



Handbook

BMPC2 – VTCT (Skillsfirst) Level 2 Certificate for the
hands-on Baby Massage Practitioner (RQF)

603/4679/6

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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Contents

About Skillsfirst	2
Contents	3
1 Qualification at a glance.....	4
2 Qualification information.....	5
2.1 Qualification aim and design	5
2.2 Progression opportunities.....	5
3 Qualification structure	6
4 Centre requirements.....	7
4.1 Resources	7
4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments	7
4.3 Occupational competence	7
4.4 Occupational knowledge	7
4.5 Qualification requirements of those involved in assessment and internal quality assurance	7
4.6 Expert witnesses	8
4.6.1 Overview	8
4.6.2 Requirements for expert witnesses	8
4.7 Continuous professional development (CPD).....	8
4.8 Total Qualification Time (TQT).....	8
5 Assessment	9
5.1 Summary of assessment methods	9
5.2 Suggested delivery strategy	9
5.3 Characteristics of assessment guidance	9
5.4 Types of evidence	9
5.5 Professional discussion	10
5.6 Simulation and witness testimony	10
5.6.1 Simulation	10
5.6.2 Witness testimony	10
5.7 Recognition of prior learning (RPL).....	10
6 Units	11

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Certificate for the hands-on Baby Massage Practitioner (RQF)
Qualification number	603/4679/6
Product code	BMPC2
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Total Qualification Time (TQT)	132
Guided Learning (GL) hours	102
Assessment	<p>To be awarded this qualification, learners must successfully achieve the following assessments:</p> <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	If videos or photographs of babies are used as the medium to present evidence to meet the qualification requirements, the centre/sub-centre and the learner have responsibilities in terms of meeting child protection legislation.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been designed to allow learners to gain the knowledge and understanding required to become a baby massage practitioner for babies in their professional care or on their own babies. This would enable them to build self-confidence and to develop skills to provide a safe and approved massage sequence on babies in their care to promote bonding, attachment and the physical benefits of baby massage. Baby massage is widely supported by medical practitioners across the world.

The range of units contained in this qualification allow the learner to learn, develop and practice baby massage skills on babies in their care in a safe and consistent manner. The knowledge and skills developed by this qualification will prove invaluable toward the learner's own personal and career development.

2.2 Progression opportunities

This qualification provides progression to the following Skillsfirst qualifications:

- VTCT (Skillsfirst) Level 2 Certificate for the hands-on Baby Massage Instructor (RQF)
- VTCT (Skillsfirst) Level 2 Certificate for the hands-on Baby Yoga Practitioner and Instructor (RQF)
- VTCT (Skillsfirst) Level 2 Certificate in Setting-up and Promoting a Baby Well-being Business (RQF)

and other related qualifications within child/adult care.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate for the hands-on Baby Massage Practitioner (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **132**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
BMP1	Principles of baby massage	2	24	J/617/6139
BMP2	Recognising the role of communication during baby massage	2	27	A/617/6140
BMP3	Hands-on baby massage	2	51	F/617/6141

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Assessors and those responsible for internal quality assurance are appointed by the recognised centre and approved by Skillsfirst through the external verifier.

4.3 Occupational competence

To be occupationally competent, an assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at the unit level which might mean different assessors across a whole qualification. Being occupationally competent means that the assessor is also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

4.4 Occupational knowledge

To be occupationally knowledgeable, each assessor should possess knowledge and understanding relevant to the qualifications and/or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.5 Qualification requirements of those involved in assessment and internal quality assurance

While the Assessor/Verifier (A/V) and the Assessor/Internal Quality Assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification. It is strongly recommended, however, that staff must be able to show occupational competence, through mapping their competences and knowledge against the relevant NOS and the assessor and verifier requirements.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or moderator/IV, but must never internally verify their own assessments

4.6 Expert witnesses

4.6.1 Overview

Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Skillsfirst's requirements for the assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

4.6.2 Requirements for expert witnesses

An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

4.7 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and those responsible for internal quality assurance plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IQAs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to these requirements.

4.8 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit, which may be supplied via:

- Observation of workplace activities
- Expert witness testimony
- Professional discussion and questions
- Learner reports/reflective accounts and inspection of products using evidence appropriate to the learner's job role

Learners must be registered with Skillsfirst before formal assessment commences.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the modules within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the module.

Delivery of the programme could be either classroom-based or e-learning, or a blended approach.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the modules. The assessor will need to be assured that the learner can meet all the learning outcomes of a module and pass all the assessment criteria of a module.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation of practice
- witness statement
- product
- workbook/e-assessment

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions, but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible. All modules within this qualification can be solely achieved by simulation.

5.6.2 Witness testimony

Skillsfirst recognises the use of occupationally competent witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on a learner's performance. Witness testimonies can also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Units

Unit Handbook

BMP1 – Principles of baby massage

Unit reference number: J/617/6139

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to enable learners to develop the skills and understanding of the elements and benefits of baby massage, the principles of bonding and attachment as well as understanding the concerns of new parents with regard to baby massage.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the elements and benefits of baby massage

LO2 Understand bonding and attachment

LO3 Understand the concerns of new parents

Version 1.0

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Assessment guidance

Elements of baby massage include:

- touch
- sight
- sound
- smell

Benefits of baby massage include:

- interaction
- simulation
- relief
- relaxation

Common concerns include:

- crying
- sleeping
- teething
- colic

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the elements and benefits of baby massage	1.1 Describe the history and evolution of baby massage
	1.2 Explain the elements of baby massage
	1.3 Explain the benefits of baby massage

Learning Outcome	Assessment Criteria
LO2 Understand bonding and attachment	2.1 Describe the differences between bonding and attachment
	2.2 Explain the importance of the attachment bond for infant and primary caregiver/parent

Learning Outcome	Assessment Criteria
LO3 Understand the concerns of new parents	3.1 Identify the common concerns a new parent may have and explain their impact on parenting
	3.2 Explain how babies communicate through: <ul style="list-style-type: none"> • reflexes • behavioural states • cues

BMP1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

BMP2 – Recognising the role of communication during baby massage

Unit reference number: A/617/6140

Level: 2

Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to enable learners to develop the skills and understanding of the reflexes, cues and behavioural states of babies, the effect and benefits of massage on the practitioner and the role of communication strategies during baby massage.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know about the reflexes, cues and behavioural states of babies

LO2 Understand the effect and benefits of massage on the practitioner

LO3 Understand the role of communication strategies during baby massage

Version 1.0

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Assessment guidance

Reflexes include:

- new-born
- rooting
- suckling
- moro
- palmar and plantar grasps
- stepping/walking
- placing
- truncal incurvation

Behavioural states include:

- sleep
- awake

Communication techniques and methods include:

- correct tone of voice
- incorporating speech and language during the massage
- body language

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about the reflexes, cues and behavioural states of babies	1.1 Describe the differences between reflexes , cues and behavioural states
	1.2 Explain the importance of recognising the difference between engagement and disengagement cues
	1.3 Describe the range of engagement and disengagement cues that could be demonstrated by a baby
	1.4 Describe how to recognise and deal with a range of reflex responses
	1.5 Explain the role of behavioural states in baby massage

Learning Outcome	Assessment Criteria
LO2 Understand the effect and benefits of massage on the practitioner	2.1 Explain the role of the practitioner in providing a massage
	2.2 Describe the effect of massage on the practitioner
	2.3 Describe the benefits of massage for the practitioner

Learning Outcome	Assessment Criteria
LO3 Understand the role of communication strategies during baby massage	3.1 Explain the importance of communication techniques and methods in baby massage
	3.2 Describe how to communicate with the baby throughout the massage
	3.3 Explain how to use verbal and non-verbal communication techniques
	3.4 Describe how to use the techniques to enhance bonding and the massage experience
	3.5 Describe the types of baby responses to different communication techniques

BMP2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

BMP3 – Hands-on baby massage

Unit reference number: F/617/6141

Level: 2

Guided Learning (GL) hours: 51

Unit aim

The aim of this unit is to enable learners to develop the skills and understanding of being able to prepare and then carry out a baby massage, whilst knowing the cautions of massage and approved strokes.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the cautions of massage and approved strokes

LO2 Prepare to carry out a baby massage

LO3 Carry out a baby massage

Version1.0

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Assessment guidance

Body parts include:

- legs
- feet
- stomach
- chest
- arms
- hands
- face
- back

The sequence for a massage is:

- legs
- tummy
- chest, arms and hands
- head and face
- back

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the cautions of massage and approved strokes	1.1 Describe the cautions of each individual body part
	1.2 Apply these cautions to the approved strokes
	1.3 Adapt the massage to reflect cautions and individual responses

Learning Outcome	Assessment Criteria
LO2 Be able to prepare to carry out a baby massage	2.1 Ensure that the massage environment is safe and conducive to carrying out a baby massage
	2.2 Identify the oil or lotion to be used to meet the needs of the baby
	2.3 Ensure that personal preparation will minimise harm or distress to the baby during a massage
	2.4 Demonstrate techniques to prepare the baby for a massage

Learning Outcome	Assessment Criteria
LO3 Be able to carry out a baby massage	3.1 Describe the importance of stroking during the massage
	3.2 Describe the sequence to use to carry out a baby massage
	3.3 Confirm that the baby is willing to undertake a massage
	3.4 Carry out a massage using approved techniques and sequencing that will prove beneficial to the baby
	3.5 Use a sequence of techniques to alleviate: <ul style="list-style-type: none"> • teething • wind • colic

BMP3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

BMPC2 Document History

Version	Issue Date	Changes	Role
v2	31/01/2023	Formatting and re-branding. No content amendment.	Qualifications Administrator