



Module Descriptor

Caring for Children

Award Type: Minor
Award Level: 3
Award Code: 3N0610
FÁS Assessment Code: 3N0610-056
Validation Date: 22nd November 2011

Revision 1.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the relevant knowledge, skills and competence to care for the health, hygiene, safety and nutrition of babies and young children, under direction, and to communicate with both children and parents or guardians.

Module Duration: The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **100 (one hundred)** hours.

Learning Outcomes: By the end of this module, the learner will be able to:

1. Describe how babies and young children should be fed to ensure healthy growth and development to include breast feeding, bottle feeding, weaning and solid foods
2. Plan a healthy menu for a pre-school child for one day, including breakfast, lunch box, dinner, snacks
3. Describe good practices in the home that are necessary when caring for babies and young children, including good food handling practices, safe and effective cleaning practices, eliminating potential hazards, and use of safety aids
4. Care for a baby, including preparing a baby's bottle, bathing, hand and face washing and toileting appropriately, demonstrating safe, hygienic practices
5. Identify common signs of illness, and the appropriate response, in babies and young children
6. List the important local health services and centres to be contacted as required or in an emergency, and the services offered by each
7. Describe immunisation programmes available for babies and young children
8. Give examples of appropriate play activities for babies and young children
9. Interact with young children and peers using effective communication skills

Key Learning Points

Learning Outcome 1: Describe how babies and young children should be fed to ensure healthy growth and development to include breast feeding, bottle feeding, weaning and solid foods

Key Learning Points

- Nutritional needs of babies
- Nutritional needs of young children
- How food and diet influence growth and development
- Describing steps to help avoid tooth decay when feeding young children
- Advantages of breastfeeding
- Disadvantages of breastfeeding
- Advantages of bottle feeding
- Disadvantages of bottle feeding
- Explaining how and when a baby should be weaned
- Identifying appropriate solid foods for babies
- Identifying appropriate foods for young children

Learning Outcome 2: Plan a healthy menu for a pre-school child for one day, including breakfast, lunch box, dinner, snacks

Key Learning Points

- Identify a 3-5 year old child's nutritional needs for a day, in line with food pyramid and Recommended Daily Intake (RDI)
- Healthy breakfast options
- Healthy and practical lunchbox options
- Healthy dinner options
- Healthy snacks
- Identifying unhealthy snacks and foods to avoid
- Considerations for planning a healthy menu for a pre-school child, including nutritional factors, cost and practicality

Learning Outcome 3: Describe good practices in the home that are necessary when caring for babies and young children, including good food handling practices, safe and effective cleaning practices, eliminating potential hazards, and use of safety aids

Key Learning Points

- Identifying the risks of poor hygiene practices, including the risk of spreading bacteria and disease
- Keeping food preparation and food storage areas clean
- Listing situations where hands should be washed
- Correct technique for washing hands
- Storing food safely
- Heating and cooling food and bottles
- Describing how and where cross contamination of food can occur
- Steps to prevent cross contamination
- Identifying cleaning agents that are non-hazardous to babies and children
- Cleaning effectively
- Identifying potential hazards for babies and young children in the home
- Types of baby and child safety aids for the home

Learning Outcome 4: Care for a baby, including preparing a baby's bottle, bathing, hand and face washing, and toileting appropriately, demonstrating safe, hygienic practices

Key Learning Points

- Items used for preparing a baby's bottle
- Preparing the formula for a baby's bottle
- Heating a baby's bottle to the correct temperature
- Cleaning and sterilising all parts of the bottle and any other items used
- Identifying suitable products for use in bathing and washing a baby
- Describing the reasons for washing baby's hands and face and bathing baby regularly
- Demonstrating how to wash a baby's hands
- Demonstrating how to wash a baby's face
- Important factors in bathing a baby, to include temperature, safety considerations, suitable shampoo/soap
- Demonstrating the correct technique for holding a baby while bathing
- Demonstrating the correct technique for washing a baby
- Demonstrating the correct technique for drying a baby
- Identifying the items required to change a baby's nappy
- Hygiene considerations involved in changing a baby's nappy
- Demonstrating how to change a baby's nappy

Learning Outcome 5: Identify common signs of illness, and the appropriate response, in babies and young children

Key Learning Points

- Identifying signs that a baby or child is unwell
- Identifying the signs of high temperature
- Appropriate steps for dealing with a high temperature
- Identifying the signs of a common cold
- Appropriate steps for dealing with a common cold
- Identifying the signs of chest complaints and coughs
- Appropriate steps for dealing with chest complaints and coughs
- Identifying the signs of chicken pox
- Appropriate steps for dealing with chicken pox
- Identifying the signs of meningitis
- Appropriate steps to take if meningitis is suspected
- Items found in a first aid box
- Treatment for minor cuts and burns

Learning Outcome 6: List the important local health services and centres to be contacted as required or in an emergency, and the services offered by each

Key Learning Points

- Services provided by the Public Health Nurse
- Services provided by the general practitioner
- Services provided by the emergency services
- Reasons for contacting emergency services
- Deciding whether to contact the general practitioner or the emergency services
- Deciding whether to contact local station or emergency services
- Producing a clear and legible written list of local health service contact details
- Reasons for contacting Health Service, to include notification of outbreak of Swine Flu, Measles etc
- Applying basic writing skills

Learning Outcome 7: Describe immunisation programmes available for babies and young children

Key Learning Points

- Basic reasons for immunising babies and young children, to include prevention of common childhood illnesses, elimination of the spread of disease
- Describing how vaccines work
- Types of vaccines available within Ireland for babies and pre-school children, to include BCG, 6 in 1, PCV, MMR and Meningococcal C
- Identifying the ages when each immunisation occurs
- Identifying the different health services that administer vaccines
- Recognising the possible side effects of each vaccine
- Identifying immunisations available not included in the immunisation programme e.g. chicken pox, Swine Flu etc

Learning Outcome 8: Give examples of appropriate play activities for babies and young children

Key Learning Points

- Listing appropriate play activities for babies with regard to age suitability, health and safety, and developmental benefits
- Recognising toys that are suitable for babies with regard to age suitability, health and safety, and developmental benefits
- Listing appropriate play activities for young children with regard to age suitability, health and safety, and developmental benefits
- Recognising toys that are suitable for young children with regard to age suitability, health and safety, and developmental benefits

Learning Outcome 9: Interact with young children and peers using effective communication skills

Key Learning Points

- Recognising the meaning behind facial expressions and body language
- Recognising non-verbal signals in young children
- Responding appropriately to verbal and non-verbal communication from young children
- Listening and responding to spoken language
- Applying correct health and safety procedures

Assessment Specification

Award Title	Caring for Children
Award Type	Minor
FÁS Assessment Code	3N0610-056
Award Code	3N0610
Credit Value	10

Learning Outcome	Performance Criteria (Knowledge, Skill & Competence)	Assessment Techniques	Weighting	Assessment Instrument	Assessment Evidence
1	Knowledge	Portfolio	10%	Exercise E1	Exercise Sheet
2	Knowledge, Competence	Portfolio	10%	Activity A1	Activity Sheet
3	Knowledge, Competence	Portfolio	10%	Activity A2	Activity Sheet
3	Knowledge, Competence	Portfolio	10%	Exercise E2	Exercise Sheet
4	Knowledge, Skill, Competence	Portfolio	15%	Teamwork Exercise E3	Exercise Sheets, 3 Photo Sequences
5	Knowledge	Portfolio	5%	Activity A3	Activity Sheet
6	Knowledge	Portfolio	5%	Activity A4	Activity Sheet
7	Knowledge	Portfolio	10%	Exercise E4	Exercise Sheet
8	Knowledge, Competence	Portfolio	10%	Activity A5	Activity Sheet
9	Knowledge, Competence, Skill	Portfolio	5%	Teamwork Exercise E3	Exercise Sheets
9	Competence	Portfolio	5%	Activity A6	Learner Reflection Sheet
9	Competence	Portfolio	5%	Activity A7	Learner Reflection Sheet

Suggested Learning Methodologies

- Large group discussion
- Brainstorming
- Interactive PowerPoint presentation
- Small group work
- Pair work
- Skills demonstration
- Games and large group exercises
- Flip-charting
- Role play

Specific Module Requirements

Programmes, assessment arrangements and evidence must reflect current legal requirements for the care and protection of children.

The following list is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the module at the discretion of the manager.

Bottles
Formula
Pureed food
Baby food
Steriliser
Baby spoons
Bowls
Dolls
Highchair
Selection of foods from the five food groups e.g. dairy, meat, fruit, vegetable, oils
Various coloured chopping boards
Warm water
Paper towels
Anti-bacterial spray containers (empty)
Antibacterial spray cleaner
Cloths
Child safety gate
Child cupboard locks
Child safety door handles
Thermometer (for child and bath)
Kettle
Water
Stove or heated rings

Saucepans
Appliance for pureeing food (hand blender or food processor)
Fruit (bananas, nectarines, pears, peaches)
Vegetables (sweet potatoes, courgettes)
Cutlery
Plate
Cooking flour
Hand wash (anti-bacterial)
Muslin flannels
Baby bath
Baby soap
Cotton tips
Cotton balls
Towels
Plastic doll
Glue
Scissors
Disposable nappies
Cloth nappies
Pins
Disposable gloves
Nappy change mat
Baby wipes
Bin
Ireland's Immunisation Schedule (see link in Suggested Internet Sites below)
Selection of toys suitable for babies
Selection of toys suitable for young children e.g.: balls, blocks, dolls, train set, pop up toy, jigsaws etc.
Argos/Smyths Toystores catalogues
Digital Camera
Printer
Photocopier
Coloured markers
Coloured pencils
Stapler and staples
Sellotape
Cardboard
Graph paper

Suggested Learning Resources

Internet sites

www.ncca.ie/earlylearning (contains *Aistear*, the curriculum framework for children from birth to six years in Ireland. Also available in print format – see Books list below.)

www.ncca.ie/aisteartoolkit (includes multimedia presentations, leaflets, podcasts on play etc)

www.bordbia.ie

www.kidshealth.org

www.immunisation.ie

<http://www.immunisation.ie/en/ChildhoodImmunisation/PrimaryImmunisationSchedule/>

www.hse.ie

www.betterkidcare.psu.edu

<http://www.apples4theteacher.com>

Books:

NCCA, (2009). *Aistear: the Early Childhood Curriculum Framework*, National Council for Curriculum and Assessment
Copies available from Government Publications – contact 01 6476834.

Centre for Early Childhood Development and Education, (CECDE), (2006), *Síolta*, The National Quality Framework for Early Childhood Education, Dublin: CECDE.

Gaynor, F. and J., Donohoe, 2007. *Education and Care in the Early Years*, 3rd ed. Dublin: Gill and MacMillan Ltd.

Hayes, Noirin, 2005. *Early Childhood An Introductory Text*, 3rd ed. Dublin: Gill and Macmillan Ltd.

Location of Learning Resources

All of the resources mentioned below are available in the Learning Resource Pack for Caring for Children, which can be found on the Moodle Community Services Curriculum and Assessment page.

You can access the CSCA Moodle web page from the link:

<http://www.ecollege.ie/site/home.html> If you do not already have a username and password, ask your supervisor to contact CSCA@fas.ie

As well as enabling the learner to meet the requirements of the module Learning Outcomes, the resources contained in this Learning Resource Pack address the development of the learner's generic skills as outlined in the following sections.

Generic Skills

Literacy

All the resources in the Learning Resource Pack involve tasks that will encourage reading and/or writing skills. The following is a description of resources that specifically target the enhancement of literacy skills.

The learners will maintain a **Learning Diary** throughout the programme in order to record and file any useful and relevant information on any aspect of Caring for Children and to keep a record of the topics, learning and activities covered each day. Consistent completion of the Learner Diary will assist students to complete reflective tasks as part of assessment.

At the end of every week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week. The Learning Diary can be used as a reference for the learner when filling out the Weekly Reflective Sheet, as well as the Mid and End of Course Reflections in the Assessment Instrument Specification.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Caring for Children. This Dictionary will be updated each week and kept in the Learning Diary, and will assist learners in the spelling of words associated with the module.

The learners, as a group, will also add words and terms relating to Caring for Children to a **Key Word and Terminology Bank** in the classroom. The learners will find words in text books, class notes, internet websites and any other relevant sources used.

The learners will complete 9 **Wordsearches**, 3 **Crosswords** and 1 **Word Puzzle**. These are listed in the Table of Contents of the Learning Resource Pack. Learners will also develop their own word searches and crosswords, using their

Personal Dictionaries, the **Key Word and Terminology Bank** and their **Learning Diaries**.

The **Immunisation Programme in Ireland** exercise involves learners reading about immunisation and answering questions based on the information provided.

Communication

Being able to effectively communicate allows learners to develop skills for life. The learning resources support this by encouraging the learners to engage with the instructor as well as fellow learners. The majority of resources in the Learning Resource Pack will help learners improve written communication skills, while the resources listed in the Teamwork section below will enable learners to practice their verbal communication and listening skills.

Teamwork

Learners will discuss the importance of teamwork with the instructor using the **Teamwork Guide**, located in the Learning Resource Pack (see Table of Contents). The activities **The Handwashing Song**, **Preparing Solids for Young Babies** and **Examples of Appropriate Play Activities** involve teamwork.

Quality Awareness

Ensuring quality is essential when caring for children. The learner resource activities that focus on providing high standards of quality in childcare provision include: **A Balanced Dinner**, **Healthy Weekly Menu for Pre-School Children**, **Promotion of Five a Day Fruit and Vegetables**, **How Germs Spread**, **Colour Coded Chopping Boards** and **Using Safety Aids in the Home**. The **Breast and Bottle Feeding Babies** activity encourages learners to reflect on the advantages and disadvantages of each feeding method, creating comparative quality awareness.

Planning and Practical Skills

The activities **Preparing Solids for Young Babies**, **Local Services in your Area**, **Responding to Illness in Babies and Young Children** and **Items Needed to Care for a Baby** provide the learners with practical, hands-on knowledge and experience related to caring for children, and instill the notion that careful planning is an essential skill in this regard. Planning is also an intrinsic part of the Teamwork Exercises listed previously.

Recommended by: _____
Manager Training Policy Development and Support

Approved by: _____
Director Training Policy Development and Support