

Massage Schools of Queensland

CODE OF PRACTICE

1. Information Available

Please read the provided Student Handbook for a full description of our policies and Code of Conduct.

2. Training and Assessment Methods

- All subjects are taught in class with theory and practical experience. Each massage / treatment class includes hands on massage.
- Assessments are conducted at the end of each subject. These may be a theory test, a practical test or some assignment work.
- A thesis is part of all Diploma level courses.

3. Fees

- The fee quoted here includes a \$200 non refundable enrolment fee
- All fees must be paid prior to, or on the due date. Failure to do so can result in termination of enrolment
- A deposit is required to secure a place on the course and fees may be paid by payment plan with weekly or monthly payments.
- Students with outstanding fees will not be permitted to graduate until all fees are paid in full
- Credit card payments will incur a 1.5% surcharge (3% for AMEX)

4. Refund Policy

- Applicants must advise Massage Schools of Queensland in writing of their intention to withdraw from a course.
- For written cancellation received three (3) or more weeks prior to commencement of a **full time** course, a full refund of fees less \$200 Enrolment Fee will be made.
- For written cancellation received three (3) or more weeks prior to commencement of a **short** course, deposit is not refundable.
- For cancellation less than three (3) weeks prior to commencement of a course, fees paid are non-refundable.
- For cancellation after commencement of a course, fees paid are non-refundable.
- For cancellation due to medical/emergency reasons only, students must attend an interview with the Head of School. Any fees or unused portion thereof may be held in credit for students' use within a 12 month period, and an administration fee will apply.
- Where a course is cancelled for any reason by Massage Schools of Queensland, and alternative courses do not suit the applicant, a full refund of fees paid will be made.
- All student fees will be processed through a separate banking account for auditing purposes.
- Once MSQ receives the deposit, MSQ provides the access to LEARNERS GUIDES. The deposit cannot be refunded after that.

5. Complaints

- Complaints are welcomed as a means of ensuring that we overcome problems encountered by clients, and provide an opportunity to improve the operation and delivery of our training programs.
- Complaints about fellow students should be referred to the teacher or Class Captain in the same way, and a meeting with the Head of School and student will be arranged to address the problem through a mediation process.
- In the event of a complaint against the organisation, staff or fellow student involving a breach of civil law, the participant should contact the Head of School immediately. If it is not resolved, then it should be referred to the appropriate Government Agency.
- An independent third party for handling student complaints will be made available to students if requested or if Massage Schools of Queensland deems it necessary to do so.
- Students may nominate a person of their choosing to accompany or represent them in any complaint process.
- Our complaint resolution process does not circumscribe the student's right to pursue other legal remedies.
- Massage Schools of Queensland will act upon any complaint found to be substantiated.

6. Academic Appeals

- Students can appeal against a result for any subject or course within 21 days of the issue of results. Results will be reviewed and notification given of the outcome within fourteen (14) days of appeal.
- In the event of an appeal, the participant should contact their teacher and request to fill out an Appeal form which is then forwarded to the Head of School. If the appeal is not resolved, it will go before an independent panel so that the student can address his/her issue. A written response to the Appeal will be given to the student within 7 days.

7. Student Conduct & Discipline

- Students are required to observe any lawful direction given by a staff member in order to ensure the safety of individuals and the orderly conduct of learning programs delivered by Massage Schools of Queensland.
- Students must maintain a high standard of behaviour within the premises of Massage Schools of Queensland and must not indulge in any acts, which may result in damage to property or unduly interfere with the comfort or convenience of any person lawfully entitled to be within the premises of Massage Schools of Queensland. The necessary action will be taken by the Head of School of Massage Schools of Queensland, and an appeals process will be available to students upon any decision that is made.

8. Exit Points

- Qualifications delivered by Massage Schools of Queensland are assessed using a holistic approach to assessment. Students who exit a program prior to completion of the entire qualification will not be issued with a Statement of Attainment. Students undertaking a short course program will be issued with a Certificate of Attendance.

I confirm that I have read and that I understand the Code of Practice. I consent to information on this form and support evidence supplied by me to be:

- released to a third party when required;
- used by the Australian Skills Quality Authority and any other governing bodies for audit, verification, research, statistical analysis, program evaluation, post-completion surveys and internal management purposes.
- I have read and understood the Privacy Notice.

I hereby assign all rights to any video recording(s), audio recording(s), motion picture filming and photograph(s) made of me during the course of my study at Massage Schools of Queensland. And I hereby authorise the editing, re-recording, duplication, reproduction, copyright, exhibition, broadcast and/or distribution of said recording(s), film(s), photograph(s) for the purposes of marketing and education.

RHONA MCKAY

APPLICANT NAME:.....

HEAD OF SCHOOL

APPLICANT SIGNATURE:.....

Please answer all questions below

1. Language and cultural diversity: (Please tick relevant box)

In which country were you born?

- Australia
Other *If other, please specify which:

Do you speak a language other than English?

- English only
Other language *If other, please specify:

If other, how well do you speak English?

- Very well Well
Not well Not at all

Are you of Aboriginal or Torres Strait Islander origin?

- No Yes, Aboriginal
Yes, Torres Strait Islander

2. Disability

Do you consider yourself to have a disability, impairment or long-term condition?

- Yes No

If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:

*Please refer to the Disability supplement for an explanation of the following disabilities.

- | | | | |
|----------------|--------------------------|---------------------------|--------------------------|
| Hearing/deaf | <input type="checkbox"/> | Physical | <input type="checkbox"/> |
| Intellectual | <input type="checkbox"/> | Learning | <input type="checkbox"/> |
| Mental illness | <input type="checkbox"/> | Acquired brain impairment | <input type="checkbox"/> |
| Vision | <input type="checkbox"/> | Medical condition | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | | |

3. Schooling

What is the highest COMPLETED school level?

- | | | | |
|-----------------------|--------------------------|-----------------------|--------------------------|
| Year 12 or equivalent | <input type="checkbox"/> | Year 11 or equivalent | <input type="checkbox"/> |
| Year 10 or equivalent | <input type="checkbox"/> | Year 9 or equivalent | <input type="checkbox"/> |
| Year 8 or equivalent | <input type="checkbox"/> | Never attended school | <input type="checkbox"/> |

Are you still attending secondary school?

- Yes No

4. Previous qualifications achieved

Have you SUCCESSFULLY completed any of the following qualifications?

- Yes No

- | | | | |
|--|--------------------------|---|--------------------------|
| Bachelor degree or higher | <input type="checkbox"/> | Advanced diploma or Associate degree | <input type="checkbox"/> |
| Diploma (or associate Diploma) | <input type="checkbox"/> | Certificate IV (or advanced certificate/technician) | <input type="checkbox"/> |
| Certificate III (or trade certificate) | <input type="checkbox"/> | Certificate II | <input type="checkbox"/> |
| Certificate I | <input type="checkbox"/> | | |
| Other education (including certificates or overseas qualifications not listed above) | | | <input type="checkbox"/> |

5. Employment

Of the following categories, which BEST describe your current employment status?

For casual, seasonal, contract and shift work, use the current number of hours worked per week to determine whether full time (35 hours or more per week) or part-time employed (less than 35 hours per week).

- | | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| Full-time employee | <input type="checkbox"/> | Part-time employee | <input type="checkbox"/> |
| Self-employed – not employing others | <input type="checkbox"/> | Self-employed – employing others | <input type="checkbox"/> |
| Unemployed – seeking full-time work | <input type="checkbox"/> | Unemployed – seeking part-time work | <input type="checkbox"/> |
| Employed – unpaid work in a family business | <input type="checkbox"/> | | |
| Not employed – not seeking employment | <input type="checkbox"/> | | |

6. Study reason

Of the following categories, which BEST describes your main reason for undertaking this course/traineeship/apprenticeship?

- | | | | |
|---|--------------------------|--|--------------------------|
| To get a job | <input type="checkbox"/> | To develop my existing business | <input type="checkbox"/> |
| To start my own business | <input type="checkbox"/> | To try for a different career | <input type="checkbox"/> |
| To get a better job or promotion | <input type="checkbox"/> | It was a requirement of my job | <input type="checkbox"/> |
| I want extra skills for my job | <input type="checkbox"/> | To get into another course of study | <input type="checkbox"/> |
| For personal interest or self-development | <input type="checkbox"/> | To get skills for community / voluntary work | <input type="checkbox"/> |
| Other reasons | <input type="checkbox"/> | | |

Privacy Notice

VET Data Use Statement

Under the Data Provision Requirements 2012 and National VET Data Policy (which includes the National VET Provider Collection Data Requirements Policy), Registered Training Organisations are required to collect and submit data compliant with AVETMISS for the National VET Provider Collection for all Nationally Recognised Training. This data is held by the National Centre for Vocational Education Research Ltd (NCVER), and may be used and disclosed for the following purposes:

- populate authenticated VET transcripts;
- facilitate statistics and research relating to education, including surveys and data linkage;
- pre-populate RTO student enrolment forms;
- understand how the VET market operates, for policy, workforce planning and consumer information; and
- administer VET, including program administration, regulation, monitoring and evaluation.

You may receive a student survey which may be administered by a government department or NCVER employee, agent or third party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Disability supplement

Introduction

The purpose of the Disability supplement is to provide additional information to assist with answering the disability question.

If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:

Disability in this context does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision managed by wearing glasses or lenses.

'11 — Hearing/deaf'

Hearing impairment is used to refer to a person who has an acquired mild, moderate, severe or profound hearing loss after learning to speak, communicates orally and maximises residual hearing with the assistance of amplification. A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.

'12 — Physical'

A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life; for example, amputation, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.

'13 — Intellectual'

In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.

'14 — Learning'

A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability.

'15 — Mental illness'

Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering or distress and which represent a departure from a person's usual pattern and level of functioning.

'16 — Acquired brain impairment'

Acquired brain impairment is injury to the brain that results in deterioration in cognitive, physical, emotional or independent functioning. Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke. These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

'17 — Vision'

This covers a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness or injury.

'18 — Medical condition'

Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired or of unknown origin. The condition may not be obvious or readily identifiable, yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, HIV/AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes.

'19 — Other'

A disability, impairment or long-term condition which is not suitably described by one or several disability types in combination. Autism spectrum disorders are reported under this category.