



The Baby
Friendly
Initiative

UNITED KINGDOM

unicef



BABY FRIENDLY IMPLEMENTATION:

A five-day course for neonatal infant feeding leads

Participant's 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 neonatal infant feeding leads. 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 mother to express milk:* undertake an assessment of expressing and develop a plan of care to optimise the mother's expressing
- *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. 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 new mothers, their babies and families.

EXPECTED LEARNING OUTCOMES

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

Days 1 & 2:

1. Outline the UNICEF UK Baby Friendly Initiative standards for neonatal units and understand how they promote the importance of improving physical and emotional outcomes for babies through a child rights approach.
2. Demonstrate an understanding of factors which support brain development, including the role of oxytocin, when babies are born too soon.
3. Consider the impact that a premature birth has on the baby, mother, parents/primary caregivers and family and describe ways to promote positive, loving relationship-building within the family unit.
4. Outline the importance of all mothers keeping their babies close in the weeks and months after birth.
5. Explain the importance of embracing developmental care approaches in the care of the preterm infant.
6. Examine how the natural microbiome is supported through birth and breastfeeding.
7. Explain the role that breastfeeding plays in improving health with specific emphasis on the preterm and sick infant.
8. Demonstrate an understanding of the key differences between human milk, donor breastmilk and infant formula and their significance for human health.
9. Describe the anatomy of the breast and the physiology of lactation and their relevance to help you support optimal lactation.
10. Explain the importance of and technique to support early, frequent and effective expression of breastmilk for the initiation and establishment of an adequate milk supply.
11. Demonstrate an understanding of the impact of premature birth on feeding development.
12. Describe the positive impact of skin-to-skin contact/kangaroo care for the preterm infant and caregivers and consider how to support this in your unit.
13. Recognise effective positioning and attachment and teach mothers the skills necessary for them to breastfeed successfully.
14. Identify the potential challenges to breastfeeding faced by mothers and babies in the neonatal unit and describe ways to prevent and address these.
15. Discuss how to support responsive and safe feeding for mothers who are bottle feeding.
16. Demonstrate an understanding of the information and support required to prepare parents/primary caregivers for discharge home, including where to access ongoing support.
17. Demonstrate an understanding of the International Code of Marketing of Breastmilk Substitutes (the Code) and how this to practice in the neonatal unit.
18. Define the importance of sensitive, compassionate communication to support positive interactions and empowered decision making with families on the neonatal unit.
19. Observe and discuss good practice both in the UK and worldwide.
20. Demonstrate an awareness of the changes in provision of care for preterm and sick babies and consider possibilities for the future.

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 crucial 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 can help support implementation of Baby Friendly standards in their area.
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 individual neonatal units.
4. Demonstrate how to conduct sensitive and effective interviews of both mothers/parents/primary caregivers and staff and carry out observations within areas of the unit.
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 in the UK.
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 implementation and sustainability of the Baby Friendly 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.

TAUGHT COURSE DAY 1

Time	Session	Outline of content
09.15	Participants join, welcome and IT check	Initial greetings Use of key technology features
	Introductions	Aims of the course Brief introductions Creating a positive learning environment Expectations Ice breaker activity
	Impact of preterm birth	How an admission to the neonatal unit affects the baby and family Supporting optimal brain development
11.00	Tea break (15 minutes)	
	What makes breastmilk special	Specific health outcomes for preterm babies
	Microbiome	How we support the microbiome in the neonatal unit environment
	How to promote and protect breastfeeding	Conflicts of interest Evidence-based information for formula feeding families
13.00	Lunch (45 minutes)	
	Making milk and mothering	How milk is made and delivered Challenges for mothers on the neonatal unit
	Expressing	How to support initiation of lactation through expressing Maintaining good milk production How to support challenging situations
	Feeding development and kangaroo care	Challenges for the preterm infant Supporting kangaroo care
15.30 - 15.45	Wrap up	Wrap up and close

TAUGHT COURSE DAY 2

Time	Session	Outline of content
09.15	Welcome back and quiz	Welcome back IT check Review of day 1 and a quick quiz
	Effective communication	Right- and left-brain theory Principles of effective communication
	Compassion	What is compassion? How we can support compassionate care and communication
11.00	Tea break (15 minutes)	
	Transitioning to breastfeeding	Getting ready for breastfeeding
	Positioning and attachment	Recognising effective positioning and attachment for breastfeeding
	Supporting the preterm infant and mother	Ways to support the preterm infant to feed effectively How to support mothers effectively
13.00	Lunch (45 minutes)	
	Parents as partners in care	How do we create a culture to empower parents to be partners in care
	Scenarios	Group work to bring all of our learning together
	The future of neonatal care	Drivers for the future What could neonatal care look like
15.30 - 15.45	Wrap up and close	Wrap up and close

TAUGHT COURSE 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 Close

TAUGHT COURSE 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 and close	Wrap up and close

TAUGHT COURSE DAY 5

Time	Session	Outline of content
09.15	Welcome back	Welcome back 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 (continued)	Project management tools The role of the leadership team
	Manager training	Exploring the manager's training pack
12.30	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

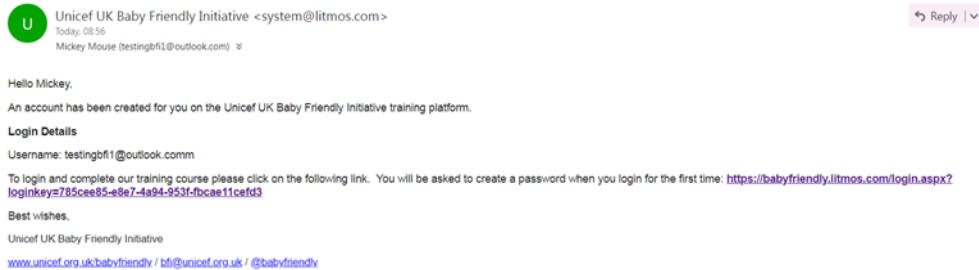
PRE-COURSE E-LEARNING VIA LITMOS (PART 1)

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 <https://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.com

Password*

Your password must be at least 6 characters long

Confirm password*

Confirm your password by entering it again

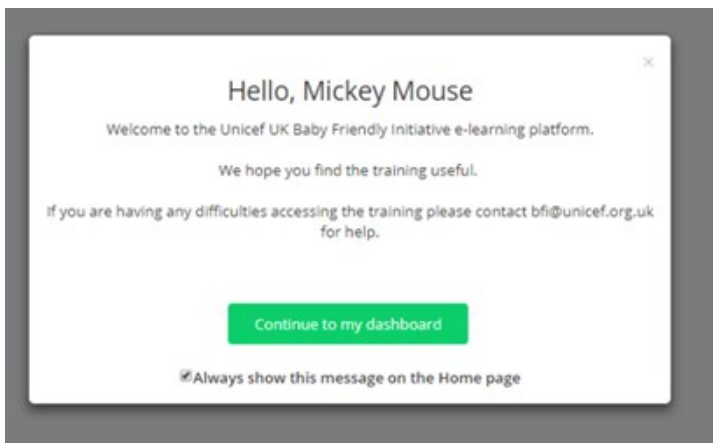
Section 3 – Optional – you can enter any additional information, but this isn't required, so you can skip this section

3. Additional information

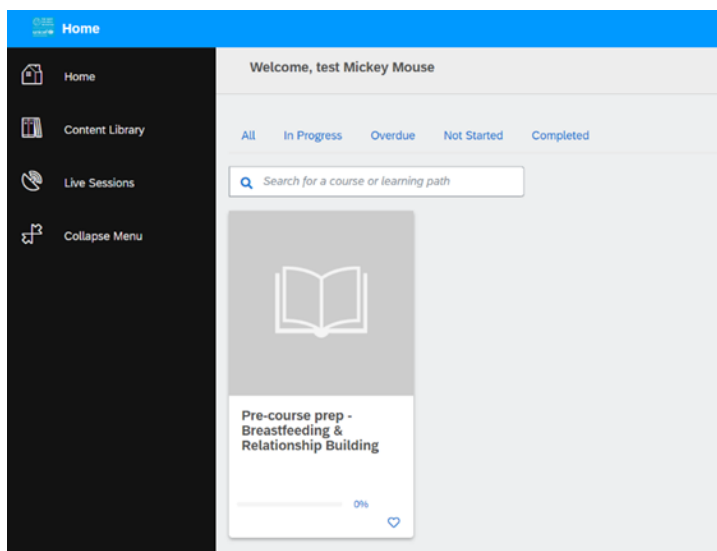
Job title

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'll now be logged in and you'll see the following message:



4. Click the green **continue to my dashboard** button and you'll see the training courses that have been assigned to you. Click on the course title/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. If you log back in later, visit <https://babyfriendly.litmos.com/> to login with your username (email address) and password. If you've 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 the web browsers below:

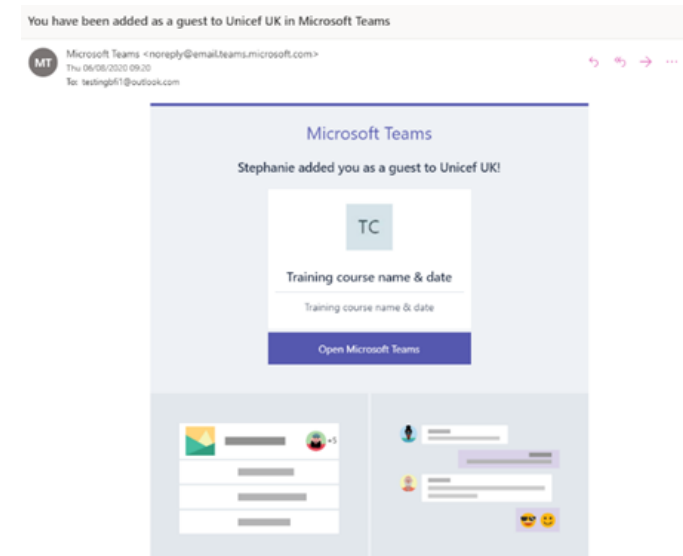
- Apple Safari
- Google Chrome
- Mozilla Firefox
- Microsoft Edge

With JavaScript and Cookies enabled

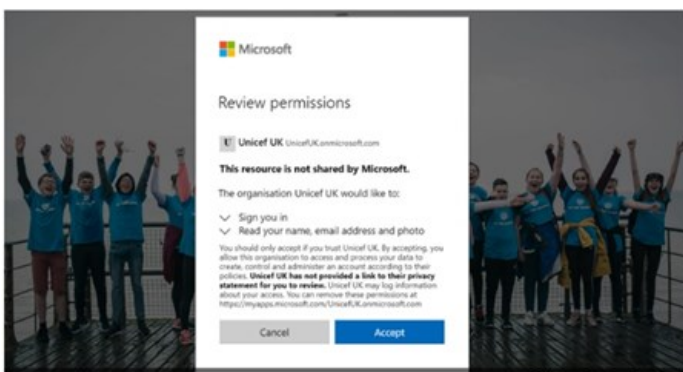
Internet Explorer is **not** recommended and is no longer supported by Microsoft. We are aware of issues from users accessing Litmos from this browser (e.g., unable to see the course content). Therefore if you are experiencing issues using Internet Explorer, please try a different browser. If you have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

TAUGHT COURSE VIA MICROSOFT TEAMS (PART 2)

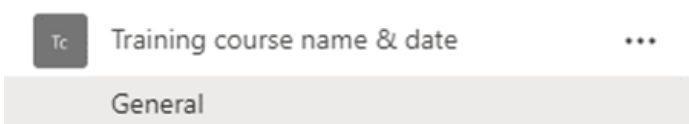
To join the two taught days of the online course (Day 1 and Day 2), you will need to have access to Microsoft Teams and have downloaded the Teams app. Please ensure you let us know the email address that you use to access Teams (either via your workplace or by using a Microsoft account). For more information on Teams, please [read this guide](#).



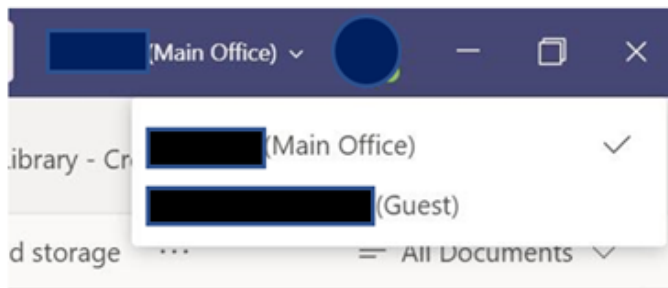
1. We will add you as a guest to a specific **Team** for the training course you are attending – you will receive an email to let you know you’ve been added to the Team.



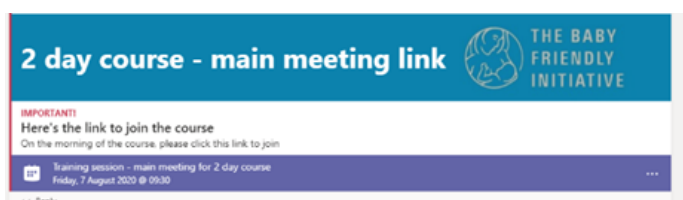
2. You may see a screen asking you to review permissions, click **Accept** to proceed.



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.



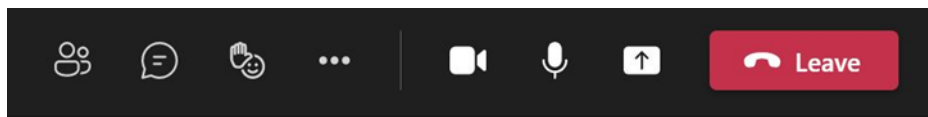
4. If you use Teams for work, you may need to select the **UNICEF UK network** from the drop down by your profile picture to switch between your main account and guest access with UNICEF UK.



5. We will send a calendar invite for the main meeting link for the course, and the link will also be posted in the **General channel** of the Team.

FURTHER GUIDANCE ON MICROSOFT TEAMS

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



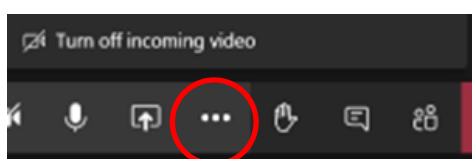
You can change your **video** and **audio** settings by pressing the buttons here:



Camera and audio are on.

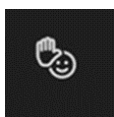


Camera and audio are off. We recommend muting your microphone when you're not speaking to minimise any background noise for others.

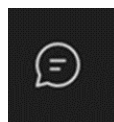


You can access more menu options by clicking the **ellipsis**.

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.

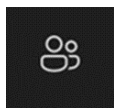


You can **raise (or lower)** your hand to get the tutor's attention or ask a question by clicking this icon. A small yellow hand icon will appear next to your name, and remain until you click the button again to lower it.

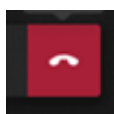


Click the **message** icon to show the **conversation pane** that will appear on the far right-hand side. The conversation pane will bring up the chat box which will be used throughout the course.

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**.

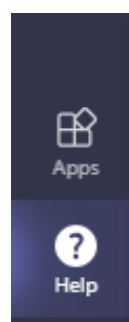
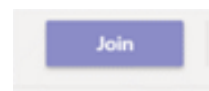


If you accidentally leave a call, you can re-join via the meeting link, or from the meeting chat page where there should be a purple **join** button.

IF YOU ARE NEW TO TEAMS AND NEED 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. In **Training** there's a number of short videos to take you through learning something new, or if you just want a refresher.



Topics

Training

What's new

Suggest a feature

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 from, 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.

