

# Unit 10: Provide Body Massage

<b>Unit code:</b>	<b>D/601/3559</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>9</b>
<b>Guided learning hours:</b>	<b>84</b>

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing body massage treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

## ● Unit introduction

Body massage is a popular treatment in beauty and spa therapy. This unit will enable learners to develop practical massage skills, plus the associated knowledge and understanding that will provide an invaluable foundation for other related body treatments.

Learners will study the preparation procedures needed for body massage, including preparing themselves, the client and work area, performing client consultations and selecting products, tools and equipment. They will also learn how to perform body massage treatments following health and safety working practices. Learners will explore how to adapt treatments to suit individual client needs, the uses of the five classical massage movements and uses of different massage mediums. Learners will study post-treatment procedures, such as providing aftercare advice and recording results.

Learners will also explore the underpinning theory associated with body massage treatments, including anatomy and physiology, from skin types and conditions to types of body fat and postural faults, the effects of massage treatments, potential contraindications which could restrict or prevent treatment, and the contraindications that could result from treatments.

This unit will give learners the opportunity to perform body massage treatments on a range of different clients and provide the practical experience to help them gain employment.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to prepare for a body massage treatment
- 2 Be able to provide for a body massage treatment.

# Unit content

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## 1 Be able to prepare for a body massage treatment

*Preparation:* of therapist (personal hygiene/presentation, protective attire); of client (protective covering for client's modesty, secure hair, remove clothing, skin preparation, pre-heat treatment)

*Preparation of work area:* environmental conditions eg heating, lighting, ventilation, atmosphere; salon and client requirements

*Client consultation:* consultation techniques (questioning, visual, manual, reference to client records); treatment objectives and benefits (relaxation, sense of wellbeing, up-lifting, anti-cellulite, stimulating); advise client on how to prepare for client; contraindications eg recent scar tissue or fracture, skin diseases, circulatory disorders, heart disease, low/high blood pressure, painful joints, high fever, sunburn, late stages of pregnancy, diabetes, epilepsy, varicose veins, product allergies; clear recommendations; client confidentiality

*Products:* massage mediums; cologne

*Tools and equipment:* massage couch; pillows/cushions/supports; towels; gyratory massager; audio sonic; infrared

*Skin types and conditions:* types (normal, dry, oily, combination); conditions (sensitive, dehydrated, mature, congested, infected, damaged)

*Body:* general body types (endomorph, mesomorph, ectomorph); common postural faults (kyphosis, lordosis, scoliosis, dowager's hump)

## 2 Be able to provide for a body massage treatment

*Communication and behaviour:* professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

*Health and safety working practices:* sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA) 1974; The Personal Protective Equipment (PPE) at Work Regulations 1992; Control of Substances Hazardous to Health (COSHH) Regulations 2002; waste disposal

*Treatment:* positioning of therapist and client; use of products, tools and equipment to suit client; uses of massage mediums (talcum powder, oils, creams, essential oils); five classical massage movements (effleurage, petrissage, friction, tapotement, vibration); mechanical massage and pre-heat treatments (benefits, uses); treatment areas (head, neck, arms, neck and chest, legs, abdomen, buttocks, back); ways of adapting treatments to suit client; complete treatment to client's satisfaction; record and evaluate results eg ask for client feedback; contra-actions and response eg bruising, inflammation, excessive erythema

*Aftercare advice:* homecare (ways of avoiding contra-actions, modifications to lifestyle patterns/posture, healthy eating and exercise); retail opportunities (products, future services including repeat treatments)

*Anatomy and physiology:* structure and function of body systems (skin, skeletal system, muscular system, cardio-vascular system, lymphatic system, nervous system, digestive system, urinary system, endocrine system); diseases and disorders of body systems eg skin diseases, cancer, osteoporosis, arthritis, sprain, fibrositis, lumbago, repetitive strain injury (RSI), hypertension, allergy, diabetes, epilepsy; effects of massage on body (increase circulation and so improve nutrition, remove waste more effectively, increase cell regeneration, improved skin condition, soothed nervous system, increase metabolism and absorption of adipose tissue, ease muscular tension, stretch tight/contracted muscles)

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> prepare themselves, client and work area for body massage [TW5, SM3]		
<b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]	<b>M1</b> explain the importance of preparation and pre-treatment activities for body massage treatments	<b>D1</b> evaluate pre-treatment preparations for body massage treatments
<b>P3</b> advise the client on how to prepare for the treatment [EP3]		
<b>P4</b> provide clear recommendations to the client [EP2, EP4, EP5]		
<b>P5</b> select products and tools to suit client treatment needs, skin types and conditions [SM3]		
<b>P6</b> describe salon requirements for preparing themselves, the client and work area	<b>M2</b> explain salon requirements for preparing themselves, the client and work area	
<b>P7</b> describe the environmental conditions suitable for body massage treatments [IE3]		
<b>P8</b> describe the different consultation techniques used to identify treatment objectives		
<b>P9</b> describe how to select products and tools to suit client treatment needs, skin types and conditions	<b>M3</b> explain how to select products and tools to suit client treatment needs, skin and body types, and skin conditions	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P10</b> describe the different skin types and conditions [IE5]		
<b>P11</b> explain the contraindications that prevent or restrict body massage treatments [IE5]		
<b>P12</b> state the objectives of massage treatments		
<b>P13</b> state the benefits derived from massage treatments [IE2]		
<b>P14</b> identify general body types		
<b>P15</b> describe the different types of body fat		
<b>P16</b> outline common postural faults		
<b>P17</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P18</b> follow health and safety working practices [SM4]		
<b>P19</b> position themselves and client correctly throughout the treatment		
<b>P20</b> use products, tools and techniques to suit client's treatment needs, skin types and conditions [SM3]	<b>M4</b> use products, tools and techniques to suit different clients' treatment needs, skin types and conditions	
<b>P21</b> complete the treatment to the satisfaction of the client [RL3]		
<b>P22</b> record and evaluate the results of the treatment [RL5]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P23</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]	<b>M5</b> provide suitable aftercare advice to clients with different needs	
<b>P24</b> explain how to communicate and behave in a professional manner		
<b>P25</b> describe health and safety working practices		
<b>P26</b> explain the importance of positioning themselves and the client correctly throughout the treatment		
<b>P27</b> explain the importance of using products, tools and techniques to suit client's treatment needs, skin types and conditions	<b>M6</b> compare the suitability of selected products, tools and techniques to suit three clients' treatment needs, skin types and conditions	<b>D2</b> evaluate the suitability of products, tools and techniques used to suit three clients' treatment needs, skin types and conditions
<b>P28</b> describe the benefits and uses of mechanical massage and pre-heat treatments [IE2]	<b>M7</b> assess the benefits and uses of mechanical massage and pre-heat treatments	
<b>P29</b> describe how treatments can be adapted to suit client treatment needs, skin types and conditions	<b>M8</b> explain how treatments can be adapted to suit client treatment needs, skin types and conditions	
<b>P30</b> state the contra-actions that may occur during and following treatments and how to respond [IE5]		
<b>P31</b> explain the importance of completing the treatment to the satisfaction of the client		
<b>P32</b> explain the importance of completing treatment records		
<b>P33</b> describe the methods of evaluating the effectiveness of the treatment		
<b>P34</b> describe the aftercare advice that should be provided [EP4]	<b>M9</b> explain the aftercare advice provided	<b>D3</b> evaluate the aftercare advice provided

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P35</b> describe the structure and the main functions of the following body systems in relation to massage: <ul style="list-style-type: none"> <li>◇ skin</li> <li>◇ skeletal</li> <li>◇ muscular</li> <li>◇ cardio-vascular</li> <li>◇ lymphatic</li> <li>◇ nervous</li> <li>◇ digestive</li> <li>◇ urinary</li> <li>◇ endocrine</li> </ul>	<b>M10</b> explain the effects of massage on the following body systems: <ul style="list-style-type: none"> <li>◇ skin</li> <li>◇ skeletal</li> <li>◇ muscular</li> <li>◇ cardio-vascular</li> <li>◇ lymphatic</li> <li>◇ nervous</li> <li>◇ digestive</li> <li>◇ urinary</li> <li>◇ endocrine.</li> </ul>	<b>D4</b> evaluate the effects of massage on the body.
<b>P36</b> describe the main diseases and disorders of body systems		
<b>P37</b> describe the effects of massage on the body [IE6]		
<b>P38</b> describe the uses of the five classical massage movements		
<b>P39</b> describe the uses of different massage mediums		
<b>P40</b> describe the legislation relating to the provision of massage treatments. [IE5]		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' relates to and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Delivery of this unit should, as much is possible, be practical in approach using a variety of methods to engage and motivate learners such as demonstrations, simulations, commercial salon sessions, case studies and peer observation. Learners should be encouraged to practise on each other in the first instance so that they can experience the treatment and its benefits first hand, and then work on clients, before progressing to case study work (if time permits), which will enable them to appreciate the cumulative effects and benefits of treatment.

Learners will need to practise on a range of different clients, body types and skin types to give them the opportunity to use a variety of massage mediums and develop ideas for adapting techniques. Learners will need to be able to show that they are aware of when and how to adapt treatment techniques to meet individual needs and to evaluate the effectiveness of the treatment. While learners are not expected to perform treatments within commercial timings for assessment purposes, it is recommended that they are able to do so to advance their employment prospects in this sector.

A lot of the theoretical content for this unit may have been covered in the delivery of other units as this unit lends itself to integration. Tutors will need to contextualise the theory that underpins the role of the massage practitioner. Theory should be supported by showing how it applies to commercial practice using realistic examples to prompt interest and discussion in the classroom.

This unit enables learners to take responsibility for health and safety and to deal with emergencies that may arise in the salon to enable them to work confidently and compliantly. These areas could be learned through simulated role play in addition to those that naturally occur in the salon environment.

Learners are expected to communicate and behave in a professional manner throughout this unit. Learners need to be able to develop a range of strategies to build and maintain professional relationships in the salon. These skills will serve learners well when they progress to employment within the hair and beauty sector, where the client-hairdresser/therapist relationship is of paramount importance.

Learners must have a basic have understanding of how body systems are affected by body massage, including the benefits of this treatment to their clients, for example how massage techniques may help to improve physical, physiological and psychological conditions.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction to unit – outline of unit content, overview of how unit will be assessed and programme of assignments (including deadlines), range of recommended resources.
<b>Assignment 1: Massage Treatments (P1, P2, P3, P4, P5, P17, P18, P19, P20, P21, P22, P23, M4, M5).</b> Tutor introduction to assignment brief.
Expected communication and behaviour. Health and safety practices, current and relevant legislation. Promotional opportunities to encourage clients to visit for mechanical and manual massage treatments.
Skin types and conditions. General body types and postural faults (figure analysis) – group work.
Preparation procedures. Preparation of therapist, client and work area. Client consultation and treatment planning. Selection of products, tools and equipment.
Mechanical and manual massage treatments (including classical movements and adaptation techniques) – full demonstration by tutor, practice on peers, case studies. Treatment. Aftercare advice – designing a homecare leaflet for client following a manual and mechanical massage treatment. Practical workshops focusing on different themes each week, for example working cost effectively, commercial timings.
Anatomy and physiology, and reflection on effects of body massage treatments over a period of time – use of diagrams/textbooks, case studies. Evaluating effects and benefits, reflective log by learners.
Assignment workshop(s).
<b>Assignment 2: Massage Case Study (P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, P36, P37, P38, P39, P40, M1, M2, M3, M6, M7, M8, M9, M10, D1, D2, D3, D4).</b> Tutor introduction to assignment brief.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids.

## Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

P1, P2, P3, P4, P5, P17, P18, P19, P20, P21, P22, P23, M4 and M5 require learners to prepare for and perform massage treatments on at least three different clients with different treatment objectives, following health and safety practices. This must be assessed via practical observation and evidenced with a signed witness testimony. Learners will be assessed on their communication and behaviour throughout the treatments. Learners must be aware of the limits of their authority and responsibility, for example when to refer clients for medical advice and not diagnose conditions.



Learners will be expected to carry out preparation procedures before treatments, for example performing client consultations and selecting appropriate products, tools and equipment. They will also need to carry out associated post-treatment procedures, including providing aftercare advice.

P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, P36, P37, P38, P39, P40, M1, M2, M3, M6, M7, M8, M9, M10, D1, D2, D3 and D4 assess the underpinning theory associated with massage treatments. These criteria can be assessed in a variety of ways. A recommended holistic method of assessment would be for learners to produce a report on massage treatments they have provided. P36 requires learners to identify at least two diseases/disorders per body system listed in the unit content.

P37, M6, M7, M10, D1, D2, D3 and D4 in particular, require learners to engage in reflective practice, considering the cumulative effects of body massage on the body systems and to evaluate treatments they have carried out. This would ideally be assessed in the form of a case study.

Alternatively, theoretical assessment and grading criteria can be assessed in the form of a short-answer paper, or a number of smaller assignments, such as the examples of below:

- a massage reference handbook for themselves (P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P35, P36, P37, P38, P39, P40, M1, M2, M3, M8)
- a homecare leaflet for clients (P30, P34)
- records of skin, body and figure analyses and findings of these analyses (P10, P14, P15, P16)
- posters advertising the benefits of body massage treatments to clients, as part of a promotion (P12, P13, P28, P37)
- reflective practice logs (M6, M7, M9, M10, D1, D2, D3)
- completed worksheets on anatomy and physiology (P35, P36, P37).

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit, such as anatomy and physiology, lend themselves to cross-unit assessment.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary.

Signed witness testimonies and observation records must be retained for verification purposes. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P17, P18, P19, P20, P21, P22, P23, M4, M5	Massage Treatments	Provide massage treatments to three different clients, following health and safety practices.	Practical observation, with a signed witness testimony. Photographs as supplementary evidence marked and authenticated by the assessor.

Criteria covered	Assignment title	Scenario	Assessment method
P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, P36, P37, P38, P39, P40, M1, M2, M3, M6, M7, M8, M9, M10, D1, D2, D3, D4	Massage Case Study	Produce a report, reflecting on massage and on the treatments provided.	Written report. Photographs and diagrams as supplementary evidence marked and authenticated by the assessor.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links to the following NOS: B20 Provide body massage treatments. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 3
Provide Indian Head Massage
Aromatherapy Massage for Beauty Therapy
Provide Body Electrotherapy Treatments
Apply Stone Therapy Massage
Provide Spa Treatments
Sport and Exercise Massage

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for providing body massage treatments, such as couches, trolleys, stool, mechanical equipment and appropriate consumables.

## Employer engagement and vocational contexts

Centres are encouraged to develop links with healthcare professionals, such as medical centres and to invite guest speakers, for example masseurs and beauty/spa therapists. If it is possible, it is worth visiting a spa so that learners can experience a professional massage treatment first hand and appreciate the standards they need to aspire to.

## Indicative reading for learners

### Textbooks

Connor J, Morgan K and Harwood-Pearce V – *Anatomy and Physiology for Therapists* (Heinemann, 2006) ISBN 9780435449407

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Rosser M – *Body Massage: Therapy Basics 2nd Edition* (Hodder Education, 2004) ISBN 9780340816608

## **Journals and magazines**

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Health and Beauty Salon Magazine* (Reed Business Information)

*Top Sante* (Bauer Consumer Media Limited)

## **Websites**

[www.beautyguild.com/](http://www.beautyguild.com/)

Guild of Professional Beauty Therapists

[www.habia.org](http://www.habia.org)

Habia, the Standards Setting Body for the hair and beauty sector

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional Beauty

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>considering the influence of legislation relating to the provision of massage treatments [IE5]</p> <p>supporting conclusions, describing the effects of massage on the body [IE6]</p> <p>planning and carrying out research into the benefits and uses of mechanical massage and pre-heat treatments [IE2]</p> <p>considering the contra-actions that may occur during and following treatments and how to respond and the influence of different skin types and conditions [IE5]</p> <p>exploring issues, describing the environmental conditions suitable for body massage treatments [IE3]</p> <p>identifying questions to answer, planning and carrying out research, considering feelings, using suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p>
<b>Team workers</b>	<p>adapting behaviour, showing consideration to others and showing confidence in themselves, communicating and behaving in a professional manner [TW3, TW4, TW5]</p> <p>taking responsibility for preparing themselves, the client and work area for body massage [TW5]</p>
<b>Reflective learners</b>	<p>evaluating experiences, recording and evaluating the results of the treatment [RL5]</p> <p>acting on outcomes, completing the treatment to the satisfaction of the client [RL3]</p>
<b>Self-managers</b>	<p>organising time and resources, using products, tools and techniques to suit the client's treatment needs, skin types and conditions [SM3]</p> <p>anticipating and managing risks, following health and safety working practices [SM4]</p> <p>dealing with competing pressures, responding positively to change and managing their emotions, communicating and behaving in a professional manner [SM5, SM6, SM7]</p> <p>organising time and resources, selecting products and tools to suit client treatment needs, skin types and conditions [SM3]</p> <p>organising time and resources, preparing themselves, the client and work area for body massage [SM3]</p>
<b>Effective participators</b>	<p>presenting a persuasive case for action, proposing practical ways forward, identifying improvements and trying to influence others providing suitable aftercare advice [EP2, EP3, EP4, EP5]</p> <p>presenting a persuasive case for action, identifying improvements and trying to influence others, providing clear recommendations to clients [EP2, EP4, EP5]</p> <p>proposing practical ways forward, advising clients on how to prepare for the treatment [EP3]</p> <p>identifying improvements that would benefit clients, providing aftercare advice that should be provided. [EP4]</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Creative thinkers</b>	generating ideas and exploring possibilities about the suitability of products, tools, equipment and techniques for different clients [CT1] asking the client questions as part of the consultation [CT2]
<b>Self-managers</b>	working towards being able to prepare for and perform body massage on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contraindications with an appropriate person. [EP1]

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – using ICT</b>	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	researching lifestyle factors that impact on wellbeing
Manage information storage to enable efficient retrieval	working on data related to case studies
<b>ICT – finding and selecting information</b>	
Select information from a variety of sources to meet requirements of a complex task	researching body systems and anatomical structures affected by massage
<b>ICT – developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	planning treatment as part of a preliminary consultation
Combine and present information in ways that are fit for purpose and audience	presenting outcome of case study to the class
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	presenting outcomes following preliminary consultation
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading resource-based learning in order to plan effectively reading resource-based learning to research the systems of the body affected by massage
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing reports and evaluating case study work.