



Training and Assessment Strategy

HLT42015 Certificate IV in Massage Therapy

Training Package Details

Training Package	HLT Health release 2.0
Code	HLT42015
Title	Certificate IV in Massage Therapy
Qualification Description	<p>This qualification reflects the role of massage therapists who provide general health maintenance treatments. It does not reflect the role of a remedial massage therapist. Practitioners may be self-employed or work within a larger health service.</p> <p>To achieve this qualification, the candidate must have completed at least 96 hours of work as detailed in the Assessment Requirements of units of competency.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.</p>
Packaging rules	<p>Total number of units = 13</p> <ul style="list-style-type: none">• 10 core units• 3 elective units, consisting of:• at least 1 unit from the Business Management group below• up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome <p>All electives chosen must contribute to a valid, industry-supported vocational outcome.</p>

Purpose and Target Group

Purpose	<p>Prepare students for working as a basic level massage therapist in a range of contexts such as</p> <ul style="list-style-type: none">• within a clinic or in their own clinic• in an aged care facility• in a health service• in a spa facility or• in a palliative care facility or hospital• in a palliative care facility or hospital
Learner Characteristics/ Target Group	<p>Sydney College of Natural Therapy also delivers the Diploma level course so which contains many of the same units as Certificate IV as well as some additional units enabling students to learn to provide remedial massage therapy at a professionally recognised level.</p>

Students will choose to enrol into either the Certificate level or Diploma level courses. The Certificate IV course does not qualify students for recognition by majority of the professional massage associations (although some do offer a membership level for Certificate IV) and health funds nor does it provide students with appropriate training to administer remedial treatment. Students may choose to enrol into the Certificate IV level course while deciding if they would like to enrol into the Diploma and then “upgrade” their qualification if they wish to achieve a higher level of professional recognition within the massage industry.

This course is open to any interested members of the public who wish to study massage.

Certificate IV as opposed to Diploma is best suited to students who are interested in working in the complementary health sector but do not need to deliver remedial massage or offer health fund rebates to their clients.

Some students may be wanting to extend on their existing skill set which may include other complementary therapies (such as Chinese medicine, naturopathy, reflexology, yoga etc.), health studies or for some this might be a new interest either for personal reasons or to explore whether or not to pursue a new occupation at some point in the future,

It suits people who may be returning to work and study who require flexibility, or people interested in learning a healing modality to support them in a lifestyle change.

Many students will be travelling from nearby rural regions in and around Sydney and have multiple other commitments such as work, study and family.

Delivery Mode, Duration and Location

Delivery Mode/s

The course will be delivered in a face-to-face class-based model where students are required to attend regular classes as well as complete study, reading and practise tasks at home.

The practice-based component of the course will be completed in the student clinic, however some students with a suitable workplace may complete a portion of the clinic hours at their workplace clinic.

During clinic sessions, students get hands-on practical experience in a supervised environment that is open to the public and supervised by an experienced and qualified trainer who is also a registered massage therapist.

Student clinic begins during the second term .

See [page 7](#) for more details.

Program Duration

The duration of the course is 6 months. There is a total of 24 weeks of class time broken into terms. There are 2 weeks holiday during the course.

Delivery Site/s

Suite 2B, Level 2, 2 Oxford Street, Ingleburn, NSW 2565

Units of Competency

Topic	Unit Title	Core/Elective
Massage Practice	HLTMSG001 Develop massage practice	Core
Anatomy & Physiology 1	HLTAAP002 Confirm physical health status	Imported elective
Anatomy & Physiology 2	HLTAAP003 Analyse and respond to client health information	Core
Safety and Hygiene	HLTINF004 Manage the control of infection	Core
	HLTWHS004 Manage work health and safety	Core
Legislation and Ethics	CHCLEG003 Manage legal and ethical compliance	Core
Diversity	CHCDIV001 Work with diverse people	Core
Business Planning	BSBSMB404 Undertake small business planning	Elective (business group)
Massage Treatment	HLTMSG002 Assess client massage needs	Core
	HLTMSG004 Provide massage treatments	Core
	CHCCOM006 Establish and manage client relationships	Core
	BSBMED303 Maintain patient records	Imported elective
First Aid	HLTAID003 Provide first aid *	Core

*The HLTAID003 Provide First Aid unit is NOT delivered by Sydney College of Natural Therapy. Students must organise the completion of this unit via an external provider.

Pre-Requisites

There are no pre-requisites for this program or for any of the units of competency contained within.

Entry Requirements

Students are required to:

- demonstrate a level of language, learning and numeracy skills suitable to this course*
- be at least 18 years of age at the time of enrolment

If students are currently working as a massage therapist in a clinic setting and they wish to complete course clinic hours there (reducing the number of student clinic hours they are required to do) they must also demonstrate that:

- They are working in a professional massage clinic with suitable facilities and equipment to complete massage treatments.
- They are working in a role where they are administering massage assessment and treatment to the public
- There is a suitably qualified supervisor in the clinic who agrees to sign off on hours the students complete in clinic.

These details will be confirmed by the RTO who will discuss the details collected with the manager of the clinic either face-to-face or via a phone interview.

In order to meet these requirements applicants will be asked to attend an entry interview where they will:

- Take a written or verbal assessment of their language, learning and numeracy levels*. In order to enrol in this course ACSF outcomes determined from this assessment must meet the following minimum requirements:
 - Oral communication: Level 4
 - Learning: Level 3
 - Writing: Level 3
 - Reading: Level 3
 - Numeracy: Level 3
- Provide proof of age with photo identification (e.g. birth certificate, passport, pass card, current drivers' license).
- (if currently working as a massage therapist) provide a *Workplace Clinic Placement Form* - the details of which will be verified by the RTO in discussion with the clinic manager.

Requirement prior to issuing full award for qualification

- HLTAID003 is not delivered by SCNT. Those students who successfully complete all 12 units delivered by SCNT will receive a Statement of Attainment for those units completed. In order to receive the full award for this qualification, students will be required to provide evidence of completion of HLTAID003 (such as a SoA issued by another RTO or a copy of their USI transcript). This unit will be noted as a CT on the transcript. More information in page 11

Pathways

Students who complete this course can expect to gain work in a variety of contexts where position titles may include:

- Massage therapist
- Assistant massage therapist
- Massage therapy practitioner

Students who complete this course may wish to continue their education into such courses such as Diploma of Remedial Massage Therapy (available through Sydney College of Natural Therapy), Advanced Diploma of Applied Science or Diploma of Health Sciences (available through other RTOs).

Students may also go on to develop their skills and knowledge in other complementary health modalities in particular areas covered in the course, relating to areas such as reflexology, aromatherapy or other areas of health care and complementary health services such as:

- Acupuncture
- Alexander Technique
- Chinese Medicine
- Naturopathic Nutrition
- Homeopathy
- Kinesiology
- Myotherapy
- Shiatsu
- Sports Therapy
- Western Herbal Medicine

Industry/Enterprise/Licensing Requirements

There are no industry/enterprise/licensing requirements for this qualification.

AQF Level

This qualification is at AQF Level 4 which is described in the AQF as the following

Purpose	The Certificate IV qualifies individuals who apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning
Knowledge	Graduates of a Certificate IV will have broad factual, technical and theoretical knowledge in a specialized field of work and learning
Skills	<ul style="list-style-type: none">• Graduates of a Certificate IV will have:• cognitive skills to identify, analyse, compare and act on information from a range of sources• cognitive, technical and communication skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems• specialist technical skills to complete routine and non-routine tasks and functions• communication skills to guide activities and provide technical advice in the area

Application	<p>of work and learning</p> <p>Graduates of a Certificate IV will demonstrate the application of knowledge and skills: of knowledge</p> <ul style="list-style-type: none"> • to specialised tasks or functions in known or changing contexts and skills • with responsibility for own functions and outputs, and may have limited responsibility for organisation of others • with limited responsibility for the quantity and quality of the output of others in a team within limited parameters
Volume of learning	<p>The volume of learning of a Certificate IV is typically 0.5 – 2 years. There may be variations between short learning duration specialist qualifications that build on knowledge and skills already acquired and longer duration qualifications that are designed as entry level requirements for work</p>
Rationale	<p>Sydney College of Natural Therapy has decided on the course duration taking into account the following factors:</p> <ul style="list-style-type: none"> • The course has been structured to ensure that the amount of training is roughly equivalent to six months of full time training based on the AQF Amount of Training Fact Sheet which prescribes that this should be 600 hours. • The total amount of training on this course is 636 hours. <p>The practical hands on training included in the course is greater than 20% in a supervised clinical campus setting, which we believe provides a greater depth of learning provided as part of the required hours. Please see Amount of Training Analysis document for more information.</p>

Training and Learning

Amount of Training

Term 1 = 12 weeks

Term 2 = 12 weeks

Total holiday time = 2 weeks for each calendar year

For the purpose of this document, training is defined as activities directly provided or facilitated by Sydney College of Natural Therapy to teach learners. While learning is defined as activities independently undertaken by learners to understand concepts or acquire knowledge or skills at their own pace and time.

Type of Activity	Activity	Time	Number of weeks	Hours
Training	Class time	18 hours per week	12	216

	(Week 1 – 12)			
	Class time (Week 13 – 24)	9 hours per week	12	108
	Clinic time – students without access to a workplace (Week 13 – 24)	8 hours per week	12	96
Learning	Homework Reading the learner guide Independent research	Approximately 9 hours per week	24	216
Total hours				636

Where students have a work placement, they may complete a small portion of clinic hours in the workplace as indicated above. This time will be broken up as shown below:

Term	Students without a work placement		Students with a work placement			
	Student Clinic		Student Clinic		Workplace Clinic	
	Total Hours	Hours per week	Total hours	Hours per week	Total hours	Hours per week
Term 2	96	8	80	6.5	16	1.5

Training Arrangements

The course will be delivered holistically in 'topics' (or clusters), where similar units have been grouped together (where possible) to avoid repetition and unnecessary overlap and so that content is delivered in the most logical order for the student.

1. Massage Practice
2. Safety and Hygiene
3. Legislation and Ethics
4. Diversity
5. Business Planning
6. Massage Treatment
7. Anatomy and Physiology 1
8. Anatomy and Physiology 2

9. First Aid *

Course Induction

The first day of class of term 1 includes an induction session. At this session the trainer and assessor will familiarize students with the building, housekeeping requirements and administration needs they may have throughout their course.

Student Clinic

This course includes a workplace component – the workplace environment is referred to as a ‘clinic’ and may relate to:

- an actual massage clinic in which the student completes their work placement
- a student clinic (that is, a simulated clinic environment).

The student clinic has been setup with facilities and equipment designed to reflect a real-world massage clinic in the health industry. During student clinic sessions students will provide massage treatment and related services to members of the general public. While working in the student clinic, students will be closely supervised by an RTO trainer and assessor who is also a qualified and practicing professional massage therapist.

Clinic sessions will include an hour of hands on treatment and 20-30 minutes consultation time before and after (clients are asked to allow 1.5 hrs total appointment time). Bookings are taken by the student clinic every two hours for each treatment space to allow time for changing the room over, completing logs and forms, discussing assessments and feedback with the clinic supervisor and preparing for the next client to arrive.

Sydney College of Natural Therapy (SCNT) will be responsible for:

- promoting the services offered at the student clinic in order to ensure all you are able to complete all required units.
- ensuring that each learner has an opportunity to conduct massage assessments and treatments of individuals from different stages of life with varied presentations, and including adult females, adult males and elders over 65.
- making sure that enough clients are booked into the clinic to allow students to see between 2 and 4 real clients for each scheduled student clinic day, depending on the number of hours you are required to attend.

Responsibilities and expectations of students when working in the student clinic are detailed at the front of the *Clinic Workbook*

Breaks

Break times are usually allocated for a half hour lunch break and two – four fifteen-minute breaks throughout the day, depending on the length of the class. The trainer and assessor will schedule these each day, so students must have permission to take a break.

During break times students can leave the campus if they wish however, they must ensure they return as class re-commences.

Attendance

Attendance at all classes and scheduled clinic sessions is compulsory and students should speak to the course coordinator if they are sick or other exceptional circumstances which mean that they are unable to make it so that alternative arrangements can be made, which may involve attending the class or clinic on an alternative day.

Attendance at classes will be monitored by class rolls and attendance at the student clinic via clinic sign in sheets.

First Aid

The first aid unit (HLTAID003) must be completed at another RTO provider of the student's choice. The students are required to submit their Statement of Attainment for HLTAID003. Sydney College of Natural Therapy (SCNT) will grant Credit Transfer upon completion of its verification process.

In order to receive the full award for this qualification, students will be required to provide evidence of completion of HLTAID003 (such as a SoA issued by another RTO or a copy of their USI transcript).

Students are allowed to complete First Aid at any point. The student clinic is supervised by a trainer who has First Aid Certificate.

Educational and support services

An Individual Support Plan will be developed for all students who are identified as having language, learning and numeracy needs. Specifically, this is defined in our LLN tools for this course as being anyone who has a level lower than the following (for any of the areas):

- Oral communication: Level 4
- Learning: Level 3
- Writing: Level 3
- Reading: Level 3
- Numeracy: Level 3

The following support is available:

- Creating and monitoring an individual support plan that is agreed to by the student, trainer & assessor and Training Manager.
- One to one support from our trainers/assessors basis
- Additional study groups with other students or mentors
- Referral to additional texts and resources
- Referral to relevant external services
- Adjustments to the way training resources are accessed or provided.
- Adjustments to the way assessments are to be conducted or extra time for assessments.

Students are encouraged to discuss any individual learning or support needs that may arise throughout their studies with the Training Manager.

SCNT will ensure that when additional costs are required to provide additional support, the student will be notified and provided information prior to enrolment.

SCNT will inform students prior to enrolment of any limitations to the additional support it can provide, so students can make informed decisions regarding their training.

Disability and Impairment

The admissions officer will advise the trainer in writing of any identified disability or impairment that may impact the studies of the student. The trainer is responsible for reviewing the information provided and where necessary making contact with the student to determine any further additional support requirements. The support will vary depending on the individual needs of the student.

SCNT trainers may arrange for reasonable adjustment to be applied where it is appropriate to the assessment and does not impact the integrity of the training package requirements. More information on reasonable adjustment page 15.

SCNT trainers will endeavour to work with the student to determine and provide reasonable access to training facilities, materials and resources to allow them to undertake their studies.

Where appropriate, SCNT will seek external assistance to ensure additional support services are available.

Training Materials

- For each topic there is a power point which is used to cover content in class and also provided as a printed handout to students with references to other materials such as websites relevant to the topic and prompts to remind the student as to what to read for further study and revision during homework.
- Trainers will also have a session plan detailing all training activities and required resources and equipment for each session.

Textbooks

- Susan G. Salvo (2016), *Massage Therapy Principles and Practice*, 5th Edition, Elsevier

Assessment

Assessment Arrangements

The qualification is delivered and assessed in clusters (as detailed above in training arrangements - there are 9 clusters in total)

For each topic, there are a number of tasks which include a variety of assessment methods including:

- Written questioning
- Case studies
- Role plays
- Projects

- Observations
- Hours logbook (included in the clinic workbook)
- Portfolios
- Supervisor report.

Details are provided on the *page 19*

Assessment Materials

There are a comprehensive assessment documents for assessment of each cluster.

Students will need to receive:

- **Student Assessment Booklet:** There is one for each topic which includes instructions to students about each of their assessments. It also includes an assessment plan where students can record the due dates of each task and an Assessment Task Cover Sheet which must be included with each Assessment submission.
- **Clinic Workbook:** this booklet provides students with information about their clinic responsibilities and a way to log evidence of their clinic hours

Assessors will need to receive:

- **Assessment Record Tool** includes checklists in which the assessor is to record their assessment decisions.
- **Marking Guide** includes benchmark answers for each assessment; mapping to each unit is also provided.

Student clinic tasks

Every time a student attends clinic they must:

- Record their clinic hours in the Clinic Workbook (hours log)
- fill in required forms for assessment tasks that you are completing in the clinic (such as client assessment/treatment forms, provided in this book)

Clinic hours and assessment requirements

Some of the units of competency, as listed below, require that students complete a set number of hours in a clinic environment and also a set number of client sessions in order to be assessed as competent.

The following Diploma units require that students complete 96 hours of client work with at least 80 of these supervised in the student clinic

- HLTMSG002 Assess client massage needs
- HLTMSG004 Provide massage treatments

Clinic Supervisor Reports

- Supervisor reports will be used in some units to identify whether students have performed to standard in the clinic environment.

- Supervisors will indicate whether they consider that students have demonstrated skills in a range of tasks.

Assessment attempts and resubmissions

Students have up to three attempts to complete assessment tasks satisfactorily. If after the third attempt, the student has not completed the task satisfactorily, the assessor must make alternative arrangements for assessment. Depending on the task, this may include:

- resubmitting incorrect answers to questions (such as short answer questions and case studies)
- resubmitting part or all of a project, depending on how the error impacts on the total outcome of the task
- redoing a role play after being provided with appropriate feedback about their original performance
- being observed a second (or third time) undertaking any tasks/activities that were not satisfactorily completed the first time, after being provided with appropriate feedback.

Assessment outcomes

Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS). Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for a unit. If one or more of tasks are assessed as Not Satisfactory, students will be given an overall outcome for the unit of Not Yet Competent (NYC).

Students can be given two further attempts to complete the task and achieve a Satisfactory outcome. Students need to be given a timeframe for resubmission and advised what they must include in the resubmission.

Assessors are required to use the Assessment Record Tool to record the assessment decision for each task. The Record of Assessment Outcomes on the final page of the Assessment Record Tool should be completed by the assessor.

Principles of Assessment and Rules of Evidence

All assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

The principles of assessment are:

- Validity
- Reliability
- Flexibility
- Fairness

The rules of evidence are:

- Authenticity
- Currency
- Sufficiency
- Validity

The definitions of each term are outlined in the Marking Guide for each unit/cluster. To ensure these principles and rules are followed, Sydney College of Natural Therapy:

- Requires all students to submit written assessment tasks with a signed Assessment Task Cover Sheet where students are required to declare the work is their own – ensuring Authenticity.

- Assessment tasks are designed so that all unit of competency requirements are covered, a number of times where possible, (demonstrated through mapping) and a number of forms of evidence are used to form assessment decisions – ensuring Validity and Sufficiency. See also the section on Validation in this Training and Assessment Strategy.
- Evidence is Current as it relies on evidence collected during the course and includes third party reports and observations of work performance.
- Reliability is ensured by conducting regular validation and quality reviews of our assessment processes.
- Flexibility is ensured by providing options in the tasks based on their individual situation, drawing on a range of assessment methods suitable to the student's current situation and allowing recognition of existing competencies through a formal RPL process.
- Fairness is provided by supporting individual needs and making reasonable adjustments as required. Clear instructions are provided to the student about their assessment requirements in the Assessment Task Booklets. Students may appeal an assessment decision following our Complaints and Appeals Policy and they are informed of this in the front of every task booklet. Students are asked to agree to the assessment arrangements in the Assessment Plan provided in each task booklet.

Submission, feedback and re-assessment

Students must submit each task with a completed and signed Assessment Task Cover Sheet within timelines specified in the assessment instructions.

Written and theoretical tasks will be assessed within 2 weeks of submission. Each task will be marked as Satisfactory or Not Satisfactory. A unit or module will be marked as Competent once all tasks for the unit or module have been marked as Satisfactory.

Students have up to three attempts per assessment task. Where a task is marked as Not Satisfactory, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.

There is a charge of \$50 for each resubmission or re-attempt required – as detailed in the Student Agreement that students sign prior to enrolment.

If after the third attempt, the student has not completed the task satisfactorily, the assessor must make alternative arrangements for assessment. Depending on the task, this may include:

- resubmitting incorrect answers to questions (such as short answer questions and case studies)
- resubmitting part or all of a project, depending on how the error impacts on the total outcome of the task
- redoing a role play after being provided with appropriate feedback about their original performance
- being observed a second (or third time) undertaking any tasks/activities that were not satisfactorily completed the first time, after being provided with appropriate feedback.

Students will receive detailed feedback for each task either in written or verbal form from their assessor.

Assessment appeals

Students can make an appeal against any assessment decision by following the Complaints and Appeals Policy outlined in the Student Handbook. Appeals will be dealt with following the Complaints and Appeals Procedure.

Reasonable adjustment

A legislative and regulatory framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, providers of vocational education and training must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities. Sometimes reasonable adjustments, are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner's particular needs, while also taking into account factors such as: the views of the learner; the potential effect of the adjustment on the learner and others; the costs and benefits of making the adjustment.

Adjustments must:

- be discussed and agreed to by the learner with a disability
- benefit the learner with a disability
- maintain the competency standards
- be reasonable to expect in a workplace.

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship
- harm other learners.

Making reasonable adjustments requires the RTO to balance the need for change with the expense or effort involved in making this change. If an adjustment requires a disproportionately high expenditure or disruption it is not likely to be reasonable.¹

Some examples of reasonable adjustments that could be made for the assessments in this booklet include:

- verbal responses to written activities (such as questions and answers tasks and case studies)
- conducting assessor clinic observations via Skype or other video format (for example, in cases of students in remote areas)
- rescheduling assessor observations in the event that workplace/student clinic conditions may not be suitable (for example, safety concerns, required resources not being available, lack of appropriate clients on the day, etc)
- providing students with large-print copies of the Student Assessment Booklet.

Record any reasonable adjustments made in the space provided in the relevant task's checklist in the Assessment Record Tool.

Industry Consultation

Sydney College of Natural Therapy has communicated with professional massage therapists and directors and staff at massage therapy centers in regard to the delivery of the HLT42015 Certificate IV in Massage Therapy.

¹ From https://www.ibsa.org.au/sites/default/files/media/BSBv1.1_Business_Services_Implementation_Guide.pdf

Our TAS's along with a sample of Training & Assessment materials have been provided to industry representatives along with our Industry Consultation Tool which asks for feedback in relation to:

- Course structure, topics and sequence of units
- Course delivery methods
- Resources, Facilities and Equipment
- Skills required of graduates
- Skills required of trainers and assessors

Tania Spoletini, practitioner

Tania provided the following feedback

Tania provided the following feedback

1. Tania thought face to face delivery is most effective. Practical component meets mandatory requirements for health fund providers. Small business unit is good as it provides basic information to students who may consider setting up a private business. All industry specific needs have been met for this level of study. Good mix of assessment modes has been provided.
2. Consider first 2 role plays could be replaced with patient presentations (i.e. taking a case history etc.) rather than an exercise in complaints resolution.
3. Ensure sufficient range of texts is available to students in addition to power points as they are by nature quite succinct.

Tania has advised that in her opinion VET trainers and assessors who deliver this course:

- Require excellent language/communication skills
- Be highly accessible and be enthusiastic facilitators of importing knowledge and skills.
- Recognition of different learning styles/modes for individual students.
- Have had some level of participation in the industry and in working with the general public.
- Demonstrate by example and attitude, a high degree of professional conduct. "Duty and Care" and "Do no harm" ethos.

Implementation of feedback:

1. Tania's feedback did not require any changes to course delivery or materials
2. This feedback is in relation to 'diversity' topic (CHCDIV001) – we have carefully mapped tasks to unit requirements and the use of this kind of role play is especially relevant to performance criteria 4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations. This will be reviewed again soon in relation to scheduled validation activities.
3. Power points include references to a range of other materials within the trainer notes and slides including websites, however we are also providing text books and a library of other books and resources for student use.
4. Trainer/Assessor industry experience requirements are already covered in the position description and unit requirements (as documented in the Skill Matrix and CV in staff files)

Anthony Bugeja, practitioner at Tone-up Massage

Anthony provided the following feedback:

1. Anthony said course content flows well and suited for both the trainer and students. Course assessment will give a good indication of performance and will allow the student to have good understanding of the industry and to assist them in further studies. Course structure allows for content to be delivered well and unit topics to be taught methodically. Training material is adequate

to assist students to achieve the qualification with knowledge, confidence and clinical experience. Assessment methods are comprehensive and well suited.

2. The structure of these notes can be delivered by a VET trainer who has at least 5yrs of clinic practice experience, either as an employee or business owner. A Diploma in Remedial Massage should be the minimum requirement.

Implementation of feedback:

1. Nothing additional required.
2. Our trainers and assessors already meet these requirements, however guideline of number of years required has been added to the *Trainer & Assessor Position Description*, which have now been signed again by current staff.

Industry Engagement

In line with the Standards, Sydney College of Natural Therapy is required to develop its courses through effective engagement with industry.

Sydney College of Natural Therapy will invest in developing quality relationships with industry representatives which may include local and regional employers, current and past students, job network providers, recruitment agencies, professional associations and Industry Skill Councils.

Sydney College of Natural Therapy's trainers and assessors and the management team are responsible for cultivating these relationships.

Industry experts will be consulted to review proposed and current Courses to ensure they meet current industry expectations and student needs. Results gathered will be used to develop and improve on the Training and Assessment Strategy including resources, materials, content, trainers and assessors, facilities and equipment.

Sydney College of Natural Therapy's industry engagement approach includes:

- Liaising with industry representatives such as employers, job network providers, industry skills councils and professional associations about proposed or current Courses to gather their written or verbal feedback
- Consultation with employers and industry representatives about their needs upon making an enquiry into one of our courses.
- An industry engagement panel for each industry area where the panel meets regularly to provide feedback and input into the relevant courses.
- Reviewing feedback received from currently enrolled students and their employers about the course they are involved in.
- Subscribing to regular updates from relevant Industry Skills Councils including:
 - **Community Services & Health Industry Skills Council <http://www.cshisc.com.au/>**
- All feedback received via industry consultation processes will be documented and acted upon accordingly to ensure that Sydney College of Natural Therapy qualifications are industry relevant and current.
- Records of industry consultation are kept on the *Industry Consultation Register* and the processes and outcomes are recorded on each Course's *Training and Assessment Strategy*.

Training and Assessment Strategy

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More detail of industry engagement and course review mechanisms are outlined in our *Course Development and Review Policy and Procedures*.

Training and Assessment Strategy

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Training and Assessment Sequence and Methods

This plan outlines all the training, learning and assessment activities included for each unit in the course. Activities are identified as ‘training’, ‘learning’, or ‘assessment’ to account for the different course durations, including the amount of training and overall volume of learning, allocated to each learner cohort. Potential learners are grouped into four different learner cohorts based on their existing knowledge, skills and experiences relevant to the qualification. This is assessed prior to enrolment through a conversation with the assessor/enrolment coordinator. Trainers and assessors continuously evaluate the learners’ progress throughout the course. Should the learner require more or less training, the amount of training and overall volume of learning will be adjusted accordingly. The table below provides a baseline schedule for each learner cohort.

Legend:

- **Recommended** - Activities within the schedule that learners are recommended to complete to prepare them for assessment
- **Not Offered** – Activities within the schedule that learners are not offered as part of a specific pathway (e.g. training activities are not offered to RPL candidates)
- **Optional** - Activities within the schedule that learners may choose to undertake depending on their level of previous knowledge and experience to prepare them for assessment activities
- **Required** – Activities within the schedule that learners must undertake to complete the course
- **RPL** – Assessment activities within the schedule that learners may complete via the RPL pathway

Course Component	Activity	Type of Activity	Resources Required	Approx. Completion (in hours)	Cohort 1	Cohort 2	Cohort 3
					Beginner	Advanced	Expert
					Included in Training Plan		
Competency Assessment	Written Assessment	Assessment	Competency Assessment Tool	0.5	Required	Required	Required
LLN Assessment	Written Assessment	Assessment	LLN Assessment Tool	0.5	Required	Required	Required

Training and Assessment Strategy

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Subject 1: Massage Practice (7 weeks) Week 1 – 7	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Massage Therapy Principles and Practice - Chapters 1,5, 6, 13 & 16	63 hours <i>(9 hours x 7 sessions)</i>	Required	Optional	Not applicable
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	31.5 hours <i>(4.5 hours x 7 week)</i>	Required	Optional	Optional
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour <i>(included in classroom activities)</i>	Required	Required	Required
		Assessment	Task 2: Role Plays	1.5 hours <i>(included in classroom activities)</i>	Required	Required	RPL
		Assessment	Task 3: Project	2 hours <i>(included in classroom activities)</i>	Required	Required	RPL
	Subject 2: Anatomy and Physiology 1 (4 weeks)	Face to face classroom sessions	Training	Whiteboard, projector, handouts	36 hours <i>(9 hours x 4 sessions)</i>	Required	Optional

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Weeks 1 – 4	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	18 hours (4.5 hours x 4 weeks)	Required	Optional	Optional
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour (included in classroom activities)	Required	Required	Required
		Assessment	Task 2: Case Study	1.5 hours (included in classroom activities)	Required	Required	RPL
		Assessment	Task 3: Role play	1.5 hours (included in classroom activities)	Required	Required	RPL
Subject 3: Anatomy and Physiology 2 (8 weeks) Weeks 5 – 12	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Massage Therapy Principles and Practice – Chapter 10	72 hours (9 hours x 8 sessions)	Required	Optional	Not applicable
	Homework/ Reading the learner guide/	Learning	Internet, Learner Guide	36 hours (4.5 hours x 8 weeks)	Required	Optional	Optional

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	Independent research						
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour (included in classroom activities)	Required	Required	Required
		Assessment	Task 2: Case Study	1.5 hours (included in classroom activities)	Required	Required	RPL
Subject 4: Safety and Hygiene (2 weeks) Weeks 8 – 9	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Massage Therapy Principles and Practice – Chapter 3 & Chapter 9 Law and Ethics in Complementary Medicine	18 hours (9 hours x 2 sessions)	Required	Optional	Not applicable
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	9 hours (4.5 hours x 2 weeks)	Required	Optional	Optional
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour (included in classroom activities)	Required	Required	Required

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		Assessment	Task 2: Project	2 hours (included in classroom activities)	Required	Required	RPL
		Assessment	Task 3: Case Studies	1.5 hours (included in classroom activities)	Required	Required	RPL
		Assessment	Task 4: Role Play	1.5 hours (included in classroom activities)	Required	Required	RPL
Subject 5: Legislation and ethics (2 weeks) Weeks 10 – 11	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Law and Ethics in Complementary Medicine, Chapter 8, Chapter 2, Chapter 4 Massage Therapy Principles and Practice – Chapter 2	18 hours (9 hours x 2 sessions)	Required	Optional	Not applicable
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	9 hours (4.5 hours x 2 weeks)	Required	Optional	Optional
	Assessment	Assessment	Task 1: Written Questions	1 hour	Required	Required	Required

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	Activities			(included in classroom activities)			
	Assessment	Task 2: Case Studies		1.5 hours (included in classroom activities)	Required	Required	RPL
	Assessment	Task 3: Project		2 hours (included in classroom activities)	Required	Required	RPL
Subject 6: Diversity (2 weeks) Weeks 12 – 13 *Week 12 – one session *Week 13 – two sessions	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Pages 23 & 24 of Law and Ethics in Complementary Medicine, Massage Therapy Principles and Practice – Chapter 119	27 hours (9 hours x 3 sessions)	Required	Optional	Not applicable
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	13.5 hours	Required	Optional	Optional
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour (included in classroom)	Required	Required	Required

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				activities)			
		Assessment	Task 2: Role Play	1.5 hours (included in classroom activities)	Required	Required	RPL
		Assessment	Task 3: Project	2 hours (included in classroom activities)	Required	Required	RPL
Subject 7: Business Planning (1 week) Week 14	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Law and Ethics in Complementary Medicine, Chapter 7 Massage Therapy Principles and Practice – Chapter 17	18 hours (9 hours x 2 sessions)	Required	Optional	Not applicable
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	9 hours	Required	Optional	Optional
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour (included in classroom activities)	Required	Required	Required

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		Assessment	Task 2: Case Study	1.5 hours (included in classroom activities)	Required	Required	RPL
		Assessment	Task 3: Project	2 hours (included in classroom activities)	Required	Required	RPL
Subject 8: Massage Treatment (10 weeks) Week 15 - 24	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Law and Ethics in Complementary Medicine, Chapter 7 Massage Therapy Principles and Practice – Chapter 17	90 hours (9 hours x 10 sessions)	Required	Optional	Not applicable
	Student Clinic / Student Clinic + Workplace Clinic	Training	Clinic Workbook, Portfolio	16 hours	Required	Optional	Not applicable
	Student Clinic Assessment Activities	Assessment	Clinic Workbook, Portfolio <i>*Clinic hours form part of the 80-hour massage client consultation work required for units HLTMSG002 and HLTMSG004, and 200-hour massage client consultation work required for units HLTMSG005, HLTMSG006, HLTMSG008, HLTMSG003.</i>	64 hours*	Required	Required	RPL

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	Classroom Assessment Activities	Assessment	Task 1: Written Questions	1 hour (included in classroom activities)	Required	Required	Required
		Assessment	Task 2: Role Plays	4 hours (included in classroom activities)	Required	Required	RPL
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	90 hours	Required	Optional	Optional
Subject 14: First Aid	<p>The first aid unit (HLTAID003) must be completed at another RTO provider of the student's choice. The students are required to submit their Statement of Attainment for HLTAID003. Sydney College of Natural Therapy (SCNT) will grant Credit Transfer upon completion of its verification process.</p> <p>For the purpose of this schedule, the amount of training allocated to this course is 18 hours, based on the Nationally Agreed Hours provided by NCVET, last updated 20 June 2018: https://www.ncver.edu.au/_data/assets/file/0025/56446/Nationally-agreed-hours.txt</p>						

Please note that the above table is a sample only. The actual course activities and corresponding durations are reviewed per cluster, and are provided through the individual training plan. The individual training plan is discussed and agreed upon with the learner, in accordance with the outcome of the learner's pre-enrolment assessments, and the trainer's recommendations.

Resource Requirements

Facilities and Equipment

Before enrolling students are advised that they should arrange their own:

- Access to a computer (if students prefer to type their responses)
- Access to the internet (for conducting online research)

It's not essential students have their own computer and internet access, but some resources and homework activities do require students to be able to access these, so students should be prepared to either use a community library, internet café, or visit the college outside of class times for learning and activities that do require this.

The RTO will ensure the student has access to the following equipment and facilities as documented in the Facilities and Equipment Checklist and the Workplace Clinic Placement Form.

Classroom facilities as follows:

- Training room with tables and chairs
- Data projector & 1 laptop for trainer
- Internet access
- Whiteboard & markers

General campus facilities:

- Student library with general reference textbooks for reading at the RTO premises relating to health, remedial massage therapy, practise and other units included in the course.
- 3D models (skeletons)
- Industry Journals
- Anatomy and Physiology charts
- Photocopier
- Student kitchenette

Student and workplace clinics are required to have the following:

- Private consultation areas
- Clinic administration/client waiting area
- Clinic operating procedures for student clinic emergency evacuation procedures must be included covering how to respond to:
 - A fire/smoke
 - Injury of an employee or client/visitor to the clinic
 - Threat to the safety of a staff member, client or visitor (such as violence, an abusive client, staff member or visitor, etc)
 - Bomb threat
- Client Treatment Forms
- Appointment Book
- Towels/sheets for draping
- Oils/balms
- Hot/cold packs
- Bolsters.

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- Talc/cream lotion
- Massage oil
- Massage tables with adjustable heights

Trainer and Assessors

Staff Name	Qualifications and relevant experience	Trainer (T) or Assessor (A)	Units being delivered (All or list specific)
Qingyang (Ian) Li	<p>TAE40110 Certificate IV in Training and Assessment</p> <p>TAELLN411 Address Adult Language, Literacy and Numeracy Skills</p> <p>HLT50302 Diploma of Remedial Massage</p> <p>Master Degree of Traditional Chinese Medicine</p> <p>Basic first aid, CPR & Life support (HLTAID001, HLTAID002 & HLTAID003)</p> <p>Bachelor of Traditional Chinese Medicine</p> <p>1992 - now Massage Therapist and Acupuncturist</p> <p>Over 12 years experience working as General Training Officer in Lee Massage & Acupuncture Group</p> <p>AACMA & ATMS membership (massage & acupuncture)</p> <p>Lecture at FuJian University of TCM for 7 years.</p>	T & A	<p>All except:</p> <ul style="list-style-type: none"> • HLTAID003 Provide First Aid
Yi ZHENG	<p>ATMS Membership (massage)</p> <p>HLT50307 HLT50307 Diploma of Remedial Massage</p> <p>TAE40110 Certificate IV in Training and Assessment</p> <p>TAELLN411 Address Adult Language, Literacy and Numeracy Skills</p> <p>Basic first aid, CPR & Life support (HLTAID001, HLTAID002 & HLTAID003)</p> <p>Bachelor of Accounting and Finance</p> <p>Working as a massage therapist for 9 years</p>	T & A	<p>All except:</p> <p>HLTAID003 Provide First Aid</p>

	including management roles.		
He YANG	<p>ATMS Membership (massage)</p> <p>Basic first aid, CPR & Life support (HLTAID001, HLTAID002&HLTAID003)</p> <p>HLT50307 Diploma of Remedial Massage</p> <p>TAE40110 Certificate IV in Training and Assessment</p> <p>TAELLN411 Address Adult Language, Literacy and Numeracy Skills</p> <p>Working as a massage therapist for nearly 12 years including management roles.</p>	T & A	<p>All except:</p> <p>HLTAID003 Provide First Aid</p>

Qualification of Trainers and Assessors

Training and assessment is delivered only by persons who have:

- vocational competencies at least to the level being delivered and assessed;
- current industry skills directly relevant to the training and assessment being provided;
- current knowledge and skills in vocational training and learning that informs their training and assessment;
- the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1 of the SRTO2015; and
- regularly undertakes professional development in the fields of the knowledge and practice of vocational training, learning and assessment

Additional Requirements of Trainers and Assessors

The following units have the following additional requirements which Assessors must satisfy:

- HLTMSG002 Assess client massage needs
- HLTMSG004 Provide massage treatments
-

The Assessment Conditions of these units state that assessors must:

- have current clinical experience working as a massage therapist providing services to the general public
- hold practising membership of an Australian professional body that represents massage therapists
- fulfil the continuing professional development requirements of the professional body to which they belong

In addition to meeting these Assessment conditions, Sydney College of Natural Therapy also requires that trainers and assessors of this course:

- Hold a current First Aid Level II Certificate
- Hold current professional indemnity insurance for practicing massage therapy
- Hold current police checks

Validation Policy and Arrangements

Validation plan

Sydney College of Natural Therapy has a plan for, and implements, systematic validation of assessment practices and judgments. The *Validation Plan* ensures that each unit or module on the RTO's scope of registration is validated at least once every five years, with at least 50% of all units or modules validated within the first three years of each five year cycle.

Validation is conducted on a regular basis for each training product in line with the requirements of the Standards (Clause 1.10 & 1.11) and involves industry experts and people external to the particular assessments being validated. Collectively, those involved in validation must have:

- Vocational competencies and current industry skills.
- Current knowledge and skills in vocational teaching and learning; and
- The training and assessment qualification or assessor skill set.

Conducting validation

For each validation session, there will be a leader will be assigned to lead the process.

All assessors engaged by the RTO to conduct assessment are required to regularly participate in validation.

In conducting validation, Sydney College of Natural Therapy will validate a suitable sample size of assessments and will randomly select the students assessments to be validated – in line with the guidance provided by ASQA's Fact Sheet on Conducting Validation.

Validation is conducted using a Validation Tool which guides the validation team through the process and records outcomes.

Record keeping and improvements

Validation outcomes are documented, and results of validation acted upon to bring about improvements to the RTO's training and assessment systems and practices. Refer to *CG3 Quality Assurance Policy and Procedures*.

Recognition of Prior Learning

Recognition of Prior Learning is available, and all students are offered the opportunity to participate in RPL upon enrolment. Recognition of Prior Learning is recommended as an option where individuals have been working in a relevant job role for at least 2 years.

RPL Process

A streamlined RPL process has been developed which requires the student to make a self-assessment of their skills, participate in an interview with an assessor, provide documentary evidence and demonstrate practical skills where relevant. This process involves:

1. The candidate expresses their interest in RPL and discusses their suitability with Sydney College of Natural Therapy. If suitable, they are sent an RPL Self-Assessment Tool and RPL Evidence Tool.
2. Candidate completes the RPL Self-Assessment Tool to confirm they are able to provide required evidence for RPL and then if they wish to progress their application, fills in the application form provided in the kit and returns it to Sydney College of Natural Therapy.
3. The application is reviewed for suitability.
4. If suitability is confirmed, the candidate is enrolled.
5. The assessor then makes arrangements to meet with the candidate to conduct the first interview and begins assessing skills and knowledge using the RPL Assessor Tool. An evidence plan is developed during this meeting.
6. The assessor then contacts professional referees to confirm the candidate's skills, work experience and knowledge, and records findings in the RPL Assessor Tool
7. The assessor conducts further interviews and practical assessments as required.
8. The student completes the Evidence Tool with as much evidence as possible
9. A decision is made about whether RPL will be granted for each unit and this is recorded in the Assessor's Tool
10. Arrangements for gap training are made if required
11. Feedback is collected from each candidate in relation to the RPL process.

RPL Tools

There are three tools used to form assessment decisions for each RPL Enrolment into HLT52015 Diploma of Remedial Massage. They are:

- The RPL Self-Assessment Kit – to be completed by the candidate includes an RPL application form.
- The RPL Assessor Tool- to be completed by Sydney College of Natural Therapy 's trainer/assessor
- The RPL Evidence Kit - to be completed by the candidate and relevant third parties who can confirm the candidate's skills and knowledge

Continuous Improvement Approaches

Systematic continuous improvement is a fundamental component of the quality assurance approach used by Sydney College of Natural Therapy.

Opportunities for improvement will be identified through the following mechanisms:

- Regular feedback is collected from students, staff, industry and employers on a regular basis and data gathered is collated and analysed. Regular feedback is collected through:
 - Surveys completed by students at classes and visits
 - Surveys completed at the end of a course by students, workplaces and host workplaces
 - Quality Indicator Surveys provided to students and employers at the end of their course
- Complaints and appeals will be reviewed to identify root causes of the incidents and identify areas that need improving to prevent recurrence.
- Internal audits conducted on a regular basis will identify areas in which performance could be stronger.
- Management meetings held by the RTO will be used as an opportunity for managers to identify areas that require improvement from their knowledge and what they have learnt from staff.
- Outcomes of assessment validation meetings will identify areas where assessment and training systems and practices can be improved.

Improvements will be recorded and acted upon on a continual basis to ensure Sydney College of Natural Therapy is responsive to areas that require improvement.

Endorsement

Signature:	
Print Name:	
Date:	
Review Date:	This Training and Assessment Strategy will be reviewed on or before 01/06/2019

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