



BABY FRIENDLY IMPLEMENTATION:

A five-day course for infant feeding leads in maternity and health visiting services

Online course participant pack

This course fulfils the training requirements of the UNICEF UK Baby Friendly Initiative and provides appropriate updating for NMC requirements. Please read prior to the course.

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WELCOME

We are pleased to welcome you to the UK Committee for UNICEF (UNICEF UK) Baby Friendly Initiative five-day online course for infant feeding leads in maternity and health visiting services. This course provides healthcare staff and other interested parties with a foundation for supporting optimal care for new mothers, their babies and families, and offers the opportunity to develop a training package. There will be a strong focus on the importance of relationship building, involving parents as true partners in care, and supporting breastmilk use and the transition to breastfeeding.

The course is ideal for leads new in post who are responsible for leading on the implementation of the standards in their service (or supporting the lead to do so), as it will cover all four key training areas in a condensed format.

The course consists of two parts: **Part 1: E-learning and pre-course activities** and **Part 2: Five taught course days over two sets of dates**. Each part builds upon previous content, so it is important for your overall learning experience that you complete all aspects of the training.

We hope you enjoy the course and go away from it with new information and renewed enthusiasm to provide optimal care for babies, their mothers, parents/primary caregivers and families.

COURSE OVERVIEW: PARTS 1 & 2

PART 1 (E-LEARNING & PRE-COURSE ACTIVITIES)

A few weeks before Part 2 of the course (the five taught days), you will be given access to our e-learning platform **Litmos**. The e-learning includes several downloadable documents to enhance your training and you will need to complete all of the modules prior to the first taught day of the course. We anticipate the e-learning will take 2-3 hours to complete, however it does not need to be completed at once. Your e-learning access will expire upon completion of the whole course. See page 10 for more information.

PART 2 (FIVE TAUGHT DAYS)

The five-day courses are delivered remotely via Microsoft Teams over an initial three days, followed by two days and with a gap of two weeks in between. Each day will run from 9:15-15:45 with plenty of comfort breaks scheduled. See timetables on pages 5-9.

There is a **planning activity** involved in Part 2 of the course. There will be time allocated at the end of Day 3 to prepare for this. It is expected that this activity will need to be completed **before** Day 4.

You will receive two workbooks in the post ahead of the course start date.

After the five taught days of the course, we strongly recommend that you complete a **practical element** to consolidate your learning and apply it in practice. Further details will be provided during the course, however this should involve you:

- *Supporting a breastfeeding mother to achieve effective feeding:* Carry out a feeding assessment and use props (e.g. dolls and breast models) or other tools (e.g. leaflets and videos) to either confirm what is going well or to make suggestions which could improve the mother's experience of feeding. You could also support a less experienced member of staff to gain confidence with this.
- *Building upon information gained during the course:* Consider the language you use to help build confidence in staff and mothers, including where you can encourage instinctive behaviours
- *Writing a short reflection on your experience:* This will enable you to take time to identify new approaches to the way you practice.

Due to confidentiality and copyright, we ask that you do not record the taught element of the course.

AIM OF THE COURSE

To provide healthcare staff and other interested parties with a foundation for supporting optimal care for babies, their mothers, parents/primary caregivers and families.

EXPECTED LEARNING OUTCOMES

At the end of the course, participants will be able to:

Days 1 & 2:

1. Outline the role of UNICEF, the Baby Friendly Initiative and the International Code of Marketing of Breastmilk Substitutes and how together they promote child rights and protect breastfeeding.
2. Discuss the broader societal influences which affect mothers' decisions about infant feeding.
3. Explore how birth and hospital practice impact on early mother-baby interaction and breastfeeding initiation.
4. Examine how the natural microbiome is supported through birth and breastfeeding.
5. Consider evidence for the impact of early life nutrition on epigenetic processes.
6. Compare and contrast the key differences between human milk and artificial milk and list their impact on short- and long-term health outcomes.
7. Describe how breastfeeding impacts both the physical and emotional health of mothers and babies.
8. Discuss the importance of love and secure attachment on a baby's brain development and the role that oxytocin plays in this.
9. Define the importance of sensitive, compassionate communication to support positive interactions and empowered decision making with those who are pregnant and new mothers.
10. Explain the anatomy and physiology of lactation and their relevance for supporting effective milk production and responsive mothering.
11. Interpret the instinctive behaviours which take place in the immediate post-birth period and how to support these in practice.
12. Outline the importance of all mothers keeping babies close in the weeks and months after birth.
13. Recognise effective breastfeeding and explore ways to enable mothers to get breastfeeding off to a good start and how to maintain lactation if mother and baby are separated/baby is reluctant to feed.
14. Outline how to identify, prevent and manage care for 'at risk' babies.
15. Discuss how to support responsive and safe feeding for mothers who are bottle feeding.
16. Identify critical times in the postnatal period which could lead mothers to stop breastfeeding and consider strategies to prevent this.
17. Describe how to protect breastfeeding where supplementation, mixed or complementary feeding are required.
18. Identify common breastfeeding challenges and explore how these can be prevented and overcome.
19. Explore common barriers to sustained breastfeeding and identify ways to address these within local communities.
20. List the wider support networks available to support breastfeeding.

EXPECTED LEARNING OUTCOMES (CONTINUED)

Day 3:

1. Have a basic understanding of the theory of learning and different learning styles.
2. Identify key components of an effective training programme for adult learners.
3. Describe a range of teaching and learning methods and resources.
4. Have knowledge of the contents and suggested use of the UNICEF UK Baby Friendly Initiative training pack to be able to begin using it.
5. Plan a short training session using materials from 'Train the Trainer' pack.
6. Be able to describe why evaluation is an important part of developing and delivering a training programme and be able to describe effective ways of evaluating learning and training sessions.
7. Outline the role of Practical Skills Reviews in linking theory to practice and consolidating learning.
8. Be able to describe how reflection and review improve learning and to demonstrate how they may be incorporated into education programmes.

Day 4:

1. Describe the purpose of audit and how it supports implementation of Baby Friendly standards.
2. Explain the link between effective audit and the design and delivery of in-house education and consider how to use mothers' voices to support training.
3. Recognise how audit can be a powerful tool to drive change within organisations and services.
4. Demonstrate how to conduct sensitive and effective interviews of both mothers/parents and staff and carry out observations within areas of the service.
5. Consider how to extract common themes from audit results which can then be used as a basis to plan appropriate actions.
6. Develop an understanding of the broader issues that may impact on audit results which can be included in planning.
7. Describe effective presentation/dissemination of audit result across staff/senior management.

Day 5:

1. Develop an understanding of the vulnerability of infant feeding and parent/infant relationship building within the UK culture.
2. Consider how individuals react to change and explore how sustainable change can be enabled.
3. Develop an understanding of the project lead role and effective management of time/workload.
4. Consider the importance of supportive leadership for implementing and sustaining the standards.
5. Discuss the role of the Guardian and how to engage and involve them to protect the standards.
6. Explore content of management training and how to deliver effective training to managers.
7. Outline the importance of a positive, compassionate culture within the service and what can be done to encourage this.
8. Explore root cause analysis and how this can be used to support monitoring/action planning.
9. Develop an understanding of the assessment process and how to prepare effectively.

TIMETABLE: DAY 1

Time	Session	Outline of content
09.15	Participants join, welcome and IT check	Initial greetings Use of key technology features
	Introductions	How the course will run Brief introductions Creating a positive learning environment Expectations of the course Icebreaker activity
	Why breastfeeding is important	Constituents of breastmilk and their impact on health (Builds on content of e-learning pack)
10.55	Tea break (15 minutes)	
	Breastmilk and the microbiome	Breastmilk and the microbiome—the evidence so far
	Protecting breastfeeding	How to promote and protect breastfeeding and the International Code of Marketing of Breastmilk Substitutes Safer formula feeding
	Setting up the antenatal relationship and compassionate communication	Culture and influences for breastfeeding and parenting in the UK Our role in supporting decision-making Relationship building in pregnancy Compassionate care and sensitive communication Importance of self-awareness
12.40	Lunch (45 minutes)	
	Making milk Becoming mothers	Anatomy and physiology Stages of lactogenesis Mothering hormones
	Meeting baby for the first time	Birth and instinctive post-birth behaviour Importance of skin contact for all babies and mothers Skin contact in longer term
14.30	Tea break (15 minutes)	
	Early weeks and months	Responsive breastfeeding and relationship building How love and nurture shape a baby's brain The importance of role models
15.30-15.45	Wrap up	Q&A, reflection and close

TIMETABLE: DAY 2

Time	Session	Outline of content
09.15	Welcome back	Quick quiz and review
	Supporting confident and effective feeding	What babies do and how mothers help Taught skills vs. instinct: bringing the two together
10.45	Tea break (15 minutes)	
	Bringing it all together	Carrying out a feeding assessment Theory to practice and the “why” activity An example of audit
	Identifying breastfeeding challenges for the baby Longer-term breastfeeding	Babies who are reluctant to feed Recognising and preventing hypoglycaemia Hand expression Setting up supply for a preterm baby Breastfeeding beyond the first year Relactation Breastfeeding in emergencies
12.45	Lunch (45 minutes)	
	Planning care	Supplementation and protecting breastfeeding in the early days, weeks and months Weight issues
14.30	Tea break (15 minutes)	
	Challenges for mothers	Preventing and managing common breastfeeding challenges Activity to look at cause and treatment
15:30-15:45	Wrap up and close	Evaluation

TIMETABLE: DAY 3

Time	Session	Outline of content
09.15	Welcome back	Welcome back IT check Thoughts from yesterday
	Education and learning theory	Bloom's learning theory The learning pyramid
	Understanding the learning process	Different types of learning styles Managing groups
10.45	Tea break (15 minutes)	
	Facilitating learning	Making learning memorable Preparation and presentation
	Being an effective facilitator	Creating memorable training Online training Signposting
12.30	Lunch (45 minutes)	
	Structuring your learning	Teaching and learning activities
	Online learning	Moving learning online Hybrid training strategies
	Reviewing—practice makes perfect	How to support ongoing learning opportunities
	Planning a training programme	Planning a curriculum The Baby Friendly Train the Trainer pack
15.15 - 15.45	Planning exercise and close	Planning exercise Wrap up and close

TIMETABLE: DAY 4

Time	Session	Outline of content
09.15	Welcome back	Welcome back IT check
	Planning a session feedback	Feedback on planning exercise
10.45	Tea break (15 minutes)	
	Evaluating learning and outcomes	Education cycle Assessing learning Why audit Monitoring outcomes
	Staff interviews	Sample staff interview and discussion
12.45	Lunch (45 minutes)	
	Mother interviews	Sample mother interview and discussion
	Scoring and planning	Scoring and using results to action plan
15.30 - 15.45	Wrap up	Wrap up and close

TIMETABLE: DAY 5

Time	Session	Outline of content
09.15	Welcome back	Welcome back IT check Thoughts from yesterday
	Challenges	National and local drivers Vulnerability of breastfeeding in the UK
	The change process	Reactions to and adapting to change Enabling sustainable change
	Leadership	Protecting the role of the infant feeding lead Time management
11.00	Tea break (15 minutes)	
	Leadership	Project management tools The role of the leadership team Building support
	Manager training	The manager's training pack Exploring
12.45	Lunch (45 minutes)	
	Culture	What does a positive culture look like Mechanisms to support a positive culture
	Monitoring and evaluation	Ensuring standards remain on track Tools and resources to support in-depth monitoring The 5 'Whys' in action
	Assessment process	Planning meeting Building a firm foundation—Stage 1 An educated workforce—Stage 2 Parents' experiences—Stage 3 Achieving Sustainability
15.30— 15:45	Wrap up and close	Queries, evaluation and close at 15.45

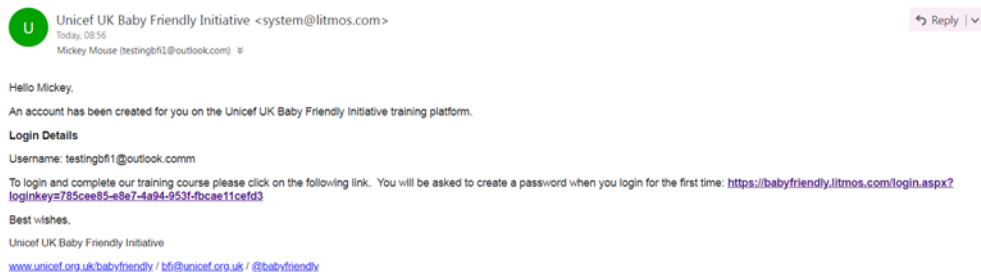
PART 1: PRE-COURSE E-LEARNING

Before the start of the course, you will need to complete the pre-course e-learning. This is accessed via a learning management system called **Litmos** at babyfriendly.litmos.com.

INSTRUCTIONS

1. You will receive an email to register on the system:

E-learning login information - Unicef UK Baby Friendly Initiative



2. Click the link in the email and complete the registration page:



Section 1 – Enter your first and last name

Hello Mickey Mouse

1. Confirm your name
* is required field

Please make sure that we have your first and last names correct.

First Name*

Mickey

Last Name*

Mouse

Section 2 – Create your password

2. Create a password

Next time you login you will use the following username and password

Username: testingbf1@outlook.comm

Password*

Your password must be at least 6 characters long

Confirm password*

Confirm your password by entering it again

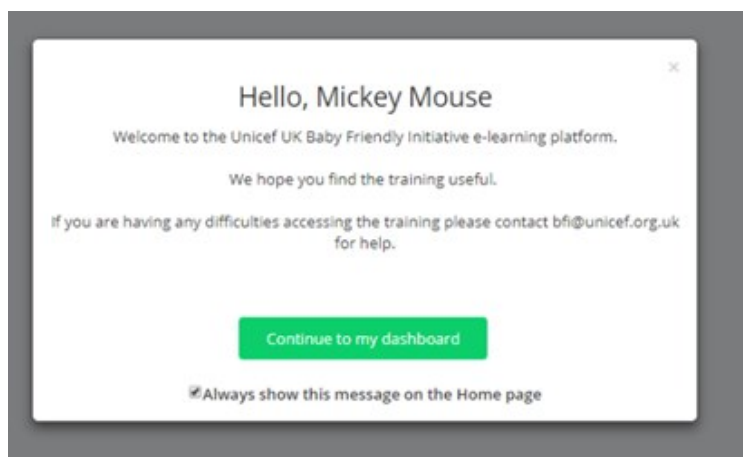
Section 3 – Optional – you can enter any additional information, but this isn't required, so you can skip this section

3. Additional information

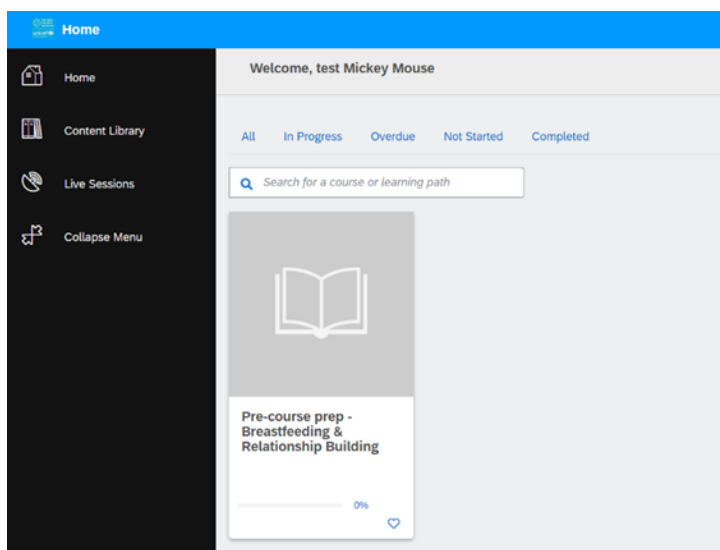
Job title

Note: if you are already registered in Litmos for one of our other e-learning courses, you will only need to repeat this step if using a different email address. Otherwise you should log in with your existing password, and the course will be assigned to your account.

3. Click the green **continue** button. You will be logged in and will see the following welcome message:



4. Click the green **continue to my dashboard** button and you will see the training courses that have been assigned to you. Click on the course title and picture to begin:



The course is made up of short pieces of content called **modules** (either text and images, slides or videos). The course doesn't have to be completed all at once. You can stop working and come back later to resume where you left by visiting babyfriendly.litmos.com to login with your username (your email address) and password. If you have forgotten your password, you can reset it from here.

System requirements for using Litmos

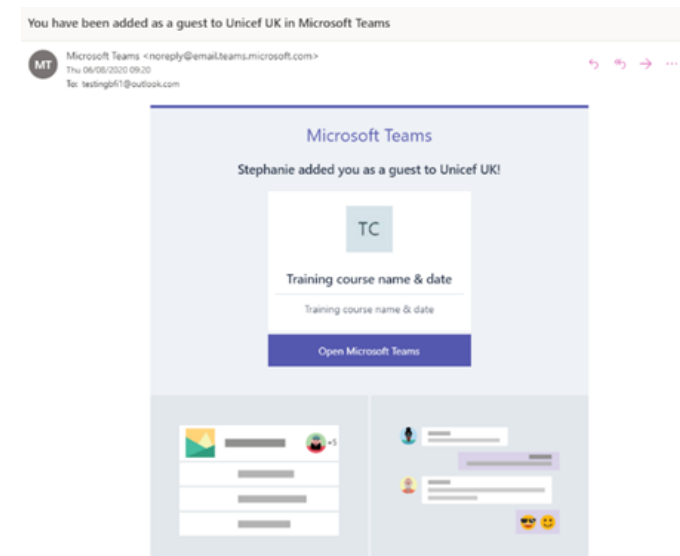
Litmos makes every effort to test and support the most recent versions of all browsers, and recommends using the latest stable versions from: Apple Safari / Google Chrome / Mozilla Firefox / Microsoft Edge.
With JavaScript and Cookies enabled

Internet Explorer is **not** recommended and is no longer supported by Microsoft. We are aware of issues from users accessing Litmos from this browser (e.g., unable to see the course content). Therefore if you are experiencing issues using Internet Explorer, please try a different browser.

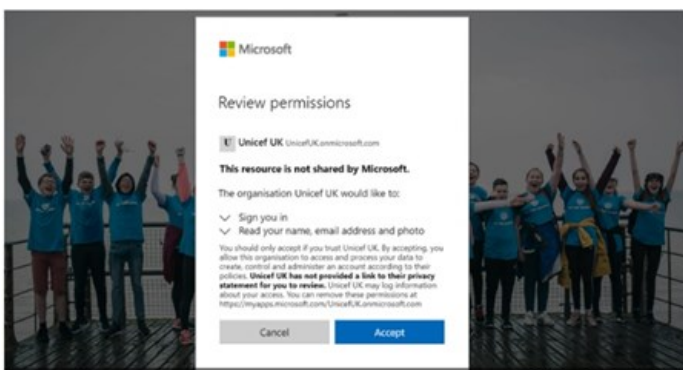
If you have any trouble accessing the course, please contact bfi@unicef.org.uk

PART 2: TAUGHT COURSE VIA MICROSOFT TEAMS

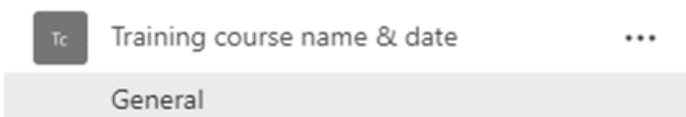
To join the two taught days of the online course, you will need to access Microsoft Teams and have downloaded the **Teams app**. Please let us know the email address that you use to access Teams (either via your workplace or by using a Microsoft account). For information on Teams, please [read this guide](#).



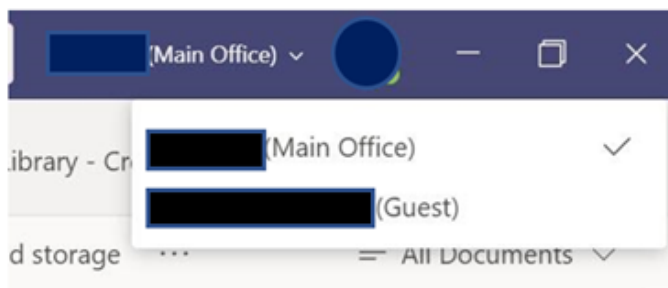
1. We will add you as a guest to a specific **Team** for the training course you are attending. You will receive an email to let you know you have been added to the Team.



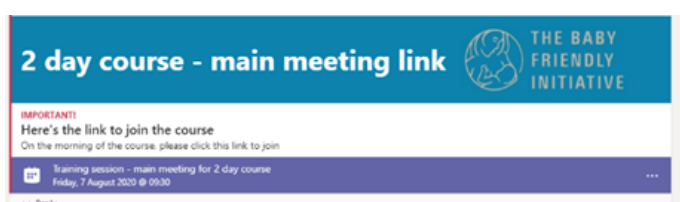
2. You may see a screen asking you to review permissions, click **Accept** to proceed.



3. In your Teams app, you will then have access to the Team for the course. Click the **General** channel to access the meeting link.



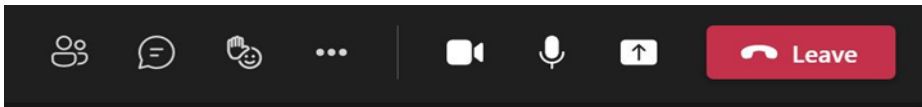
4. If you use Teams for work, you may need to select the **UNICEF UK network** from the drop down by your profile picture to switch between your main account and guest access with UNICEF.



5. We will send an invite for the main meeting link for the course, and the link will also be posted in the **General channel** of the Team. On the day of the course, you can click “join” when the meeting has started from the link on the General channel.

FURTHER GUIDANCE ON MICROSOFT TEAMS

During the meeting, there is a **command bar** which will appear at the top of your screen.



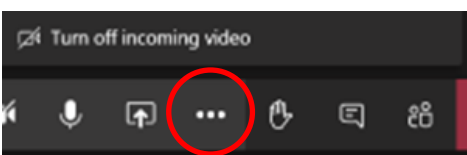
You can change your **video** and **audio** settings by pressing the buttons here:



Camera and audio are on.

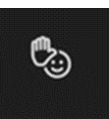


Camera and audio are off. We recommend muting your microphone when you're not speaking to minimise any background noise for others.

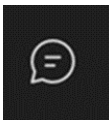


You can access more menu options by clicking the **ellipsis**.

Turn off incoming video will mean you stay connected by audio, but will no longer see anyone else's video feed. Others on the call will still see the video, but this will help if you feel your connection is breaking up, as it may improve call quality.



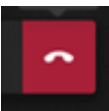
You can **raise (or lower)** your hand to get the tutor's attention or ask a question by clicking this icon. A small yellow hand icon will appear next to your name, and remain until you click the button again to lower it.



Click the **message** icon to show the **conversation pane** that will appear on the far right-hand side. The conversation pane will bring up the chat box which will be used throughout the course.

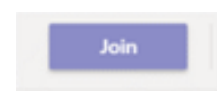


Click the **people** icon to show the **participants pane** that will appear on the far right-hand side.



You can leave the meeting by clicking the red phone icon to **hang up**.

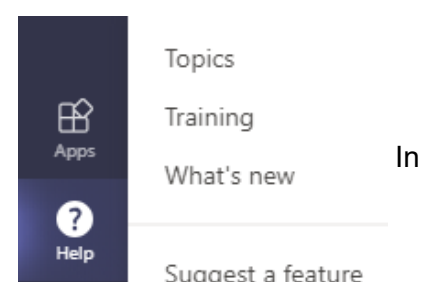
If you accidentally leave a call, you can re-join via the meeting link, or from the meeting chat page where there should be a purple **join** button.



FURTHER HELP

There's a **Help section** in the bottom-left corner of Teams.

Click either **Topics** or **Training** to find out more about how to use Teams. **Training** there's a number of short videos to take you through learning something new, or if you just want a refresher.



TIPS FOR TEAMS

We recommend considering the following aspects for joining the course via video call:

- Test your setup before the course – make sure you have downloaded the Teams app and tested your computer settings and internet connection before the course.
- Find a quiet space to work, if you can, and use headphones to help improve the sound quality.
- Mute your microphone when not speaking to minimise background noise to the group. Remember to unmute if you are asking a question.
- Consider your camera setup – having the light source to the side or in front of you will work best. Please have your camera on at all times during the course, if possible.
- Troubleshooting – if you have connection issues, try closing down anything else on your computer and restarting Teams. You can make a test call and review your devices by clicking your profile picture in the top right, clicking Settings and then Devices.
- We recommend joining from a computer or laptop rather than any other device (e.g., iPad or mobile). Joining on other devices may limit your functionality to take part in the course via chat and breakout rooms and we will be unable to provide specific technical support for this.

Settings

General

Privacy

Notifications

Devices

Permissions

Calls

Plantronics Blackwire 3225 Series

Speaker

Headset Earphone (Plantronics Blackwire 3225 Series)

Microphone

Headset Microphone (Plantronics Blackwire 3225 Series)

Make a test call

Secondary ringer

None

Camera

USB Video Device