



Massage Training for Visually Impaired People - A European Model



Education and Culture

Leonardo da Vinci

**LEONARDO DA VINCI
Community Vocational Training
Action Programme**

Project:

“Supporting the creation of a uniform model for a European
masseur training for visually impaired people”

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For further details contact the Project Co-ordinator
Elisabet Borgar at Swedish Vocational Institute, Finland
Tel: + 358 6 324 2321
E-mail: elisabet.borgar@syi.fi

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Swedish Vocational Institute
Fabriksgatan 1 A, FIN-65200 VASA
PB 40, 65201 Vasa, Finland

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Section 1

Introduction



Section 1 Introduction

People with disabilities are a socially-excluded group within Europe, less likely than non-disabled people to have qualifications and therefore more likely to be unemployed.

The aim of the project was to help establish the creation of a pan-European model for a vocational training course in massage for people who are visually impaired, with the emphasis being on entrepreneurship, including taking vocational tests to receive certification. It was planned, realized and evaluated in close collaboration with qualified massage practitioners and educators from a number of European countries where the massage profession for people with visual impairments is well established. Also involved were representatives from associations for people who are visually impaired and representatives from working life.

As a result of this collaborative and integrative approach to the existing massage training courses available in the participating countries the model which was created within the project framework can be used as the basis for further development of massage training in Europe. The use of this European model can promote international co-operation and lead to an increased understanding of the activities related to massage in different countries.

The model for the massage training will eventually be available throughout Europe. This will make it possible for potential students with a visual impairment to be offered the opportunity to undertake the training in their own country and increase their potential employability.

Section 2

Educational Philosophy

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Section 2 Educational Philosophy

Current trends in the provision of health and social care necessitate the fulfilment of certain criteria by the educators of health care professionals. The skills used by massage practitioners are founded on a distinct yet constantly evolving knowledge base. It is important that an educational programme for these practitioners reflects the current trends in health and social care whilst encouraging development in the students of the necessary knowledge, skills and attitudes to enable them to practice massage professionally within a changing social context.

The course is designed to integrate the knowledge base and vocational training necessary for competent massage practice. This will involve the study of physical and psychological changes associated with various stages of life and those that occur as a result of stress or injury. This will be closely linked with the study of the human body whilst encouraging an holistic and flexible approach to client care.

Course design is concerned with organising the curriculum into a system that will govern the delivery and assessment of a study programme. If the course team is to aspire to promote a deep approach to learning that prepares the students to become independent practitioners, then it needs a programme that pays attention to the content, the processes of learning and the experience of practice. The students will develop a knowledge base that is relevant to the role of massage practitioner through engagement with the activity itself. To some extent the learning outcomes and content emerge from, and are driven by, the nature of the practice undertaken. It is important to note, however, that the course team needs to ensure that the graduating massage practitioners are safe to practice in an unpredictable environment. This means that attention must be given to specific content and the processes of learning as well as to the activity of massage itself. It is however, very useful to encapsulate within the curriculum design, the learning that occurs towards the end of the course where the students are immersed in the practice setting. Experiential learning must be included in the design of a modern curriculum concerned with a vocational profession.

Learning can be defined as an inherently social activity developed through participation with others rather than as something that occurs in isolation for one individual. The course design will therefore encourage the students to establish patterns where they purposefully engage in learning activities as collaborative exercises.

Vocational courses have an element of 'situated learning'. This is essential for the development of practice and emphasises the importance of setting learning within a proper context. Within a community of practice, learning is mediated through working alongside experts and participating in their practice (to a limited degree and with limited responsibility) and being absorbed in the appropriate 'culture of practice'. The practice-based component of the programme provides an excellent opportunity for the students to experience situated learning.

Section 3

Course Philosophy and Rationale



Section 3 Course Philosophy and Rationale

3. 1 The Nature of Massage

Massage is probably the oldest of all therapies and has been used throughout the ages by all cultures. Evolving from a combination of Eastern and Western traditions, it is an holistic form of treatment having a profound effect on the mind, body and emotions.

Today, massage is a multidimensional skill encompassing a wide variety of continually evolving techniques, many of which have their roots in Classic Massage. The practice involves manipulating the muscles and other soft tissues in a variety of different ways. In general, the manipulation of the body's soft tissue (i.e. the skin, muscles, tendons, ligaments and fascia) using the hands is a gentle, flowing massage technique that uses varying degrees of pressure and stretching movements. It is most commonly used for relaxation and for improving well-being.

The general public is becoming increasingly aware of the value of massage in combating the stresses and tensions of modern living. Athletes, sports people and dancers include massage in their training schedules to aid recovery and to prevent or treat soft tissue injuries. The focus of the intervention is on the individual client and so it is essential that the massage practitioner is an effective communicator, able to understand and take account of the client's perspective.

3.2 Massage within the Health Care and Social Context

When viewed from an international and European perspective the present situation comprises a range of training programmes for would-be masseurs that are different in content, duration and structure. In some European countries there is no massage training available.

Although a well-established profession in many countries, the practice of massage is still developing. Practitioners working in this area have to be sensitive to the ever-changing health care and social environment and modify

their practice accordingly. This course is, therefore, designed to enable new graduates to meet the demands that these environments will place upon them. The knowledge base and sphere of activity for the massage profession will be clearly defined and strengthened within the course. This will enable social integration and help to raise the status of massage as an acceptable profession for visually impaired practitioners in the participating countries.

The course development team within the project has high levels of expertise in the teaching and practice of massage as well as in matters relating to disability issues in general and visual impairment in particular. The team is confident that the course will equip the students with the knowledge and skills necessary to practice proficiently and effectively in a range of health care and social settings.

3.3 The Work of a Massage Practitioner

A masseur/masseuse can work in the public and private sectors as:

- a self-employed practitioner
- an employee of an organisation in the social service or health care sectors
- an employee in a fitness/sports association or club
- an employee in the leisure industry

Massage is carried out in a variety of settings such as health care institutions, nursing homes, spas, fitness centres, hotels and hair/beauty salons, clients' work places and in clients' homes. The practitioner works mainly with adults who can be healthy or ill. S/he may come into contact with children in some contexts.

The independent nature of the work means that the practitioner must be extremely professional in her/his approach to clients and organisations, taking ethical issues into account at all times. S/he may also need to have an entrepreneurial attitude particularly if running her/his own business.

In work situations there is an emphasis on the ability to communicate effectively and appropriately with other

health care staff members, employers and clients. The massage practitioner will be regarded as an expert in her/his professional capacity by both the client and by various groups such as teams within social, health care and fitness/sport sectors.

The client-oriented nature of massage practice within the social, health care and fitness/sport sectors, together with an increasing amount of research in the field, provides the opportunity for development to occur both within the profession as a whole and for individual practitioners. This development, along with high standards of practice, will lead to further improvement in the status of massage as a profession in Europe.

Section 4

Learning and Teaching Strategies



Section 4 Learning and Teaching Strategies

Massage is a hands-on profession emphasising physical approaches that use touch in the care and treatment of clients, both healthy and sick. The ability to use these approaches requires the student to have a level of scientific knowledge to enable appropriate selection, application and modification of massage interventions. The theoretical content of the course provides a foundation on which such decisions are made. This is incorporated within each course unit to enable students to appreciate the relevance and application of the scientific principles involved.

Clinical reasoning skills (the ability to make informed judgements about client intervention following initial and ongoing assessment) depend upon an understanding of the psychological and social processes that influence the interaction between client and practitioner. Some basic psychological and sociological theory is therefore integrated with the relevant units in order to illustrate their appropriateness in client management.

The massage course aims to educate practitioners to have a reflective approach to practice, the ability to transfer skills and knowledge across specialities and a commitment to lifelong learning.

4.1 Guidance for the Teaching of Practical Skills

4.1.1 Establishing Good Communication Channels

Good communication is essential. The student should be the first source of information. Good communication channels should also be established between internal and external teaching staff and, at the appropriate time, with supervisors of any work experience placements which may form part of the course and on which the teaching of practical skills may take place. Some staff awareness-raising/training may be required.

4.1.2. Advance Preparation

A book list should be available before the practical element of the course begins to allow time for the material to be produced in a range of accessible media, either by the institution or by the student as applicable. Reading may be slower for visually impaired students and some will only be able to read for short periods of time before the onset of eye strain. In order to enable full participation by these students, therefore, it is helpful to prioritise reading lists and sections within specific chapters of textbooks; alternatively, giving specific page numbers/ranges facilitates efficient time-management.

Preparatory course material such as hand-outs should be available in the student's preferred medium and should be issued to the student well in advance of the particular practical session. Knowledge of the various methods of adapting teaching materials will be crucial. If equipment is to be used during the session adaptation may be necessary. Consideration should also be given to the choice of a suitable learning environment; standard rooms may require adaptation/modification in preparation for the teaching session. Some visually impaired students may need to use note-taking equipment (such as a lap top computer or braille notetaker) during practical classes. If this is the case then extra (lockable) space may be required for storage of these items.

4.1.3 Equipment

If any equipment is to be demonstrated and used during a practical session, it is important that the visually impaired student has full access to each machine. Accessibility will depend on the type of equipment and its intended use. Some equipment may be visually challenging/inaccessible in some situations. If this is the case it is recommended that the student should consider the adoption of a specific operational routine when using the equipment. This involves learning/memorising the controls, their position on the machine and their function by using touch and/or residual vision. It may be useful to learn the specific sequence in which the controls are operated depending on

purpose. Some equipment may require specific adaptation/modification.

There may be situations where it is impossible for the student to gain access to a piece of equipment even with modification. What happens in these cases depends on the outcome of discussions between the student and the course team. Firstly, it may be decided that it is not an essential part of the course and that the practical element could be omitted as long as the theoretical basis is understood.

Secondly, it may be a piece of equipment which is used in a group. In this case the visually impaired student would still be able to participate, but one of the others in the group would assume responsibility for operating the equipment and recording any read-outs.

Lastly, if the student is required to use the equipment and to lead the activity, this can be done with the assistance of another student, a member of staff or possibly a support worker. Here the student is expected to be familiar with, and be able to interpret the read-outs. An assistant may be asked to provide a commentary on what is occurring as the procedure/experiment/technique is performed. This will enable modifications to be made as necessary.

A specific area within the practical teaching room may need to be allocated to accommodate a student's personal equipment for use before/during/after the practical session.

4.1.4 Teaching Strategies

The overall tone of the learning environment is usually set by the staff. Many of the teaching strategies to be discussed shortly are essentially a matter of good teaching practice which will benefit all the students in the group and in turn improve the overall learning experience. There are, however, a number of strategies which involve some extra thought. If these are considered before staff come into contact with students, it is then possible to discuss them with each individual to ascertain which might be the most helpful. If a flexible and non-confrontational approach is adopted, most access issues can be overcome or at

least circumvented. It is important to offer the student the option of regular review sessions with the opportunity for discussion of these points.

To ensure that the session is fully accessible to visually impaired students, all staff should be familiar with a range of appropriate teaching strategies and methods and be skilled in their use.

It is useful to remember that some visually impaired people - especially those with field restriction - find it difficult to appreciate the “whole picture” and this would be particularly relevant in a practical setting. Ideally the following preparation should be made:

- Provide the student with all relevant material in advance, for example, hand-outs, background reading and so on. These should be in the student’s preferred format.
- Give full details of the content of the class in advance for example techniques to be learnt, video to be shown and so on.

Prepare the room in advance:

Ensure:

- Ordered arrangement of any equipment to be used
- Good viewing potential
- Consider lighting, colour, contrast, size and so on
- Allow the student access to the room prior to commencement of the class, especially if there is a particular set up

Some of the following strategies have been found to be helpful in practical sessions:

- Increased verbal explanation of the technique, both before and during the demonstration and in the students’ practice time
- Encourage the student to adopt an appropriate position within the group in order to see and hear what is going on.
- If applicable, encourage the student to feel what is happening during the demonstration. Palpation is useful for all visually impaired students if it is a “hands-on”

- technique, or just feeling where equipment is positioned may facilitate understanding
- Where appropriate, and after obtaining the student's agreement, use the visually impaired student as a model, but afterwards provide an opportunity for that student to observe the technique being performed.
 - After demonstrating the skill in its entirety as a fully integrated set of operations, the task should be broken down into its component parts. Each of these should be demonstrated, explained and analysed as necessary. Competence should be achieved in one component before moving on to the next
 - Give the opportunity for spaced, supervised practice to allow linkage of technique and understanding. 'Distributed practice' where shorter periods of activity are followed by intervals of rest (in which consolidation can take place) appears to produce better results than that from one longer unbroken period of practice.
 - Give detailed, accurate and unambiguous feedback regarding the student's performance. Feedback is important for any student and should contain praise as well as correction. This helps the student to close the gap between present achievement levels and the required standard.
 - Encourage constant self-monitoring of procedures by the student where appropriate. Suggest the use of hands to supplement vision to check positioning and hazards. The latter is particularly important with regard to health and safety issues
 - Where possible choose the simplest and most logical set up. Encourage the student to be methodical in all practice, paying attention to points such as tidiness.
 - Insist on regular practice if appropriate.
 - Encourage everyone to put equipment back in its identified place after use.

Many of these points are considered to be good practice for teaching in practical situations and so would benefit all students in the group.

Some visually impaired students find it helpful to dictate important points into a pocket memo during practical classes. It is then possible to review them in practice and private study periods.

Ideally, it is very useful to have an extra member of staff in the classroom to give support during student practice time. Depending on time and staff availability, it may be possible to provide follow up tutorials or supervised practice sessions if these are felt to be necessary. Again, this may be useful for all students.

It is recommended that staff members are as specific as possible when giving verbal instructions. Extra verbal description is often helpful for all students in a group, and is a valuable tool to use in all teaching situations but particularly so if there are visually impaired students in the group. It is unhelpful to use vague phrases such as “it’s over there” or “you do it like this”.

If a course is serviced by lecturers from outside the department or institution, it is useful to have a document available to send to them which contains some of the above information. This will alert them to the fact that there are students in the group with different access needs and will allow time for any teaching materials to be produced in an appropriate medium.

4.2 Learning and Teaching Methods

Learning and teaching methods are selected on the basis of their appropriateness to the nature of the material being covered. A significant proportion of time will involve practical classes. Here students will develop their handling skills and hands-on techniques whilst applying the theoretical knowledge learned in other parts of the course to further enhance these skills.

Students will be expected to undertake guided private study. Part of this time will enable consolidation of subjects covered in class. If new material is introduced during private study time however, this work will be followed up by tutorials/discussions in which students will have the opportunity to examine and extend their understanding of the concepts covered.

4.2.1 Lectures

Each section of the course will include a series of lectures that are intended to introduce topic areas; to stimulate interest in each subject; to explain and clarify; to raise questions about specific issues and to provide a framework for the students' study. They will act as a stimulus for further reading and research.

Lecture plans in appropriate formats will be distributed prior to or at the beginning of each session. These contain the basic structure of the session and are intended to help the student to concentrate on understanding the content.

Whilst each student will have different methods of note taking, many students find it helpful to annotate the plan during the session.

Key points:

- Lectures provide a framework of ideas and clarify important issues
- Lecture plans allow students to concentrate on understanding
- Lectures are intended to support and guide students' personal study and reading

4.2.2 Practical Classes

Practical classes provide the main setting in which students learn the practical and reasoning skills required for clinical practice. Students carry out techniques on their peers who act as models for the procedures. This system allows the students to experience both the giving and receiving of classical massage. When acting as therapists, students are encouraged to work with as many different peers in the group as possible. This has two main purposes:

- It allows the students to have contact with a range of 'normal' bodies so becoming familiar with individual variations such as skin texture and muscle tone and differences between male and female forms
- It provides opportunities for development of interpersonal skills with a range of people

When acting as models, students are expected to take an active role by offering feedback on the performance of the techniques, for example how comfortable and/or effective the technique feels.

Students will learn the fundamentals of body work and self-care during practical classes. They will be expected to take note of health and safety issues and be able to identify risks associated with learning practical skills.

By acting as models for practical skills it is inevitable that students will remove clothing to allow access to appropriate body parts involved in the procedure. We recommend therefore that all students are suitably dressed to avoid any embarrassment. Students are expected to adopt a professional demeanour during such activities.

To avoid the likelihood of students ever being the source of cross contamination, it is important that they respect all guidelines on hygiene from an early stage.

Key points:

- Practical sessions are fundamental for the acquisition of skills in Classical Massage and associated techniques
- Health and safety issues must be emphasised in relation to self care and care of models/clients
- Supervision of practical classes should focus on ensuring that all students take an active part in the learning process
- The number of students in a practical class must not outnumber the supervisory capabilities of staff present.

4.2.3 Tutorials

Tutorials provide an opportunity for students to raise questions regarding their understanding of topic areas covered in lectures, practical classes and independent study. The structure of tutorials is, therefore, less tightly planned and may use strategies such as quizzes and key questions in order to stimulate discussion. During tutorials students are encouraged to offer their personal interpretation of core concepts, to share information with other students and to raise questions for clarification.

Key point:

- Tutorials are student centred with opportunities for questions and discussion

4.2.4 Seminars

Seminars are intended to offer students the opportunity to discuss and develop their own ideas in a small group. They depend for their success on the participation of all group members. Seminars place emphasis upon students being able to comment on and evaluate what they have read and heard, and being able to ask relevant questions. They are important as they provide the students with opportunities to try out ideas and formulate questions. This helps in the development of critical faculties. Students are encouraged to regard themselves as having a responsibility for enabling others to take part.

Key points:

- Guidance is provided in advance of seminars to enable all students to prepare and participate.
- Students are encouraged to take personal responsibility for the effectiveness of the discussion.

4.2.5 Study Groups

As health care professionals it is important for students to develop effective group interaction skills. These skills will enable them to interact effectively with other massage practitioners and professionals from other disciplines. Group activities are used within the course programme to facilitate the development of these abilities. Students will be encouraged to collaborate and manage interpersonal relationships for all learning and assessment activities that involve groups. They will also be encouraged to form study groups for some areas of independent study.

Key points:

- Group interaction skills are essential for health professionals
- The course will facilitate the development of these skills whenever possible

4.2.6 Private Study

Private independent study is recognised as an important element in developing the necessary skills and attitudes that underpin lifelong learning. In the early part of the course students are provided with comprehensive guidance for independent study and the material covered is reviewed in subsequent sessions. Once it becomes apparent that students are studying at the required level, the amount of guidance is reduced and they are expected to attend sessions prepared to discuss the required information.

Students are encouraged to develop independent learning skills in practical as well as theoretical aspects of the curriculum. They are provided with access to practical rooms outside of timetabled sessions to enable them to practice independently skills/techniques.

Key points:

- Guidance for private study is decreased as students' study skills develop
- Material covered in private study periods is built on during taught sessions
- Private study of practical as well as theoretical components is actively encouraged and resourced.

4.2.7 Practice-Based Learning

Practice-based learning components of the course take place both within and outside the college. In-college clinical practice takes place in the in-house clinic and is supervised by college staff. Outside the college, practice-based learning takes place in a variety of settings with supervision provided by a range of individual massage practitioners. When students are on external placements they will have differing experiences as there will be variation in case mix and in the individual expertise of the supervising massage practitioners. This means, therefore, that external on-the-job learning will be more challenging and may at times present the students with problems they have not encountered before.

Students are encouraged to realise that their needs will

largely be placed after the needs of the client and those of the massage service. There are many resources available in the clinic setting that, with guidance, the students can access to aid in their development. It is important however, that they are encouraged to take an active role in managing their own progress by seeking out information and by making the best use of the facilities and support that are available.

Students will be provided with continuous feedback whilst working at the in-house clinic to enable them to improve on their performance. There will also be opportunities for consolidation and remediation following the external practice based experience when the students return to college for the final part of the course.

Key points:

- Practice-based learning provides an opportunity to integrate theory and practice, with guidance, in an authentic clinic setting.
- Practice-based learning will provide a different experience for each student.
- Learning in the clinic setting is a shared responsibility with the student being encouraged to take an active role.

4.2.8 Information Technology-Based Teaching

Students will be expected to possess computer skills both in the academic and the clinic settings. These are key transferable skills applicable to study and production of coursework, record-keeping, business management, research and professional communication. Students will be provided with opportunities to improve basic skills and to work with appropriate access technology.

Students will also use the medium of information technology to access materials for study in the classroom setting, during private study periods and in research prior to preparation of coursework. Staff members will guide students towards relevant accessible websites and where appropriate, computer-assisted learning packages may be utilised.

Key points:

- IT skills are essential in both academic and professional settings
- Students must possess good computer skills and take an active role in the development of these
- Whenever IT is used or referred to in the teaching environment staff must ensure that all packages/ programmes/web sites are accessible to visually impaired users.

Section 5

Assessment Strategy

5

Section 5 Assessment Strategy

The following chapter describes the aims and strategies used in the assessment process in order to support the student in his/her learning process.

5.1 The Purpose of Assessment within the Course

Assessment within the Course...

- allows the course team and external assessors to make accurate judgements about the students' academic and professional abilities, which lead ultimately to the professional qualification
- helps students to develop an appreciation of good standards of practice
- provides focus for independent study
- demonstrates the achievement of learning outcomes
- enables students to identify personal learning needs and to improve their own performance

5.2 Strategies to Support Learning

5.2.1 Integrating Learning, Teaching and Assessment

e.g. assessment tasks that promote and reward:

- development of relevant knowledge structures
- integration of theory and practice
- clinical reasoning processes
- critical evaluation of own practice and that of others

5.2.2 Marking Criteria and Feedback

Students should be provided with marking criteria as well as examples of written and practical exam questions with relevant marking criteria attached. Coursework should be accompanied by objectives and marking criteria. This will help students to gauge what is expected of them in each piece of work.

Students should also be provided with prompt and constructive feedback once their work has been marked. Feedback must be closely related to the marking criteria

provided. This will enable each student to appreciate the direct relationship between the criteria and the student's actual performance so facilitating self-evaluation.

5.2.3 Self- and Peer Evaluation

As members of a profession, massage practitioners have a duty to ensure that good standards of practice are maintained by both themselves and their peers. The course therefore, endeavours to provide opportunities for the students to develop the critical judgement necessary in order to carry out this self- and peer evaluation. Informal use of marking criteria in practical classes and tutorials can initiate this process.

The students have more formal opportunities to engage in self- and peer assessment in the practical assessment at the end of term 1 and in the presentation in term 2. These assessment experiences are regarded as formative.

5.3 Modes of Assessment

Specific methods of assessment are designed to develop and evaluate different characteristics of the students' capabilities. These are indicated through the objectives of the assessment which define the key skills assessed by each method.

It is important to note that all assessment methods will be modified as necessary to take account of each student's specific support requirements.

5.3.1 Coursework Assignments

These are intended to develop and evaluate the students' ability to:

- seek out information from a variety of sources
- demonstrate depth of knowledge
- develop a structured argument which addresses a specific question
- reflect upon their own practice and that of others
- integrate evidence from a number of sources towards a given purpose
- communicate ideas in a professionally written document

- apply standard procedures for acknowledging sources of information i.e. referencing
- integrate theory and practice
- display independence and self management of learning

5.3.2 Unseen Written Assessments

These are intended to develop and evaluate the students' ability to:

- demonstrate, independently, a range of knowledge and core principles informing massage practice
- select relevant information from a retained knowledge base
- interpret a question and construct a reasoned answer under the constraint of limited time

5.3.3 Practical Assessments

These are intended to develop and evaluate the students' ability to:

- demonstrate safe and accurate application of massage interventions in a simulated setting
- demonstrate considerate and safe handling of another individual in a simulated encounter
- accurately observe and analyse human movement and function
- display skill in articulating their knowledge base and communicating ideas to an individual
- demonstrate, independently, a range of knowledge and core principles informing massage practice
- select relevant information from a retained knowledge base
- interpret a question and construct an oral answer under the constraint of limited time
- use professional language in oral communication
- justify their actions in the simulated setting

5.3.4 Presentations

These are intended to develop and evaluate the students' ability to:

- seek out information from a variety of sources
- demonstrate depth of knowledge
- develop and articulate a structured argument which

- addresses a specific question
- reflect upon and clearly present issues about their own practice and that of others
- use evidence from a number of sources towards a given purpose
- communicate ideas and display skill in articulating their knowledge base to a group
- apply standard procedures for acknowledging sources of information i.e. referencing
- integrate theory and practice
- display independence and self management of learning
- account for their actions and show an ability to discuss issues relating to a specific subject area

5.3.5 Assessment of Practice-Based Learning

This is intended to develop and evaluate the students' ability to:

- communicate effectively with individual clients and possibly with clients in group settings
- demonstrate sensitivity and responsiveness to the needs and interests of clients
- communicate effectively and practice collaboratively within a professional group
- produce full, accurate and up-to-date records of client interventions
- identify and analyse client problems and negotiate realistic therapeutic goals with clients
- make independent decisions based upon client examination and evaluation of therapeutic interventions
- demonstrate safe and accurate application of massage interventions in a practice setting
- account for and be able to justify their actions
- demonstrate considerate and safe handling of clients
- accurately observe and analyse human movement and function in a practice setting
- independently demonstrate a range of knowledge and core principles informing massage practice
- select relevant information from their retained knowledge base to address issues specific to the practice setting
- seek out information from a variety of sources
- demonstrate depth and breadth of knowledge

Refer to appendix 5: I Work Practice Portfolio

5.3.6 IT-based Assessments

These are intended to develop and evaluate the students' ability to:

- demonstrate basic computer skills
- use information technology to research and gather information relevant to massage practice
- use electronic methods of communication
- produce professionally-written documents
- use relevant information technology in a practice based business setting

5.4 Development and Application of Assessment Criteria

Attainment of the award indicates that an individual has achieved at least a minimum standard of ability within the subject areas studied.

The minimum standard must define the knowledge, skills, attributes, attitudes and behaviours required to gain eligibility for qualification as a practitioner. Assessment is not only concerned with determining a student's competence within a given subject or skill, it also involves ranking a student's performance. The assessment criteria must be clear enough to indicate differences in performance from student to student.

The Criteria for Assessment in the course document is based on the Framework for Competence-Based Qualification, issued by the National Board of Education, Finland, and the AKTIVO manual. The aforementioned manual is a quality manual which was compiled as part of the EU project AKTIVO 2000 and it is designed to be used as a reference book for visually impaired masseurs and physiotherapists around Europe.

5.5 Indicative Assessment Profile

Formal assessment of the course takes place at the end of each term. Contributory coursework may be scheduled to occur through the term's teaching. Where this occurs it is intended to support the students' learning.

Term 1

Course work	25%
Practical assessment	35%
Written assessments	25%
IT-based assessment	15%

Term 2

Presentation	35%
Practical assessment	50%
IT-based assessment	15%

Term 3

Coursework – case study (This involves the presentation of a case, discussion groups, problem-solving exercises, documentation)	25%
Assessment of practice-based learning	50%
Written assessment	25%

Work Practice Portfolio

During the work practice period the student takes part in the daily life of his/her workplace and will demonstrate his/her professional skill through vocational examinations. The grading system used to assess the student is based on a scale ranging from 1- 5. In assessing the student's performance the following factors will be taken into account: His/her learning process, practical and theoretical know-how and the related written tasks.

Both the student's supervisor at the workplace and the teacher who is responsible for the student support him/her during the work practice period. In addition to taking part in the evaluation of the massage plan during the final discussion between student and supervisor the teacher also visits the workplace at least once during the work practice period, if only at the beginning.

The objective of the written assignments is to support the student's learning process and to prepare him/her for the vocational examination.

The student's task is to keep a diary of work during the work practice period (see attachment). S/he draws up objectives week by week and both reflects on and evaluates how well the objectives have been met during the week.

At the start of the work practice period the student, in conjunction with the supervisor, chooses a client and draws up a treatment plan which s/he then implements on the client. The student also documents and evaluates the whole process

Work Practice Assessment Criteria

Student _____

Workplace _____

Time _____

Factors Assessed	Excellent (5)	Good (4-3)	Satisfactory (2-1)
Professional secrecy Ethical principles Business principles	Has a command of the sector's business and ethical principles and applies them.	Complies with business principles in various situations which arise in his/her work.	Is familiar with the main business principles of both the social and public health service. Complies with them in familiar situations.
Co-operation Customer focus Conduct Communication	Is attentive, furthers communication and co-operation. Meets people in an open manner, has the ability to form good relationships.	Conducts himself/herself in a friendly, open and positive manner. Is helpful and can co-operate with clients and fellow members of staff.	Conducts himself/herself in an expert and polite manner. Follows stated procedures. Needs support and guidance in interacting with others.

Factors Assessed	Excellent (5)	Good (4-3)	Satisfactory (2-1)
The Massage process Examining the client Planning Realisation	Shows independence in examining the client and in the planning and execution of the massage process. Is flexible and uses various techniques according to the client's needs. Gives advice and guides the client. Has developed an ergonomic way of working. Is able to combine theory and practice as well as justify choices made.	Shows independence when carrying out examinations and when planning. Performs the massage treatment in accordance with the plan s/he drew up. Uses various different techniques. Is able to apply theoretical knowledge in his/her work.	Is able to examine the client and draw up a massage plan and carry out the massage in accordance with instructions. Needs guidance.
Professional development Professional identity Self-evaluation Willingness to develop	Is able to carry out self-criticism of his/her work. Is professionally motivated and willing to develop further in the profession.	Accepts feedback and can put across his/her own views.	Complies with procedures but has difficulty identifying where his/her know-how can be applied. Shows moderate interest and willingness to learn and develop.

Factors Assessed	Excellent (5)	Good (4-3)	Satisfactory (2-1)
Written assignments Written work	Makes his/her own suggestions for how things should develop. Critically evaluates his/her own work. Has the ability to see how things fit into a larger framework and to combine them where necessary.	Carries out the duties in accordance with the procedures, has views and suggestions of one's own.	Carries out the duties in accordance with the procedures given but still requires guidance.

Work Practice Appraisal

Grade:

Justification:

Date and place:

Student:

Supervisor:

Teacher:

Diary Of Work For The Work Practice Period

Workplace:

Week:

My objective:

Degree to which the objective has been met and what I have learnt during the work practice period:

Section 6

Curriculum Design

6

Section 6

Curriculum Design

In preparing students for their role as newly-qualified massage practitioners, the course programme endeavours to ensure that the skills and knowledge gained by students reflect the roles and responsibilities they will need for practice.

6.1 Guidelines for Selection and Admission

The following section provides guidelines for the assessment procedures. These assessment procedures have been designed to assist staff in deciding the suitability of candidates for the training course.

6.1.1 Application Form

The application form, available on the home-page, is designed such that it can be filled in and sent off electronically. Refer to <http://vim.syi.fi>

Appendix 6: I Application Form

6.1.2 Assessment/Selection Procedures

Time Period

The selection process will take place over a period of three days, including two nights' residential. This period will allow time for the applicants to undergo all required assessment procedures and will provide the opportunity for staff to observe and interact with applicants on a one-to-one basis and in group settings which should provide opportunities to evaluate each applicant's communication skills.

The model for the assessment/selection procedure/ interview schedule is to be found in appendix 6:II.

Entry Requirements

Applicants must, as a minimum requirement, have successfully completed their own country's compulsory education programme prior to entry.

Literacy, Numeracy and English Proficiency

The assessment procedure will include literacy and numeracy tests to ascertain the applicant's level of ability in each area. The literacy test should give an indication of the applicant's English proficiency.

It will be important for candidates to write a short essay.

This will not only enable staff to assess their English proficiency but should provide an indication of the applicant's ability to understand and interpret examination questions: ie: has the question been answered as set?

Computer Skills

The assessment period will provide an opportunity for staff to evaluate the applicant's computer literacy. This will be assessed in two ways:

- by questioning during the interview
Questions should focus on whether the applicant has any previous experience of using computers or not. If s/he is familiar with computers, it is important to discover what access system is used i.e. screen magnification, speech, soft Braille (Braille line) etc.
- by a practical test
The nature of the test will vary depending on the information gained during the interview e.g. if the applicant is familiar with computers, his/her ability to produce a piece of written work using word processing software could be assessed.

If basic computer skills are considered to be a prerequisite to starting the course (depending on the nature of course delivery and how students will be expected to produce coursework etc) the applicant's responses to questions and performance on the above tests will determine whether or not s/he is accepted onto the course.

If basic computer skills are not considered to be prerequisite to starting the course, this part of the assessment will give an indication of the support and/or training that the student will need if s/he is successful in obtaining a place on the course.

It is recommended that the information should be used to provide guidance for the applicant regarding any preparatory work in basic computer skills that s/he needs to undertake prior to the commencement of the course.

Background Research

The assessment should explore whether the applicant has done any background research regarding massage. This will give an indication as to whether s/he recognises the implications of embarking on a career as a visually impaired masseur, not only in terms of the practice of massage but also in relation to establishing a small business. It is recommended that the background work could consist of the following types of activity:

- Making links with local massage practitioners (ideally with therapists who adopt a variety of approaches) and exploration of important issues
- Personal experience of massage, preferably from a range of practitioners/approaches.
- Undertaking some preliminary market research: investigation of the potential competition (and evaluating its implications) in the area in which the applicant is hoping to work following qualification.

Basic Study Skills

During the interview the applicant should be questioned about his/her study skills/strategies and abilities. This will provide the course team with some idea of the support that each applicant may require during the induction period and throughout the rest of the course. The areas that can be investigated include the following:

- How the applicant normally studies - Candidates should be asked to describe study strategies used.
- Use of residual vision: use of low vision aids (including Closed Circuit Television) and their implications: ie: effect on speed of information processing. Questions relating to the effects on the candidate's vision/ general health should also be asked.
- Adaptation of learning materials e.g. enlargement of text, change of layout, tape, Braille, paper copies of

overhead transparencies, computer-based learning, use of appropriate equipment (tape recorders, lap top computer, Braille note- taker).

- Personal assistants: if used, what activities do they actually undertake and how are these of benefit.
- Personal strategies: e.g. preparation, note-taking methods, seeking assistance, use of library and other facilities, obtaining physical positions of advantage in learning situations etc.

Physical Tests

These should cover the following areas:

Mobility/orientation - general and specific: walking a specifically taught route; moving around in a designated tutorial area. Where possible, candidates should also be taken on a tour of the assessing institution's current massage facilities and introduced to other massage students or qualified practitioners who are undertaking treatment of clients. From this exercise assessors should obtain an impression of the applicant's general mobility skills.

- Co-ordination
- Balance
- Kinaesthetic awareness
- Exercise tolerance
- Flexibility - of the whole body but with a focus on hands/ wrists
(All the above could be tested by use of gym circuits).
- Handling skills and the ability to learn practical techniques: candidates should be observed undertaking a simple, taught exercise such as the preparation of a plinth for massage and performing a hands-on technique using a member of staff as a model.

Social and Verbal Communication Skills

There should be opportunities during the assessment period for assessors to gain an impression of the candidate's communication skills. This can occur during the interview and assessment sessions and in the more informal periods of the candidate's stay at the institution.

If an opportunity exists it is recommended that a group discussion session should be organised to enable staff to observe the applicant's ability to interact within a group. It is recognised, however, that this may not be possible in all situations.

These exercises should facilitate the assessment of the applicant's ability to interact both with the massage practitioner and with the client who is receiving treatment.

Documentation

This is to be provided by each applicant at the beginning of the assessment period:

Two references: 1x character
1x academic

Or two character references if the applicant has not been in an educational setting recently.

Medical report from the applicant's doctor.

Low vision assessment report from the applicant's optometrist.

Both of the above reports must have been obtained in the last 18 months.

6.2 Induction

Prior to the start of Term 1 teaching the students will attend for a one week induction period.

Guidelines Concerning the Training and Familiarisation Programme in both the Teaching and Local Environment for People who are Visually Impaired are presented in appendix 6: III

The induction period has a number of functions:

6.2.1 Familiarisation

The induction period will allow time for the students to familiarise themselves with the local environment including the teaching rooms, layout of the college buildings, residential arrangements and the general facilities in the area.

6.2.2 Mobility

Staff will have the opportunity to assess students' mobility and independence levels. This will provide a basis for any mobility training that may be necessary.

6.2.3 Assessment of Study Needs

An interview will take place to assess the student's study abilities, requirements and areas for development. Low and high tech access equipment will be discussed and demonstrations provided as necessary. The purpose of this is to establish which would be the most appropriate equipment for the student to enable the development of effective study strategies. This process will also identify any student training needs and will be a base for an individualised study plan for the student.

During the induction programme, students will have the opportunity to take part in the design of their individualised study plans. These are based on information gained from both the initial assessment process during admission and from interviews with teaching staff during Induction week. These information exchanges will ensure that appropriate support measures are provided in a timely and effective manner.

6.2.4 Personal Study Programme

During the induction programme, students will take part in the design of their personal study programme. These are based on information from interviews with teaching staff during Induction week and will also be monitored throughout the three terms of the course and modified as necessary.

Studies which the student has undertaken in other contexts may be taken into consideration. These studies could have been carried out at a national or international educational establishment. Work experience or on-the-job training may also be taken into consideration.

Previous vocational knowledge, if it is viewed to be of significance for the current course, may be taken into consideration when drawing up the personal study programme.

It is important to find out how much study the student has undertaken prior to the commencement of the course and the study methods/strategies that have been used. As a result of the findings of this interview, recommendations will be made with regard to study strategies that the student needs to develop during the massage course.

6.2.5 Pastoral Support and Social Activities

The induction period will incorporate both formal and informal opportunities for the students to get to know each other and to meet staff members. As part of this process staff roles will be explained and the students will have the chance to meet their Personal Tutors and Mentors. A formal appointment will be made to provide each student with the opportunity to discuss any issues that may have arisen. These sessions will be followed up on a regular basis throughout the course as part of the pastoral support mechanism. This period will also provide an opportunity for the students to meet their host families and to begin building their social networks and support mechanisms. The institution may decide to stage a social event to enable initial contact with others (staff members, fellow students and associated persons) in an informal setting.

6.3. Design of Studies

In order to prepare students to meet the changing demands of the health care and social contexts, massage education must focus on developing students' knowledge and awareness of core principles that can be adapted to a client's needs. Links should be established with local massage practitioners both sighted and visually impaired.

These practitioners could collaborate with the staff team in the practical development of the course. They could also be involved in the teaching as guest lecturers, could provide some of the work-based learning placements and act as on-the-job supervisors. Continuing links involving discussion and feedback will ensure that the course content is kept up to date and that the students are provided with a realistic experience of modern massage practice.

A graphical overview of the design of studies is presented in appendix 6: IV.

6.3.1 Term 1

In term 1 the units comprising study are designed to enable students to develop a clear understanding of the fundamental concepts and principles informing practice. These include biological, physical and behavioural sciences. Alongside these units students are introduced to the core practical skills involved in the art of Classical Massage whilst beginning to address the concept of client centred care.

6.3.2 Term 2

In term 2 students are required to develop and adapt the fundamental concepts and principles of practice gained in term 1 by applying them to client and practice management scenarios. This requires the use of problem-solving and evaluative skills which will enable students to understand how approaches to management are adapted to address the specific needs of clients. Exposure to clinical cases allows students to practice application of their knowledge and skills to more clinically relevant situations. Students will be encouraged to access and evaluate information from a range of sources to develop the principle of Evidence-Based Practice.

During this term, the students will see clients in an in-house clinic developed at the training organisation in question. This enables the application of knowledge, understanding and skills in the clinical setting. It provides the opportunity to develop practical massage and interpersonal skills.

6.3.3 Term 3

In term 3 students will be prepared for and exposed to the work situation in a supervised practice setting. This will allow them to consolidate and extend their knowledge in an authentic practice environment. The college period following this provides an opportunity for students to be debriefed. They will be able to share their experiences with peers, so encouraging development as reflective practitioners. This reinforces the idea that learning takes place in both college and practice settings.

The practice-based learning allows students to commence decision-making activities. It is not expected at this level that students will function as independent decision-makers. Where clients' problems have been clearly defined however, it is expected that students will be able to contribute effectively to management and evaluation of outcomes. This will enable them to begin to restructure their knowledge base which should lead to more complex decision-making.

Throughout the terms there is an emphasis on close integration between the theory and practice elements of classical massage. The period working in a supervised practice setting utilises the processes of situated learning and professional socialisation that will facilitate the newly qualified practitioner to move smoothly into employment within the health care and social contexts.

Students will be encouraged to take an holistic approach to practice and to develop management strategies that address all aspects of the client's care. They will be able to provide advice and information to enable the client to become self-managing.



Visually Impaired Masseurs: Trainee Application Form

Name and Title :

Date of Birth :

Address :

Telephone Number :

Mobile Number :

E-mail Address :

Nationality :

Mother Tongue:

Martial Status :

Contact person in case of emergency :

Name :

Address :

Post code :

Relationship :

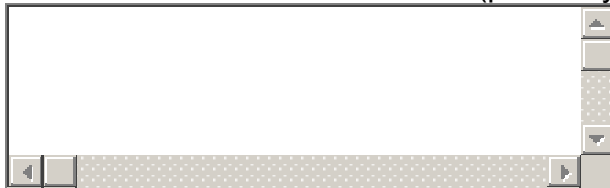
Telephone Number :

Mobile Number :

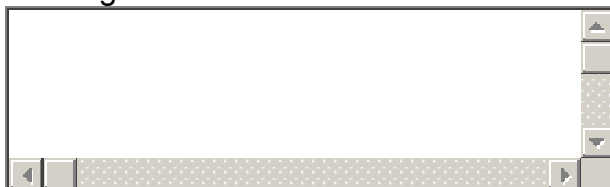
What is your career / employment aim?

Education history (Schools attended post 11 years of age, incl. dates and qualifications obtained)

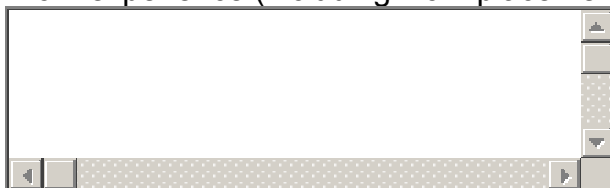
Educational Institutions attended (post 16 years of age)



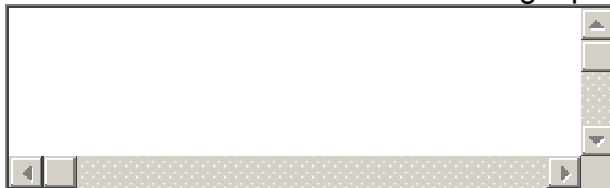
Briefly tell us about any research you have done to find out about massage as a career



Work experience (including work placements)



Other interests and achievements e.g. sport, music, etc.



Please provide the following information which will help us to meet your learning / training needs

How would you describe your level of vision ?

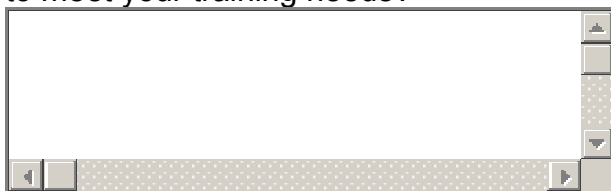
☐ Blind ☐ Partially Sighted

What is the cause of your visual impairment ?

Are you deaf or hard of hearing ?

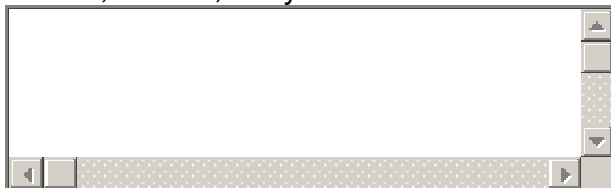
Do you have any additional disabilities/medical conditions ?
(Please give brief details)

Is there anything else you would like to tell us that you think might help to meet your training needs?

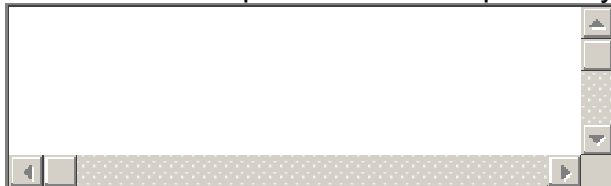


Do you have a guide dog : ☐ Yes ☒ No ☐ Awaiting training

Where, or how, did you find out about this training ?



Please use the space below to explain why you want to be a masseur



Is there anything in your past history which could be a barrier to your taking up employment as a masseur? If you wish to, you may attach additional information marked 'Confidential'

Do you have any criminal convictions? : ☐ Yes ☒ No

Send this application electronically	Reset the application
--	---------------------------------------

I understand that the information given in this Application Form will be used only in accordance with the current local Data Protection policies and practices.

Closing date for applications is 30th April 2003

The completed application forms are to be returned to SYI by 30th April 2003 to the Project- Co-ordinator,

Ms Elisabet Borgar, MSc (Health Sciences), Lecturer
Address:
Svenska yrkesintitutet (SYI)
Seriegatan 2
FIN 65320 Vasa FINLAND



Interview Schedule

Candidate's name:

1. General Information

All general information should be available in the candidate's file (see application form).

During the interview, the assessor should take note of the candidate's ability to communicate in spoken English (note below):

2. Expectations of the Student Experience

What do you expect to gain from undertaking this programme of study?

How do you normally study? Describe your study strategies including how you normally take notes in the classroom setting and from textbooks.

How would you take notes during a client interview prior to giving a massage treatment?

Describe your computer skills

What technology/equipment do you use to help you to study or to access books/journals/the Internet?

What do you consider to be your strengths?

In view of your identified strengths, what areas do you think you would like to develop?

3. The Massage Profession

What do you know about the massage profession?

What do you know of the current job situation for masseurs in Europe generally and in your own country in particular?

Where do masseurs work?

Why do you want to be a masseur?

What do you consider to be the positive and negative aspects of being a masseur?

What qualities do you consider to be important in a masseur?

(Client scenario: if a client reacted badly to a particular technique how do you think you would deal with the situation?)

What do you think you can contribute to the massage profession?

What form of employment would you pursue if you qualified as a masseur?

Do you have any practical experience of massage e.g. have you received massage or have you visited other practitioners?

Have you worked in any other contexts in the field of care? If yes, please describe in what way.

4. Leisure Interests

How do you spend your leisure time? What are your interests?

5. Accommodation/Activities of Daily Living

Have you ever shared living space and facilities (e.g. kitchen, bathroom) with other people?.

If 'Yes', then please explain further

If 'No' then what do you think some of the issues which could arise in such a situation might be?

How do you think you would deal with a situation where a fellow student repeatedly left the kitchen in a mess?

Describe your daily living skills (e.g. preparation of food, cleaning):

When you leave the house, describe how you travel to various places

Describe how you manage when out shopping?

6. Physical Tests/General Health

The following physical tests could be carried out as part of the interview or as a separate part of the assessment procedure.

Mobility/orientation - general and specific: walking a specifically taught route; moving around in a designated tutorial area

Co-ordination

Balance

Kinaesthetic awareness

Exercise tolerance

Flexibility - of the whole body but with a focus on hands/wrists (All the above could be tested by use of gym circuits).

Handling skills and the ability to learn practical techniques: candidates should be observed undertaking a simple, taught exercise such as the preparation of a plinth for massage and performing a hands-on technique using a member of staff as a model.

How do you ensure your own health and well-being?

Are there any other issues about your general health that you would like to mention at this time?

7. Summary of Assessment by interviewer:

Name of interviewer/assessor.....

Signature.....

Date.....

Guidelines concerning the Training and Familiarisation Programme in both the Teaching and Local Environment for People who are Visually Impaired

Students who apply for the training course ought to possess a basic preparation and already be “rehabilitated” so that they can cope with coming to a new school and functioning in a new environment as someone with a visual impairment.

Familiarisation at the School

Prior to the start of the first term students will undergo a week long induction period. The purpose of having an induction period is, among other things, to aid familiarisation, aid and assess mobility, evaluate study needs, draw up individualised study plans, provide pastoral support and arrange social activities.

The induction period will allow the students to familiarise themselves with the local environment including the classrooms, the layout of the college buildings, the accommodation arrangements and the local facilities.

Staff will have the opportunity to assess the students’ mobility and independence level if more information is needed. (This should have been done during the assessment period mentioned above.) This provides the basis for any mobility training which may be needed.

The training and “getting to know your environment programme” (the college environment and local surroundings adapted for people with a visual impairment)

Scope:

One week (maximum); individual needs dictate how much training is required.

When:

During the induction period.

How:

The training must be on a one-to-one basis; one instructor per student.

Members of Staff:

Mobility instructors.

Content:

Teaching the student to find his/her way:

Indoors:

The accommodation building

The school lecture halls

The dining hall

The library

The school offices

The school medical office

Outdoors:

The journey between the accommodation building and the school.

The immediate surroundings.

Bus stops/bus routes.

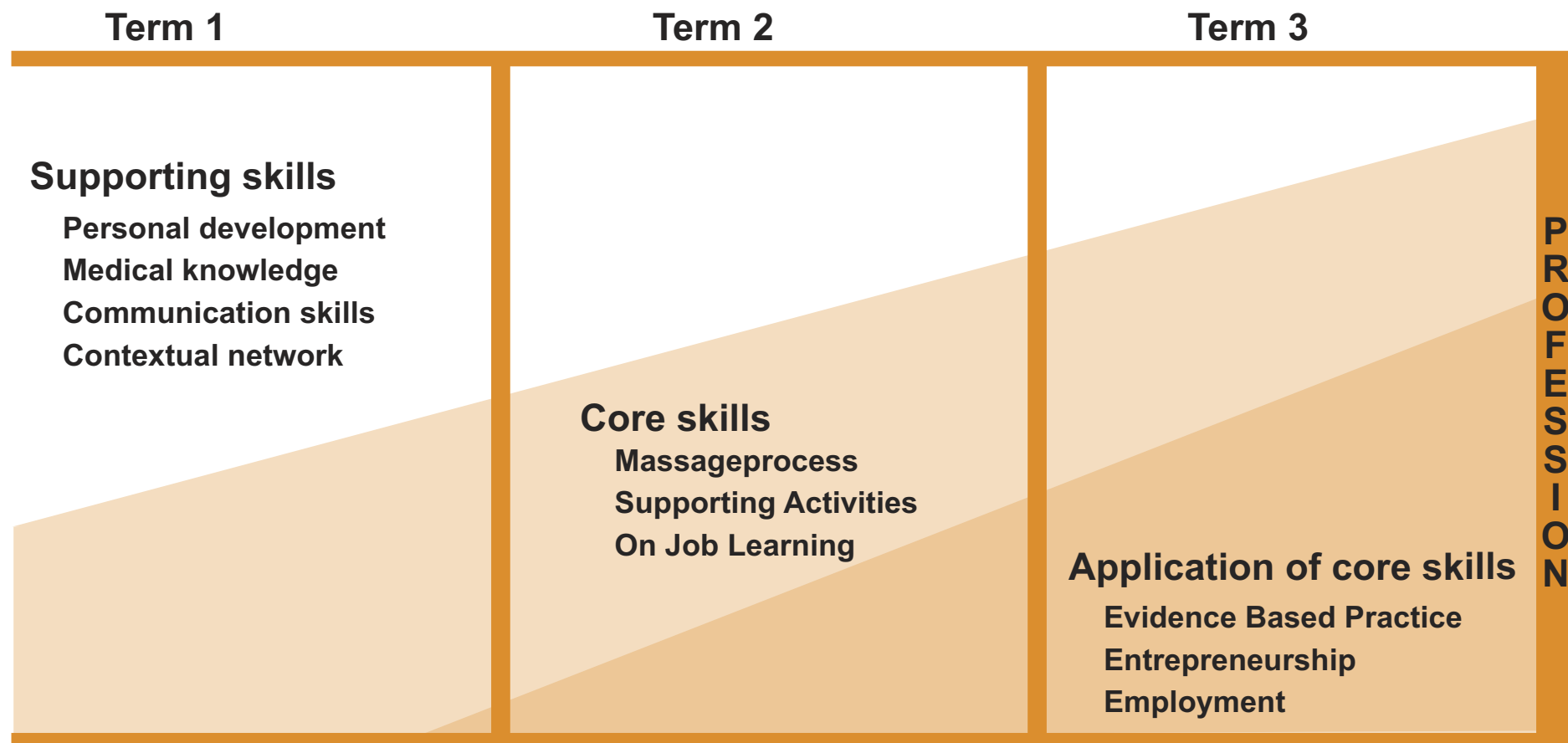
The nearest kiosk/shop.

Walks and other leisure activities.

Evaluation Tool:

A list of the aforementioned activities which the students read through and then indicate their ability to carry out by answering “yes” or “no”.

DESIGN OF STUDIES



Section 7

Course Descriptions and Criteria for Assessment



Section 7

Course Descriptions and Criteria for Assessment

7.1 General Course Description

Title:

International Massage Training Course for Visually Impaired People

Award Offered:

Diploma

Mode of Attendance:

Full time

Duration:

18 months - 60 study weeks

Student Intake:

10

Structure of Course:

Modular structure based on 3 terms of 18 to 21 weeks' duration over a period of 18 months.

The course consists of 60 credits, 1 credit being equivalent to 40 hours of study.

Professional Implications of the Course:

On successful completion of the course the graduates will be trained massage practitioners. This will enable them to work in health care settings, health spas, sports clubs and private practice.

Entry Requirements:

Attendance of own country's compulsory education system

Course Leader:

A teacher who is an expert in the field

7.2. Recommended Plan for the Studies

Code	Name of the Units and the Courses	Credits	Term		
			1	2	3
SUPPORTING SKILLS		17	9	7	1
Personal Development					
	Study Guidance	3	1	1	1
	Functional Skills	1	1		
	Physical Exercise	1		1	
Medical Knowledge					
	Anatomy and Pathophysiology	3	2	1	
	Diseases of the Musculoskeletal System	2	1	1	
	Internal Medical and Skin Diseases	1		1	
	First Aid	1		1	
Communication Skills					
	Verbal and Written Communication	1	1		
	Word Processing	1	1		
	Computer Technology	1	1		
Contextual network					
	Activities Carried Out Within Service Organisations	2	1	1	
CORE SKILLS		35	10	10	15
The Massage Process					
	Massage as a Part of the Care Process	2	2		
	Massage as A Care Form	7	4	2	1
	Classic Massage	5	2	2	1
Supporting activities					
	Physical Treatment	3	1	1	1
	Medical Training Therapy and Muscle Care	3		1	2
	Guidance	2			2
	Health Education	3	1	1	1
On-the-job-learning		10		3	7
APPLICATION OF CORE SKILLS		8	1	3	4
	Evidence-Based Practice	2		1	1
	Entrepreneurship	3		1	2
	Employment	3	1	1	1
QUALIFICATION EXAMINATION					
	Basic concepts and methods in massage				
	Massage as a care process				
	Independent practice as a masseur/masseuse				

7.3. Course Descriptions and Criteria for Assessment

Unit: SUPPORTING SKILLS Personal Development

Course: Study Guidance

Course: Functional Skills

Course: Physical Exercise

Course:	Study Guidance	(3 credits)
Unit:	SUPPORTING SKILLS Personal Development	
Objectives:	<p>The student...</p> <ul style="list-style-type: none"> - acquaints himself/herself with the curriculum, the course of study as a whole, the individual units, the evaluation process and the vocational test. - is acquainted with policies of the training organisation, its ethos, rationale and spheres of operation. - acquaints himself/herself with the possibilities for study and the forms of study support which are available. - receives information about (and is acquainted with) current matters affecting his/her studies - receives guidance and support in accordance with his/her individual need - develops a multicultural attitude 	
Content:	<ul style="list-style-type: none"> - curriculum for the massage training course, an individual and personal study plan. - study guidance and various forms of support - on-the-job training - evaluation and vocational test - students' responsibility and rights, accommodation, absence etc. - encounters between different cultures 	
Literature:	<p>Curriculum , Student Handbook</p> <p>As directed by the lecturer</p>	
Miscellanea:		

Course: **Functional Skills** (1 credits)

Unit: **SUPPORTING SKILLS**
Personal Development

Objectives: The student...

- can move about and manage in the immediate surroundings
- acquaints himself/herself with the members of staff at the school, other students and "contact families"
- gets to know the surroundings outside of the school environment

Content:

- meeting with members of staff, other students and "contact families"
- study visits outside the school
- different technical aids

Literature: Maps, Student Handbook

As directed by the lecturer

Miscellanea:

Course: **Physical Exercise** (1 credit)

Unit: **SUPPORTING SKILLS**
 Personal Development

Objectives: The student...

- has experience of different forms of exercise
- becomes motivated to exercise so as to maintain and improve his/her physical fitness.
- learns to recognise his/her own physical resources and possibilities
- learns to use and read body language

Content: - body awareness

- exercising for health
- different forms of sport and exercise
- personal exercise plan

Literature: Anatomy of Movement Exercises
 Blandine Calasi-Germain, Andree Lamotte
 Eastland Press, 0-939616-22-X

 Stretching
 Bob Anderson
 Pelham Books, 0-7207-1351-X

 As directed by the lecturer

Miscellanea:

Unit: SUPPORTING SKILLS
Medical Knowledge

Course: Anatomy and Physiopathology
Course: Diseases of the Musculoskeletal System
Course: Internal Medical and Skin Disease
Course: First Aid

Course: **Anatomy and Physiopathology** (3 credits)

Unit: **SUPPORTING SKILLS**
Medical Knowledge

Objectives: The student...

- acquaints himself/herself with the body's structure and basic functions
- is acquainted with how illnesses progress
- is acquainted with the make-up and function of the organs of the nervous system, the circulatory system, the respiratory system and the digestive system as well as their importance for the body.
- is acquainted with the make-up and function of the muscles.
- develops the ability to palpate and identify the skeleton, the joints and their support organs as well as the muscles and their origin and insertion points and can describe their functions
- masters the commonly-occurring Latin and English terminology needed for the job of masseur/masseuse.
- can name the parts of the skeleton and their structures, joints, support organs, muscles and muscle functions using English and Latin terminology.

Content: The muscles, the skeleton, the joints, the support organs, the organs of the circulatory system/respiratory system/digestive system and their function.

Literature: Anatomy, Physiology and Pathology for the
Massage Therapist
Su Fox & Darien Pritchard
Corpus Publishing, 1-90333-07-5

Atlas of Human Anatomy
F.H. Netter, Summit, New Jersey, 0-914168-3
As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: Anatomy and Physiopathology

Excellent (5)	
<ul style="list-style-type: none">• Has adopted and uses the correct terminology in Latin and English• Has in-depth knowledge of how illnesses progress at a cellular and molecular level.• Has in-depth knowledge of the most important (and basic) clinical functions in the body and can explain them.• Can palpate and name - in Latin and English - the structure of the skeleton, the joints and the muscles (including the origin and insertion points).	
Good (4-3)	
<ul style="list-style-type: none">• Understands and uses Latin and English terminology• Has knowledge of the causes and mechanisms at work in commonly-occurring illnesses.• Has knowledge of and understands the most important basic functions of the body.• Can palpate the structure of the skeleton, the joints, the muscles, and their origin and insertion points.	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Has an imperfect knowledge of the terminology used within the field.• Has an imperfect knowledge of how illnesses progress• Has a partial knowledge of the most important basic functions of the body.• Needs guidance in order to be able palpate the structure of the skeleton, the joints, the muscles and their origin and insertion points.	

Course:	Diseases of the Musculoskeletal System (2 credits)
Unit:	SUPPORTING SKILLS Medical Knowledge
Objectives:	<p>The student...</p> <ul style="list-style-type: none"> - is acquainted with the most common injuries, symptoms and diseases/diagnoses in the musculoskeletal system. - is acquainted with the most commonly-occurring terminology, examination methods and general treatment principles used within the field
Content:	<ul style="list-style-type: none"> - pain - most commonly-occurring diseases related to the back, the neck, the hip, the knee etc. - examination methods - treatments used within the field
Literature:	<p>Understanding Disease – A Health Practitioner’s Handbook John Ball Blackdown Publication 0-9512559-0-8</p> <p>Basic Clinical Massage Therapy: Integrating Anatomy and Treatment James H. Clay, David M. Pounds Lippincott Williams & Wilkins 0-683-306533-7</p> <p>Common Vertebral Joint Problems G.P.Grieve</p> <p>As directed by the lecturer</p>
Miscellanea:	

Criteria for Assessment

Course: Diseases of the Musculoskeletal System

Excellent (5)	
<ul style="list-style-type: none">• Has adopted the correct terminology used within the field• Has in-depth knowledge of the most commonly-occurring symptoms and diagnoses within the field and can describe them.• Understands and can explain the most commonly-occurring examination methods.• Can explain the most commonly-occurring treatment methods used within the field• Has an in-depth knowledge of pain, its cause(s) and basic mechanisms• Has an in-depth knowledge of and can explain methods used to relieve pain	
Good (4-3)	
<ul style="list-style-type: none">• Is acquainted with the correct terminology used within the field• Is acquainted with the most commonly-occurring symptoms and diagnoses within the field and can describe them.• Is acquainted with the most commonly-occurring treatment methods within the field• Is acquainted with the causes of pain and their basic mechanisms• Is acquainted with and understands the mechanisms at work in the methods used for pain relief	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Has a defective vocabulary within the field• Is partially acquainted with the most commonly-occurring symptoms and diagnoses within the field• Knows some of the examination methods• Has an imperfect knowledge of treatment methods used within the field• Has an imperfect knowledge of the mechanisms of pain• Has gaps in his/her knowledge of pain relief	

Course:	Internal Medical and Skin Diseases (1 credit)
Unit:	SUPPORTING SKILLS Medical Knowledge
Objectives:	<p>The student...</p> <ul style="list-style-type: none"> - is acquainted with the terminology used within the field - is acquainted with those internal medical diseases and diseases of the skin which are of importance as regards massage - is acquainted with the causes of disease, their symptoms and the treatment principles which are of importance for massage treatment and its applicability.
Content:	<ul style="list-style-type: none"> - internal medical diseases (i.e. heart disease, vascular disease, pulmonary diseases, diabetes, diseases of the digestive organs) - neurological diseases - skin diseases - allergies
Literature:	<p>Pathology (a massage therapist's guide to) Ruth Werner Lippincott Williams & Wilkins 0-683-30210-8</p> <p>As directed by the lecturer</p>
Miscellanea:	

Criteria for Assessment

Course: Internal Medical and Skin Diseases

Excellent (5)	
<ul style="list-style-type: none">• Has adopted the correct terminology used within the field• Is acquainted with and can describe the cause(s) and symptoms of the internal medical diseases which are of importance for massage• Has an in-depth knowledge of different skin diseases• Understands and can describe the most commonly-occurring methods and treatment principles used within the field	
Good (4-3)	
<ul style="list-style-type: none">• Understands and uses the terminology occurring within the field• Is acquainted with the most commonly-occurring internal medical diseases which are of importance for massage• Is acquainted with the most commonly-occurring skin diseases• Is acquainted with the most commonly-occurring treatment principles used within the field	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Has gaps in his/her knowledge of terminology• Has an imperfect knowledge of the most commonly-occurring internal medical diseases• Has an imperfect knowledge of the most commonly-occurring skin diseases• Has a partial knowledge of the treatment methods used within the field	

Course: **First Aid** (2 credits)

Unit: **SUPPORTING SKILLS**
Medical Knowledge

Objectives: The student...

- can prevent accidents
- can assist a fellow human being in an emergency situation

Content:

- first aid: concepts and importance
- how to react when an accident has occurred
- preventing accidents
- the most commonly-occurring accidents, wounds, hemorrhages and injuries
- injuries to the organs of movement, burn injuries and associated sepsis
- breathing/circulatory disturbances, reduced level of consciousness
- sudden attacks of illness
- traffic accidents
- practical exercises

Literature: 1st Aid Manual (Red Cross)

As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: First Aid

- Successfully completing Courses 1 and 2 in order to be able assist a fellow human being in emergency situations
- Successfully carrying out the practical exercises

Pass

☐

Fail

☐

Unit: SUPPORTING SKILLS
Communication Skills

Course: Verbal and Written Communication

Course: Word Processing

Course: Computer Technology

Course: **Verbal and Written Communication**
(1 credit)

Unit: **SUPPORTING SKILLS**
Communication Skills

Objectives: The student...

- masters various sub-factors used in verbal communication
- has the courage to participate in discussions and argue a point
- can listen
- understands the importance of non-verbal communication
- can prepare and deliver a speech
- can plan a written piece of work in line with his/her own interest and profession
- can search for information from different sources and critically evaluate the result
- can solve different problems which arise during the work process
- has a good command of spelling and uses an objective style of writing
- can deliver his/her work both in writing and orally
- can evaluate his/her own work and work process
- can give feedback on other people's work

Content:

- the various sub-factors used in communication
- the voice and the vocal organs
- fear of public speaking
- non-verbal communication
- preparing a piece of work for written and oral delivery
- differences between verbal and written communication
- the art of listening

Criteria for Assessment

Course: Verbal and Written Communication

Excellent (5)	
<ul style="list-style-type: none">• Independently plans and realises a well-formulated piece of written work• Uses different sources critically and in a versatile fashion to obtain information for the task in hand• Displays innovative thinking and creative problem-solving in his/her work• Presents his/her work in an inspiring way• Evaluates his/her way of working in a constructive way• Participates actively in discussions and has a well-founded but flexible argumentation• Receives and gives constructive criticism to his/her fellow students• Creatively uses all channels of communication	
Good (4-3)	
<ul style="list-style-type: none">• Plans and realises a written piece of work in accordance with instructions given• Uses several sources for his/her work• Works in accordance with the end in view• Presents his/her work clearly and in a manner which is easy to understand• Can evaluate and reflect over his/her way of working• Participates in discussions and has views of his/her own• Can receive feedback• Is acquainted with the different sub-factors in communication	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Needs guidance in order to be able accomplish a piece of written work• Uses source material in a biased manner• Presents his/her work concisely• Needs guidance in evaluating• Can answer questions	

Course:	Word Processing	(1 credit)
Unit:	SUPPORTING SKILLS Communication Skills	
Objectives:	<p>The student...</p> <ul style="list-style-type: none"> - understands the importance of the “ten finger system” for a polished way of working - applies ergonomics for a healthy work posture - uses the “ten finger system” in his/her writing - can independently use a central word processing system - can fill in the most commonly-occurring forms which relate both to private and professional needs - can use the technical aids s/he has need of 	
Content:	<ul style="list-style-type: none"> - work ergonomics - training in the use of the “ten finger system” - word processing - writing/completing official forms - technical aids 	
Literature:	As directed by the lecturer	
Miscellanea:		

Criteria for Assessment

Course: Word Processing

Excellent (5)	
<ul style="list-style-type: none">• Has adopted and uses the “ten finger system” consistently in his/her work and understands its importance• Independently uses the central word processing system• Uses ergonomic work postures and changes his/her working area in accordance with his/her needs• Uses the necessary technical aids consistently	
Good (4-3)	
<ul style="list-style-type: none">• Understands the importance of the “ten finger system” and for the most part uses it in his/her work• Can use several word processing systems• Understands the importance of ergonomics and uses ergonomic work postures• Can use different technical aids	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Is somewhat acquainted with the “ten finger system” in his/her work• Is acquainted with several word processing systems• Is acquainted with ergonomic work postures• Is acquainted with different technical aids but needs guidance when using them	

Course: **Computer Technology** (1 credit)

Unit: **SUPPORTING SKILLS**
Communication Skills

Objectives: The student...

- has a good mastery of the basic skills and knowledge needed to use a computer
- can use the Internet and search for information in accordance with his/her needs
- can use at least one processing system and can process information
- can copy information, create and name new folders and save files
- can use the Word computer programme to create new documents
- can use Excel to create simple tables and perform calculations

Content: - using Windows 98

- using Word and Excel
- using the Internet
- searching for information on the Internet
- professional skills and knowledge

Literature: As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: Computer Technology

Excellent (5)	
<ul style="list-style-type: none">• Uses the computer in a versatile and creative fashion in his/her work• independently searches the Internet for the necessary information• Processes the information and displays creativity in creating documents• Independently creates tables and performs calculations using a computer programme	
Good (4-3)	
<ul style="list-style-type: none">• Can use the computer• Can search for information when the need arises• Can name and create new documents and folders• Can perform calculations and create simple tables using a computer programme	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Needs guidance when using a computer	

Unit: SUPPORTING SKILLS
Contextual Network

Course: Activities Carried out within Service
 Organisations

Course: **Activities Carried out within Service Organisations** (2 credits)

Unit: **SUPPORTING SKILLS
Contextual Network**

Objectives: The student...

- is acquainted with other professions which form part of the health and social welfare service
- understands that the profession of masseur is part of the care and rehabilitation network
- is acquainted with different service organisations
- is acquainted with the legislation current within the field

Content:

- different service organisations and their function
- objectives within the health and social welfare service
- laws and regulations which govern the field
- co-operation, networking and care chains

Literature: Local info

As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: Activities Carried out within Service Organisations

Excellent (5)	
<ul style="list-style-type: none">• Independently guides the client based on the aforementioned individual's need for help from the service system• Independently develops a network of contacts and the capacity for co-operation• Has a wide knowledge of the regulations and laws current within the field	
Good (4-3)	
<ul style="list-style-type: none">• Is acquainted with the activities carried out by the service organisations but needs support when guiding clients• Is acquainted with the possibilities a network provides and utilises these in familiar situations• Is acquainted with laws and regulations current within the service system	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Has an imperfect knowledge of the activities carried out by the service organisations• Needs support in order to create contacts within care organisations• Has an imperfect knowledge of laws and regulations current within the field	

Unit: CORE SKILLS
The Massage Process

Course: Massage as Part of the Care Process

Course: Massage as a Care Form

Course: Classic Massage

Course: **Massage as Part of the Care Process**
(2 credits)

Unit: **CORE SKILLS**
The Massage Process

Objectives: The student...

- understands that the massage profession is a part of the health and social welfare service
- is acquainted with the ethical principles upon which the profession rests
- is acquainted with the massage process and its various sub-factors
- understands the importance of patient-centred care
- develops his/her capacity to be of service to others and to behave towards clients in the correct way as well as understanding the need for this to be so
- has a good command of the methods used in problem-solving and applying these to draw up a care plan
- can document his/her way of working

Content:

- the concept of mankind
- the meeting between masseur and client
- ethics and professional ethics
- the massage process
- care plan and documentation

Literature: AKTIVO Manual
As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: Massage as Part of the Care Process

Excellent (5)	
<ul style="list-style-type: none">• Is conversant with the ethical principles of his/her profession• Can motivate his/her ethical choices• Is acquainted with the massage process and all its sub-factors• Meets the client in an empathic and confidence-inspiring way• Assumes responsibility for the protection of the client's integrity• Listens to the client and plans the treatment together with him/her• Can independently draw up a comprehensive and suitable care plan based on the needs of the client• Understands the importance of a written care plan and consistently documents the work carried out	
Good (4-3)	
<ul style="list-style-type: none">• Is acquainted with and follows the ethical principles of his/her profession• Is acquainted with the massage process taken as a whole• Understands the importance of dealing with the client in an empathic and confidence-inspiring manner• Assumes responsibility for the protection of the client's integrity• Draws up a written care plan based on the needs of the client	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Is acquainted with the ethical principles of the massage profession• Has an imperfect knowledge of the massage process• Needs guidance in how to correctly meet the client• Draws up an effective care plan but needs guidance in so doing	

Course: **Massage as a Care Form** (7 credits)

Unit: **CORE SKILLS**
 The Massage Process

Objectives: The student...

- develops his/her skills in how to meet a client as well as applying correct communication skills in interview/examination/treatment situations
- develops the capacity to examine a client, draw up a care plan and document the actions taken
- develops the skills necessary to carry out the massage process and the attendant pre-treatments
- can give treatments to clients of different ages
- develops his/her ergonomic way of working, works in an aseptically correct way and understands the esthetical value of one's surroundings
- is acquainted with the special techniques which lie closest to the massage profession, namely, lymph therapy, zone therapy, sports massage, aromatherapy, massage of the connective tissues, acupuncture, and the use of trigger points
- masters both the client appointment system and the system for payment

Content:

- examination methods
- written care plan
- select-area massage, half-body massage, full-body massage
- treatments involving heat and cold
- special techniques
- documentation, book-keeping and booking appointments

Literature: Massage Therapy (Principles & Practical)
Susan G. Salvo
Saunders
0-7216-7419-4

Therapeutic Massage
Elizabeth Holey&Eileen Cook
Saunders
0-70200-1923-2

The Book of Massage
Lucinda Lidell
Ebury Press
0-85223-3328-0

Physical Examination of Spine and
Extremities
S.Hoppenfeld
0-8385-7853-5

As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: Massage as A Care Form

Excellent (5)	
<ul style="list-style-type: none">• Functions independently and has a trust-inspiring and natural attitude when meeting the client• Independently masters the examination process based on interview, observation and palpation• Can draw up a comprehensive and objective care plan based on the needs of the client• Uses different pre-treatments and massage techniques flexibly and appropriately in relation to the goals set• Can motivate his/her choices• Follows the client's reactions and identifies changes in the tissues and alters the treatment if need be• Is acquainted with the basics and the use of the specific techniques which lie closest to the massage profession• Shows an interest in developing and deepening his/her manual massage skills• Independently uses the client appointment system, documents his/her work consistently and manages the payment system	
Good (4-3)	
<ul style="list-style-type: none">• Has a natural approach when meeting the client• Can examine the client in accordance with instructions given• Draws up an objective care plan• Is acquainted with different massage techniques and pre-treatments and uses them in accordance with instructions given• Follows the client's reactions during the treatment• Is acquainted with other treatment forms which are close in nature to classic massage• Can use the client appointment system and client documentation system	

Satisfactory (2-1)	
<ul style="list-style-type: none">• Is still uncertain when meeting the client• The examination is flawed• The care plan is flawed• Uses massage strokes and pre-treatments as a matter of routine• Is acquainted with several specific techniques which are close to those used in classic massage• Needs guidance in order to carry out the routines used in the client appointment system and documentation process	

Course: **Classic Massage** (5 credits)

Unit: **CORE SKILLS**
The Massage Process

Objectives: The student...

- is acquainted with the possibilities the sense of touch presents
- is acquainted with the indications and contra-indications for classic massage
- is acquainted with the physical influence on the tissues of the basic massage strokes as well as their psychological and social effects
- develops his/her ability to examine the client
- can plan a massage treatment and draw up a care plan both of which are based on the needs of the client and on the results of the examination carried out
- masters and applies the basic classic massage strokes
- understands the importance of an aseptic way of working, the use of appropriate clothing and personal hygiene
- assumes responsibility for the cleanliness and comfort of his/her working environment
- masters an ergonomic way of working and adheres to it when working

Content:

- the physiological, psychological and social influence of touch
- different massage strokes and techniques
- indications and contraindications
- how to examine a client
- care plans
- the working environment (including its hygiene and ergonomic nature)

Literature: Massage Therapy (Principles & Practice)
 Susan G. Salvo
 Saunders
 0-7216-7419-4

 Therapeutic Massage
 Elisabeth Holey & Eileen Cook
 Saunders
 0-70200-1923-2

 The Book of Massage
 Lucinda Lidell
 Ebury Press
 0-85223-3328-0

 As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: Classic Massage

Excellent (5)	
<ul style="list-style-type: none">• Has integrated the information about touch in an all-encompassing way• Has in-depth knowledge of the indications and contra-indications for classic massage• Examines the client independently and systematically• Independently draws up a comprehensive care plan based on the client's needs• Documents his/her work in a correct way during the session• Uses the basic strokes both systematically and in a versatile manner during the treatment• Varies the use of stroke, direction, strength and rhythm during massage and can motivate his/her choices• Is flexible and alters the care plan as needed• Applies the basic strokes adequately and appropriately in accordance with the client's condition and age• Uses an ergonomic and aseptic way of working and can motivate his/her choices• Is particular about his/her own cleanliness• Independently takes care of the cleanliness, order and comfortableness of his/her work environment	
Good (4-3)	
<ul style="list-style-type: none">• Is acquainted with the possibilities which touch provides for the care process• Is acquainted with the indications and contraindications for classic massage• Can examine the client in accordance with instructions given• Can draw up a care plan based on the client's needs• Documents his/her work during the session• Uses the basic strokes as a matter of routine• Is acquainted with ergonomic work postures and applies these most situations• Is acquainted with the requirements for working aseptically and follows them in most situations• Is particular about his/her environment and its order	

Satisfactory (2-1)	
<ul style="list-style-type: none">• Has defective knowledge of the possibilities which touch provides for the care process• Has defective knowledge of the indications and contra-indications for classic massage• Needs guidance when examining a client• Draws up an effective care plan but needs guidance to do so• Needs guidance when documenting• Is acquainted with ergonomic work postures• Defective knowledge in how to work aseptically - needs guidance	

Unit: CORE SKILLS
Supporting Activities

Course: Physical Treatment
Course: Medical Training Therapy and Muscle Care
Course: Guidance
Course: Health Education

Course: **Physical Treatment** (3 credits)

Unit: **CORE SKILLS**
Supporting Activities

Objectives: The student...

- is acquainted with the most commonly-occurring treatment forms involving exterior heat/cold/water
- is acquainted with the indications and contraindications for physical treatments
- can give treatments based on the needs of the client
- is acquainted with the essential features of other physical treatment methods

Content:: - theory and practice within the field

- indications and contraindications
- heat packs, ice packs, parafango, paraffin, mud/clay
- hydromassage, herb baths

Literature: Massage Therapy
Susan G. Salvo
Saunders
0-7216-7419-4

Therapeutic Massage
Elizabeth Holey & Eileen Cook
Saunders
0-70200-1923-2

The Book of Massage
Lucinda Lidell
Ebury Press
0-85223-3328-0

As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: Physical Treatment

Excellent (5)	
<ul style="list-style-type: none">• Has a wide knowledge of the most commonly-occurring physical treatments• Has an in-depth knowledge of the indications and contra-indications for physical treatments• Independently chooses the treatment in accordance with the need of the client and can motivate his/her choices• Is versatile in using the opportunities provided and observes the client's reactions during the treatment• Alters the care plan if the need arises and can motivate his/her choices• Pays attention to client safety during the treatment• Independently pays attention to the technical condition of any apparatus, cleans it and maintains it	
Good (4-3)	
<ul style="list-style-type: none">• Is acquainted with the most commonly-occurring physical treatments• Is acquainted with indications and contraindications• Chooses the treatment in accordance with instructions given• Observes the reactions of the client during the treatment• Pays regard to client safety during the treatment	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Is acquainted with various physical treatment methods• Has an imperfect knowledge of indications and contraindications• Needs guidance when choosing the treatment• Understands the importance of client safety but needs guidance during the treatment	

Course: **Medical Training Therapy and Muscle Care** (3 credits)

Unit: **CORE SKILLS
Supporting Activities**

Objectives: The student...

- acquaints himself/herself with different pieces of equipment and training methods in a gym room
- masters different ways of working the muscles and understands the differences between the techniques
- can give guidance and advice concerning exercises based on the client's need
- masters movement-therapy in the form of both active and passive stretching methods

Content:

- concepts within the field
- warming up
- choice of movements
- recovery
- muscle strength, maximal strength, speed, endurance, co-ordination
- specific exercises for different parts of the body
- individual training programme, its planning and guidance
- MTT-equipment

Literature: Sport & Remedial Massage Therapy
Mel Cash
Ebury Press
0-09-1180956-8

Medicine Hands
Gayle MacDonald
Findhorn
1-899171-777-0

Anatomy of Movement Exercises
Blandine Calasi-Germain&Andree
Lamotte
Eastland Press
0-939616-22-X

Stretching
Bob Anderson
Pelham Books
0-7207-1351-X

As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: Medical Training Therapy and Muscle Care

Excellent (5)	
<ul style="list-style-type: none">• Uses MTT-equipment in a versatile and creative way and can motivate his/her choices• Has in-depth, theory-based knowledge of the musculature, its different functions and forms of work, as well as training needs and possibilities• Independently plans an appropriate and objective training programme based on the needs of the client• Guides and takes responsibility for the client's learning	
Good (4-3)	
<ul style="list-style-type: none">• Is acquainted with and can use the MTT- equipment in accordance with instructions given• Is acquainted with the musculature and its different functions, as well as its training possibilities• Can draw up a training programme in accordance with instructions given• Can guide the client in accordance with instructions given	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Can use the MTT-apparatus in a familiar environment• Gaps exist in his/her knowledge of the muscle functions and different ways of training• Needs guidance in order to draw up and carry out a training programme	

Course:	Guidance	(2 credits)
Unit:	CORE SKILLS Supporting Activities	
Objectives:	<p>The student...</p> <ul style="list-style-type: none"> - develops his/her knowledge and skills in guiding clients, in interplay and evaluation - can teach an individual home programme to the client - has theoretical bases for the guidance given 	
Content:	<ul style="list-style-type: none"> - individuality in guiding, planning and accomplishment - giving guidance - basic movements - exercises which can be carried out during breaks from work - manual and verbal guidance 	
Literature:	<p>Massage Therapy Susan G. Salvo Saunders 0-7216-7419-4</p> <p>Therapeutic Massage Elizabeth Holey&Eileen Cook Saunders 0-70200-1923-2</p> <p>The Book of Massage Lucinda Lidell Ebury Press 0-85223-3328-0</p>	
Miscellanea:	As directed by the lecturer	

Criteria for Assessment

Course: Guidance

Excellent (5)	
<ul style="list-style-type: none">• Independently plans a versatile and appropriate training programme based on the needs of the client and can motivate the choices made• Independently guides the client and takes into consideration the client's individual learning situation• Creatively uses both verbal and manual guidance	
Good (4-3)	
<ul style="list-style-type: none">• Draws up an objective training programme• Can guide the client in accordance with instructions given• Uses both verbal and manual guidance	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Draws up a routine training programme• Needs support when guiding the client	

Course: **Health Education** (3 credits)

Unit: **CORE SKILLS**
Supporting Activities

Objectives: The student...

- is acquainted with functional ability as a unit whole
- can justify the importance of a healthy lifestyle
- understands the importance of nutrition and exercise for health and functional ability

Content:

- healthy food
- nutrition and exercise
- the importance of exercise for health and functional ability
- exercise as a medicine
- striking a balance between work, leisure-time and exercise
- the importance of leisure activities

Literature: Seated Acupressure Massage
Patricia Abercromby & Davina Thomson
Corpus Publishing
1-9033333-01-6

Holistic Therapies
Helen McGuinness
Hodder & Stoughton
0-33440-77296-4

Natural Remedies
Belinda Grant Viagas
Piatkus
0-7499-1443-2

The Food and Mood Handbook
Amanda Geary
Thorsons
0-000-71114233-0

Miscellanea: As directed by the lecturer

Criteria for Assessment

Course: Health Education

Excellent (5)	
<ul style="list-style-type: none">• Has in-depth knowledge of man's functional ability• Has in-depth knowledge of the importance of exercise for health/ill-health• Has theory-based knowledge of the connection between health and nutrition• Has all-round knowledge of the importance of lifestyle for health	
Good (4-3)	
<ul style="list-style-type: none">• Is acquainted with different factors in man's functional ability• Is acquainted with the importance of exercise for health/ill-health• Is acquainted with the connection between health and nutrition• Understands the importance of lifestyle for health	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Has partial knowledge of man's functional ability• Has defective knowledge of the importance of exercise for health• Has defective knowledge of the connection between health and nutrition• Needs guidance in order to understand the importance of lifest for health	

Unit: **CORE SKILLS**
 On-the-job-training

Course: On-the-job-training

Course: **On-the-job-training** (10 credits)

Unit: **CORE SKILLS**
The Massage Process

Objectives: The student...

- gains an understanding of the massage profession, massage as a part of rehabilitation and preventive care
- learns how to give massage under the guidance of an expert
- learns new professional skills and acquaints himself/herself with business life
- carries out different treatments and learns to work independently
- learns to manage the client appointment system and book-keeping
- has opportunities to familiarise himself/herself with different forms of therapy
- receives support in order to develop into an independent professional practitioner

Content:

- different treatments
- guidance
- appointment-making
- book-keeping
- different organisations
- carrying out an examination
- written care plan

Literature: As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: On-the-job-training

Excellent (5)	
<ul style="list-style-type: none">• Has adopted a rehabilitating attitude and is developing as a professional practitioner• Functions as an independent member of the work group and follows the rules and regulations of the workplace• Independently plans his/her work and carries it out single-mindedly• Can motivate his/her choices• Purposefully uses the opportunities provided by the workplace in order to obtain a deeper knowledge of professional skills and business life• Uses feedback reflectively in order to grow and become stronger as a professional.	
Good (4-3)	
<ul style="list-style-type: none">• Is acquainted with and strives after a rehabilitating attitude• Co-operates with the work group and follows the rules of the workplace• Works in accordance with instructions given• Receives feedback objectively and strives to develop his/her work	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Needs guidance in order to manage the massage process• Receives feedback	

Unit: Application of Core Skills

Course: Evidence-Based Practice

Course: Entrepreneurship

Course: Employment

Course: **Evidence-Based Practice** (2 credits)

Unit: **Application of Core Skills**

Objectives: The student...

- understands and can apply the basics for evidence-based trading
- understands that quality development is a part of his/her work
- is acquainted with and can use different measures for quality in his/her work
- understands that his/her work is part of society's service system

Content:

- application of knowledge which is based on science and on tried and trusted experience
- ethics
- creative problem-solving
- models for quality development and measurement
- preparedness to meet changes and the demands set by society

Literature: As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: Evidence-Based Practice

Excellent (5)	
<ul style="list-style-type: none">• Has in-depth knowledge of quality development• Can independently use several “quality measurers”• Understands the importance of and uses different forms of network and co-operation• Uses theory-based information to develop quality in the workplace• Uses independent, creative and innovative problem-solving in his/her work• Has incorporated the ethical principles of the profession into his/her business	
Good (4-3)	
<ul style="list-style-type: none">• Has knowledge of the quality system• Is acquainted with several “quality measurers” and their function• Is acquainted with the importance of networks in working life• Has knowledge of quality development in the workplace• Uses theory-based information and problem-solving which is based on routines• Follows the ethical principles of the profession but still shows some uncertainty in his/her attitude	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Has an imperfect knowledge of the quality system• Has an imperfect knowledge of “quality measurers”• Needs guidance in questions of quality development and network-building• Obvious gaps arise in matters related to evidence-based issues and ethical standpoints	

Course: **Entrepreneurship** (3 credits)

Unit: **APPLICATION OF CORE SKILLS**

Objectives: The student...

- is acquainted with and masters sub-factors within business life so that s/he can function as a entrepreneur or professional practitioner

Content:

- different types of company and the relevant legislation
- the rights and responsibilities of entrepreneurs
- setting up a company
- finance and different forms of support
- surveying the market
- product development and business planning
- marketing
- book-keeping

Literature: As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: Entrepreneurship

Excellent (5)	
<ul style="list-style-type: none">• Displays a good familiarity with different types of company and their activities and the rights and legislation which relate to the field• Can independently survey the markets and the customer base• Displays creativity in marketing his/her own product• Masters the requisite book-keeping	
Good (4-3)	
<ul style="list-style-type: none">• Is acquainted with different types of company and the current legislation• Is acquainted with different possibilities to survey labour markets and customer bases• Is acquainted with some of the opportunities to market his/her own product• Can enter his business activities in the books if need be	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Has partial knowledge of different types of company and the governing legislation• Needs guidance in surveying labour markets and in marketing• Needs guidance and support when marketing	

Course: Employment (3 credits)

Unit: APPLICATION OF CORE SKILLS

Objectives: The student...

- is acquainted with the employment situation within the field
- acquaints himself/herself with the employment situation in different countries
- is acquainted with his/her own responsibility and rights
- can use his/her own knowledge in order to function as a masseur/masseuse and entrepreneur

Content:

- surveying labour markets
- laws and regulations
- industrial safety

Literature: As directed by the lecturer

Miscellanea:

Criteria for Assessment

Course: Employment

Excellent (5)	
<ul style="list-style-type: none">• Has adopted a professional identity and independently deals with opportunities to start working as a masseur/masseuse and entrepreneur• Has clear goals for his/her professional career• Wants to develop his/her career and enhance his/her profession	
Good (4-3)	
<ul style="list-style-type: none">• His/her professional identity and opinions of the opportunities which are available to him/her are partly unclear• Functions in accordance with instructions given and guidance received but his/her own goals are partly unclear	
Satisfactory (2-1)	
<ul style="list-style-type: none">• Needs guidance in order to find his/her own profession role• Needs guidance in order to see the opportunities s/he has and to take responsibility for his/her own employment	

7.4 Course Documentation

Each individual course is to be documented and have a table of contents.

Refer to appendix 7: I in which a suggestion is given of the form a course diary can take.

Returned:

___ / ___ 20___

Terms 20___ - 20___

COURSE DIARY

Course: _____

Code: _____

Credits: _____

Dates: _____

☐ Supporting skills

☐ Core skills

☐ Application of core skills

☐ Other: _____

Teacher:

Section 8

Learning Outcomes



Section 8

Learning Outcomes

8.1 Course Learning Outcomes

The course learning outcomes set out to define the capabilities of a newly graduating massage practitioner.

On completion of the course, the new graduates will:

- Understand the basic theoretical concepts underlying the practice of Classical Massage and associated techniques and be able to apply these in an appropriate and sensitive manner.
- Competently perform a range of Classical Massage techniques and justify their use in the management of a variety of clients.
- Use bodywork skills to allow effective and efficient practice whilst also ensuring self care.
- Demonstrate a customer-centred approach, taking biopsychosocial issues into account when formulating treatment plans.
- Interact with clients and fellow practitioners in a professional and ethical manner.
- Record assessments and treatment episodes competently and efficiently using a recognised method
- Possess the basic skills, knowledge and strategies necessary to move smoothly into the employment setting.
- Possess a range of entrepreneurial skills necessary for setting up a business.

- Demonstrate a range of effective strategies regarding mobility, study methods, treatment and communication skills to enable them to:
 - a) function as a visually impaired practitioner and
 - b) undertake continuing professional development (life-long learning).
- Demonstrate the ability to reflect on aspects of her/his own practice leading to self-evaluation and modification of approach to client and/or business management.

8. 2 Level-specific Learning Outcomes

The level-specific learning outcomes identify the stages of development through which the personal and professional skills and knowledge that underpin the capabilities of a newly qualified practitioner emerge in a structured, incremental programme.

8.2.1 By the end of Term 1 (Core Skills) the students will:

- Demonstrate a basic knowledge of the relevant foundation science subjects including:
 - i) anatomy
 - ii) physiology
 - iii) movement (kinesiology)
- Demonstrate a basic knowledge of a range of conditions of the musculoskeletal system and of the skin
- Be able to describe the key physiological and therapeutic effects of massage
- Carry out a range of basic Classical Massage techniques on a model with staff guidance

- With guidance, be able to justify the use of these techniques in relation to both:
 - i) client needs and
 - ii) physiological/therapeutic effects
 - iii) dangers/precautions and contraindications
- Demonstrate an initial understanding of:
 - i) how psychological and social issues impact upon health and
 - ii) why massage practitioners need to be aware of these issues
- Demonstrate a basic awareness of ethical and professional issues in relation to the practice of massage in the social and health care fields
- Show an awareness of self-care, when practicing massage, through the use of bodywork techniques
- Participate in peer and self-evaluation to a limited degree with staff guidance
- Be able to carry out a range of first aid techniques
- Show a basic understanding of the importance of exercise for both client and practitioner
- Use a computer and produce word-processed documents using access technology as required
- Show evidence of developing interpersonal skills
- Show evidence of developing skills in the use of spoken and written English
- Show evidence of developing effective strategies in relation to study, practical skills, low vision, orientation, mobility and independent living skills

8.2.2 By the end of Term 2 (Application of Core Skills) the student will:

- Apply the theoretical knowledge and practical skills developed in term 1 through the consideration of a range of case studies and eventually by the use of therapeutic techniques in client intervention sessions at the in-house clinic
- Undertake basic assessments/examinations of clients prior to massage treatment, taking into account both physical and psychosocial factors
- In collaboration with the client, identify and prioritise problems
- Formulate, with guidance, realistic therapeutic goals that integrate theoretical knowledge, assessment findings and client needs
- Design realistic and effective treatment plans with guidance
- Have built up a wider range of Classical Massage techniques and be able to carry these out competently on both models and clients
- With guidance, evaluate the efficacy of massage techniques and progress/modify practice as required
- Justify the use of these techniques in relation to client needs and physiological/therapeutic effects
- Demonstrate a clear understanding of bodywork techniques and how these are used in self-care
- Show evidence of continued development of interpersonal skills enabling effective communication with clients and other professionals in a practice setting
- Produce complete and accurate written records of examination and treatment episodes

- Demonstrate a basic awareness of the significance of evidence-based practice
- Begin to refer to up-to-date research concerning the efficacy of massage and associated techniques to enable the processes of self and peer evaluation
- Demonstrate a range of problem-solving skills in relation to client intervention
- Show evidence of developing basic business and entrepreneurial skills
- Show evidence of continued development of effective strategies in relation to study, practical skills, low vision, orientation, mobility and independent living skills

8.2.3 By the end of Term 3 (Consolidation and Development) the student will be able to:

See overall course learning outcomes above

Section 9

Assessment Regulations

9

Section 9 Assessment Regulations

9.1 General Regulations

The assessment of students shall be conducted in accordance with the Manual of Regulations for the participating institution i.e. for the Pilot training course related to the project the Regulations of the Swedish Vocational Institute will apply.

The object of the assessment is to lead and stimulate students in their studies and develop their ability to assess themselves. The students' learning and work is to be assessed in a variety of ways and from a variety of perspectives. Their knowledge and skills as well as their development are to be assessed sufficiently often during the course and always at the end of the course. The assessment aims at guiding the students and supplying the teachers, the teaching establishment, those involved in working life and society in general with information about their levels of knowledge and ability within the framework of the massage profession.

Prior to the commencement of teaching the students shall be notified of the method of assessment including its weighting and further details such as submission deadlines and any attendance requirements.

Students will be allowed three (3) opportunities for each assessment. Depending on the situation, 2nd and 3rd opportunities will be carried out with support and/or re-attendance at appropriate sections of the course. Application for assessment dates is made on special forms by no later than 7 days before the date of assessment to the teacher who held the course. Proof of identity must be produced on the day of the assessment/examination.

If a student has concerns about the results of assessment of academic progress or examination s/he may request a review, as long as this is done within two (2) months of receiving those results. The request must be made in writing to the principal. If the student's concerns are found to be justified the student may be allowed to have a new assessment. This decision is made jointly by the principal

and the student's teacher. If the student is dissatisfied with the new assessment made at his/her request or with the decision which led to his/her request being turned down s/he can request the intervention of the County Administrative Board. If the earlier decision is found to be incorrect the County Administrative Board can rule that an opportunity for new assessment be provided.

9.2 Taking into Consideration Previous Studies / Work Experience

As stated in section 6.2.3. and section 6.2.4. studies which the student has undertaken in other contexts may be taken into consideration. This could include study at a national or international educational establishment, experience of work or on-the-job training. The training organisation should inform new students that previous studies/work that they may have carried out can be credited to the present course if they wish. This process will only take place if the student makes a specific request for the previous work to be taken into account and then the training organisation will have the final say as to whether the work can be credited and the level of these credits. Further information in this matter can be obtained from tutors, group representative or the head of department.

9.3 Determination and Documentation of Marks

The marking of all assessments is based on the grading criteria that appear in the descriptions of the specific units making up the course (section 7.3).

The member of staff running the course carries out the grading of the course. If the grading of a course is organized at a workplace in connection with on-the-job-training, the assessment is carried out by the teacher in charge of the course together with a representative of the employer. The student has the right to be informed of the grading criteria and how they are applied to him/her. Approved work is graded according to the scale Excellent (5), Good (4-3) and Satisfactory (2-1). The course can also, with the students consent, be judged as completed and awarded a pass grade.

The final grade for each respective course is documented on the certificate which is issued by the training organisation. Refer to appendix 9: I Certificate.

9.4 Assessment Offences

An assessment offence is defined as any action or behaviour likely to give students unfair advantage in assessment, whether by deliberately advantaging a student (the alleged offender) or disadvantaging (deliberately or unconsciously) another or others.

Examples of such offences are given below:

- Copying

If a student is found to have copied the work of another.

- Plagiarism/collusion

If a student submitted work (written, visual or oral) originally produced by another person or persons without due acknowledgement so that the work could be assumed to be her/his own; or submission of work produced in collaboration for an assignment based on the assessment of individual work.

- Misrepresented work

If a student is party to any arrangement whereby the work of one student is represented as that of another.

If it becomes clear on investigation that a student has breached the regulations, there are a range of different penalties that may be prescribed. In the worst-case scenario a student could be excluded from the course.



The Council of Swedish Education and Culture for Ostrobothnia
Swedish Vocational Institute

Certificate

First name, Family name, National Insurance Number

has, between (day, month, year – day, month, year),
taken part in the preparatory training for
Further Vocational Qualification of Masseur/Masseuses.

In order to be awarded the Diploma, the candidate is required to
take competence tests that are supervised by a Board of
Examiners in the field. The Board issues a separate Diploma for
those who pass the required competence tests.

Date

Principal/head teacher

Teacher

Stamp

Transcript:

Studies	Scope of studies	Grade
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SUPPORTIVE SKILLS

17 credits

Personal Development

Study Guidance	3 credits
Functional Skills	1 credit
Physical Exercise	1 credit

Medical Knowledge

Anatomy and Pathophysiology	3 credits
Diseases of the Musculoskeletal System	2 credits
Internal Medicine and Skin Diseases	1 credit
First Aid	1 credit

Communication Skills

Oral and Written Communication	1 credit
Word Processing	1 credit
Computer Technology	1 credit

Contextual Network

Activities Carried Out within Service Organisations	2 credits
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CORE SKILLS

35 credits

The Massage Process

Massage as a Part of the Care Process	2 credits
Massage as A Care Form	7 credits
Classic Massage	5 credits

Supportive Activities

Physical Treatment	3 credits
Medical Training Therapy and Muscle Care	3 credits
Guidance	2 credits
Health Education	3 credits
On-the-job-learning	10 credits

APPLICATION OF CORE SKILLS

8 credits

Evidence-Based Practice	2 credits
Entrepreneurship	3 credits
Employment	3 credits

SECTION 9

Studies include

On-the-job learning (10 credits) was completed in ... , training at (name of the company).

The Swedish Vocational Institute underlies the Council of Swedish Education and Culture for Ostrobothnia, which is authorized by the Ministry of Education to provide education and training in the said field (1997-08-01, Reg. No. 0988182-8).

Contact information for the educational institution:

Address: Fabriksgatan 1 A, 65200 Vasa, Finland

Phone: +358 6 324 2811

e-mail: name.surname@syi.fi

website: www.syi.fi

The education and training are supervised by the Ministry of Education and the National Board of Education.

In the qualification, 60 credits are equivalent to one and a half years of study, one credit being equivalent to 40 hours of study.

Grading Scale:

Excellent 5

Good 4 and 3

Satisfactory 2 and 1



The training was carried out in the English language as a pilot training related to the project "Supporting the creation of a uniform model for a European masseur training for visually impaired people".

Project Number: FIN-01-B-F-PP-126633

LEONARDO DA VINCI, Community Vocational Training Action Programme

Section 10

External Examination System

10

Section 10 External Examination System

A presentation of the external evaluation system as it is applied in Finland is given in this section.

Each part of the competence-based vocational qualification is taken and assessed separately so that the candidate's professional skill is compared with the requirements in each constituent part. If the candidate gives proof of the level that is defined in the requirements, s/he has passed that part.

The competence-based vocational qualification shall include all the arrangements required for the evaluation of professional skill so that it is possible to ascertain whether or not the candidate has the required professional skill.

In the assessment of professional skills, attention should be paid to particulars such as various items of equipment, appliances, and premises which the candidate has at his/her disposal, as well as to the authenticity of the situation. In a natural environment, attention should be paid to particularly difficult or easy situations that may suddenly arise.

The tasks, based on the examination requirements, shall be planned so that they are central in view of the candidate's mastery of his/her job and they should be motivating as regards content. They shall demonstrate the candidate's ability to put his/her knowledge, capability, and skills to practical use in a correct manner in varying situations.

In order to make the evaluation uniform, the Examination Board will give the final standards for the evaluation of professional skill. It is not, however, entitled to make any changes to the bases of evaluation. If there is any disagreement, the Board will decide, among other things, whether the performance tests carried out are sufficient and whether there is any need for further tests. The Board will present the test arranger with flexible solutions for adjustments in co-operation with the arranger.

The following aspects shall be taken into account in the evaluation of each constituent skills demonstration test

in the competence-based vocational qualification for masseurs/masseuses:

- Application of theoretical knowledge to practical massage work in a correct manner in varying circumstances
- Client-oriented problem solving process
- Systematic approach and allocation of the time available
- Responsibility and self-assessment
- Profitability of the work
- Environmental protection and sustainable development
- Overall control of the situations.

A skills demonstration test will be interrupted if the candidate endangers the client's/patient's safety or if the candidate demonstrates serious neglect of his/her own safety or the safety of the work community.

Appendix 10: I Further Qualification for Masseurs/
Masseuses
Framework for Competence-Based
Qualifications

Appendix 10: II Phases of Qualification Examinations
Included in the Further Qualification of
Massage

Appendix 10: III Diploma from the Examination Board for
Further Qualification for Masseur/
Masseuse

Decree 47/011/1999

**FURTHER QUALIFICATION FOR
MASSEURS/MASSEUSES**

**FRAMEWORK FOR
COMPETENCE-BASED
QUALIFICATIONS**

National Board of Education, 2000
FINLAND

National Board of Education, Finland
Hakaniemenkatu 2

P.O.Box 380

00531 Helsinki, FINLAND

Tel. +358-9-774 775

Record No.

Decree

Date

Validity

47/011/1999

Regarded as Binding

1 November 1999

Starting from

1 January 2000

The authority to issue the decree is based on the following
legislation

Act 631/1998, Sect 13, Paragraph 2

Act 812/1998, Sect 1, Paragraph 1

Repeals Decree 43/011/95

FRAMEWORK FOR FURTHER QUALIFICATION FOR MASSEURS/MASSEUSES

The National Board of Education (Finland) has confirmed the framework for further qualification for masseurs/masseuses. The framework for competence-based qualifications shall be observed starting from 1 January 2000.

The arranger of the preparatory training for the skills demonstration test(s) has to draw up and pass a curriculum with respect to the provisions specified in this framework. Skills demonstration tests that give the candidates the chance to prove their competence shall be arranged as part of the preparatory training.

The Examination Board, the arranger of the skills demonstration test and the arranger of training cannot deviate or neglect to observe the provisions of the framework for competence-based qualifications.

Instructions for the information included in the certificates/ diplomas, as well as model certificates / diplomas and the principles for drawing up personal study programs will be issued separately.

Director General

JUKKA SARJALA

Mr Jukka Sarjala

Counsellor of Education

AINO RIKKINEN

Ms Aino Rikkinen

The Purpose and Objectives of Competence-Based Qualifications.

1 § Competence-Based Qualifications

Competence-based qualifications are not dependent on the way in which the professional skill is acquired. The know-how which the candidates have acquired through formal training, working life, or through his/her interests is treated as a whole so that this know-how may be utilised when the required professional skill is to be demonstrated in skills tests.

The skills demonstration tests are modular in form. They consist of task entities that are based on working life and its development needs, and are characterised by the features which unite practice with theory, by all-round professional skills, and by integrating the work process with its outcomes. Each part of a skills demonstration test forms a sub-area of the professional competence that can be lifted out of the natural work process and form an independent whole that can be assessed. The skills demonstration tests are arranged and taken flexibly one part at a time. Candidates may also plan to complete only one or two modules of the qualification, not the whole qualification.

The basis for the requirements for professional skill is the determination of qualifications considered to be most suitable for the professional sphere. The description concentrates on the requirements for the branch's central functions, mastery of the process, and extensive professional practice. The requirements also include the linguistic and social skills needed in working life.

Working life and employers have an important role to play in the planning and implementation of competence-based qualifications. The Examination Boards, consisting of experts from working life and the education sector, manage the arrangements for competence-based qualifications and issue the certificates and diplomas. Representatives from working life also take part in the planning and assessment of the skills demonstration tests.

2 § Preparatory Training for Competence-Based Qualifications

The skills examination system does not place any pre-conditions as regards training. However, these tests are usually taken in connection with some form of preparatory training. Anyone who arranges preparatory training has to draw up the curriculum in accordance with the framework for the competence-based qualifications. The training and the skills demonstration tests included in it shall be drawn up to conform to the qualification modules. It is the duty of the training institute to arrange the skills demonstration tests as part of the preparatory training. It is the duty of the students to take part in these tests in connection with their studies.

General studies, included in a first degree which is taken as a basic vocational qualification, are not compulsory in a training course which prepares for a first degree which is taken as a competence-based qualification. The objectives of these studies are, nevertheless, taken into account in the curricula and in the organisation of the teaching, when appropriate.

The evaluation of the skills demonstration tests is based on a methodical collection of material, decision-making and documentation concerning the candidates' capabilities which are compared with the requirements for professional skill, laid down in the framework for qualifications, and with the assessment criteria. In evaluation, the main emphasis lies on practical performance and work methods. The candidates' capabilities or know-how are generally assessed directly on the basis of their work performance.

The environment of the skills demonstration tests shall be authentic and as natural as possible. Evaluation is based on a varied use of different qualitative assessment methods, such as observations, interviews, questions, and portfolios as well as self-assessment and group assessment. The skills demonstration tests are arranged in accordance with the qualification modules so that it is possible to evaluate via the tests whether the candidate fulfils the central requirements for the mastery of the profession. Evaluation targets represent the competence

domains to which special attention is paid in evaluation. The targets relate to the central capabilities and to the mastery of the theory underlying the work, as well as to the mastery of work methods, equipment, materials, and processes. Both the target of the evaluation and the evaluation criteria are derived from the requirements for professional skills in the relevant qualification module. The criteria for evaluation are based on the targets for evaluation, and they denote and define exactly performances at different levels. The evaluation criteria form the threshold which helps differentiate the level of competence.

3 § General Principles for the Demonstration of Professional Skill and for the Evaluation of Performance in Skills Demonstration Tests

The evaluation of skills demonstration tests presupposes methodical collection of material, decision-making, and documentation concerning the candidates' professional and work-related capabilities which are compared with the requirements for professional qualifications laid down and with the criteria for evaluation. The main emphasis lies on practical work performance and work methods. The capabilities or know-how are generally assessed directly on the basis of work performance.

The environment of the skills demonstration tests shall be authentic and as natural as possible. Evaluation is based on a varied use of different qualitative assessment methods, such as observations, interviews, questions, and portfolios as well as self-assessment and group-assessment. The skills demonstration tests are arranged in accordance with the qualification modules so that it is possible to evaluate via the tests whether the candidate fulfils the central requirements for the mastery of the profession.

Evaluation targets represent the competence domains to which special attention is paid in evaluation. The targets relate to the central capabilities and to the mastery of the theory underlying the work, as well as to the mastery of work methods, equipment, materials, and processes. The

target of evaluation and the evaluation criteria are derived from the requirements for professional skills in the relevant qualification module. The evaluation criteria are based on the targets for evaluation, and they denote and define exactly the performance at different levels. The evaluation criteria form the threshold which helps differentiate performances at different levels.

Chapter 2

The Structure of the Competence-Based Vocational Qualification for Masseurs/Masseuses

1 § Modules of the Competence-Based Vocational Qualification

The competence-based vocational qualification for masseurs/masseuses consists of three compulsory modules. The candidate has obtained the vocational qualification when s/he has passed all the modules.

The competence-based vocational qualification for masseurs/masseuses consists of the following modules:

- Basic concepts and methods in massage
- Massage as a care process
- Independent practice as a masseur/masseuse

Client-centred care

Basic concepts and
methods in massage

Massage as a
care process

Independent practice as a
masseur/masseuse

Figure 1. Structure of the competence-based vocational qualification for masseurs/masseuses.

Anyone who has completed the competence-based

vocational qualification for masseurs/masseuses is a competent, qualified masseur/masseuse. This conforms to the protected occupational title of “qualified masseur / masseuse”, in accordance with Section 2, Paragraph 1, Clause 2 of Act 559/94 on Health Care Professionals and Section 1 of Statute 564/94 complementing the Act.

Chapter 3

Professional Skill Required in the Competence-Based Vocational Qualification for Masseurs/Masseuses and Framework for Evaluation

Each module of the competence-based vocational qualification is taken and assessed separately so that the candidate’s professional skill is compared with the requirements in each module. If the candidate gives proof of the level that is defined in the requirements, s/he has passed that module.

The competence-based vocational qualification shall include all the arrangements required for the evaluation of professional skill so that it is possible to ascertain whether the candidate has the required professional skill. In the assessment of professional skills, attention should be paid to particulars such as various items of equipment, appliances, and premises which the candidate has at his/her disposal, as well as to the authenticity of the situation. In a natural environment, attention should be paid to particularly difficult or easy situations that may suddenly arise.

The tasks, based on the examination requirements, shall be planned so that they are central in view of the candidate’s mastery of his/her job and they should be motivating as regards content. They shall demonstrate the candidate’s ability to put his/her knowledge, capability, and skills to practical use in a correct manner in varying situations.

In order to make the evaluation uniform, the Examination Board will give the final standards for the evaluation of professional skill. It is not, however, entitled to make any

changes to the framework for evaluation. If there is any disagreement, the Board will decide, among other things, whether the performance tests carried out are sufficient and whether there is any need for further tests. The Board will present the test arranger with flexible solutions for adjustments in co-operation with the arranger.

The following aspects shall be taken into account in the evaluation of each constituent skills demonstration test in the competence-based vocational qualification for masseurs/masseuses:

Application of theoretical knowledge to practical massage work in a correct manner in varying circumstances.

Client-oriented problem solving process.

Systematic approach and allocation of the time available.

Responsibility and self-assessment.

Profitability of the work.

Environmental protection and sustainable development, and overall control of the situations.

A skills demonstration test will be interrupted if the candidate endangers the client's/patient's safety or if the candidate demonstrates serious neglect of his/her own safety or the safety of the work community.

1 § Basic Concepts and Methods in Massage

The candidate must pass the test for "Basic Concepts and Methods in Massage" before s/he may take part in the test for "Massage as a Care Process". The primary aim of this requirement is to guarantee the clients the safety that is absolutely necessary in nursing care.

Requirements for Professional Skill	Objectives and Criteria for Assessment
<p>The candidate can both name and palpate the skeleton and the joints and their support organs as well as the muscles and their origin and insertion points and can describe their function.</p>	<p>To master the anatomy of the musculo-skeletal system: In palpation of central muscles, to be able to name the origin and insertion points of the muscle, and to describe the function, using Latin and English terminology.</p>
<p>The candidate draws up a treatment plan, based on solving the client's problem.</p> <p>The candidate masters interview and observation techniques, as well as basic palpation in his/her examination of the client, and s/he realises their significance as part of the examination of the client.</p>	<p>Problem solving capacity: To draw up a written treatment plan in a simulated setting (anamnesis, status, symptoms, and objective based on symptoms, choice of treatment methods in order to achieve the objective, treatment, assessment of results, and plan for further treatment).</p> <p>Examination methods: Client-oriented interview, reliable observation (movements, posture, and range of motion – approximate assessment, activity) and palpation.</p>
<p>The candidate masters the basic strokes in Classic Massage (stroking, friction, kneading, clapping, vibration, shaking). S/he knows how to use them with different muscles and muscle groups. S/he is able to regulate the strength, rhythm and speed of his/her strokes so that they are effective and, in the main, feel comfortable.</p>	<p>To master the massage strokes: Carry out and use the strokes in a technically correct manner so that their direction, strength, rhythm, and speed comply with the objective.</p>

<p>In order to reach his/her targets, the candidate can choose physiologically appropriate strokes and techniques. S/he is aware of the psychological, reflectoral, and social effects of massage. S/he knows the limitations man has in view of his health and is able to explain and give reasons when it is not possible to give a massage treatment to a client.</p>	<p>Physiological effects: Well-founded account of the effects of various strokes and techniques on tissues (reactions, changes). Knowledge of limitations for massage due to a client's health: Well-founded account of the factors which limit and prevent massage. Safety: Inspection of appliances before use, adherence to safety regulations (concerning, for instance, electricity).</p>
<p>The candidate can give surface heat treatment, crymotherapy (the use of cold) and hydrotherapy, and can give a well-founded account of their effects and limitations in applying them.</p>	<p>To have a good command of the use of surface heat treatment, crymotherapy (the use of cold) and hydrotherapy: To choose an appropriate and physiologically-justified treatment (the use of heat packs, i.e. paraffin packs, paraffin and clay packs, and steam packs as well as the use of heat lamps, cold packs, bathing and manual hydromassage) and also to carry out such a treatment.</p>
<p>The candidate can use problem-solving structures and methods in guiding and giving advice to the client.</p>	<p>Guidance and advice: The principle of client-orientation and individuality (e.g. paying attention to the client's feelings and ability to be receptive, show empathy, give the client space in a simulated guidance consultation).</p>

<p>The candidate has sufficient preparedness for guiding the client and giving him/her advice, and s/he can use different means of interaction such as verbal and manual guidance and demonstrate various postures and movements.</p> <p>The candidate is able to give the correct anatomical and physiological reasons for giving the advice.</p>	<p>Skill in giving guidance: Communication, motivation, and demonstration skills in interaction with a client.</p> <p>Methods of giving guidance and advice: Oral and written communication that is unambiguous and easy to understand.</p> <p>Giving reasons for guidance: Anatomically and physiologically correct manual guidance, when needed, in support of verbal guidance.</p>
<p>The candidate can give reasons for the importance of self-care in promoting, maintaining, and improving the client's health.</p>	<p>To understand the importance of self-care: The importance of the client's own activity for his/her health.</p>
<p>The candidate can give guidance, safely and on an individual basis, in the use of various exercises in order to improve the client's metabolism and activity.</p>	<p>Muscle exercises: Active muscle-stretching, instructions for movements to improve the metabolism of muscles and increase muscle activity.</p>
<p>The candidate can give reasons for the importance of a correct lifestyle for the client's health.</p>	<p>Healthy lifestyle: A balance between rest, work, and exercise; all-round nourishment; and the importance of meaningful leisure activities.</p>
<p>The candidate can give good reasons for the importance of exercise for the client's health. S/he knows the characteristics of the most common forms of exercise that improve the general condition.</p>	<p>Knowledge of the features of various forms of exercise: Strain on various body parts, effectiveness, limitations, and opportunities for leisure activities.</p>

<p>The candidate can give reasons for the effects of various working positions and wrong muscular strain.</p> <p>The candidate can him/herself use his/her body and hands ergonomically when s/he is giving massage.</p>	<p>Quality in muscle work: Dynamic/static; too much/too little strain.</p> <p>Candidate's own work ergonomics: Use and support both hands and parts of hands evenly, take advantage of body weight and pressure, and appropriate adjustment of the height of the massage table.</p>
<p>The candidate works aseptically. S/he dresses appropriately and is particular about his/her personal hygiene. The candidate also takes his/her responsibility for the tidiness and comfort of the work environment.</p>	<p>To pay attention to asepsis: Remove one's jewellery, wash one's hands, take care of one's nails, aseptic cleaning and covering of the massage table.</p> <p>Personal hygiene: Cleanliness and tidiness.</p> <p>Clothes: Clean working clothes that are not too tight; appropriate and tidy working shoes.</p> <p>Cleanliness and comfort of the work environment: Clean the working environment and put it in order for giving treatment.</p>
<p>The candidate is familiar with the principal content of other professions in the social service and health care sector, particularly those in rehabilitation.</p>	<p>Professions in the social service and health care sector: Main sectors, main characteristics of duties in professions within the rehabilitation sector (physiotherapists, fitness assistants, chiropodists, ergotherapists, orthopaedic technicians, qualified chiropractors, naprapaths, and osteopaths).</p>

<p>S/he is familiar with the legislation, rules, regulations, and ethical principles that concern massage. The candidate identifies his/her own job as part of the rehabilitation chain and team.</p>	<p>Legislation concerning candidate's/ masseuse's work: Act 559/94 and Statute 564/94 on Health Care Professionals, Act 152/90 and Statute 744/90 on Private Health Care, Act 585/86 on Liability for Patient Injuries, Act 785/92 on Patient's Standing and Rights, and Act 1074/92 and Statute 1121/92 on Medicolegal Board.</p>
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c) Methods of Demonstrating Professional Skill

The candidate's mastery of basic concepts and methods in massage is evaluated by means of written assignments, project work, simulation of the massage process (in other words, imitation and oral communication, explaining and giving reasons, as well as various combinations of the aforementioned.) Nevertheless, the evaluation of the candidate's mastery of the massage strokes and physical treatment methods is always based on practical performance.

2 § Massage as a Care Process

Requirements for Professional Skill	Objectives and Criteria for Assessment
<p>The candidate can draft and carry out an individual treatment plan for his/her client/patient in co-operation with the individual and based on their needs and problems.</p>	<p>To draft and carry out a treatment plan: A written treatment plan based on solving the client's/patient's problem (examination, problems, objectives that the candidate and the client/patient have agreed upon, treatment methods, performance, evaluation), and the actual treatment according to the plan.</p>
<p>The candidate masters examination methods based on interview, observation, and palpation, having the client's/patient's own experiences of his/her trouble and pain and/or problems as the starting point.</p>	<p>Interview, observation, and palpation: Background information and anamnesia, Posture, muscle balance, functional limitations and localisation of problems.</p>
<p>The candidate is able to amend the individual treatment plan when required.</p>	<p>Amendment of the treatment plan: Constant follow-up and evaluation of the client's/patient's status in order to amend the treatment plan when required.</p>
<p>The candidate masters the classic massage of clients/patients of various ages. S/he knows how to use classic massage with different muscles and muscle groups and body parts so that the massage constitutes a smooth, appropriate, and complete care process.</p>	<p>To master Classic Massage: To choose and use massage strokes, their direction, strength, rhythm, and smoothness in line with the objective in a varied and appropriate manner.</p>

<p>The candidate can analyse the massage technique that s/he has chosen, and give anatomical and physiological reasons for his/her choice.</p>	<p>To give reasons for choice of massage technique and to analyse it: Appropriateness of the chosen technique in relation to the objectives, giving reasons for choosing the strokes used as well as for their direction, strength, and rhythm.</p>
<p>During the treatment, the candidate observes the reactions of the client/patient and identifies changes in the tissues as well as responds to the client's/patient's reactions.</p> <p>When required, the candidate alters the massage session in order to reach an optimal treatment result.</p>	<p>To respond to the client's/patient's reactions and to the changes in the tissues as well as the actual response from the client/patient:</p> <p>To alter massage and/or other treatment techniques, to stop the treatment, to interrupt the planned treatment series, to stop, to continue, to consult with other professionals, or to send the client/patient to a doctor or other expert.</p>
<p>The candidate–patient care relationship is based on general ethical principles for the social service and health care sectors as well as on a personal ethical consideration, equal interaction, and mutual trust.</p>	<p>Ethical approach: To give reasons for ethical choices and ethical approach to work as well as to be able to discuss the decisions taken on the basis of ethical aspects.</p> <p>Equal, confidential care relationship: To listen to the client/patient and to take his/her wishes into consideration in an appropriate manner in planning and carrying out the treatment.</p>

In a candidate's work, willingness to be of service is manifested by sympathetic and friendly behaviour, tact, and respect for the client/patient even in demanding situations.	Willingness to be of service: Sympathetic, friendly, matter-of-fact, and respectful behaviour towards the client/patient and giving the client enough space for interaction.
Based on the client's/patient's needs, the candidate can choose the most appropriate physical treatment (surface warmth, cold or water treatment) and give it in a correct and safe manner.	Physical treatment (surface warmth, cold, and water treatment): To give reasons for the treatment and choice of technique, to carry out the treatment appropriately and correctly, to pay attention to the limitations of the treatment as well as to its safety factors, and to observe the client's/ patient's reactions during the treatment.
S/he makes sure that the equipment is regularly serviced and meets the safety regulations.	Service of equipment: To make sure that the equipment is technically in order and to regularly service and clean the equipment in accordance with the instructions.
The candidate takes care of the comfort and tidiness of the massage environment. During the treatment s/he is responsible for the client's/patient's integrity.	Massage environment: To clean the massage environment both before and after the treatment, to see to it that the towels, blankets, and sheets for use by the client/patient are clean, to cover the treatment table appropriately, and to guarantee the client/patient his/her integrity during the treatment.
The candidate is careful about his/her own hygiene.	Personal hygiene: To have a clean and tidy appearance.

<p>S/he works aseptically.</p>	<p>Asepsis: To remove jewellery and wash one's hands before and after treatment, to see to it that the treatment table and equipment are clean.</p>
<p>The candidate knows the ergonomically correct way to give massage, and follows it in his/her work.</p>	<p>Ergonomics: To use hands and body ergonomically, and to use the treatment table appropriately.</p>
<p>The candidate supports and encourages the client/patient to promote his/her health and activity. In giving advice and guidance, the candidate is aware of the limitations of his/her knowledge, and s/he consults other experts when required.</p>	<p>To support and encourage the client /patient to promote his/her health and activity: Well-founded advice and instructions, discussions on treatment results that have been achieved, positive response, and use of extra material.</p> <p>Self-assessment: To be aware of one's own limitations, opportunities to develop one's professional skills.</p> <p>To consult experts: When required, to send the patient to an expert or to ask for a consultation (e.g. doctor, health care nurse, physiotherapist, nutritionist, sports instructor, or gym instructor).</p>

The candidate gives the client/patient advice and guidance about how to keep up muscular fitness, how to exercise, and how to work in an ergonomically correct way, in accordance with the client's/patient's treatment plan.

Guidance in keeping up muscular fitness:

Active muscle stretching and activation (strengthening) of antagonists and/or weak muscles; passive muscle stretching when required, e.g. in support of active stretching.

Guidance and advice on exercise:

To support and encourage the client/patient in his/her exercise, to discuss the importance of exercise for health, when required, and to motivate the client/patient to take up exercise, to guide in the choice of the right kind of exercise, and to inform him/her about the various opportunities there are for leisure activities.

Guidance and advice on ergonomics:

To discuss various working positions and circumstances, to give advice in order to correct the ergonomics, e.g. strain on muscles, lifting technique and breaks at work (micro-breaks), send the client/patient to, for example, an occupational health nurse, when required.

<p>The candidate can give advice and guidance concerning nutrition and a healthy lifestyle, in accordance with generally accepted principles, in order to promote health.</p>	<p>Guidance and advice on nutrition and a healthy lifestyle: To encourage and support the client/patient in his/her attempts to change his/her eating or living habits in a healthier direction; to discuss, when required, the effects of body weight on health and the importance of exercise in controlling one's weight as well as giving guidance and advice on relaxation, sleeping positions, and the need to strike a balance between work and rest.</p>
<p>In a larger work community, the candidate follows the rules and regulations that, together with his/her colleagues s/he has agreed on and accepted.</p> <p>When the candidate works in a team, s/he uses his/her well-founded expertise in massage and offers his/her expertise for the use of others in order to achieve the targets of the client's/patient's overall treatment.</p>	<p>To follow agreements made within the work community: To follow the agreed working hours, to carry out the assigned duties, to show commitment to the treatment ideology and customer service of the work place.</p> <p>To work in a team: To be reliable as an expert in massage, to realise the significance of one's own work and to appreciate both it and the work of others in the team, and to adjust one's own work in the patient's overall treatment in a natural manner.</p>
<p>The candidate sees his/her work as part of the social service and health care sector, and acts in accordance with its principles. The candidate observes the rules and regulations that concern his/her work.</p>	<p>To see one's own work as part of the social service and health care sector: To pay attention to the goals of the social service and health care sector in one's own work, and to observe the rules and regulations that govern the work of a candidate.</p>

The candidate can retrieve and utilise information in order to develop his/her own professional skill and branch. S/he is able to assess his/her own work and expertise.	To develop one's professional skill: To utilise information in a critical manner, to be capable of self-assessment, and to be capable of accepting the reactions of others.
The candidate's oral and written communication is unambiguous and easy to understand.	Unambiguous communication which is easy to understand: Reliable treatment plans and written treatment instructions which are easy to understand, as well as unambiguous oral communication (so that the client/patient also understands what the candidate means!).

c) Methods of Demonstrating Skills

The independent skills demonstration test in this module of the vocational qualification is based on work performance which is carried out in as authentic a work environment as possible and in authentic treatment situations. Evaluation methods include the follow-up of the results of individual treatment situations and treatment, assessment of written treatment plans and instructions, client/patient responses, as well as the candidate's mastery of work as a whole. In order to evaluate the candidate's use of his hands, a sample massage session is given to the person who is evaluating the independent skills demonstration.

All the evaluated performances are recorded and the candidate is given feedback immediately after the evaluation.

3 § Independent Practice as a Masseur/Masseuse

Requirements for Professional Skill	Objectives and Criteria for Assessment
The candidate realises what it means to work as a health care professional.	Health care professionals: Professional ethical principles, Act 559/94 on Health care professionals, Sect. 3, Paragraphs 15-21, as well as responsibility for one's own work and its development.
The candidate is familiar with the concept of "business idea" and realises how important it is to develop the business idea in his/her work as a self-employed worker.	No conflicts between the business idea and the operation: Market studies in the candidate's own branch and within his/her own operational sphere (clients, target groups, products, and operation).
The candidate is sufficiently familiar with various categories of companies to be able to make a well-grounded choice of company for his/her purposes. In his/her choice, s/he pays attention to the responsibility and liability issues concerning each category of company.	Familiarity with various categories of companies: Specific features of various categories of company (self-employment, partnership, limited partnership, limited joint stock company). A well-founded choice of company type.
The candidate understands the concept "network economy" and can, as a member of a network, act in a manner that is beneficial to all the parties.	To act as a member of a network: To offer one's services to various parties, and to co-operate with other professionals in the health care sector.
The candidate's customer service skills create and maintain permanent client relations.	To create and maintain client relations: To agree on appointments and timetables, and to give information about prices and the postponing of appointments.

The candidate can market his/her company and make it known.	Marketing measures: Marketing objectives, methods, and contacts (direct mail, adverts in local newspapers, etc.) as well as follow-up.
The candidate knows how to deal with the required paperwork in order to start his/her company.	To start a company: Statutory information in order to start a company (taxation, self-employed persons' pension insurance, Medicolegal Board, and Trade Register).
The candidate is familiar with the main principles of the insurance systems for unemployment, pension, and patient injury.	Unemployment, pension, and patient injury insurance systems: Pension and patient injury insurance legislation, conditions for receiving unemployment insurance.
The candidate realises the consequences of Valued Added Tax (VAT) for his/her business.	Value Added Tax: The difference between work for which there is an obligation to pay value added tax, and work where no such obligation exists.
The candidate can make a profit and loss statement, according to the requirements set for a self-employed worker, and s/he realises the difference between turnover and taxable income.	Profit and loss statement: To set a price which gives a sufficient profit (one's own salary, holiday extra pay, losses – e.g. postponed appointments and unbooked, empty time), fixed and extraordinary expenses, depreciation, loans, and taxes.

The candidate can read a company's balancing of accounts, and count the most common key figures for profitability and liquidity. If necessary, s/he can co-operate with an accountant.	Book-keeping documents: To carry out simple book-keeping and to understand "debit" and "credit", to understand the importance of receipts (balance statements and cash book-keeping), and to be able to read the balancing of accounts on the basis of book-keeping.
The candidate can fill in a tax return form as a self-employed worker and, when necessary, co-operate with an accountant.	Tax return form: To collect all the data required for the tax return form
When required, the candidate is able to find information on financing institutions and associations of enterprises and companies, and on the possibilities of safeguarding the interests of their members.	Safeguarding the interests of the candidate: As a self-employed worker responsible for his own employment; possibilities to find support and advice in associations which safeguard the interests of private entrepreneurs.

c) Methods of Demonstrating Skills

In this module of the vocational qualification, the assessment focuses on written assignments, oral presentation of reasons, project work or portfolios or their various combinations, presenting the specific features of a masseur's/ masseuse's work as clearly as possible. The exam tasks are derived from the exam requirements.

Appendix: Description Of A Masseur's/ Masseuse's Work

A masseur/masseuse works either as a self-employed entrepreneur or is employed by various organisations in the social service or health care sectors or by various fitness or sports associations and clubs.

Massage is carried out in varying environments, e.g. in health care institutions, in nursing homes, spas, fitness centres, at clients' work places and in an individual's home. The masseur/masseuse works with both healthy and sick people - mainly with adults. The masseur/ masseuse will meet children as clients mainly in various training groups where the masseur/masseuse concentrates on muscle therapy.

The independent character of the work requires the masseur/ masseuse to adopt an ethically strong entrepreneurial attitude. In practical work, there is an emphasis on responsible interaction and ability to communicate appropriately, as well as a suitable attitude towards client service. The masseur/masseuse comes into direct contact with the client/patient and he/she is also an expert of his/her own profession in various work groups and teams within the social, health care, and exercise sectors.

The client-oriented service within the social, health care, and exercise sectors as well as increasing research tasks give an opportunity for developing the work of a masseur/masseuse. In the future the emphasis will lie on various manual methods and functions which concern the client's/patient's rehabilitation. The status of massage is recognised in the social and health care fields, and its standing has been strengthened.

The National Board of Education has confirmed this framework for competence-based qualifications by virtue of Act on Vocational Adult Education. Competence-based qualifications are especially designed and developed for the adult population. The planning and implementation of competence-based qualifications is based on close cooperation between experts in education and in working life.

NATIONAL BOARD OF EDUCATION (FINLAND)
Hakaniemenkatu 2
P.O.Box 380
00531 Helsinki, Finland

Phases of the Qualification Examinations Included in the Further Vocational Qualification of Massage

The preparatory training lasts one academic year, from August until the end of May.

1. The initial phase is inviting the submission of bids to conduct the examinations.
2. The institution responsible for evaluating the examination (the Qualification Committee) informs the students of the structure of the examination in good time (before Christmas)
3. The vocational skills required by the students are stated in the National Curriculum. The examinations are assessed by one representative from the teaching profession and one representative (masseur or physiotherapist) from working life. The examinations are assessed using the grading scale “accepted”/”unaccepted”. The students need to be informed in advance of what is required of them if they are to give an accepted performance.
4. The first examination, aimed at evaluating the skills that the students have gained during their study of the module entitled “Basic Studies and Methods of Massage, is held in January (the practical assessments take two days). The aim in assessing this module is to ensure that the student has the required professional skills to safely begin practical customer work. Some of the areas assessed in the examination are: anatomy, the theory and practice of Classical Massage, examination related to the masseur’s work, drawing up a massage plan, muscle-stretching, guidance and consultation, physical therapy and regulations governing the work of a masseur.
5. If the student fails to reach the required professional level in the first examination, s/he is allowed either to retake the whole examination or, if need be, s/he only need

retake various individual demonstrations.

6. The second vocational demonstration, aimed at evaluating the skills that the students have gained during their study of the module entitled “Massage as a Treatment Process”, is held at the policlinic over an eight day’ period in May. During these eight days each student treats customers and gives massage treatments to customer’s various body parts. The evaluators assess every student. As part of the treatment process the student draws up a massage plan for every customer and explains the nature and reasoning behind the given treatments. Carrying out a test massage on the evaluator as well as carrying out self-assessment and receiving feed-back from customers also form parts of this second examination.

7. The third examination, aimed at evaluating the skills that the students have gained during their study of the module in Entrepreneurship, is held during the second term. As part of this module students produce a written business plan. They receive the assignment in February after which they work on it with guidance from the entrepreneurship teacher.

8. The qualification examinations are open to everybody independent of the manner in which they obtained their skills. The preparatory training for the qualification is therefore not compulsory if the requisite vocational knowledge and skills needed have already been obtained elsewhere i.e. via different courses or through work experience. The level of the professional skills each applicant possesses is evaluated before s/he is allowed to participate in the examination.

9. The student receives a diploma from the evaluator, stating the examinations s/he has passed. The evaluator also sends the same information to the National Authority for Medicolegal Affairs which then registers the student as an authorized masseur and issues him/her a with a certificate showing that the student is registered with them.

10. If the latter part of the vocational demonstration is not approved, it can be retaken within one year. If the retaking takes longer than one year, all parts of the examination have to be retaken.

EXAMINATION BOARD FOR
FURTHER QUALIFICATION FOR MASSEURS/MASSEUSES

DIPLOMA

FURTHER QUALIFICATION FOR MASSEUR/MASSEUSE

First name, Family name, National Insurance Number

has fulfilled the requirements for the Further Qualification and
manifested his/her professional skill in the following modules of the
qualification:

Module	Grade
Basic concepts and methods in massage	Pass
Massage as a care process	
Independent practice as a masseur/masseuse	

Place and date

Chairman of the
Examination Board for
Further Qualification of
Masseur/Masseus

Principal

The Further Qualification complies with Act 631/1998 on Vocational Adult Training as well as the framework for further qualification for masseurs/masseuses confirmed by the National Board of Education, and it was carried out under the supervision of the Examination Board.

In order to attain the Further Qualification, the candidate shows proof of the level of professional skill that is required of a competent masseur/masseuse. These requirements are determined in a manner that presupposes basic training in massage as well as consequent complementary and specialization studies as well as a minimum of three years of practical work.

The Further Qualification gives full eligibility for studies at polytechnics in the corresponding area of training.

Scale of Grading:

Pass

Fail

Remarks:

This Diploma form has been confirmed
by the National Board of Education in Finland.

Section 11

Course Management Arrangements

11

Section 11 Course Management Arrangements

11.1 Guidelines Concerning Adaptation and Preparation for the Training Course

11.1.1 Adapting the Physical Environment to Increase Accessibility for People with a Visual Impairment

A school which intends to run training courses for students with a visual impairment ought to ensure in advance that certain basic requirements are met as regards the accessibility of the physical environment. Visually impaired students are to be able to take part in activities under the same conditions as their sighted companions and move around independently and safely in the school premises and environs. By going through the physical environment in advance and introducing certain measures this can be facilitated.

11.1.2 General Guidelines for Increased Accessibility for Visually Impaired Individuals

A person with a visual impairment needs to be able to move around and find his/her own way to various places in an independent and safe manner. The individual also needs to be able, independently, to acquaint himself/herself with written information and suchlike. Different visual impairments, as a matter of course, result in different preconditions for being able to do this. Put simply, people with a visual impairment can be divided into two groups: (1) the partially sighted who find their way around using what sight they have and who can read using optical (or other) aids and (2) people who are blind and who find their way around with a white cane, read Braille or use technical aids which use synthetic speech. By paying attention to certain matters it is possible to increase accessibility for both these groups.

- A simple and logical building design/layout makes it easier to create and memorise a mental map of a building or place.

- Guidance features, that is to say, something an individual can follow, are needed to facilitate the orientation process. In the case of an individual who is partially sighted it could be a matter of following a contrasting edge/border. In the case of someone who is blind a guidance feature can be something that one can follow using a white cane or it can be something that can be felt underfoot i.e a different ground surface.
- Examples of outdoor guidance features are: exterior walls, a rail, a kerb, contrasting edges/borders or colours on the ground surface as well as differences in the actual type of ground surface.
- Examples of guidance features indoors are: long carpet runners which stretch from the entrance to the information desk, walls, contrastive markings in the floor as well as different floor surfaces.
- Stairs must be clearly marked: the first and last step – both indoors and outdoors – are to be marked for contrast. If the stairs have a landing this is to be marked in the same way. Stairs are always to have a handrail which begins and ends 30 cm before or after the step. If the stair has a landing then the handrail is to follow the landing.
- Signs and information screens are to be logically placed at eye level, have clear text and a good contrast between the text and the background of the sign. It is desirable that door signs and information signs located indoors are supplemented with Braille text.
- Doors ought to open inwards. If there are automatic door openers these ought to be equipped with a stop function so that the door stops if it encounters an obstacle in its path. Revolving doors should be avoided. Where such doors are already in place there needs to be an alternative door which a visually impaired individual can use. This door needs to be clearly marked.
- Good contrast facilitates the orientation process. If a person has a visual impairment it can be difficult to

make out various differences in contrast, that is to say, differences in degrees of lightness. Given that many visual impairments lead to defective colour vision there is no need to pay too much attention to providing a colour contrast.

In order to facilitate the orientation process functional details must be in stark contrast to one another so that a light colour is combined with a darker one. Doors ought to contrast with walls. Skirting boards, handrails and door handles can be used as contrast markers.

- Lighting ought to be anti-dazzle. Light requirements vary from one visually impaired person to another so it is not possible to state exactly the strength of lighting required. What can be stated, however, is that an even level of general lighting should be used. Lighting can also be used to mark special places or objects. Lighting is not to come from floor level or be directed upwards. Illuminated signs are experienced as being dazzling and difficult to interpret.
- Temporary obstacles: The presence of these on footpaths and on other such features used by visually impaired people to help them find their way is to be completely avoided.
- Safety guards are to be placed around all edges/ ledges/surface depressions which someone with a visual impairment could trip over/fall into.
- Protruding obstacles are not to be placed lower than 2,5 meters above ground level.
- IT equipment and computers ought to be accessible for visually impaired people. A basic package consisting of a magnification programme, synthetic speech and a Braille display ought to be available.
- Changes in the surroundings: The visually impaired individual must be informed of any changes i.e. the re-positioning of furniture which may be made to the surroundings.

These guidelines are concerned with the immediate surroundings. Other measures may be needed in order to create a safer traffic environment if the student is to move between the school and other places. In that case the subject needs to be taken up with whomever is responsible for such matters in the local municipality.

11.1.3 Accessibility in Schools which Run Massage Courses for People with a Visual Impairment

The environment which the visually impaired student is most strongly affected by and which needs to be made accessible is partly the immediate outdoor environment and partly the indoor environment within the school buildings and accommodation block.

A specialist ought to be consulted if the school lacks competence concerning matters of accessibility for visually impaired people. Who is or is not classed as a specialist can vary from country to country within the EU. Most countries have mobility instructors or suchlike who have competence and experience in this field. Organisations of the visually impaired usually have valuable competence.

Checklist

The External Environment

- Is it possible to find one's way between various buildings within the school area?
- Do changes need to be made in order to create guidance features?
- Is there the need for special beacons or suchlike to make orientating oneself easier?
- Are the existing signs placed correctly and are they well designed?
- Are stairs marked?
- Are signs or other protruding objects placed too low?
- Are there edges/ledges or holes which need to be marked off?
- Is it easy to locate the doors?
- Can one cover the distance between the school and the

accommodation by walking?

If so, what is the most suitable route? Is there a guidance feature (or the need for one?)

- Is the footpath located near an area used by vehicles? If so, are there safe zebra crossings nearby?
- Will the students use public transport to get between the school and their accommodation?

If the answer is “yes” then the same questions are posed but this time focus is placed on the route from the school to the bus stop and from the bus stop to the accommodation.

The Internal Environment

- Is there a guidance feature which facilitates moving between the various premises?
- Are steps marked and equipped with hand rails?
- Are signs correctly placed and well designed? Do they need to be supplemented with signs in Braille?
- Do the doors open inwards? Is there a stop function on any of the automatic door openers, if there should happen to be any.
- Is there a good contrast?
- Is the lighting optimum
- Is there specially-adapted computer equipment?
- Are there edges/ledges or holes which need to be marked off?
- Are there protruding objects which are placed too low?

It can be difficult, in advance, to make an environment accessible for people who have a visual impairment. It is also difficult to give general (or exhaustive guidelines) concerning how to do this. It is often the case that adjustments have to be made once the students, each with their own individual needs, arrive at the school and through experience find out about the environment.

Describing in a concise and simple manner the principles of accessibility without recourse to illustrations as examples to clarify matters further is also difficult.

Barker, Barrik and Wilson’s book “Building Sight” (RNIB) can be recommended as a complement to the above.

The guidelines given above can serve as a support in the preparation process prior to the start of a training course where some of the participants are visually impaired. However, it is important that someone with special competence and experience of accessibility issues for visually impaired people is consulted.

11.2 Guidelines Concerning Preparing the Staff for the Training Course

All members of staff who in some form or other will be involved in the masseur training course need information and some form of training. The following guidelines were drawn up for use in this particular pilot training course but could be adapted for use when training staff on a similar course.

Venue:

The training will be carried out in the training organisation

Target Group

All members of staff who in some form or other will be involved in the masseur training course need information and some form of training:

Staff in the dining hall
Staff at the student accommodation
Library staff
Staff in the technical department
Administrative personnel
Staff who work for the school health service
Teachers who will be instructing the masseurs
Student representatives

Length of the Training

The needs which the various categories of staff will have as regards information and training will vary and we therefore propose a three-stage model:

- A** Lecturing (2 hrs) which is aimed at all staff at the training organisation
- B** Basic training course (2 days) for all members of staff who in some way or other are involved in the

- masseur training course
- C** In-depth course (2 days) for teachers who will be teaching the visually impaired masseur.

Content

The training course in its entirety (A – C) will have the following content:

- Techniques to use when guiding/accompanying someone with a visual impairment
- Language
- Ophthalmological aspects – ophthalmic diseases – the causes of visual impairments
- Different degrees of visual impairment – people who are partially sighted and people who are blind
- Technical aids
- Communication
- Individual strategies for handling one's visual impairment
- Mobility techniques – mobility aids – guide dogs
- Social situations – general information about disability
- Visually impaired people and the acquisition of skills – strategies for learning – strategies for teaching theoretical and practical subject
- Adaptation of teaching material
- Environmental aspects

Language of Instruction

It can be assumed that the language proficiency of the categories of staff who are in need of information/training varies. We therefore propose that the language of instruction in A and B is Swedish. The teachers who teach on the masseur training course will themselves teach in English; the language of instruction in C can therefore be English.

Date

It is not easy to decide on the most suitable date for implementing the training. Reasons can be put forward for holding the training as early as possible so that the staff are well prepared by the time the masseur training course starts. A break of approximately 14 days is recommended between B (basic training course) and C (in-depth course).

Staff

The training organisation ought to choose someone who will manage the training and who will be responsible for the detailed planning, recruiting of lecturers etc.

The training contains many elements which presuppose different kinds of expert knowledge.

Miscellaneous

The person at the training organisation chosen to be responsible for the training should see to it that:

- The training is marketed within the training organisation
- That suitable premises are available.
- That the staff concerned really are allowed to take part in the training
- That technical aids and other material is available for purposes of demonstration/display

Lecturing (2 hrs)

Target group: All members of staff at Swedish Vocational Institute

Language: Swedish

Content

- General information about people with a visual impairment and the practical consequences of various opthalmic diseases (for example Retinitis Pigmentosa).
- Practical advice.
- Slides demonstrating how different visually impaired people see.
- Communication.
- The surroundings. Possibly the use of a video.
- A small display table with an adapted computer.

It will be advantageous if lecturers from interest organisations for the visually impaired can be used.

Basic training course (2 days)

Target group

All members of staff who are involved. The maximum number is 40. The number and nature of people who will be included depends on who will be taken onto the masseur training course. For example, if there are 10 completely blind students they will, more than likely, require a lot of help and more people will have to be used for the purpose of acting as guides/assistants and such like.

Language

Swedish. Information stating that the students speak English. Creating a preparedness among the staff to carry out simple conversations in English – possibly complementing this with English lessons for those who are interested.

Content

- Guiding/assisting: This training must be practical in nature, which is why several instructors must be used so that several training sessions can take place simultaneously.
- Ophthalmic aspects: A fairly short lecture about the most common ophthalmic diseases – nothing too deep
- Different types of visual impairment and their practical consequences.
- The difference between being partially sighted and being blind.
- A simulated lens system may possibly be used.
- Communication: For example, information about how to describe things for someone who cannot see – avoid pointing etc. Information about different ways of reading, including information about Braille.
- Technical aids: a display with a demonstration of various technical aids: Lens system, CCTV, computer adaptation, Perkins etc.
- Individual strategies: Here it is important to see to it that the staff are not overprotective but rather give the help that is asked of them – and nothing else
- Mobility techniques – mobility aids – guide dogs: information about these
- Environmental aspects: information about the importance of light, contrast, keeping things tidy and such like.

The basic training course/training needs to be as practically orientated as possible, with plenty of room for practical training and exercises.

Instructors/lecturers

For certain segments experts must be used; for example, as regards techniques used for guiding/assisting someone who has a visual impairment. Any technical aids used must also be demonstrated by an expert.

Information material/teaching materials

Interest organisations in Finland and Sweden have good information material. This material ought to be purchased and distributed.

In-depth Course (2 days)

Target group

Teachers who will teach on the masseur training course.
Maximum number: 10 people.

Language

English

Content

- Skill acquisition and visual impairment
- Teaching and visual impairment
- Teaching theoretical subjects to people with a visual impairment
- Teaching practical subjects to people with a visual impairment
- Adapted teaching techniques
- Adapted teaching materials
- Technical aids – a more in-depth approach
- Group management
- The teaching environment
- Psychological questions – guidance
- Cultural questions (students will be coming from different countries)
- Lighting
- Study techniques
- An in-depth look at guiding and mobility
- The techniques used by visually impaired people when studying and taking notes

- Information from a visually impaired masseur
- Information about various organisations and what they have to offer someone with a visual impairment

Literature

Recommended coursebook;

Hutchinson. J O, Atkinson. K, Orpwood. J. 1998.
Breaking Down Barriers. Access to Further and Higher
Education for visually impaired students.

Teacher

it is important that the teacher who holds the in-depth training is used to teaching both masseurs and people who have a visual impairment.

The teachers who teach the visually impaired masseurs should have the opportunity to sit in on classes at The Arla Institute in order to see how they do things.

It is important that the teachers who teach in English have sufficient knowledge of that language. If need be, an intensive course can be arranged in addition to the training aimed at raising the awareness of issues surrounding visual impairment and its impact on the learning environment.

In-depth Course (2 days) for Teachers who will be Teaching the Visually Impaired Masseur

It must be emphasised that those staff who will be teaching the visually impaired students must have attended parts a) and b) of the staff training programme before commencing part c).

The preparatory reading material should be in the form of textbooks and/or specially prepared papers.

It is crucial that all staff assigned to the teaching of massage to visually impaired students must have an excellent command of English. Ideally, they should have some experience of teaching visually impaired students and experience of teaching the subject of massage.

It will be important that appropriately qualified staff are selected to teach on the massage course. It will be crucial to provide a high quality massage programme and therefore monitoring of standards of teaching practice will be necessary.

The course is described in outline only: only topic headings have been listed. This is done in order to give the staff trainer maximum professional freedom.

Detailed programme for staff training: part c

DAY 1

Learning and teaching: review of basic principles

Visual impairment: implications for learning

Visual impairment: implications for teaching

Visual impairment: some study methods

- Adaptive technology

- Low vision equipment

- Video

Audiotape

- Personal readers

- Note-taking

The learning environment and visual impairment:

Lecture theatre

- Seminar room

- Practical laboratory

- Work-based learning

Some useful strategies

Theoretical teaching of visually impaired learners

Practical teaching of visually impaired learners

Individual and group teaching of visually impaired learners

Adaptations/modifications of teaching styles and methods:
theory and practical classes

Adaptations/modifications of teaching materials

Web-based teaching and learning

DAY 2

Review of Day 1: Discussion

Work-based learning: clinical placements

Assessment and evaluation procedures

Self-employment and visual impairment

Preparation for the compilation of a learning resource for

Visually impaired students

Psychological issues and visual impairment

Cultural issues

Individual student support

Counselling

Guiding and mobility techniques: in depth

Presentation by visually impaired masseur

Helpful resources

Final discussion session

11.3 Guidelines for the Incoming Students

A Student Handbook, aimed at welcoming students and supporting them during their studies, was prepared prior to the start of the pilot training course. Please refer to Appendix 11: I.

Appendix 11: I



International Massage Training Course for Visually Impaired People

Student Handbook 2003 – 2004

Swedish  Vocational Institute

1. Information for the Incoming Student

Dear Student,

It is my pleasure to write to you with some practical information concerning your coming stay in Finland and your stay at the Swedish Vocational Institute. On our web site you will find information material about the Swedish Vocational Institute, Finland, the town of Vaasa ("Vasa" is the Swedish form) and other information which may be of use to you. I hope you will find the time to read through them all, as they give a good introduction to your coming stay in Finland.

Links: www.syi.fi
 www.vaasa.fi
 www.cimo.fi/discoverfinland
 www.poliisi.fi

Please read carefully the various parts of this letter in order to have all the necessary documents with you when you arrive in Finland.

1. 1 Coming to Finland

Being a student from an EU-country, you do not need a visa to enter Finland. However, since you will be staying here for 60 weeks you need to apply for a residence card at the local police station in Vaasa. A residence permit as prescribed in the EEA Treaty must always be applied for in Finland. The local police are authorized to grant the permit. Applications must be submitted to the local police in Vaasa. Citizens of the European Economic Area and their family members are given a photo residence card.

What is needed when applying for an EEA residence card?

- 1). A completed residence permit application
- 2). A completed EEA card application (application forms are available from the local police station)
- 3). A valid passport or other valid travel document. In the case of EEA citizens this is an identity card which has been approved as a valid travel document.

- 4). Two (2) passport photographs (preferably black and white)
- 5). A medical certificate and a print out of the individual's police record, if s/he has one.
- 6). An attendance certificate given by the educational institute.
- 7). In the case of non EU-citizens proof will be needed to show that the student will be able to finance both his/her own stay in the country during the studies and that of any family members.

When the residence permit is granted, the permit holder must report to the local Registry Office.

We recommend that you bring with you the following documents:

- Your passport
- Proof that you are registered on a course at the Swedish Vocational Institute
- Personal travel insurance
- Proof of funds or scholarship to cover your expenses in Finland (Approx. 450 € per month). This applies to non-EU citizens.

Please bring with you form E128 from your local social security office before coming to Finland. Doing so will enable you to be covered by the National Health Insurance plan which is administered by KELA (The Social Insurance Institution in Finland). Certificate E 128 entitles you to receive any necessary medical care benefits during your stay in a member country.

1.2 Civil Registration

Since you will stay in Finland for more than one month, you have to submit an official notification of change of residence, within three days of your arrival. This form will be given to you.

1.3 Certificate of Physical Examination

All incoming students need to undergo a physical examination and various medical tests in their home

country before coming to Finland. Students need to send documentary proof of the physical examination, vaccinations and other medical tests specified below.

Written document:

Certificate of physical examination/Finnish Medical Association (see enclosed document). This is to be filled in by your doctor.

Vaccinations:

Basic vaccinations (Date of vaccinations should be entered on the Certificate of physical examination):

- Tetanus
- Diphtheria
- Polio Myelitis
- MMR (Mumps=Parotitis, Measles=Morbilli, German measles=Rubella)
- Hepatitis-B

Laboratory tests:

The following tests should be taken in your home country before you arrive in Finland

- B-Hemoglobin (blood hemoglobin)
- S-Hbs-Ag (Hepatitis B serum antigene)
- S-HCV-Ab (Hepatitis C antibodies)
- S-HIV-Ab (Human immunodeficiency virus antibodies)
- S-Kardiolipin (Lues-antibodies)
- U-Prot (Urine prot test)
- U-gluc (Urine glucose test)
- X-ray of lungs: Thorax (no picture is needed, only a statement by a doctor)

(Results should be entered on the certificate of physical examination under "Remarks")

The following test will be taken when you arrive in Finland

Salmonella, MRSA

(The students are not permitted to start their practical training at the hospital before the test results have been shown to be negative. Allow 4 days for the test results)

Should you have any questions regarding the above then please contact the Students' Health Care Centre at the Swedish Vocational Institute, Finland.

Tel: +358-6-324 2367.

Please send the Certificate of Physical Examination mentioned above in a sealed envelope to:

Student Health Services
Swedish Vocational Institute
Seriegatan 2 Room 124
FIN-65320 Vaasa
FINLAND

All the information is strictly confidential and will only be used by the health care personnel.

1.4 Insurance Covering Cases of Illness and Accidents

Health Insurance

The Social Insurance Institution (KELA) is responsible for finding out whether or not an individual is entitled to health insurance, and also gives further information on related matters. A fee of 26 € will be levied on submission of the application.

We recommend that you take out insurance covering cases of illness and accidents since you are not, as a foreign student, covered by the Finnish social system.

1.5 Accommodation

Accommodation has been arranged for you in rented student accommodation in Vaasa near to the training premises. Each apartment is shared by three students. Each student has his/her own furnished room but shares the kitchen and bathroom facilities. Students may borrow any necessary kitchen-necessities and bedclothes from the Swedish Vocational Institute, Finland but are requested to bring their own towels. In order to be issued with the key to the apartment, students are advised to inform SYI as soon as possible of their exact time of arrival in Vaasa.

The apartments have been reserved from 4th August 2003

until 17th December 2004. Please let me know immediately if there any changes to the dates of your arrival/departure.

Your address in Finland will be:

Swedish Vocational Institute
Kungsgårdsvägen 30
65380 Vaasa, Finland.

1.6 Total Cost

All tuition is free. However, you need to pay for your own meals, transportation, materials and accommodation.

The accommodation costs for the period 2003.08.04 - 2004.12.17 are 2000 € (including costs for kitchen necessities and bedclothes)

The cost per week for meals is 58 € (including the cost for breakfast, lunch, dinner). A lunch package is available on Saturdays and Sundays at a price of 10 €.

I hope your stay in Finland will be pleasant and worthwhile. Please do not hesitate to contact me if you have any questions before your arrival.

**Welcome to the Swedish Vocational Institute
and to Finland!**

Contact Details:

Contact person:	Ms Elisabet Borgar
Address:	Kungsgårdsvägen 30, 65380 Vasa, FINLAND
Phone	+358 6 324 2321
Fax	+358 6 324 2410
E-mail:	elisabet.borgar@syi.fi
Homepage:	www.syi.fi

2. Swedish Vocational Institute (SYI)

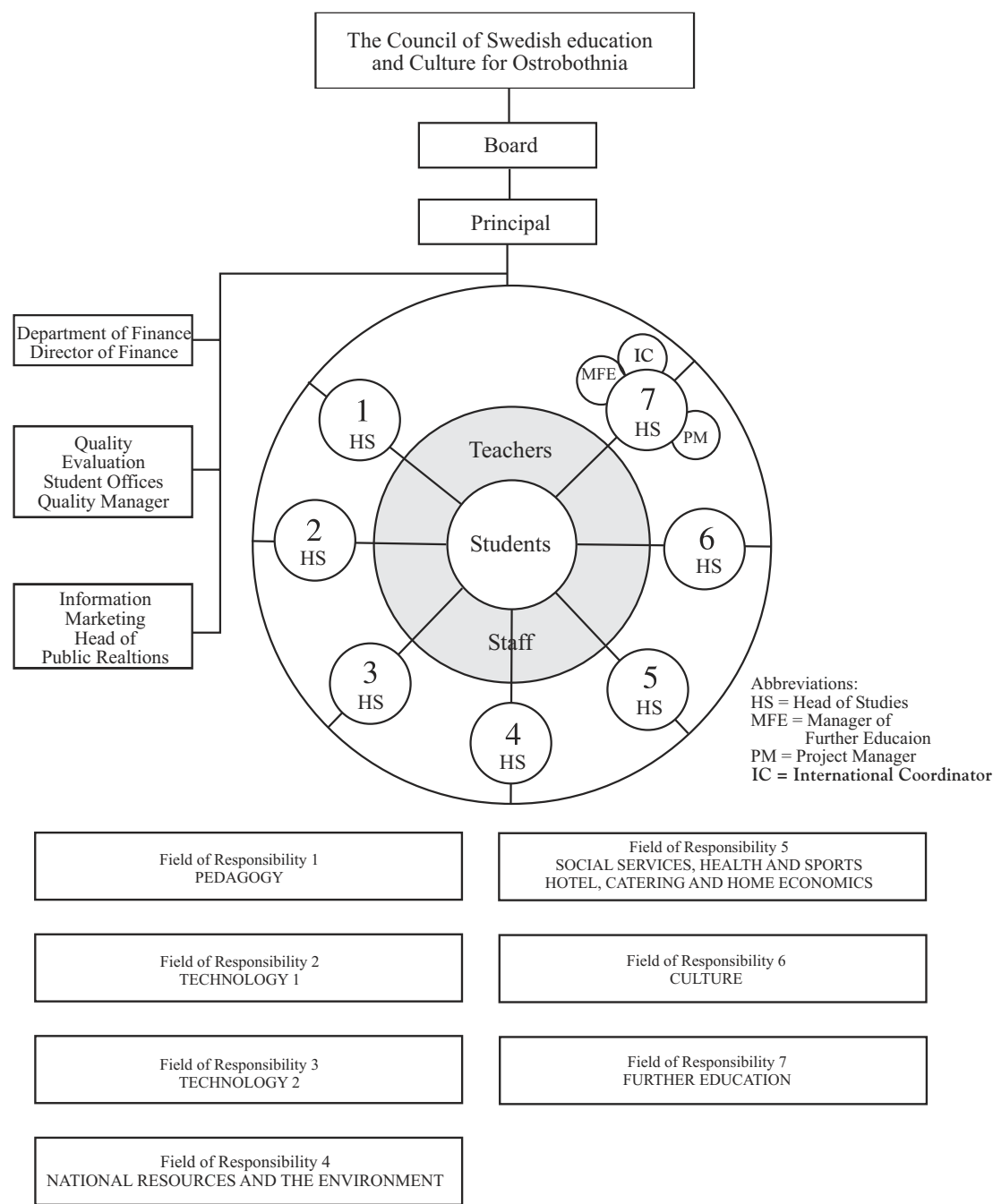
2.1 Administration

The Swedish Vocational Institute (SYI) is maintained by the Swedish Ostrobothnia Federation for Education and Culture (SÖF). SYI was established on the 1st August 1997 as the result of the amalgamation of several vocational training institutes.

The Swedish Vocational Institute manages/administers training at upper secondary school level and includes both training for young people and adults. SYI is run by a board of directors consisting of 7 members. When electing board members great weight is placed on contacts with working life. The goal is for the members as much as possible to be representative of the fields of study which are on offer at SYI. The principal of the Swedish Vocational Institute is elected by the joint Board of Directors for the municipalities which make up Swedish Ostrobothnia within SÖF. His/her job is to guide, lead and develop SYI's activities. The current principal's term of office expires in June 2005. Student representatives are elected for two years at a time.

The organisational structure of the Swedish Vocational Institute is in accordance with the course categories which the National Education Board has determined for vocational training courses at upper secondary school level. The Institute is divided up into 7 areas of responsibility. These are run by 7 heads of department.

The Swedish Vocational Institute Organization



2.2 Contact Details

Visiting address: Fabriksgatan 1 A, 65200 VASA
Postal address: PB 40, 65201 VASA
Tel (switchboard): +356-6-324 2811
Fax: +358-6-324 2810
Homepage: www.syi.fi
E-mail: first name.family name@syi.fi

Principal _____

Administrative Officer _____

Financial Controller _____

Quality Manager _____

Public Relations Officer _____

The Division for Further Education and Development
Services

Address: Kungsgårdsvägen 30, 65380 VASA

Director of studies / In-service training officer _____

Project Manager _____

3 Administration and management

Help and advice can be obtained from the school offices.
The school offices must be informed in the event of there
being changes in students' details i.e changes in, for
example, their address, telephone number etc.

At the beginning of the course each student must be
provided with a comprehensive handbook in her/his chosen
format. (The handbook can be based on this course
document)

Study guidance is, first and foremost, the responsibility of
the designated senior lecturers.
The possibility exists for students to plan their training in

conjunction with the teachers. Students can also receive advice regarding their studies and study technique.

Other members of staff to whom students can turn for advice and help are the Remedial Teacher and the School Counsellor.

In questions of health care students can get in touch with the school nurses. More information can be found on the notice boards and from the school nurses' office. Private doctor's visits must be paid for by the students themselves.

3.1 General Information

Occupational health and safety is the sum of all those measures which are aimed at preventing accidents, ill-health and the inability to thrive in one's working environment. Occupational health and safety is regulated by a plethora of laws of which the most important are:

The Health and Safety at Work Act
The Working Hours Restriction Act.
The law on protection at work
The Supervision of Occupational Health and Safety Act

There are also by-laws concerning young workers.

In order to avoid accidents every student should follow the relevant occupational health and safety directives.

Students have to inform the kitchen if they need special food of any description. A doctor's certificate is required in cases of allergy. It is important that students are consistent in their choice of food and inform the necessary people of any changes or if they do not want food on a certain day or if they will be absent and thus not need to eat at the school.

The superintendent at the school boarding house can be contacted in most matters related to accommodation.

The boarding house has its own regulations and rules of conduct which must be followed. If a student violates any of these s/he forfeits the right to stay there.

The regulations are distributed and gone through

with everyone who stays at the boarding house. The superintendent is responsible for keeping order at the boarding house.

3.2 Rules of Conduct

1. Whilst on the premises of the Swedish Vocational Institute students are expected to behave in an orderly and polite fashion. Students should also seek to be of assistance to clients and visitors to the school.
2. Smokers must use the smoking areas set aside for them in the courtyard. There they will find litter bins. **THESE ARE TO BE USED!**
3. The use of any form of intoxicant whilst at the school or during work placement is strictly prohibited.
4. Students are to park their cars in the areas set aside for this purpose.
5. Students are to be considerate towards those around them when using a mobile telephone. Mobile telephones must be switched off during lesson time and during examinations.
6. Those who have enrolled on courses at the Swedish Vocational Institute undertake to attend classes. This presupposes that students participate in the lessons.
7. The Swedish Vocational Institute is not responsible for students' personal property such as money and other items of value.
8. If students have any questions, requests or problems they can approach the person responsible for their group, their tutor or their head of department.

3.3 Professional Secrecy

No student may, without authorization, pass on information gained during on-the-job training, provided that the matter is of such a nature that it should be kept secret. Please refer to the Law on Vocational Training (630/98, § 33).

3.4 Disciplinary Measures

In order to maintain order at the vocational training institute The Law on Vocational Training Establishments 630/98 and The Vocational Training Establishments Act 811/98 are applicable.

3.5 The Law on Vocational Training Establishments 630/98 § 35 states the following:

"A student who breaks the rules or who is guilty of cheating in his/her studies or otherwise behaves in a unsuitable fashion can be reprimanded by the use of a disciplinary punishment. By disciplinary punishment is meant the issuing of a written warning and exclusion from the educational establishment for a maximum of one year as well as notice to quit the halls of residence. If the student is the object of an investigation in connection with a criminal offence s/he can be excluded from his/her studies for the duration of the investigation if such exclusion is motivated in view of the offence of which s/he has done or of which s/he is suspected or in view of circumstances connected with this.

3.6 Act No. 811/98 states the following:

Prior to a student being excluded from the educational establishment for a fixed time, being given notice to quit the halls of residence or being issued with a written warning the matter or neglect on which the measures are based shall be exactly defined, the student interviewed and the necessary investigation carried out. The student's guardian shall also be interviewed prior to any of the above actions being taken. Before a decision is taken on loss of study rights in accordance with § 32 of the Vocational Training Law, the student and his/her guardian shall be interviewed and the necessary investigation carried out. A decision concerning punishment and loss of study rights shall be issued in writing.

3.7 Complaints

If a student feels that the institution has not delivered the standard of service that it would be reasonable to expect, s/he may be entitled to lodge a complaint. This procedure should only be used for serious matters.

Internal complaints form Form B8

External complaint form Form B9

3.8 Library

The library is a self-contained institution at the Swedish Polytechnic, but it also serves the Swedish Vocational Institute. At the units in Gamla Vasa, Roparnäs, Brändö, Nykarleby and Jakobstad there is a service point from which course literature, journals etc. can be borrowed. For more information about the library and its opening times please visit the web site at: <http://www.syh.fi/bibliotek/>. Library cards are available from the library.

3.9 Study Material

Your teacher will inform you which literature you need for each course unit. Students are responsible for purchasing their own equipment, course books, folders, exercise books, paper, pens, calculator etc.

3.10 Students' Union Activities

Each unit has its own student association. The student associations form a joint students' union for the whole of SYI. Both the students' union and student associations arrange various types of leisure activities and cultural events. The students' union represents students in various contexts and thereby puts across their views. The students' union also has the opportunity to participate in the development work of the school and its subject areas.

3.11 Leisure Activities

There are a multitude of associations operating in the area where the school is located and they provide activities for all interests and tastes.

4. The Finnish Vocational Education System at Upper Secondary Level

Initial vocational education is provided in vocational institutions and in the form of apprenticeship training in virtually all fields. The completion of an initial vocational qualification takes 2-3 years, and instruction is given in a multi field of specialized vocational institutions. A three-year vocational qualification yields eligibility for all forms of higher education.

The objective of initial vocational education is to provide students with the knowledge and skills necessary for acquiring vocational expertise and with capabilities for self-employment. The further objectives of the education are to promote the students' development into good and balanced individuals and members of society, to provide students with the knowledge and skills necessary in further studies, personal interests and the versatile development of personality, and to promote lifelong learning. Vocational Education Act 630/1998.

Initial vocational education builds on the basic education syllabus and provides 2-3-year instruction in almost all fields of working life. However, there is a decision to extend the duration of all initial vocational education to three years by the year 2001. Initial vocational education is also open to upper secondary school leavers. The duration of studies is 0.5-1 year shorter for them, due to the credits transferred from upper secondary school studies.

There are 75 initial vocational study programmes. These yield extensive basic vocational skills for various assignments in their field and, in addition, more specialised expertise in one sector of the study programme. A three-year vocational qualification provides general eligibility for higher education. The scope of the study programme is 120 credits (one credit being equivalent to a student's average study effort of 40 hours), including 90 credits for vocational studies and relevant on-the-job training, 20 for common studies and 10 for free-choice studies.

Studying takes place primarily at vocational institutions, but supervised on-the-job training at a workplace accounts for at least 20 credits.

Common studies in all initial vocational programmes are mother tongue, the other national language, foreign language, mathematics, physics and chemistry, social, business and working life studies, physical and health education, and arts and culture.

An initial vocational qualification can be completed in the form of either institutional education or apprenticeship training. Apprenticeship training is based on a contract of employment (apprenticeship contract) between the student and the employer, confirmed by the education provider. In addition to these, a vocational qualification can also be taken as a competence-based examination evaluated by an examination board.

In the year 2000, the total intake in initial vocational education will amount to about 53,000 students, about 10% of whom will enter apprenticeship training.

In additional vocational training, it is possible to take further and specialist vocational qualifications. The guidelines for these qualifications are decided by the National Board of Education.

Further and specialist vocational qualifications can only be taken in competence-based examinations, and they are intended for adults, generally for the gainfully employed population. The responsibility for organising and supervising the examinations rests with a national tripartite examination board.

The Government decides on the general objectives of vocational education and training, the general structure of the study programmes and on the common studies. The Ministry of Education decides on the details and scope of the study programmes. The National Board of Education issues the national core curricula determining the objectives and core contents of the studies. The core curricula are dealt with by tripartite expert bodies, training committees, which were established under the Ministry of Education to plan and develop vocational education. Based on these, each provider of education prepares its curriculum. Providers of education also have tripartite expert bodies, consultative committees, which participate in the planning and development of education at the local

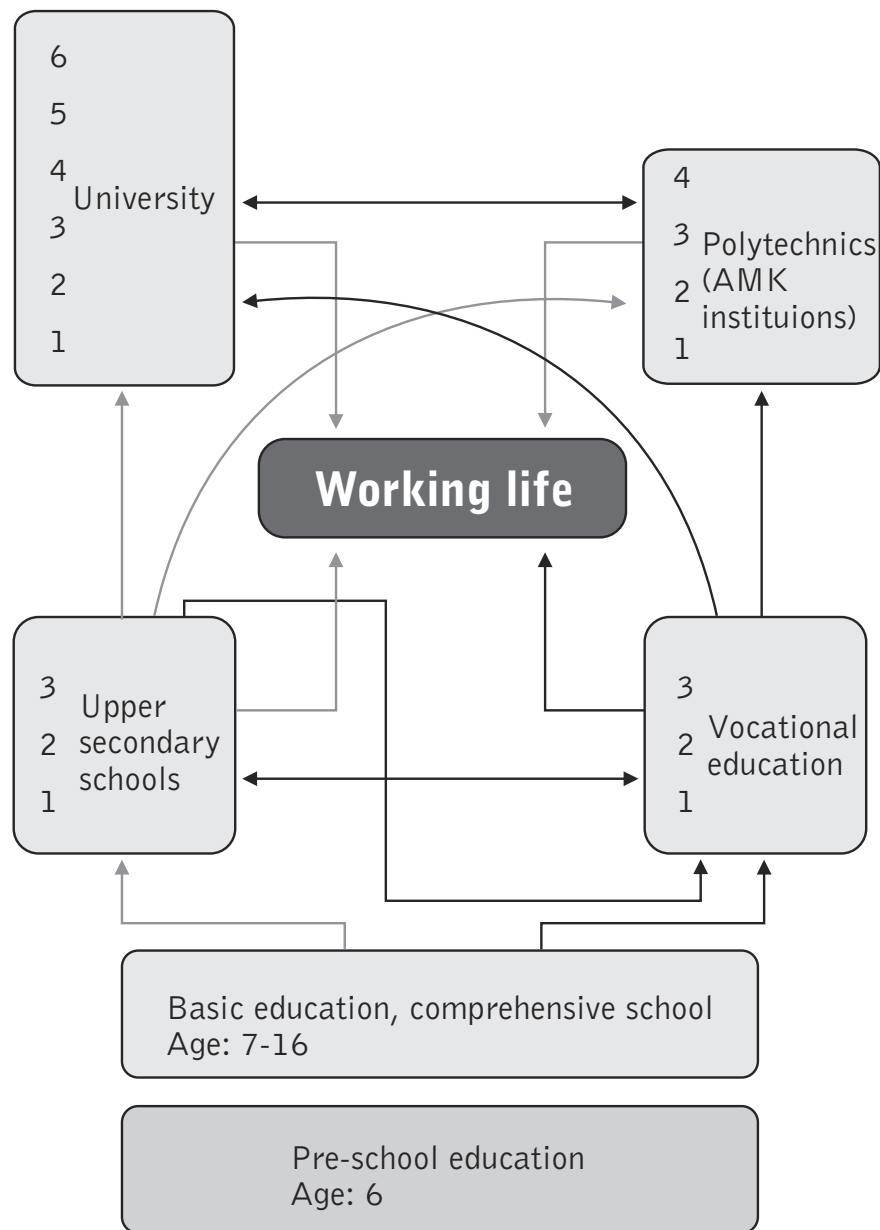
level.

The Ministry of Education grants licences to organise vocational education, determining the education providers' fields of study and total number of students, etc. Within the framework of the licence and the confirmed structure of the study programmes, the education providers may focus their education as they see fit, allowing for the local and regional economic and working life needs.

Features of initial vocational education:

- the admission requirement is the completion of the basic education syllabus.
- education providers mainly select their students on the basis of previous study record, but they may also arrange entrance or aptitude tests and take the applicant's previous work experience into account.
- application for studies takes place through the national joint application procedure.
- the studies primarily aim at the acquisition of the vocational skills necessary in working life; in addition, the three-year programmes give general eligibility for further studies at universities and other institutions of higher education
- opportunities for individual progress in the studies have been increased.
- initial vocational qualifications can be taken in institutional education, as apprenticeship training or through competence-based examinations.
- development objectives: the proportion of training at workplaces will be increased in institutional education (on-the-job training periods to be attached to the programmes); apprenticeship training will be expanded; initial vocational programmes will include a practical demonstration to ensure that the objectives of vocational studies have been achieved
- instruction is also offered to adults, adjusted to their circumstances (competence-based examinations: initial vocational qualifications, further and specialist vocational qualifications)

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Section 12

References

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Section 13

Partners in the Project

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Partners in the Project and Contact Persons;

Swedish Vocational Institute, Finland (SYI) Project-Coordinator

Contact person: Ms Elisabet Borgar
Address: Kungsgårdsvägen 30,
65380 Vasa, FINLAND
Phone +358 6 324 2321
Fax +358 6 324 2410
E-mail: elisabet.borgar@syi.fi
Homepage: www.syi.fi

Arla Institute

Contact person: Ms Paula Seraidaris
Address: Puustellinmäki 4-6
02600 Espoo, FINLAND
Phone: +358 9 511 08200
Fax +358 9 511 08300
E-mail: paula.seraidaris@arlainst.fi
Homepage: www.arlainst.fi

The Federation for the Swedish-Speaking Visually Impaired in Finland (FSS)

Contact person: Mr Sergius Colliander
Address: Nylandsgatan 25 A 6,
00120 Helsingfors, FINLAND
Phone: +358 9 696 2300
Fax +358 9 680 2064
E-mail: sergius.colliander@fss.fi
Homepage: www.fss.fi

Finnish Association of Visually Impaired Masseurs and Physiotherapists (FAN)

Contact person: Mr Georg Schleifer
Address: PL 50, 00030 IIRIS
Helsingfors, FINLAND
Phone: +358 9 3960 5551
Fax +358 9 3960 5555
E-mail: georg.schleifer@aktivofysio.fi
Homepage: www.aktivofysio.fi

Finnish Federation of the Visually Impaired (NKL)

Contact person: Mr Martti Kauhanen
Address: PL 41, 00030 IIRIS
Helsingfors, FINLAND
Phone: +358 9 396 044 80
Fax: +358 9 396 043 45
E-mail: martti.kauhanen@nkl.fi
Homepage: www.nkl.fi

AKTIVO 2000 - International Association of Visually Impaired Masseurs and Physiotherapists

Contact person: Mr Lars Lind
Address: Murkelvägen 30,
74840 Örbyhus, SWEDEN
Phone: +46 18 683 819
Fax: +46 18 683 801
E-mail: lars.lind@lanc.amv.se

Arbetsförmedlingen Rehabilitering (Employment offices with special resources for people with disabilities)

Contact person: Ms Kerstin Eriksson
Address: Box 24006
22421 Lund, SWEDEN
Phone: + 46 46 192 305
Fax: + 46 46 192 310
E-mail: kerstin.eriksson@lanm.amv.se
Homepage: www.ams.se

The Swedish Association of the Visually Impaired (SRF)

Contact person: Mr Bertil Sköld
Address: Sandsborgsv 52
122 88 Enskede, SWEDEN
Phone: + 46 8 399 254
Fax: + 46 8 399 322
E-mail: bertil.skold@srfriks.org
Homepage: www.srfriks.org

I.Ri.Fo.R. The Institute for Research, Training and Rehabilitation

Contact person: Mr Carlo Monti
Address: Consiglio Regionale, Toscana, Via L. Fibonacci,5
50131 Firenze, ITALY
Phone: +39 055 580 319
Fax: +39 055 588 103
E-mail: uictosc@uiciechi.it
Homepage: www.uiciechi.it

APEDV, Associação Promotora De Emprego De Deficientes Visuais

Contact person: Mr Assis Milton Rodrigues
Address: Av João Paulo II ,
Lote 5 25 – 1º Zona J De Chelas
1900 Lisboa, PORTUGAL
Phone: +35 121 831 0760 or +35 121 831 0047
Fax: +35 121 831 0769
E-mail: info@apedv.rcts.pt
Homepage: www.apedv.rcts.pt

Royal National College for the Blind (RNC)

Contact person: Ms Jane Crabtree
College Road, Hereford
HR1 1BR, ENGLAND
Phone: +44 1432 265725
Fax: +44 1432 376628
E-mail: ss@rncb.ac.uk
Homepage: www.rncb.ac.uk

Royal National Institute of the Blind (RNIB)

Contact person: Ms Karen Atkinson
Address: RNIB Physiotherapy Resource Center
Romford Road, Stratford
London E 15 4LZ, ENGLAND
Phone: +44 207 388 1266
Fax: +44 207 388 2034
E-mail: k.a.atkinson@uel.ac.uk
Homepage: www.uel.ac.uk/eoag/pss



The Swedish Vocational Institute, Finland (SYI)

Arla Institute

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The Swedish Association of the Visually Impaired (SRF)



I.Ri.Fo.R. The Institute for Research, Training and Rehabilitation



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