

Unit 27: Sport and Exercise Massage

Unit code:	R/502/5763
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to provide learners with an understanding of the theory and practice of sport and exercise massage techniques.

● Unit introduction

The importance of sport and exercise massage as a therapeutic treatment is growing in popularity amongst athletes and is significant in relaxing and restoring the body to a pre-exercise state.

As this is mainly a practical unit, learners will be able to prepare a treatment area, and organise the resources needed to complete a sport and exercise massage treatment in a variety of locations such as a treatment room or even at the pitch side. The supervised practical aspects of the unit combine theory and practical elements, enabling learners to use their skills safely and effectively on different athletes or sports participants who require different treatments. Undertaking practical massage allows learners to draw on their knowledge of anatomy, physiology, fitness testing, sports injuries and sports psychology.

The first part of the unit looks at the different benefits of sport and exercise massage techniques and how this affects the physiology of the body especially muscles, joints, the nervous system and circulation. Learners will also consider the therapeutic benefits of massage for athletes and how this can affect the body. The importance and role of the professional sport and exercise masseur will also be discussed.

The second part of the unit will develop the communication skills and needed knowledge for a pre-treatment consultation for two athletes or sports performers. This will include the type of massage, the techniques to be used and the area(s) to be treated. This will result in the production of an agreed safe and effective treatment plan, including the selected massage medium and the type of sport and exercise massage to be performed.

Learners will then demonstrate a variety of practical sport and exercise massage skills to different areas of the body. On completion, learners will review on the treatment plans offering future treatment opportunities.

This unit is imported from the BTEC Nationals in Sport.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the effects and benefits of sport and exercise massage
- 2 Know the roles of sport and exercise massage professionals
- 3 Be able to identify the sport and exercise massage requirements of athletes
- 4 Be able to perform and review sport and exercise massage techniques.

Unit content

1 Know the effects and benefits of sport and exercise massage

Effects: physical and mechanical (blood and lymphatic circulation, tissue permeability, stretching, reducing and remodelling scar tissue, opening micro-circulation); physiological (autonomic, sympathetic and parasympathetic nervous system)

Benefits: reduce stress; enhance wellbeing; improved body awareness; pain reduction; relaxation

2 Know the roles of sport and exercise massage professionals

Roles: types of work; types of activities eg administration, client assessments; treatments applied eg massage, relaxation, strapping, manipulation; electrotherapy modalities; knowledge eg training, career opportunities, application to sport

3 Be able to identify the sport and exercise massage requirements of athletes

Assessment: initial consultation; referral to practitioners; treatment area eg anterior, posterior, legs, upper back, lower back, shoulders, neck; simple injuries eg haematoma, muscle tear, tendon injuries, inflammation, ligament injuries

Documentation: record cards; effect of treatments; advice for homecare; health and safety eg clients are aware of fire exits, correct oil is used

Contraindications: eg client history, type of injury, location of injury, skin conditions, circulatory conditions, multiple sclerosis, cancer

Proposed treatment plan: pre-, inter- and post-massage treatments; treatment duration; massage procedure

4 Be able to perform and review sport and exercise massage techniques

Client preparation: health and safety; hygiene

Demonstrate: safe and effective massage; different techniques eg effleurage, petrissage, frictions, tapotement, vibrations; application of techniques (correct techniques, follow a set routine, suitable medium, appropriate duration, client/therapist rapport)

Mediums: eg oil, talc, creams, advantages and disadvantages of each medium

Documentation: date; treatment completed; treatment duration; response to treatment; future appointments

Review: eg speed, depth, rate of sport massage, effectiveness of treatment, liaison with athlete, timing; adaptation of treatment; future treatment

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:
P1 describe the effects and benefits of sport and exercise massage	M1 explain the beneficial effects of sport and exercise massage	
P2 describe the roles of sport and exercise massage professionals		
P3 carry out pre-treatment consultations on two different athletes [IE1, IE4]	M2 explain the sport and exercise massage requirements of two different athletes	D1 compare and contrast the sport and exercise massage requirements of two athletes
P4 describe six contraindications to massage treatment		
P5 produce a treatment plan for two athletes [IE4, IE5, IE6, TW1, TW2, TW3]		
P6 demonstrate appropriate sport and exercise massage techniques on two athletes [EP4, TW3, TW4, TW5, TW6]		
P7 review the treatment plan for two athletes, describing future treatment opportunities. [IE4, RL3, RL6, SM3]	M3 explain the appropriate sport and exercise massage treatment for two athletes.	D2 evaluate the appropriate sport and exercise massage treatment for two athletes.

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.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit should combine theory and practice. Some aspects of delivery require theory to be presented before practice and others should be structured to allow direct application of theory to practice.

The unit focuses on the understanding of effects and benefits of sport and exercise massage. Learners will link knowledge of anatomy and physiology to a practical context; this can be achieved by learners completing a presentation on the many benefits of sports massage. Opportunities to reinforce anatomical and physiological knowledge will often arise in practical work and should be maximised.

An understanding of the role of sport and exercise massage professionals can be gained through a variety of guest speakers from the range of sports and activities that utilise a sports masseur. Learners could also conduct individual research into the various professional bodies and the benefits of membership. As a result, learners should be able to recognise the scope of practice for a sport and exercise masseur.

Following on from this, learners need to understand the importance of carrying out a detailed consultation with athletes, not only because of health and safety factors but also in establishing an agreed proposed treatment plan with the athlete or sports performer.

The remaining unit content requires learners to develop supervised specific massage techniques and skills. This will include learners conducting client consultations before treatment, agreeing a treatment plan and, finally, completing relevant record cards. Learners can work in pairs to achieve this activity although use of external clients is encouraged to enable learners to gain a greater breadth of experience.

It will be necessary to spend some time on the application of massage techniques, both theoretically and practically. This should initially be tutor led but peer observation and mentoring is encouraged. Knowledge of the techniques can be used to describe where each technique is used and the effects and benefits it will have on the athlete or sports performer.

Problematic case studies and role play could be used so learners appreciate the validity of pre-massage consultation in identifying the appropriate treatment regime.

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
Introduction and overview of the unit.
Assignment 1: The Effects and Benefits of Massage (P1, M1). Tutor introduces the assignment brief.
The physiological and therapeutic effects of massage – learner research.
Assignment 2: The Roles of Sport and Exercise Massage Professionals (P2). Tutor introduces the assignment brief.
Different aspects of work for massage and exercise therapists – learner research.
Professional bodies, scope of practice and professional standards – group research, practical, and group feedback.

Topic and suggested assignments/activities and/assessment

Assignment 3: Treatment Requirements of Athletes (P3, M2, D1, P4, P5).

Tutor introduces the assignment brief.

Lecture – documentation and exemplar consultation forms. Learner practical activities – case studies.

Safety of treatment for athletes – group research on contraindications.

Devising treatment plans – small group work and feedback.

Practising basic sports and exercise massage techniques – group practical activities.

Adapting sports and exercise massage techniques – group practical activities.

Assignment 4: Practical Massage Techniques (P6, P7, M3, D2).

Tutor introduces the assignment brief.

Completing supervised sport and exercise massage techniques – individual practical assessments.

Review of reflective practice, unit and assessment.

Assessment

This 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 or through adaptation from Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary 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 can be achieved by learners researching and describing the effects of massage on the body covering the physical, mechanical and physiological effects. Learners will also need to describe the therapeutic benefits of sport and exercise massage, covering the areas as stated in the *Unit content*. For M1, learners should explain how each of these benefits can be achieved through massage.

Evidence for P2 can be a written report and should be based on research of a range of roles that sport and exercise massage professionals perform. Learners should provide generic information regarding the role, skills and knowledge of the sport and exercise massage professional as well as giving supporting examples from specific roles.

For P3, sample case studies can be used as formative assessment to assist learners in conducting a consultation via role play before they carry out pre-treatment consultations on two different athletes or sports performers. M2 should build on the information given by the athletes in the pre-treatment consultation, with learners explaining the different massage requirements for two different athletes; for example one may require a pre-event treatment focusing on the legs while another requires a relaxing post-event massage to the back and arms. For D1, learners can then compare and contrast the different massage requirements of the two athletes.

There is scope within the assessment for the tutors to use oral questioning while learners are practising on clients. Where oral questioning satisfies criteria, achievement can be recorded a tutor witness statement within the portfolio. An example of where this could occur is in P4 with the description of six contraindications to massage treatment.

For P5, learners will need to design and produce a treatment plan for two athletes or sports performers.

For P6, learners must demonstrate appropriate massage treatments and techniques for two different athletes or sports performers. Assessment should combine the health and safety aspects of massage and the working area as well as the selection and choice of an appropriate medium. The application of massage movements, at the correct depth, rate and speed, must be demonstrated. Tutors should use an observation record to confirm achievement.

If a portfolio approach is taken, learners should be encouraged to always review the treatment plans after each practical session (P7), describing future treatment opportunities. A review of performance should also be carried out after each summative assessment as good practice. For M3, learners need to explain the sport and exercise massage treatment for two athletes or sports performers. For D2, which builds on M3, learners need to consider and review the treatment deemed appropriate for the two athletes and evaluate why it is appropriate, providing reasons or evidence to support their views. P7, M3 and D2 could be assessed by oral questioning supported by a tutor witness statement.

All assessments should be designed to encourage learners to demonstrate a clear grounding in relevant concepts, principles and processes, for example how to use certain massage techniques and when to perform them.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit 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, M1	The Effects and Benefits of Massage	Having gained a work placement with a team physiotherapist, research the effects and benefits of massage.	Small-group presentation marked and authenticated by the assessor. Witness statement.
P2	The Roles of Sport and Exercise Massage Professionals	Shadow the team physiotherapist and consider their role.	Written report marked and authenticated by the assessor.
P3, P4, P5, M2, D1	Treatment Requirements of Athletes	This is an opportunity to gain some practical experience. Conduct two pre-treatment consultations and devise two treatment plans.	Practical observation and assessment Observation record.
P6, P7, M3, D2	Practical Massage Techniques	Complete massage techniques on two different athletes.	Practical observation and assessment. Observation record. Oral questioning. Witness statement.

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

This unit forms part of the BTEC Sport sector suite and the BTEC Sport and Exercise Sciences sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Anatomy and Physiology for Sport	Principles of Anatomy and Physiology in Sport	Anatomy for Sport and Exercise
Injury in Sport	Practical Team Sports	Sport and Exercise Physiology
Practical Sport	Practical Individual Sports	Applied Sport and Exercise Physiology
Effects of Exercise on the Body Systems		Sports Injuries

This unit links with the Level 3 National Occupational Standards (NOS) for:

- Coaching, Teaching and Instructing
- Achieving Excellence in Sports Performance.

Essential resources

A fitness suite, therapy treatment rooms or training facility may provide a suitable environment for the practical elements of this unit. Learners will need access to resources such as massage tables, changing facilities, clean towels, oils, creams, talc, hand-washing and waste disposal facilities.

Employer engagement and vocational contexts

This unit focuses on the practical aspects of sport and exercise massage and will give learners the background knowledge and skills needed to work in a supervised massage environment. Centres are encouraged to work with local sports teams, sports clubs and leisure centres to establish a bank of suitable athletes or sports performers to act as clients.

Indicative reading for learners

Textbooks

Benjamin P J and Lamp S P – *Understanding Sports Massage 2nd Revised Edition* (Human Kinetics, 2004) ISBN 9780736054577

Mills R and Parker-Bennett S – *Sports Massage* (Heinemann, 2004) ISBN 9780435456528

Paine T – *The Complete Guide to Sports Massage 2nd Edition* (A&C Black Publishers, 2007) ISBN 9780713685794

Tappan F M and Benjamin P J – *Tappan's Handbook of Healing Massage Techniques: Classic, Holistic and Emerging Methods* (Prentice Hall, 2004) ISBN 9780130987150

Ward K – *Hands On Sports Therapy* (Thomson Learning, 2004) ISBN 9781861529206

Journals and magazines

American Journal of Sports Medicine (Sage Publications)

British Journal of Sports Medicine (British Association of Sport and Exercise Medicine)

Journal of Athletic Training (National Athletic Trainer's Association)

The Journal of Alternative and Complementary Medicine (Thomson Reuters)

Websites

www.fht.org

Federation of Holistic Therapists

www.gcmt.org.uk

General Council for Massage Therapies

www.society-of-sports-therapists.org

Society of Sports Therapists

www.sportsmassageassociation.org

Sports Massage Association

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 ...
Independent enquirers	carrying out pre-treatment consultations on two different athletes [IE1, IE4] producing a treatment plan for two athletes [IE4, IE5, IE6] reviewing the treatment plan for two athletes, describing future treatment opportunities [IE4]
Reflective learners	reviewing the treatment plan for two athletes, describing future treatment opportunities [RL3, RL6]
Team workers	producing a treatment plan for two athletes [TW1, TW2, TW3] demonstrating appropriate sport and exercise massage techniques on two athletes [TW3, TW4, TW5, TW6]
Self-managers	reviewing the treatment plan for two athletes, describing future treatment opportunities [SM3]
Effective participators	demonstrating appropriate sport and exercise massage techniques on two athletes. [EP4]

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 ...
Independent enquirers	working with athletes to carry out a consultation and produce a treatment plan [IE2]
Team workers	completing presentations on the benefits of massage [TW1]
Effective participators	practising sports and exercise massage. [EP1, EP3]

● Functional Skills – Level 2

Skill	When learners are ...
ICT – using ICT	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	<ul style="list-style-type: none"> researching the role of the sport and exercise masseur researching the benefits of sport and exercise massage researching contraindications to massage preparing a treatment plan recording treatments completed on athletes
Manage information storage to enable efficient retrieval	<ul style="list-style-type: none"> producing a treatment plan reviewing a treatment plan
ICT – finding and selecting information	
Select information from a variety of sources to meet requirements of a complex task	describing the roles of sport and exercise professionals
ICT – developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	<ul style="list-style-type: none"> preparing and completing an athlete consultation form recording the treatment plan
Combine and present information in ways that are fit for purpose and audience	<ul style="list-style-type: none"> producing a treatment plan reviewing a treatment plan
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	recording treatment details accurately
English – Speaking, Listening and Communication	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	producing treatment plans for two athletes
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reviewing the treatment plans for two athletes
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	<ul style="list-style-type: none"> producing a written report producing treatment plans and recording results accurately.