



Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage

Training Package Details

Training Package	HLT Health release 2.0
Code	HLT52015
Title	Diploma of Remedial Massage
Qualification Description	<p>This qualification reflects the role of remedial massage therapists who work with clients presenting with soft tissue dysfunction, musculoskeletal imbalance or restrictions in range of motion (ROM). 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 283 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 = 21</p> <ul style="list-style-type: none">• 16 core units• 5 elective units, consisting of:• at least 1 unit from the Business Management group below• up to 4 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>Provide students with practical and theoretical skills and knowledge required for working as a qualified remedial massage therapist in a range of contexts such as:</p> <ul style="list-style-type: none">• within a clinic in the health/natural therapy services industry• in their own clinic or mobile clinic (within their own practice)• in a sports therapy or physical therapy Centre• for a sports team or club• in an aged care facility• in a health service• in a spa facility or beauty therapy setting or holiday/retreat center such as
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Learner Characteristics/ Target Group

a resort center.

- in a palliative care facility or hospital

This course is open to anyone with an interest in working as a professional remedial massage therapist. This includes those who have never provided massage before as well as those already qualified or working in the industry who would like to upgrade or update their qualifications, skills or knowledge.

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 making a lifestyle change or career 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.

Students are encouraged to consider enrolling straight into the Diploma (as opposed to the Certificate IV) if they think that they would like to deliver remedial massage or offer health fund rebates to their clients.

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 and third term and during term four there is more clinic hours required than in term two and term three.

See page 9 for more details.

Program Duration

The duration of the course is 12 months. There is a total of 46 weeks of class time broken into terms. There are 6 weeks holiday for each calendar year

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
Remedial Massage	HLTMSG003 Perform remedial massage musculoskeletal assessments	Core
	HLTMSG005 Provide remedial massage treatments	Core
	HLTMSG006 Adapt remedial massage practice to meet specific needs	Core
	HLTMSG008 Monitor and evaluate remedial massage treatments	Core
Reflexology	HLTREF002 Provide reflexology for relaxation	Other elective
Aromatherapy	HLTARO001 Develop aromatherapy practice	Other elective
Health Professionals	CHCPRP005 Engage with health professionals and the health system	Core
Professional Practice	CHCPRP003 Reflect on and improve own professional practice	Core
First Aid	HLTAID003 Provide first aid *	Core

*The HLT AID003 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 20 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 12

Pathways

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

- Massage therapist
- Remedial massage therapist
- Complementary health clinic director

Students who complete this course may wish to continue their education into such courses such as Advanced Diploma of Applied Science or a Bachelor's Degree in Health Sciences – however these courses are not available through Sydney College of Natural Therapy.

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

In order for treatment provided by graduates to be covered by an Australian health insurance policy (in order to meet the requirements of the Private Health Insurance (Accreditation) Rules 2011, graduates must seek professional membership with an approved peak body

This course has been designed to ensure it meets additional requirements of health fund providers. These requirements range in requirements of education completed by members, however the most comprehensive of these are those required by Medibank Private and SCNT's preferred industry association, ATMS. The requirements are as follows:

"To be registered as a provider with health funds including Medibank Private, HCF and other health funds and to be accredited in Remedial Massage by ATMS, courses must meet the following:

1. *The foundation/structure of the Diploma of Remedial Massage must in effect be either a:*
 - *12-month full time course (note – a course that commences in the early part of the year with continuous attendance/study and finishes near the end of the year is deemed to be a 12 month course,*

¹ Legislative instrument available here: <https://www.comlaw.gov.au/Details/F2011L02241/Download>

- or 18 months part time course, or of lesser duration than the above as a result of recognition of prior learning or credits which are shown on the academic statement/transcript.
- 2. 20% of the course must contain clinical training to be completed on campus, supervised by a trainer with appropriate qualifications
note – any clinical training completed off campus at a clinic under the supervision of a practitioner is not accepted by health funds
- 3. The following practical course components which require skills-based knowledge must also be completed on campus – surface anatomy, palpation, clinical examination, assessment of conditions, treatment plans, tactile therapies, massage techniques and other associated therapeutics and techniques.”

Following successful registration as an RTO Sydney College of Natural Therapy has applied to have this course recognised by its preferred massage association, the ATMS. This recognition will ensure that graduates of this course can easily apply for their full membership.

Some health funds may automatically recognise members of certain associations and others may have their own application process, fees and additional requirements such as:

- take out professional indemnity and public liability insurance and have a current first aid certificate.
- To maintain membership, they will be required to complete ongoing professional development training to support and develop their skills.
- Information about obtaining membership will be provided to students as part of the course.

AQF Level

This qualification is at AQF Level 5 which is described in the AQF as the following

Purpose	The Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning
Knowledge	Graduates of a Diploma will have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning.
Skills	Graduates of a Diploma will have: <ul style="list-style-type: none">• cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources• cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements• specialist technical and creative skills to express ideas and perspectives• communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge
Application	Graduates of a Diploma will demonstrate the application of knowledge and skills: of knowledge <ul style="list-style-type: none">• with depth in some areas of specialisation, in known or changing contexts and skills• to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations• with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality• with initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined

Volume of learning

parameters

The volume of learning of a Diploma is typically 1 – 2 years

The actual number of hours required for each learner to complete this course varies depending on the learner's existing knowledge, skills and experience. The learner's existing knowledge, skills and experience is evaluated as part of the Sydney College of Natural Therapy's standard pre-enrolment assessment, which includes:

- 1) LLN Assessment
- 2) Competency Assessment
- 3) Assessment for any disability or chronic conditions

Where required, additional support and/or educational services will be provided or recommended to the learner. This may increase the amount of training assigned to a learner. Alternatively, if the learner has relevant and sufficient knowledge, skills or experience, the amount of training required for the learner to complete the course may be reduced.

Learner Cohorts

The Amount of Training required for learners to complete this course depends on the learners' existing skills, knowledge and experience relevant to the requirements of the course. This is determined by the competency assessment conducted as part of the enrolment process.

The competency assessment determines the learners' current level of proficiency:

- a) 1st Cohort: Beginner – limited knowledge or skill in the competence contained in this qualification.
- b) 2nd Cohort: Advanced – Extensive knowledge and skill in the competence contained in this qualification. Recent related industry work experience of one year or more.
- c) 3rd Cohort: Expert (Assessment only) - Extensive specific knowledge and skill in the competence contained in this qualification; Current industry experience of 2 or more years and; These candidates are recommended to undertake a full recognition pathway

See page 21 for more details.

Rationale

Sydney College of Natural Therapy has decided on the course duration taking into account the following factors:

- The course has been structured to ensure that it is within the prescribed Volume of Learning (VOL) requirement to complete a typical Diploma qualification (1200 – 2400 hours completed over a duration of 1 to 2 years).
- 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.
- Clustered delivery eliminates duplication of assessment tasks addressing similar requirements across the units of competency
- Face to face delivery ensures that learners receive real-time and direct feedback from the trainer
- According to [myskills.gov.au](https://www.myskills.gov.au), the average course duration for HLT52015 is 1 Year. <https://www.myskills.gov.au/courses/details?Code=HLT52015>

Please see Amount of Training Analysis document for more information.

Training and Learning

To maximise opportunities for learning and to make sure that all students are guided throughout their learning, this course will be delivered face to face with a workplace component (student clinic/actual massage clinic).

Term 1 = 12 weeks

Term 2 = 12 weeks

Term 3 = 11 weeks

Term 4 = 11 weeks

Total holiday time = 6 weeks for each calendar year

*Rolling intakes: Learners are not required to start from Topic 1. They may start working on the unit being delivered, according to the training schedule, at the time of their enrolment. Sydney College of Natural Therapy will only accept maximum of 25 students per class.

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 (Week 1 – 12)	18 hours per week	12	216
	Class time	9 hours per week	34	306

	(Week 13 – 46)			
	Clinic time – students without access to a workplace	8 hours per week	23	184
	(Week 13 – 35)			
	Clinic time – students without access to a workplace	9 hours per week	11	99
	(Week 36-46)			
Learning	Homework	Approximately 9 hours per week	46	414
	Reading the learner guide			
	Independent research			
Total hours			1219	

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&3	184	8	150	6.5	34	1.5
Term 4	99	9	80	7.5	19	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. Remedial Massage
10. Reflexology
11. Aromatherapy
12. Health Professionals
13. Professional Practice
14. 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 17.

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 14 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 [Training and Assessment Sequence and Methods](#).

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

The following Diploma units require that students complete 187 hours (which must be supervised for at least 150 of those hours) and at least 60 massage treatment sessions and 60 musculoskeletal assessments:

- HLTMSG003 Perform remedial massage musculoskeletal assessments
- HLTMSG005 Provide remedial massage treatments
- HLTMSG006 Adapt remedial massage practice to meet specific needs
- HLTMSG008 Monitor and evaluate remedial 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.²

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.

² From https://www.ibsa.org.au/sites/default/files/media/BSBv1.1_Business_Services_Implementation_Guide.pdf

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 HLT52015 Diploma of Remedial Massage Therapy.

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

1. Tania thought face to face delivery is most effective. Practical component meets mandatory requirements for health fund providers. Good topics covering most common conditions / syndromes / diseases that they are likely to encounter in the clinic. Case Studies and role play provide good integration of theoretical knowledge, verbal / communication skills and palpation skills. It is good to have assessment tasks / methods vary in nature and frequent. Smaller and frequent assessment tasks "track" the learning of students and reveal early on where there are gaps or inadequacies in students grasp of theory or technical skills.
2. Tania has advised that in her opinion VET trainers and assessors who deliver this course:
 - Require excellent language/communication skills
 - Be approachable, accessible & enthusiastic facilitators & imparting information & skills to students.
 - Have some level of experience in working with general public in either a private or non-private clinical setting.
3. Trainers & Assessors need to Impart by example and attitude, high degree of professional conduct in all interactions with clients/patients." Duty and Care" and "Do no harm" ethos.
4. In addition to written resources (such as textbooks), instructional videos/CDs and 3D teaching models will be helpful. And it is very good for the college to provide a library facility for the students with a good mix of teaching/instructional resources.

Implementation of feedback:

1. Tania's feedback did not require any changes to course delivery or materials
2. 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)
3. Legal and ethical skills and knowledge of trainers and assessors are already covered in mapping to the unit CHCLEG003 however an emphasis on modelling ethical behavior in clinical work has been added to Trainer/Assessor Position description (HR2.1 V1.3)
4. SCNT agree with this comment and we already intend to provide but have now documented this better. Checked available resources for student library and added descriptions to TAS, facilities and equipment checklist and also Student Handbook.

Anthony Bugeja, practitioner at Tone-up Massage

Anthony provided the following feedback:

1. The course presentation allows for effective delivery of content. The topics covered are relative, thus suited to the industry. The course structure has the necessary core units and suitable electives. Delivery in clusters is for good understanding and flow for students. The assessment methods are effective in as far as a guide to student performance.
2. Time should be set aside for group discussion on the experience of clinic sessions in the learning environment. This is to discuss Case History and clinic outcome - this needs to be upon written client consent.
3. VET trainers who deliver Anatomy & Physiology should have an Advanced Diploma of Applied Science. Trainers who delivering Business Planning should have training in this field or at least has or is managing a related business for a minimum of 3yrs, and they should have at least 5yrs of practice experience.

Implementation of feedback:

1. No changes needed
2. Change made to session plans for 'Massage Treatment' to ensure that this is included. Client agreement in Clinic Workbook also adjusted to allow for this permission to be explicitly granted (optional for clients).
3. While we value this feedback we think our requirements for trainers and assessor's are sufficient for this course however specific qualifications, skills and experience for all units are covered in each Trainer & Assessor skills matrix. In some cases professional development plans will include additional study for units which trainer and assessors may have less experience and/or current knowledge of. The new HLT training package does not include an Advanced Diploma of Applied Science and is not specifically relevant to this qualification.

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*.

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

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



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

HLT52015 Diploma of Remedial Massage



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 (9 hours x 7 sessions)	Required	Optional	Not applicable
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	31.5 hours (4.5 hours x 7 week)	Required	Optional	Optional
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour (included in classroom activities)	Required	Required	Required
		Assessment	Task 2: Role Plays	1.5 hours (included in classroom activities)	Required	Required	RPL
		Assessment	Task 3: Project	2 hours (included in classroom activities)	Required	Required	RPL
	Subject 2: Anatomy and Physiology 1 (4 weeks)	Face to face classroom sessions	Training	Whiteboard, projector, handouts	36 hours (9 hours x 4 sessions)	Required	Optional

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



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

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



	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

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



		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

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



	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

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



				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

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



		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 96-hour massage client consultation work required for units HLTMSG002 and HLTMSG004, and 187-hour massage client consultation work required for units HLTMSG005, HLTMSG006, HLTMSG008, HLTMSG003.</i>	64 hours*	Required	Required	RPL

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



	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 9: Remedial Massage (13 weeks) Week 25 – 37	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Massage Therapy Principles and Practice – Chapter 6, 8, 14, 15, 19 & 20	117 hours (9 hours x 13 weeks)	Required	Optional	Not Applicable
	Student Clinic / Student Clinic + Workplace Clinic	Training	Clinic Workbook, Portfolio	88 hours	Required	Optional	Not Applicable
	Student Clinic Assessment Activities	Assessment	Clinic Workbook, Portfolio <i>*Clinic hours form part of the 96-hour massage client consultation work required for units HLTMSG002 and</i>	16 hours*	Required	Required	RPL

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



			<i>HLTMSG004, and 187-hr massage client consultation work required for units HLTMSG005, HLTMSG006, HLTMSG008, HLTMSG003.</i>				
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	117 hours (9 hours x 13 weeks)	Required	Optional	Optional
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour (included in classroom activities)	Required	Required	Required
Assessment		Task 2: Project	2 hours (included in classroom activities)	Required	Required	RPL	
Subject 10: Reflexology (2 weeks) Week 38 – 39	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Massage Therapy Principles and Practice – Chapter 13	18 hours (9 hours x 2 weeks)	Required	Optional	Not Applicable
	Student Clinic / Student Clinic + Workplace Clinic	Training	Clinic Workbook, Portfolio	6 hours	Required	Optional	Not Applicable

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



	Student Clinic Assessment Activities	Assessment	Clinic Workbook, Portfolio <i>*Clinic hours form part of the 96-hour massage client consultation work required for units HLTMSG002 and HLTMSG004, and 187 - massage client consultation work required for units HLTMSG005, HLTMSG006, HLTMSG008, HLTMSG003.</i>	12 hours*	Required	Required	RPL
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	18 hours (9 hours x 2 weeks)	Required	Optional	Optional
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour (included in classroom activities)	Required	Required	Required
		Assessment	Task 2: Project	2 hours (included in classroom activities)	Required	Required	RPL
Subject 11: Aromatherapy (2 weeks)	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Massage Therapy Principles and Practice –	18 hours (9 hours x 2 weeks)	Required	Optional	Not Applicable

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



Week 40 – 41			Chapter 12 9				
	Student Clinic / Student Clinic + Workplace Clinic	Training	Clinic Workbook, Portfolio	6 hours	Required	Optional	Not Applicable
	Student Clinic Assessment Activities	Assessment	Clinic Workbook, Portfolio <i>*Clinic hours form part of the 96-hour massage client consultation work required for units HLTMSG002 and HLTMSG004, and 187 - massage client consultation work required for units HLTMSG005, HLTMSG006, HLTMSG008, HLTMSG003.</i>	12 hours*	Required	Required	RPL
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	18 hours (9 hours x 2 weeks)	Required	Optional	Optional
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour (included in classroom activities)	Required	Required	Required
		Assessment	Task 2: Project	2 hours (included in classroom activities)	Required	Required	RPL

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



Subject 12: Health Professionals (3 weeks) Week 42 – 44	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Massage Therapy Principles and Practice – Page 214-215	27 hours <i>(9 hours x 3 weeks)</i>	Required	Optional	Not Applicable
	Student Clinic / Student Clinic + Workplace Clinic	Training	Clinic Workbook, Portfolio	15 hours	Required	Optional	Not Applicable
	Student Clinic Assessment Activities	Assessment	Clinic Workbook, Portfolio <i>*Clinic hours form part of the 96-hour massage client consultation work required for units HLTMSG002 and HLTMSG004, and 187 - massage client consultation work required for units HLTMSG005, HLTMSG006, HLTMSG008, HLTMSG003.</i>	12 hours*	Required	Required	RPL
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	27 hours <i>(9 hours x 3 weeks)</i>	Required	Optional	Optional
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour <i>(included in classroom activities)</i>	Required	Required	Required

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



		Assessment	Task 2: Role play	1.5 hours (included in classroom activities)	Required	Required	RPL
		Assessment	Task 3: Case Study	1.5 hours (included in classroom activities)	Required	Required	RPL
		Assessment	Task 4: Project	2 hours (included in classroom activities)	Required	Required	RPL
Subject 13: Professional Practice (2 weeks) Week 45 – 46	Face to face classroom sessions	Training	Whiteboard, projector, handouts Textbook: Massage Therapy Principles and Practice – Chapter 2	18 hours (9 hours x 2 weeks)	Required	Optional	Not Applicable
	Student Clinic / Student Clinic + Workplace Clinic	Training	Clinic Workbook, Portfolio	6 hours	Required	Optional	Not Applicable
	Student Clinic Assessment Activities	Assessment	Clinic Workbook, Portfolio <i>*Clinic hours form part of the 96-hour massage client consultation work required for units HLTMSG002 and HLTMSG004, and 187 - massage client consultation</i>	12 hours*	Required	Required	RPL

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



			<i>work required for units HLTMSG005, HLTMSG006, HLTMSG008, HLTMSG003.</i>				
	Homework/ Reading the learner guide/ Independent research	Learning	Internet, Learner Guide	18 hours (9 hours x 2 weeks)	Required	Optional	Optional
	Assessment Activities	Assessment	Task 1: Written Questions	1 hour (included in classroom activities)	Required	Required	Required
Assessment		Task 2: Project	2 hours (included in classroom activities)	Required	Required	RPL	
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>						
	APPROXIMATE AMOUNT OF TRAINING PER COHORT				623.5	0 – 623.5	n/a
APPROXIMATE ASSESSMENT TIME PER COHORT				181.5	181.5	13*	
APPROXIMATE LEARNING TIME PER COHORT				414	0 - 414	0 - 414	

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



OVERALL VOLUME OF LEARNING PER COHORT	1219	181.5 - 1216	13 - 427
DURATION IN WEEKS (approx. 27 hrs/wk)	46 weeks	7 – 46 weeks	1 – 16 weeks

**Amount of time to complete submission of evidence documents for RPL pathway is not included in this table.*

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.

Training and Assessment Strategy

HLT52015 Diploma of Remedial Massage



- 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
- HLTMSG005 Provide remedial massage treatments
- HLTMSG006 Adapt remedial massage practice to meet specific needs
- HLTMSG003 Perform remedial massage musculoskeletal assessments

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

END OF DOCUMENT