SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Draft 1

Massage Therapy

Training Package Products

Consultation Guide

Complementary Health IRC

June 2021

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Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education, Skills and Employment to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of Training Packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

IRCs drive the process of Training Package development and are made up of people with experience, skills and knowledge of their particular industry sector. They are responsible for the provision of strategic input and advice that represents the needs of their workforces, and ensuring Training Package Products reflect these needs.

Project Background

In 2018–2019, the Complementary Health IRC's consultation with the Massage Therapy sub-sector in preparation for its 2019 Industry Skills Forecast identified a range of factors which have guided the development of this update.

In particular, the consultation identified an increasing acceptance by the general public of complementary health disciplines as a key contributor to individuals' overall physical and psychological wellness. As a result of this acceptance, the number of establishments in the sector has increased, and this growth has been projected to drive annual revenue by at least +2% through to 2022 with an estimated value of at least $4.4 billion.

Prior to this, a national study conducted in 2017 regarding complementary health use showed that two out of three Australians use some kind of complementary medicine or therapy. This figure was consistent with previous studies indicating that high levels of complementary medicine use are a firmly entrenched aspect of health care delivery in Australia. Massage therapists are the most consulted complementary practitioners (20.7% of the population).

Responding to an analysis of labour force data which indicated that employment levels for Massage Therapists would reach 17,700 (+13.8%) nationally by 2022, the IRC proposed the review and development of the various Massage Therapy Training Package Products.

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This consultation is being conducted alongside the *Certificate IV in Massage Therapy* and the *Diploma of Remedial Massage* which have already been reviewed. It now relates to a **new** Qualification and Units of Competency to be contained in the HLT Training Package under the remit of the Complementary Health (CH) IRC.

The newly proposed *Advanced Diploma of Remedial Massage* and related Units of Competency have been developed as a result of feedback received from stakeholders in response to a recent survey regarding appropriate content for this new Qualification.

The HLT Health Training Package must be reflective of the contemporary requirements of industry both today and into the future. Specifically, in current circumstances, this means it must address the way in which Massage Therapists acquire the necessary skills, ensure these skills are aligned to current-day work roles, and contribute to reducing workforce shortages.

Technical Advisory Committee

To inform the update of Complementary Health Training Package products, and the development of the new *Advanced Diploma of Remedial Massage* and the three new Units, a Massage Therapy Technical Advisory Committee (TAC) was formed. The Massage Therapy TAC reports to the Complementary Health IRC and is made up of stakeholders and subject matter experts from across Australia who provide:

- guidance at the national level to ensure Training Package Products are flexible and responsive to changing needs and practices
- specialist advice and strategic direction in relation to stakeholder feedback and issues relevant to their sector
- views and feedback on behalf of the sector/organisations they represent, and
- facilitation of communication and consultation with others, including other members of their organisations, association members and other networks.

The aim of this update is to ensure that the Complementary Health Training Package Products reflect current professional standards and practice, and to ensure that industry has access to graduates who have the requisite skills and knowledge of current industry content, language, and terminology, particularly at the higher AQF levels.

New Qualification

- The Industry Skills Forecast and stakeholder feedback during consultation have together identified the need for a Qualification at a higher AQF level.
- With respect to the Packaging Rules, the Advanced Diploma of Remedial Massage requires that ten Units be completed, of which:
    - five are core Units, and
    - five are elective Units.

New Units

- *HLTMSG019 Perform advanced remedial massage assessments*

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- *HLTMSG020 Provide advanced remedial massage treatments*
- *HLTMSG021 Apply advanced remedial massage clinic practice.*

Consultation Activities and Timelines

National consultation on Draft 1 is open from **Monday, 07 June 2021** to **Friday, 25 June 2021**. During this period, input will be sought on the following Training Package Products under the remit of the Complementary Health IRC:

- One **new** Qualification
- Three **new** Units of Competency and their associated Assessment Requirements.

SkillsIQ will be undertaking a number of key activities to engage community stakeholders and VET professionals. Further details are posted on the SkillsIQ website here: https://www.skillsiq.com.au/CurrentProjectsandCaseStudies/MassageTherapyTPD.

Feedback can also be provided online via the SkillsIQ Feedback Forum, accessed at: https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/HLTHealth/AdvancedDiplomaofRemedialMassageDraft1.

When accessing the Feedback Forum, please first refer to the 'How To' guide located on the page. It will provide directions for leaving and submitting comments.

Following the close of the consultation period, feedback received will be collated and evaluated. This feedback will inform the development of Draft 2 for validation.

To remain up to date with project developments, subscribe to SkillsIQ at: https://www.skillsiq.com.au/Subscribetoournewsletter.aspx.

About this Consultation Guide

This Guide, which should be read in conjunction with the applicable Draft Training Package Products, provides:

- a list of Draft 1 Training Package Products, and
- key consultation questions on which SkillsIQ seeks feedback to provide information to the IRC.

Contact details

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Proposed Training Package Products
Complementary Health Qualification

Qualification Code	Qualification Title
HLT62021	*Advanced Diploma of Remedial Massage*

List of Complementary Health Units

Unit Code	Unit Title	Prerequisite
HLTMSG019	*Apply advanced remedial massage assessments*	Nil
HLTMSG020	*Provide advanced remedial massage treatments*	Nil
HLTMSG021	*Apply advanced remedial massage clinical practice*	*HLTMSG012 Apply relaxation massage clinical practice*

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Mapping Guide

Qualification Mapping

A Qualification is mapped as Equivalent (E) to another one when it provides the same skill and knowledge outcomes, including when:

- core Units remain the same or are replaced by similar Units which provide the same skill and knowledge outcomes
- numbers of electives remain the same or are raised or reduced slightly.

A Qualification is mapped as Not Equivalent (N) when it provides different skill and knowledge outcomes, including when:

- Units have been added to the core which provide additional mandatory skill and knowledge outcomes
- Units have been removed from the core which reduce mandatory skill and knowledge outcomes
- a significant number of additional elective Units are required
- Entry Requirements are altered, creating significant differences to the structure of the Qualification.

Existing Qualification Code and Title	Draft 1 Qualification Code and Title	Comment in Relation to Previous Version E = Equivalent N = Not Equivalent
	HLT62021 Advanced diploma of remedial massage	**New Qualification**

Unit of Competency Mapping

A Unit of Competency is mapped as Equivalent (E) when:

- it provides the same skill and knowledge outcomes
- Elements and associated Performance Criteria have remained the same, but are better expressed
- Knowledge Requirements have remained the same but are better expressed.

A Unit of Competency is mapped as Not Equivalent (N) when:

- it provides different skill and knowledge outcomes
- Elements and/or Performance Criteria have been added or removed
- Performance Evidence or Knowledge Requirements have been added or removed.

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent, N = Not Equivalent, A = Application, El = Elements, PE = Performance Evidence, KE = Knowledge Evidence, AC = Assessment Conditions PC = Performance Criteria
	HLTMSG019 Perform advanced remedial massage assessments	**NEW Unit**
	HLTMSG020 Provide advanced remedial massage treatments	**NEW Unit**
	HLTMSG021 Apply advanced remedial massage clinical practice	**NEW Unit**

Questions for Consideration

The following questions have been developed to guide feedback for Draft 1 of the Complementary Health Training Package Products.

Qualification – *Advanced Diploma of Remedial Massage*

- The CHIRC has proposed the stated combination of five core and five elective Units for this Qualification. Does this combination provide the necessary core and elective skills for Massage Therapists?
- Are the Packaging Rules for the core and elective composition of Units attainable at the Advanced Diploma level?
- Should there be more core or elective units? Should there be fewer?

Suite of Units of Competency

- Are all draft Units required? Should any be deleted?
- Are there any additional Units of Competency required?

Titles and Application Statements - Units of Competency

- Do the Titles reflect the skills being described? Could any be changed to better indicate what the Units cover?
- Does the Application Statement provide a clear and accurate description of the skills being described?

Prerequisite

- Are there any essential Prerequisites that should be nominated?
- Only one Unit currently has a Prerequisite. Is there a need for more Prerequisites?

Elements and Performance Criteria

- Do the Elements and Performance Criteria accurately describe what people do in the job role of a Massage Therapist? If not, what could be added?
- Do the Performance Criteria adequately describe the level of proficiency?

Performance Evidence

- Would the types of evidence prove that a person is competent in all the Unit outcomes, including Performance Criteria, Foundation Skills and Knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little? Too much?
- Are the statements clear? Would assessors understand exactly what they must do?

Knowledge Evidence

- What is the essential knowledge required of an individual in order to perform the tasks described in the Performance Criteria? Is the Knowledge Evidence requirement specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors in understanding the scope?

Assessment Conditions:

- Are the nominated environments appropriate?
- Are the statements clear? Would assessors understand what they must provide for assessment?

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Appendix A: Training Package Unit of Competency Terminology Guide

Units of Competency specify the skills and knowledge a learner needs in order to complete a work task. Each Unit of Competency has associated Assessment Requirements which detail what a learner must demonstrate and know in order to be deemed competent, along with any special conditions which apply to the assessment of competency.

UNIT CODE	Unique code which identifies the Unit of Competency
UNIT TITLE	The Unit Title is a brief statement of the outcome of the Unit of Competency, i.e. what the task is that learners will be able to complete once they are deemed competent
APPLICATION	The application summarises: • the content of the Unit of Competency and the skill area it addresses • any relationship with other Units of Competency • any licensing requirements or relevant legislation • the Unit of Competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.
PREREQUISITE UNIT	Prerequisites are other Units of Competency or in some cases licences, etc. that a learner must complete before undertaking this Unit of Competency. This may be in order to provide underpinning skills or knowledge that is essential for a learner to undertake this Unit.
ELEMENTS	The Elements are the basic themes of the Unit of Competency. They describe the significant functions that form part of the work task that the Unit of Competency covers.
PERFORMANCE CRITERIA	The Performance Criteria specify the required steps that enable the learner to undertake the work task.
Assessment Requirements	
PERFORMANCE EVIDENCE	Identifies what a learner must demonstrate in order to be deemed competent at the work task.
KNOWLEDGE EVIDENCE	Identifies what a learner needs to know to perform the work task effectively.

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ASSESSMENT CONDITIONS	Assessment Conditions provide the context for the Unit of Competency, describing essential operating conditions that must be present for assessment, depending on the work situation, needs of the candidate, accessibility of the items required, and local industry and regional contexts. They may specify any of the following: • The conditions under which competency must be assessed, including variables such as the assessment environment or necessary equipment or tools • Whether or not the Unit must be assessed in the workplace or may also be assessed via simulation • Resource implications, for example access to particular equipment, infrastructure or situations • Any required characteristics of the assessor, e.g. whether the assessor must hold a higher Qualification in that field, etc.

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