



Higher National Unit specification

General information

Unit title: Instructing on Infant Massage (SCQF level 8)

Unit code: HL93 35

Superclass: PC

Publication date: September 2017

Source: Scottish Qualifications Authority

Version: 2

Unit purpose

This unit has been designed to give learners the underpinning knowledge and skills necessary to instruct parents/legal guardians on how to perform appropriate massage on their infant (up to one year of age), taking into consideration the infant's general health, developmental stage and demeanour.

The unit would be beneficial for learners who wish to work or are working in the area of complementary therapies.

Outcomes

- 1 Explain the unique anatomy and physiology, growth, development and communication modes of the infant in relation to receiving massage.
- 2 Consult with the parent/legal guardian to develop and plan massage treatment of the infant.
- 3 Perform instruction and evaluate massage of an infant.

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Recommended entry to the unit

It is strongly recommended that learners possess an anatomy and physiology unit SCQF level 7 minimum, a recognised massage therapy qualification, eg *Body Massage*. A *Communication* unit at SCQF level 6 or equivalent and a First Aid Certificate and knowledge of current legislation regarding the Rights of the Child.

Higher National Unit Specification: General information (cont)

Unit title: Instructing on Infant Massage (SCQF level 8)

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills:

Complete Core Skill	Problem Solving at SCQF level 5 Working with Others at SCQF level 4
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Core Skill component	None
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There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this unit specification.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

Unit title: Instructing on Infant Massage (SCQF level 8)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the unique anatomy and physiology, growth, development and communication modes of the infant in relation to receiving massage

Knowledge and/or skills

- ◆ Anatomy and physiology of the infant
- ◆ Fine and gross motor development
- ◆ Social and emotional development
- ◆ Language development
- ◆ Cognitive development
- ◆ Infant communication
- ◆ Benefits of infant massage

Outcome 2

Consult with the parent/legal guardian to develop and plan massage treatment of the infant

Knowledge and/or skills

- ◆ Role and qualities of the instructor
- ◆ Code of ethics and legislation for infant massage instruction
- ◆ Communication skills/consultation techniques/confidentiality
- ◆ Contra-indications, special care situations and referrals
- ◆ Common ailments
- ◆ Preparation of environment/equipment/clients*

Outcome 3

Perform instruction and evaluate massage of an infant

Knowledge and/or skills

- ◆ Massage techniques
- ◆ Aftercare
- ◆ Treatment evaluation and parent/legal guardian feedback
- ◆ Evaluate infant response

*Client refers to both the parent/legal guardian and the infant.

Higher National Unit specification: Statement of standards

Unit title: Instructing on Infant Massage (SCQF level 8)

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

Complete an assignment in open-book conditions which clearly:

- ◆ explains the differences between adult and infant systems of the body and the resulting precautions that should be ensured when massaging an infant.
- ◆ describes the growth and development of the infant and how massage can be used/adapted to accommodate the changes.
- ◆ describes the ways in which infants communicate their needs and how massage can be used/adapted to respond to those needs.
- ◆ describes the physiological, psychological and physical benefits of massage for the infant.
- ◆ describes the benefits of infant massage for the parent/legal guardian.
- ◆ describes special needs conditions, the precautions that should be taken, the benefits of and the adaptations that may be necessary when massaging the infant: premature babies, autism, cerebral palsy, cystic fibrosis, Down's syndrome, muscular dystrophy, sensory impairments and spina bifida, the precautions that should be taken and the benefits.

The assignment should be supported by diagrams and tables where applicable.

Outcome 2

Answer structured questions in closed-book conditions. The questions set must enable learner to demonstrate their knowledge and cover the:

- ◆ role and qualities of the instructor in infant massage.
- ◆ code of ethics and legislation for infant massage instructors.
- ◆ communication skills necessary to carry out a consultation with the parent/legal guardian before instructing techniques.
- ◆ reasons for contra-indications, special care and medical referral prior to infant massage.
- ◆ caution sites that parent/legal guardians should avoid when massaging the infant.
- ◆ ideal environment and resources required for infant massage.
- ◆ advantages and disadvantages of using different massage mediums on infants and of different massage supports for the infant and positions for the parent/legal guardian in giving infant massage.
- ◆ hygiene and safety precautions for infant massage.
- ◆ benefits of massage relating to common ailments.

Higher National Unit specification: Statement of standards (cont)

Unit title: Instructing on Infant Massage (SCQF level 8)

Outcome 3

Demonstrate by observed practical performance on a minimum of three real or simulated instruction sessions. One instruction session must be a one-to-one; one must be a small group consisting of between three and six.

A fully-jointed mannequin should be used during instruction sessions for demonstration purposes to instruct parent(s)/legal guardian(s) who will carry out the massage on their infant.

Each instruction session must address massage for a different age of infant. Oral questions should be used to confirm knowledge of instructing massage for age groups not instructed.

Demonstrations of massage should not take longer than 15 minutes which should include the parent/legal guardian mirroring the demonstrating.

Learners must:

- ◆ advise adaptations to contra-indications and/or special care/referral/common ailments accordingly.
- ◆ check the treatment area complies in terms of health and safety and hygiene and participants observe good safety and hygiene requirements.
- ◆ demonstrate (using an appropriate mannequin) massage techniques suitable for the age of the infant: 0–3 months, 3–6 months, 6–9 months, 9–12 months.
- ◆ use resources to aid the instruction to parents/legal guardians.
- ◆ ensure that clients* are positioned correctly throughout the session and suggest alternatives if necessary.
- ◆ give aftercare advice: hygiene and safety, fluid intake, response of infant to massage, frequency of massage.
- ◆ record the effectiveness of the session from parent/legal guardian and the instructor.

An assessor observation checklist must be used to provide evidence of performance supported by accurate consultation log and treatment plan completed by the learner, which includes a record of the effectiveness of each session.

*Client refers to both the parent/legal guardian and the infant.



Higher National Unit Support Notes

Unit title: Instructing on Infant Massage (SCQF level 8)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

This unit has been designed to prepare learners by giving them the underpinning knowledge to instruct parents/legal guardians to perform appropriate massage taking into consideration the general health, developmental stage and demeanour of the infant. The unit would be appropriate for learners in the area of complementary therapies, enabling them to offer another service if working in a multidisciplinary practice, or if working on a self-employed basis.

It is strongly recommended that learners only undertake this unit after having achieved:

- ◆ *Anatomy and Physiology* (SCQF level 7)
- ◆ *Body Massage* (SCQF level 6)
- ◆ *Communication D01B 12* (or equivalent)
- ◆ A First Aid Certificate
- ◆ Learners should also be in receipt of the equivalent of 'Disclosure Scotland' vetting process

Key areas of knowledge will be:

- ◆ the difference in the underdeveloped anatomical structures of the infant and the implications this has for massage.
- ◆ the physical, social and emotional development of the infant and how this is constantly changing.
- ◆ differences in movement, interaction and communication between birth and specific landmarks, such as 3, 6, 9 and 12 months, appreciating that these are also variable from infant to infant.
- ◆ an understanding of infant states, eg deep sleep, light sleep, drowsy state, quiet alert state, active alert state and when and how massage should be performed in each of these states.
- ◆ how to identify the cries of an infant by their characteristics — hunger, anger, tiredness, pain/discomfort, boredom and advise on massage in these circumstances.
- ◆ how to recognise and interpret the infant's verbal and non-verbal cues that indicate readiness/willingness for massage and when massage should not be performed.

Higher National Unit Support Notes (cont)

Unit title: Instructing on Infant Massage (SCQF level 8)

- ◆ physiological benefits, ie associated with the biochemical reactions within the body that are not physically seen but improve as a result of massage.
- ◆ psychological benefits, ie cognitive benefits such as relaxation, reduction in tension, reassurance, bonding, increasing vocalisation.
- ◆ physical benefits i.e. increase in joint mobility, flexibility.
- ◆ an awareness of different conditions that may affect an infant and what measures in terms of massage should be taken — benefits, precautions, adaptations.
- ◆ benefits for parents/legal guardians, eg increases bonding/attachment, physical and emotional support, supports relaxation, increases ability to read infant cues, interpret needs and desires, develops parental/guardian confidence in child rearing, fosters feelings of trust, enjoyment and security, provides a focused time of attention for parent/infant to enjoy, provides a positive tool for parents to help nurture infant's physical and emotional development.
- ◆ role and qualities of the instructor.
- ◆ code of ethics and legislation for infant massage instruction.
- ◆ communication skills.
- ◆ consultation techniques.
- ◆ importance of confidentiality.
- ◆ consultation and treatment planning.
- ◆ importance of and obtaining parent/legal guardian consent.
- ◆ contra-indications — infectious diseases, contagious skin disorders, recent fractures, sprains and swellings, recent haemorrhage, jaundice, meningitis, childhood leukaemia, osteoporosis, recent surgery, congenital heart conditions, congenital dislocation of the hip, spastic conditions, dysfunction of the nervous system, epilepsy, asthma.
- ◆ special care conditions — recent immunisation, skin disorders, inflammatory skin conditions, skin allergies, cuts and bruises, unhealed naval.
- ◆ caution sites — front of neck and throat, orbital, back of neck, spinous processes, axilla, brachial region of upper arm, cubital region, back of elbow kidney area, umbilical area, femoral triangle, popliteal fossa, inguinal area.
- ◆ common ailments.
- ◆ organisational and industry standards of personal preparation.
- ◆ treatment environment preparation.
- ◆ massage mediums — mineral oil, cold pressed vegetable oils, eg almond, coconut, calendula, jojoba, olive, sunflower, massage gels, creams, lotions.
- ◆ massage techniques, benefits, correct application — effleurage, petrissage, light frictions, gentle stretching and passive joint movement.
- ◆ client (refers to both the parent/legal guardian and the infant) comfort and safety.
- ◆ aftercare advice.
- ◆ methods used to evaluate the treatment as well as infant response.
- ◆ relevant current health and safety legislation.

Higher National Unit Support Notes (cont)

Unit title: Instructing on Infant Massage (SCQF level 8)

Guidance on approaches to delivery of this unit

It is recommended that an induction to the unit be given enabling the learner to understand fully what is required and the approaches which will be adopted.

It is important that learners be aware that they may be in a position of providing services/ advising parents/legal guardians of those infants with special needs. It is therefore important that they are conversant with the different conditions that may affect an infant and what measures in terms of massage should be taken. They should be aware of precautions as well as benefits and/or adaptations.

In teaching the above, general 'Child Development' texts may be useful as are many of the books on baby massage. There are various internet sites that also provide adequate information.

Time should be spent exploring the role of the instructor and the qualities of the instructor. Role of instructor: to guide parent/legal guardian through massage procedures and to empower them to continue massaging their infant on a regular basis.

Qualities of the instructor: calm, relaxed, patient, friendly, positive, approachable, active listening, appropriate response to verbal and non-verbal cues, supportive, non-judgemental, clear instruction (pace, pitch, intonation, volume), flexible (able to adapt to needs of parent/infant), facilitator, good preparation and time management skills.

It is expected that the learner will require significant input and practise in the role of 'instructor' for both one-to-one and small group sessions. There should be plenty of discussion and examples of good and poor practice as well as 'what if' situations.

It is essential that learners are given sufficient time to practise both one-to-one and small group instruction sessions. These practice sessions can be carried out within the peer group aided by peer review and discussion. A fully-jointed mannequin should be used during instruction sessions for demonstration purposes.

Learners should be made aware that infants will be able to detect tension in their parent/legal guardian, therefore encouraging the parent to relax before the massage session is important. They may be required to give advice on how this can be done through for example breathing exercises, progressive relaxation, simple stretching.

Learners should be encouraged to consider the advantages and disadvantages of carrying out massage on a bed, floor, lap, plinth both in terms of comfort and safety of both parent/legal guardian and infant.

Higher National Unit Support Notes (cont)

Unit title: Instructing on Infant Massage (SCQF level 8)

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The evidence requirements are fully expressed in the mandatory section of this unit specification.

Outcome 1

An assignment completed in open-book conditions.

Outcome 2

Structured questions carried out in closed-book conditions.

Outcome 3

Demonstrate by observed practical performance on a minimum of three real or simulated instruction sessions. One instruction session must be a one-to-one; one must be a small group consisting of between three and six.

A fully-jointed mannequin should be used during instruction sessions for demonstration purposes to instruct parent(s)/guardian(s) who will carry out the massage on their infant.

Each instruction session must address massage for a different age of infant. Oral questions should be used to confirm knowledge of instructing massage for age groups not instructed.

Demonstrations of massage should not take longer than 15 minutes which should include the parent/legal guardian mirroring the demonstrating. An assessor observation checklist must be used to provide evidence of performance supported by accurate consultation log and treatment plan completed by the learner, which includes a record of the effectiveness of each session.

There are good opportunities for formative assessment within this outcome, including self and peer assessment.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

Unit title: Instructing on Infant Massage (SCQF level 8)

Opportunities for developing Core and other essential skills

This Unit has the Core Skills of Problem Solving and Working with Others embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 5, and Working with Others at SCQF level 4.

Communication skills are not formally assessed however learners will be expected to present oral and written communication to an acceptable professional standard.

Oral communication skills will be developed in practical work when interaction must be professional, sensitive and empathic while communicating appropriate information to parent/legal guardian, explaining and reassuring during treatment sessions and when giving advice.

History of changes to unit

Version	Description of change	Date
2	Core Skills of Problem Solving and Working with Others embedded	19/09/17

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General information for Learners

Unit title: Instructing on Infant Massage (SCQF level 8)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit has been designed to give you the underpinning knowledge and skills necessary to instruct parents or legal guardians on how to perform appropriate massage on their baby (up to one year of age), taking into account the general health, developmental stage and demeanour of the baby.

Outcome 1 covers the theoretical components of the differences between adult and baby anatomy and physiology, the stages of growth and development and the benefits of baby massage for both the baby and the parents/legal guardians.

Outcome 2 builds on your knowledge and skills achieved in *Body Massage*, and looks at how and why they are, or need to be, adapted for performing massage on babies. It also introduces you to the knowledge and skills required to 'instruct' a parent/legal guardian to perform baby massage.

Outcome 3 is the largest outcome which requires you to assimilate your knowledge and skills from Outcomes 1 and 2. It allows you to instruct parents/legal guardians to perform massage on their baby.

Throughout this course, **you will not massage a real live baby** unless you have one yourself, because an important aspect of baby massage is the bonding and attachment that is created between the baby and its parents/legal guardians. Instead you will perform and instruct baby massage using a fully-jointed mannequin. This is exactly the way that you would work in industry if your role was to instruct parents/legal guardians to perform baby massage.

Your assessment of this unit will consist of three parts. You must achieve the criteria in all three parts to be successfully awarded this unit:

Outcome 1

An assignment completed in open-book conditions.

Outcome 2

Structured questions carried out in closed-book conditions.

Outcome 3

Demonstrate by observed practical performance on a minimum of three real or simulated instruction sessions. One instruction session must be a one-to-one; one must be a small group consisting of between three and six.

General information for Learners (cont)

Unit title: Instructing on Infant Massage (SCQF level 8)

Key areas of knowledge will be:

- ◆ the difference in the underdeveloped anatomical structures of the infant and the implications this has for massage.
- ◆ the physical, social and emotional development of the infant and how this is constantly changing.
- ◆ differences in movement, interaction and communication between birth and specific landmarks, such as 3, 6, 9 and 12 months, appreciating that these are also variable from infant to infant.
- ◆ an understanding of infant states, eg deep sleep, light sleep, drowsy state, quiet alert state, active alert state and when and how massage should be performed in each of these states.
- ◆ how to identify the cries of an infant by their characteristics — hunger, anger, tiredness, pain/discomfort, boredom and advise on massage in these circumstances
- ◆ how to recognise and interpret the infant's verbal and non-verbal cues that indicate readiness/willingness for massage and when massage should not be performed
- ◆ physiological benefits, ie associated with the biochemical reactions within the body that are not physically seen but improve as a result of massage
- ◆ psychological benefits, ie cognitive benefits such as relaxation, reduction in tension, reassurance, bonding, increasing vocalisation
- ◆ physical benefits, ie increase in joint mobility, flexibility
- ◆ an awareness of different conditions that may affect an infant and what measures in terms of massage should be taken — benefits, precautions, adaptations
- ◆ benefits for parents/legal guardians, eg increases bonding/attachment, physical and emotional support, supports relaxation, increases ability to read infant cues, interpret needs and desires, develops parental/guardian confidence in child rearing, fosters feelings of trust, enjoyment and security, provides a focused time of attention for parent/infant to enjoy, provides a positive tool for parents to help nurture infant's physical and emotional development.
- ◆ role and qualities of the instructor.
- ◆ code of ethics and legislation for infant massage instruction.
- ◆ communication skills.
- ◆ consultation techniques.
- ◆ importance of confidentiality.
- ◆ consultation and treatment planning.
- ◆ importance of and obtaining parent/legal guardian consent.
- ◆ contra-indications — infectious diseases, contagious skin disorders, recent fractures, sprains and swellings, recent haemorrhage, jaundice, meningitis, childhood leukaemia, osteoporosis, recent surgery, congenital heart conditions, congenital dislocation of the hip, spastic conditions, dysfunction of the nervous system, epilepsy, asthma.
- ◆ special care conditions — recent immunisation, skin disorders, inflammatory skin conditions, skin allergies, cuts and bruises, unhealed naval.
- ◆ Caution sites — front of neck and throat, orbital, back of neck, spinous processes, axilla, brachial region of upper arm, cubital region, back of elbow kidney area, umbilical area, femoral triangle, popliteal fossa, inguinal area.
- ◆ common ailments.
- ◆ organisational and industry standards of personal preparation.

General information for Learners (cont)

Unit title: Instructing on Infant Massage (SCQF level 8)

- ◆ treatment environment preparation.
- ◆ massage mediums — mineral oil, cold pressed vegetable oils, eg almond, coconut, calendula, jojoba, olive, sunflower, massage gels, creams, lotions.
- ◆ massage techniques, benefits, correct application — effleurage, petrissage, light frictions, gentle stretching and passive joint movement.
- ◆ client (refers to both the parent/legal guardian and the infant) comfort and safety.
- ◆ aftercare advice.
- ◆ methods used to evaluate the treatment as well as infant response.
- ◆ relevant current health and safety legislation.

This Unit has the Core Skills of Problem Solving and Working with Others embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 5, and Working with Others at SCQF level 4.

Communication skills are not formally assessed however you will be expected to present oral and written communication to an acceptable professional standard.

Oral communication skills will be developed in practical work when interaction must be professional, sensitive and empathic while communicating appropriate information to parent/legal guardian, explaining and reassuring during treatment sessions and when giving advice.