understand the processes involved in obtaining and testing specimens from newborn babies
2.1 Specimens could include: <ul style="list-style-type: none"> • urine • saliva • faeces • blood • sputum • tissue
3. Be able to prepare to obtain specimens from newborn babies
3.3 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely
4. Be able to obtain specimens from newborn babies
4.2 Environment could include: <ul style="list-style-type: none"> • ensuring privacy • making sure that there are no hazards • that all equipment is ready and prepared • that all equipment is in good working order • ensuring that there is enough room to carry out the procedure



Delivery and assessment guidance

This unit must be assessed in line with Skills for Health assessment principles.

LO3, LO4 and LO5 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS7



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Appendix A: optional units

The units within this qualification cross over into the various occupational subject areas available and therefore do not follow the standard unit numbering of Unit 01, Unit 02, for example.



Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Maternity Support optional units



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
MAT 1	R/651/0831	Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies	3	3	22	
MAT 2	T/651/0832	Care for a newborn baby	3	4	32	
MAT 3	A/651/0834	Support parents or carers to interact with and care for their newborn baby	3	4	30	
MAT 4	D/651/0835	Anatomy and physiology for maternity support workers	3	2	20	
MAT 5	F/651/0836	Develop and agree individualised care plans for babies and families	4	5	38	
MAT 6	H/651/0837	Support individuals with feeding babies	3	4	26	
MAT 7	J/651/0838	Support families who are bereaved	3	4	30	



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
MAT 8	K/651/0839	Obtain and test specimens from newborn babies	2	3	20	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



Change history record

Version	Publication date	Description of change
v1.0	August 2025	First publication