



Programme Module

Introductory Childcare Skills

leading to

Level 3 QQI Component: Caring for Children 3N0610

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Introductory Childcare Skills	2. Component Name and Code Level 3 Caring for Children 3N0610
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 100%	6. Specific Requirements Programmes, assessment arrangements and evidence must reflect current legal requirements for the care and protection of children. Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.
7. Aims and Objectives of the Programme Module <p>This programme module aims to equip the learner with the tools necessary to communicate with, feed and care for the well being and health of babies and young children.</p> 8. Objectives: <ul style="list-style-type: none"> • to provide the learner with the opportunity to become familiar with the skills and knowledge needed to care for babies and young children • to facilitate the learner to consider and recognise the different dietary needs of babies and young children • to develop an awareness of good health and hygiene practices, including the proper storage and preparation of food • to develop an awareness of safety in the home in relation to babies and young children • to facilitate the learner to gain effective communication skills. 	
9. Learning Outcomes of Level 3 Caring for Children 3N0610 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 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. 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 3. identify common signs of illness, and the appropriate response, in babies and young children 4. describe immunization programmes available for babies and young children 5. list the important local health services and centres to be contacted as required or in an emergency and the services offered by each 6. give examples of appropriate play activities for babies and young children 7. plan a healthy menu for a pre-school child for one day including breakfast, lunch box, dinner, snacks 8. care for a baby including preparing a baby's bottle, bathing, hand and face washing, and toileting appropriately, demonstrating safe, hygienic practices 9. interact with young children and peers using effective communication skills. 	
Delivery Strategies and Learning Activities <p>The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations.</p>	

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Feeding Babies and Young Children

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.

*In order to help the learner achieve **Learner Outcome 1** in particular, consider doing the following:*

- examine the options of breast feeding and bottle feeding and consider with the learner the advantages and disadvantages of both, for example:
 - breast feeding: personal choice, convenience, free, must be available to the baby at all times, option to express, advantages for the immune system and digestive system of the baby
 - bottle feeding: personal choice, convenience, cost, others can feed the baby, choice of formulas available

- discuss with the learner the options available for feeding young children, to include:
 - breast feeding
 - bottle feeding
 - weaning: the process of introducing a baby to solid foods, considering the baby's need for more energy and different nutrients than those found in milk, when to start weaning, first tastes and textures, what foods to avoid, drinking from a cup, drinking water
 - solid foods: considering how to introduce solid foods, foods to avoid, introducing lumpy foods, finger foods, snack foods, allowing the child to play with food and feed themselves, tastes and textures, trying foods in different ways, for example, sliced, diced, mashed, family meals

- explore with the learner how feeding babies and young children impacts on healthy growth and development including:
 - breast feeding, for example, breast milk is the ideal nutrition for babies, balanced diet of vitamins, protein, fats, etc., easily digested, contains antibodies, reduces risk of asthma and allergies, linked to higher IQ scores, physical closeness with mother, less likely to become overweight, lower risk of SIDS and other disorders, emotional comfort
 - bottle feeding, for example, physical closeness
 - weaning, for example, promotes personal interaction with family members, develops healthy eating habits and preferences, influences future eating habits, need to introduce iron into the diet for baby's health, eating at the table for socialisation, emotional comfort
 - solid foods, for example, opportunity to begin to feed independently, developing healthy eating habits, providing appropriate and sufficient nutrition for healthy body and brain development, social contact, consideration of vegetarian and vegan diets for babies, impact of diet on growth and development, tooth care, safety (not leaving a baby or young child alone while eating).

Good Practices when Caring for Babies and Young Children

Learning Outcomes 2: 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.

*In order to help the learner achieve **Learner Outcome 2** in particular, consider doing the following:*

- outline for the learner current legislation governing the care and protection of children, for example,
 - Child Care Acts 1991 to 2007

- Children Acts 2001 to 2007
- Ombudsman for Children Act 2002
- Protections for Persons Reporting Child Abuse Act 1998

- outline for the learner the guidelines relating to childcare provision by relevant bodies, for example,
 - HSE guidelines
 - County Childcare Committee Guidelines relating to childcare
 - National Guidelines for Childminders

- describe for the learner good food-handling practices and ways of protecting food from contamination by bacteria in the home when preparing meals, drinks and snacks for babies and young children, for example,
 - ensuring all utensils are scrupulously clean
 - ensuring hands are washed frequently
 - ensuring only fresh foods are used
 - avoiding cross-contamination
 - using safe ways to reheat foods
 - storing foods correctly
 - disposing of food safely
 - cleaning surfaces

- describe for the learner the safe and effective cleaning practices in the home that are necessary when caring for babies and young children, for example,
 - use of detergents
 - cleaning surfaces properly
 - wiping up spills, vomit
 - cleaning toys regularly
 - changing bedclothes frequently
 - safely storing cleaning materials
 - sterilising the baby's bottles and other feeding equipment
 - cleaning baby chairs frequently
 - encouraging young children to get into the habit of hand-washing

- describe for the learner ways of eliminating potential hazards and using safety aids in the home when caring for babies and young children, for example,
 - being aware of and carrying out an assessment of the hazards in the home
 - using fireguards
 - avoiding trailing flexes
 - being aware of the risks associated with curtain pull-cords
 - using stair gates
 - using cupboard and drawer locks
 - using door stops to avoid little fingers getting caught in a closing door
 - having fire safety equipment available and in working order in the home
 - having access to and knowing how to use a first aid kit
 - checking care labels on children's clothes for fire resistant/retardant qualities
 - avoiding clothing with drawstrings, belts
 - checking toys regularly for loose parts that could lead to choking or other injury.

Common Illnesses in Babies and Young Children.

Learning Outcome 3: Identify common signs of illness, and the appropriate response, in babies and young children.

*In order to help the learner achieve **Learner Outcome 3** in particular, consider doing the following:*

- outline the common signs of illness in babies and young children, for example,
 - abdominal pain
 - coughing
 - diarrhoea
 - earache
 - fever
 - skin rashes
 - runny nose
 - sore throats
 - vomiting
 - wheezing

- explore with the learner the appropriate response to these signs of illness, for example,
 - taking the baby's or child's temperature
 - checking for rashes
 - ensuring that dehydration does not occur
 - speaking to a pharmacist about medication that may provide relief for the baby or child
 - contacting a health professional if appropriate
 - monitoring the baby or child for any deterioration in their condition
 - checking the baby's or child's appetite.

Immunization Programmes

Learning Outcome 4: Describe immunization programmes available for babies and young children.

*In order to help the learner achieve **Learner Outcome 4** in particular, consider doing the following:*

- describe for the learner the current immunization programmes available for babies and young children, to include:
 - the conditions/illnesses against which vaccines are given, for example, tuberculosis, diphtheria, whooping cough, polio, tetanus, measles, mumps, rubella, meningococcal
 - the method of immunizing the baby or child, for example, injections
 - the age at which vaccines are administered, for example, within weeks of birth, 2 months, 4 months, 6 months, 12 months, 13 months, boosters at age 4/5.

Local Health and Emergency Services

Learning Outcomes 5: List the important local health services and centres to be contacted as required or in an emergency and the services offered by each.

*In order to help the learner achieve **Learner Outcome 5** in particular, consider doing the following:*

- explore with the learner the important local health services and centres, to include considering:
 - those that may be contacted as required and the services they provide, for example,
 - public health nurse for general health information, the weighing of babies and monitoring of development of babies and children
 - GP surgery for diagnosing illness and providing prescriptions for medication
 - pharmacist for advising on appropriate over-the-counter medication that may relieve the discomfort for a baby or child or to advise seeking medical attention from a doctor
 - support groups for providing advice on things like breastfeeding/dealing with becoming a new parent/certain medical conditions, names and contact information of other support networks
 - charities for offering support to sufferers of conditions or parents of children with certain illnesses, providing equipment needed to treat/assist with illness/condition

- those that may be contacted in an emergency and the services they provide, for example,
 - out of hours GP services for diagnosing illness and providing prescriptions for medication
 - A&E for dealing with accidents that the baby or child may have been in or for providing emergency responses from medical personnel for serious medical conditions a baby or child has
 - Emergency services – 999 for when there is a threat to life and or a very serious medical emergency and the baby or child needs to be taken to a hospital.

Play Activities

Learning Outcomes 6: Give examples of appropriate play activities for babies and young children.

*In order to help the learner achieve **Learner Outcome 6** in particular, consider doing the following:*

- explore with the learner play activities that would be appropriate for babies and young children, for example,
 - babies: singing to baby, gently rocking/swaying baby to help them develop a sense of movement and balance, talking to the baby, rolling a ball, playing music, using coloured/contrasting toys, soft toys to hold/grasp/feel, toys that make noise, smelling flowers, looking at pictures of people and animals, mobiles, crawling, big cardboard box for crawling and playing in, cushions and blankets on the floor for rolling, sitting or crawling, read books aloud that have bright colourful pages
 - young children: play dough, construction toys for example duplo, wooden blocks, running and playing in playgrounds/parks/beaches, ball games, chasing bubbles, music and creative dancing, pretend games, cycling, adventures, swing sets, teddy bears tea party, tents and tunnels.

A Healthy Menu

Learning Outcome 7: Plan a healthy menu for a pre-school child for one day including breakfast, lunch box, dinner, snacks

*In order to help the learner achieve **Learner Outcome 7** in particular, consider doing the following:*

- explore with the learner the types of food that would be appropriate for a pre-school child to eat
- facilitate the learner to plan a healthy menu for a pre-school child, to include:
 - breakfast
 - lunch box
 - dinner
 - snacks.

Care for a Baby

Learning Outcome 8: Care for a baby including preparing a baby's bottle, bathing, hand and face washing, and toileting appropriately, demonstrating safe, hygienic practices.

*In order to help the learner achieve **Learner Outcome 8** in particular, consider doing the following:*

- facilitate the learner to care for a baby appropriately, to include:
 - preparing the baby's bottle, to include:
 - washing the bottle
 - sterilising the bottle
 - following the instructions on the back of the formula container
 - accurately measure the water and formula and mixing appropriately
 - ensuring the correct temperature of the bottle before it would be given to a

baby

- bathing the baby (a doll should be used for this purpose), to include:
 - gathering all necessary materials, equipment, clothing, towels
 - checking the temperature of the water
 - using an appropriate technique for holding and washing baby depending on age/size of baby
 - not leaving baby unattended
 - using bath toys, as appropriate
 - communicating with the baby
 - drying and dressing baby

- washing the baby's hands and face, to include:
 - communicating with the baby
 - gathering towels, face cloths/cotton pads, soap/baby skin care products
 - using a nail brush if necessary
 - trimming nails using the correct technique
 - drying the baby's hands and face

- toileting, to include:
 - changing a baby's nappy
 - communicating with the baby
 - gathering all materials/equipment
 - using the correct technique to clean the baby
 - not leaving the baby unattended
 - treating nappy rash
 - disposing /laundering of nappy
 - redressing the baby
 - washing your hands once finished.

Interacting with Young Children

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

*In order to help the learner achieve **Learner Outcome 9** in particular, consider doing the following:*

- explore with the learner the importance of effective communication skills when dealing with young children

- identify factors that have an impact on effective communication, for example, clear pronunciation, active listening, short concise sentences, tone of voice, volume of voice, body language, making appropriate responses

- facilitate the learner through working with young children (or by role play) to interact with young children and peers effectively and to put into practice the factors identified above that impact on effective communication.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	100%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work that includes the following:</p> <ul style="list-style-type: none"> • an information leaflet, video, or similar aimed at expectant or new parents providing information on 'feeding baby' and the impact on healthy growth and development of the following: <ul style="list-style-type: none"> ○ breastfeeding ○ bottle feeding ○ weaning ○ solid foods • a menu for a young child (pre-school age) for 1 day to include: <ul style="list-style-type: none"> ○ breakfast ○ lunch box ○ dinner ○ snacks • evidence of a range of tasks which demonstrate the following: <ul style="list-style-type: none"> ○ cleaning, sterilising and making a milk formula bottle ○ cleaning down a work surface ○ disinfecting a toy ○ changing a baby's nappy ○ bathing a baby ○ washing a baby's hands and face • a poster or similar presenting points on good food-handling practices in the kitchen • a checklist or poster identifying common signs of illness in babies and children and the appropriate response to those signs • a chart of immunisation programmes available for babies and young children • a list of a minimum of 4 of the health centres or health services in your area and the services offered • a record of a safety check carried out on a room to include: <ul style="list-style-type: none"> ○ identification of the potential hazards that were eliminated ○ identification of safety aids used to make the room safer for babies or young children • evidence of good communication practices demonstrated when dealing with young children and parents/guardians • a list of a minimum of 5 play activities suitable for: <ul style="list-style-type: none"> ○ babies ○ young children 	

Assessment - General Information – Level 3 Caring for Children 3N0610

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
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.	Collection of Work
2. 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.	Collection of Work
3. Identify common signs of illness, and the appropriate response, in babies and young children.	Collection of Work
4. Describe immunization programmes available for babies and young children.	Collection of Work
5. List the important local health services and centres to be contacted as required or in an emergency and the services offered by each.	Collection of Work
6. Give examples of appropriate play activities for babies and young children.	Collection of Work
7. Plan a healthy menu for a pre-school child for one day including breakfast, lunch box, dinner, snacks.	Collection of Work
8. Care for a baby including preparing a baby's bottle, bathing, hand and face washing, and toileting appropriately, demonstrating safe, hygienic practices.	Collection of Work
9. Interact with young children and peers using effective communication skills.	Collection of Work

Grading

At Level 3 a Learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI


Level 3 Caring for Children 3N0610
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	√ If present in portfolio	Please indicate where evidence is to be found
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	<ul style="list-style-type: none"> • describe each of the following and their impact on healthy growth and development: <ul style="list-style-type: none"> ○ breast feeding ○ bottle feeding ○ weaning ○ solid foods 		
2. 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	<ul style="list-style-type: none"> • describe good practice in relation to the following: <ul style="list-style-type: none"> ○ food handling practices ○ safe and effective cleaning practices ○ eliminating potential hazards ○ use of safety aids 		
3. identify common signs of illness, and the appropriate response, in babies and young children	<ul style="list-style-type: none"> • identify common signs of illness in babies and young children • identify appropriate responses to common signs of illness in babies and young children 		
4. describe immunisation programmes available for babies and young children.	<ul style="list-style-type: none"> • describe the immunisations available to babies and young children and what diseases they are protecting babies and young children from 		
5. list the important local health services and centres to be contacted as required or in an emergency and the services offered by each	<ul style="list-style-type: none"> • list the local health services and centres to be contacted as required and the services they provide • list the local health services and centres to be contacted in an emergency and the services they provide 		

6. give examples of appropriate play activities for babies and young children	<ul style="list-style-type: none"> • list a minimum of 5 appropriate play activities for babies • list a minimum of 5 appropriate play activities for young children 		
7. plan a healthy menu for a pre-school child for one day including breakfast, lunch box, dinner, snacks	<ul style="list-style-type: none"> • plan a healthy menu for a pre-school child for one day for: <ul style="list-style-type: none"> ○ breakfast ○ lunch box ○ dinner ○ snacks 		
8. care for a baby including preparing a baby's bottle, bathing, hand and face washing, and toileting appropriately, demonstrating safe, hygienic practices	<ul style="list-style-type: none"> • demonstrate safe hygienic practices in carrying out the following: <ul style="list-style-type: none"> ○ preparing a baby's bottle ○ bathing a baby ○ hand and face washing ○ toileting/nappy changing 		
9. interact with young children and peers using effective communication skills.	<ul style="list-style-type: none"> • use effective communication skills when interacting with: <ul style="list-style-type: none"> ○ young children ○ peers/parents/guardians. 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner

Learner's Signature: _____ Date: _____

Assessor's Signature: _____ Date: _____

External Authenticator's Signature: _____ Date: _____