



Level 3 Diploma in

Healthcare Support (Maternity)

Qualification Specification

Qualification Recognition Number: 610/2141/6

ABBE Qualification Code: DipHSML323

February 2023

This qualification specification was developed in February 2023, no changes have been made to this document since this date.

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1. ABBE

1.1 Introduction

ABBE, the Awarding Body for the Built Environment is a forward thinking organisation that offers a range of qualifications, benefits and support.

ABBE is regulated by Ofqual for the delivery of a range of qualifications. Our qualifications are nationally recognised helping learners to achieve their full potential and ambitions.

The full range of qualifications can be found on our website at www.abbqa.co.uk

1.2 Mission Statement

Our Values - Quality through Standards: Our aim is to provide a high quality experience by building a strong community of mutual support and trust. We can use our collective talents to build meaningful partnerships to help us all to achieve our goals. ABBE is a recognised Awarding Organisation with strong professional integrity.

Our Vision: Is that every learner is confident, successful and has the opportunity to achieve their full potential.

Our Mission: ABBE Educates, inspires and empowers learners

1.3 Qualification Specification

The aim of this specification is to provide learners and centres with information about the content of this qualification. This specification is a live document and, as such, will be updated when required.

1.4 Enquiries

Any enquiries relating to this qualification should be addressed to:

ABBE

Birmingham City University

University House

15 Bartholomew Row

Birmingham

B5 5JU

Tel: 0121 331 5174

Email: abbeenquiries@bcu.ac.uk

Website: www.abbqa.co.uk



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2. Qualification Information

2.1 Qualification Purpose

Healthcare support staff can work in a variety of different settings within the NHS and private care facilities. The role of the support staff is to provide assistance to healthcare professionals in diagnosing, treating and caring for patients.

The ABBE Level 3 Diploma in Healthcare Support (Maternity) is for those working in a Maternity environment. They are essential to the delivery of high quality, safe care for women, neonates and families during the antenatal, intrapartum and postnatal period. Their roles are varied depending which maternity setting they work in, but in all areas they are responsible for delivering care under the supervision of registered midwives.

Typical roles include maternal and neonatal observations, effectively responding to emergencies, health promotion and infant feeding support. Their roles and duties are outlined in the Royal College of Midwives Roles and responsibilities of MSWs published in 2016 and more recently and in more depth in the Health Education England MSW Competency, Education and Career development framework.

This qualification confirms occupational competence.

2.2 Who could take this Qualification?

This qualification is suitable for new or existing maternity support workers, who work in any maternity setting.

2.3 Qualification Number

ABBE Level 3 Diploma in Healthcare Support (Maternity): 610/2141/6

2.4 Qualification Level

This qualification has been listed on the Regulated Qualifications Framework (RQF) at: Level 3

2.5 Total Qualification Time

This qualification is allocated Total Qualification Time (TQT) this includes Guided Learning (GL) expressed in hours, which indicates the number of hours of supervised or directed study time and assessment. Credit has also been allocated to this qualification.

These values are for the **Maternity pathway only**:

- The Total Qualification Time (TQT) for this qualification is: 850
- Guided Learning (GL) for this qualification is: 586
- Credit Value: 85 credits

2.6 Progression

This qualification has been designed to encourage participation in education and training in other related areas by:

- Encouraging individuals to develop skills and enhance development and promotion prospects
- Provide the foundation for enhanced learning and development

Learners who achieve the ABBE Level 3 Diploma in Healthcare Support can progress to job roles such as Healthcare Assistant Practitioner (Maternity Support) or Nursing Associate.



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2.7 Age ranges

Pre 16	No
16-18	Yes
18+	Yes
19+	Yes

2.8 Structure of the Qualification

Mandatory Units

To achieve this qualification learners must complete 25 units, 19 mandatory units and 6 optional units for the maternity pathway.

Mandatory Unit(s)				
Unit No.	URN	Unit name	Level	Credit value
1	T/650/5531	Promote personal development in care settings	3	3
2	Y/650/5532	Safeguarding and protection in care settings	2	3
3	A/650/5533	Promote health, safety and wellbeing in care settings	3	6
4	D/650/5534	Understand mental ill health	3	4
5	F/650/5535	Effective communication in care settings	3	3
6	H/650/5536	Responsibilities of a Senior Healthcare Support Worker	3	3
7	J/650/5537	Promote effective handling of information in care settings	3	2
8	K/650/5538	Maintain Infection prevention and control in a care setting	3	2
9	L/650/5539	Cleaning, decontamination and waste management	2	2
10	T/650/5540	Duty of care in care settings	3	3
11	Y/650/5541	Promote equality and inclusion in care settings	3	3
12	A/650/5542	Person-centred practice, choice and independence	3	6
13	D/650/5543	Study Skills for Senior Healthcare Support Workers	3	6
14	F/650/5544	Communicate with individuals about promoting their health and wellbeing	3	3
15	H/650/5545	Maintaining quality standards in the health sector	2	2



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16	J/650/5546	Service improvement within the health sector	3	3
17	K/650/5547	Provide support to manage pain and discomfort	3	3
18	L/650/5548	Contribute to monitoring the health of individuals affected by health conditions	3	2
19	M/650/5549	Undertake physiological measurements	3	4
20	Y/650/5550	Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies	3	3
21	A/650/5551	Care for a newborn baby	3	4
22	D/650/5552	Support parents or carers to interact with and care for their newborn baby	3	4
23	F/650/5553	Anatomy and Physiology for Maternity Support Workers	3	2
24	H/650/5554	Develop and agree individualised care plans for babies and families	4	5
25	J/650/5555	Support individuals with feeding babies	3	4

2.9 Barred Units

Units with the same title and unit number cannot be combined in the same qualification. Additionally, units with the same title or with the same content at different levels cannot be combined in the same qualification.

The following units are a barred combination:

- Maintaining quality standards in the health sector **is barred against** Service improvement in the health sector

2.10 Language

ABBE qualifications and assessment materials will be provided through the medium of English.

2.11 Grading

This qualification is: Pass/Fail

2.12 Pre-course Procedures

Learners taking this qualification would need to have achieved a GCSE at Grade 4 (previously a Grade C) or above in English Language and Mathematics which align to the acceptable qualifications For Higher Apprenticeships in the transferable skills document from Apprenticeship Certificates England.

Applicants must be working within a suitable maternity environment and have the support of their employer throughout duration of the qualification. They will need this before they can commence this qualification.



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2.13 Assessment Principles

This qualification must be assessed according to the Skills for Health Assessment Principles that can be found on our website www.abbega.co.uk

You **MUST** read the Assessment Principles and fully understand them before delivery on this qualification is undertaken.



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3. Qualification Unit(s)

Unit 1 – Promote personal development in care settings

Unit reference Number: T/650/5531

Level: 3

Credit: 3

GLH: 10

Unit Summary:

This unit is about promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand what is required for competence in own work role
2. Be able to reflect on practice
3. Be able to evaluate own performance
4. Be able to agree a personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development



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Unit 2 – Safeguarding and protection in care settings

Unit reference Number: Y/650/5532

Level: 2

Credit: 3

GLH: 26

Unit Summary:

This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand principles of safeguarding adults
2. Know how to recognise signs and symptoms of abuse
3. Understand how to respond to suspected or alleged abuse
4. Understand the national and local context of safeguarding and protection from abuse
5. Understand ways to reduce the likelihood of abuse
6. Understand how to recognise and report unsafe practices
7. Understand principles for online safety



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Unit 3 – Promote Health, Safety and Wellbeing in Care Settings

Unit reference Number: A/650/5533

Level: 3

Credit: 6

GLH: 45

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 promote and implement health, safety and wellbeing in their work setting.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand own responsibilities, and the responsibilities of others, relating to health and safety
2. Be able to carry out own responsibilities for health and safety
3. Understand procedures for responding to accidents and sudden illness
4. Know how to reduce the spread of infection
5. Know how to move and handle equipment and other objects safely
6. Know how to handle hazardous substances and materials
7. Be able to promote fire safety in the work setting
8. Be able to implement security measures in the work setting
9. Know how to manage stress



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Unit 4 – Understand Mental Ill Health

Unit reference Number: D/650/5534

Level: 3

Credit: 4

GLH: 25

Unit Summary:

This unit is about providing the learner with the knowledge and understanding of the main forms of mental ill health according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand the types of mental ill health
2. Understand the impact of mental ill health on individuals and others in their social network
3. Understand the difficulties individuals with mental ill health may face
4. Know signs and symptoms that indicate an individual's overall wellbeing is deteriorating and respond to the deterioration
5. Know how to recognise and respond to limitations in an individual's mental capacity
6. Be able to identify situations of risk to individuals with mental ill-health to self and others



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Unit 5 – Effective communication in care settings

Unit reference Number: F/650/5535

Level: 3

Credit: 3

GLH: 26

Unit Summary:

The aim of the unit is to ensure that the learner understands different strategies and techniques used to communicate effectively and will be able to apply them in practice. Learners will understand barriers to effective communication and how they can be overcome. They should be aware of the role of an advocate in supporting individuals' communication needs.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand why effective communication is important in the work setting
2. Understand the variety in people's communication needs and preferences
3. Be able to communicate effectively with others
4. Be able to meet the communication and language needs, wishes and preferences of individuals
5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences
6. Understand confidentiality in care settings



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Unit 6 – Responsibilities of a Senior Healthcare Support Worker

Unit reference Number: H/650/5536

Level: 3

Credit:3

GLH: 22

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 understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand own responsibilities, and the responsibilities of others, relating to health and safety
2. Be able to carry out own responsibilities for health and safety
3. Understand procedures for responding to accidents and sudden illness
4. Be able to reduce the spread of infection



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Unit 7 – Promote effective handling of information in care settings

Unit reference Number: J/650/5537

Level: 3

Credit: 2

GLH: 12

Unit Summary:

This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand requirements for handling information in care settings
2. Be able to implement good practice in handling information
3. Be able to support others to handle information
4. Be able to support audit processes within own role and responsibilities



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Unit 8 – Maintain Infection prevention and control in a care setting

Unit reference Number: K/650/5538

Level: 3

Credit: 2

GLH: 20

Unit Summary:

This unit is aimed at those who work in a wide range of care settings. The unit explores the prevention and control of infection.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand own role in the prevention and control of the spread of infection
2. Be able to work in ways to prevent and control the spread of infection



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Unit 9 – Cleaning, decontamination and waste management

Unit reference Number: L/650/5539

Level: 2

Credit: 2

GLH: 22

Unit Summary:

This unit provides the knowledge, understanding and skills for maintaining a clean environment in accordance with national policies. Learners will gain knowledge and skills of the decontamination process and good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand how to maintain a clean environment
2. Understand the principles and steps of the decontamination process
3. Understand the importance of good waste management practice
4. Be able to undertake the decontamination process



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Unit 10 – Duty of care in care settings

Unit reference Number: T/650/5540

Level: 3

Credit: 3

GLH: 16

Unit Summary:

This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand how duty of care contributes to safe practice
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
3. Know how to respond to concerns, comments and complaints
4. Know how to recognise and respond to adverse events, incidents, errors and near misses



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Unit 11 – Promote equality and inclusion in care settings

Unit reference Number: Y/650/5541

Level: 3

Credit: 3

GLH: 22

Unit Summary:

This unit is aimed at those who work in in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand the importance of diversity, equality and inclusion
2. Be able to work in an inclusive way
3. Be able to promote diversity, equality and inclusion



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Unit 12 – Person-centred practice, choice and independence

Unit reference Number: A/650/5542

Level: 3

Credit: 6

GLH: 39

Unit Summary:

This unit is aimed at those working in a wide range of adult care settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand the application of person-centred practices in care settings
2. Understand the importance of individuals' relationships
3. Be able to apply person-centred approaches
4. Be able to promote individuals' rights to make choices
5. Be able to promote individuals' independence
6. Understand the role of risk assessments in promoting person-centred approaches, choice and independence



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Unit 13 – Study skills for Senior Healthcare Support Workers

Unit reference Number: D/650/5543

Level: 3

Credit: 6

GLH: 20

Unit Summary:

This unit intends to provide the learner with the skills and knowledge required to produce an extended piece of work using investigatory techniques

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker
2. Understand the qualities and abilities required of an independent learner
3. Understand how to use investigatory techniques
4. Understand plagiarism and the consequences of plagiarism
5. Understand how to reference information sources
6. Be able to plan and carry out an extended piece of work
7. Be able to present an extended piece of work
8. Be able to review an extended piece of own work



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Unit 14 – Communicate with individuals about promoting their health and wellbeing

Unit reference Number: F/650/5544

Level: 3

Credit: 3

GLH: 15

Unit Summary:

The unit introduces the concepts of health and wellbeing and the ways of communicating key messages to individuals, in order to support them with choices they could make to improve their health and wellbeing.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand the relationship between health, wellbeing and lifestyle
2. Understand factors influencing health and wellbeing
3. Be able to communicate with individuals and others when promoting health and wellbeing
4. Be able to encourage individuals to address issues relating to their health and wellbeing



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Unit 15 – Maintaining quality standards in the health sector

Unit reference Number: H/650/5545

Level: 2

Credit: 2

GLH: 13

Unit Summary:

To develop an understanding of the importance of maintaining the quality of own work and that of others through monitoring competences to meet quality standards. Learners will learn the importance of prioritising workload, using and maintaining resources and the benefits of working with others. The unit will help the learner understand how legislation, policies and procedures determine quality standards.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand how to provide a quality service within legislation, policies and procedures
2. Understand the importance of working with others to provide a quality service
3. Know how to monitor quality standards
4. Understand the importance of prioritising own workload to reduce risks to quality



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Unit 16 – Service improvement within the health sector

Unit reference Number: J/650/5546

Level: 3

Credit: 3

GLH: 23

Unit Summary:

This unit aims to develop the ability to contribute to service improvement in the health sector. The unit looks at how to identify, discuss and implement service improvements. Learners will consider how to implement change and how to support others in making changes.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Be able to evaluate own work and that of others to identify improvements
2. Understand how to make constructive suggestions about how services can be improved
3. Understand how to discuss and agree improvements with others
4. Understand how to make agreed improvements to own work and how to support others to make changes



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Unit 17 – Provide support to manage pain and discomfort

Unit reference Number: K/650/5547

Level: 3

Credit: 3

GLH: 21

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 understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand approaches to managing pain and discomfort
2. Be able to assist in minimising individuals' pain or discomfort
3. Be able to monitor, record and report on the management of individuals' pain or discomfort



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Unit 18 – Contribute to Monitoring the Health of Individuals Affected by Health Conditions

Unit reference Number: L/650/5548

Level: 2

Credit: 2

GLH: 18

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 observe, monitor, record and report on the health of individuals affected by health conditions.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand monitoring of the health of individuals affected by health conditions
2. Be able to carry out observations of the health of individuals affected by health conditions
3. Be able to record and report on observations
4. Be able to respond to changes in an individual's condition



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Unit 19 – Undertake Physiological Measurements

Unit reference Number: M/650/5549

Level: 3

Credit: 4

GLH: 23

Unit Summary:

This unit is aimed at social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand relevant legislation, policy and good practice for undertaking physiological measurements
2. Understand the physiological states that can be measured
3. Be able to prepare to take physiological measurements
4. Be able to undertake physiological measurements
5. Be able to record and report results of physiological measurements



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Unit 20 – Provide advice and information to enable parents to promote the health and well-being of their newborn babies

Unit reference Number: Y/650/5550

Level: 3

Credit: 3

GLH: 22

Unit Summary:

This unit is about providing advice and information to parents to enable them to promote the health and well-being of their newborn babies, adopting a suitable lifestyle to optimise the health and well-being of the babies, themselves and the whole family.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

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
2. Understand the requirements for the health and wellbeing of newborn babies and their parents/carers
3. Be able to provide advice and information that enables parents/carers to meet the health and wellbeing needs of their newborn babies



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Unit 21 – Care for a newborn baby

Unit reference Number: A/650/5551

Level: 3

Credit: 4

GLH: 32

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 well-being, whilst keeping babies safe and secure.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies
2. Understand how to meet the physical, social, emotional and developmental needs of newborn babies
3. Be able to contribute to the safety of newborn babies within own care
4. Be able to feed, bathe and clothe newborn babies in line with local policy and protocol



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Unit 22 – Support parents or carers to interact with and care for their newborn baby

Unit reference Number: D/650/5552

Level: 3

Credit: 4

GLH: 30

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 Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

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
2. Understand how to support parents or carers to interact and care for their newborn babies
3. Be able to support parents or carers in caring for, interacting with and forming bonds with their newborn babies
4. Be able to support parents or carers in feeding and keeping their babies clean and safe



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Unit 23 – Anatomy and physiology for maternity support worker

Unit reference Number: F/650/5553

Level: 3

Credit: 2

GLH: 20

Unit Summary:

This unit is about 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.

Assessment Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Be able to support parents or carers in feeding and keeping their babies clean and safe
2. Know the anatomy and physiology of the breast
3. Understand physical changes during pregnancy



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Unit 24 – Develop and agree individualised care plans for babies and families

Unit reference Number: H/650/5554

Level: 4

Credit: 5

GLH: 38

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 Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

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
2. Understand how to access and gather relevant information for care planning
3. Understand the factors which impact on care planning needs
4. Be able to develop and agree individualised care plans for babies and families



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Unit 25 – Support individuals with feeding babies

Unit reference Number: J/650/5555

Level: 3

Credit: 4

GLH: 26

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 Guidance:

For guidance, this unit can be assessed using the following method(s):

- Portfolio of evidence

Learning outcomes:

1. Understand current legislation, national guidelines, policies, procedures and good practice guidelines related to feeding babies
2. Know how to feed babies in line with evidence-based practice
3. Be able to communicate with individuals when assisting with feeding babies
4. Be able to support the individual with feeding babies



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