VICARS SCHOOL OF Massage Therapy

# POLICY & PROCEDURES

## STUDENT HANDBOOK

2026–2027 Academic Year

## *Our Vision*

*Our program is a positive and challenging experience.*
*We prepare our graduates to be effective and successful massage therapists.*

## *Our Promises*

*We will always treat our students with respect.*
*To meet our students need for excellent training, we will stay current with the highest national standards.*
*When we make decisions, our highest priority will always be the most positive outcome for our students.*

## *The Land We Are On*

*The Calgary campus of Vicars School is located on Treaty 7 Territory.*

*This land is the traditional home of many First Nations, including the Tsuut'ina First Nation, Stoney Nakoda, and the nations of the Blackfoot Confederacy, and is a part of Métis Nation of Alberta Region 3.*

*The Edmonton campus of Vicars School is located on Treaty 6 Territory. This land is the traditional home of many First Nations, including Nehiyaw, Denesuliné, Stoney Nakoda, Anishinabae, and Niitsitapi peoples, and a part of the Métis Nation of Alberta Region 4.*

*Vicars School students, staff, and clients come from many different ethnic and cultural backgrounds. What brings us together is a shared dedication to healing and wellness. We believe that participating in the ongoing work of Truth and Reconciliation is an integral part of that mission.*

# 2026–2027 Academic Year

Welcome to Vicars School of Massage Therapy.

We are pleased to welcome you to our community and look forward to supporting you throughout your education.

This handbook outlines the policies, procedures, expectations, and resources that apply throughout your time at Vicars. It is your primary reference for understanding your responsibilities as a student and the standards expected while enrolled at Vicars.

Course materials, schedules, announcements, forms, grades, and other day-to-day information are available through Moodle and the Student Information System (SIS). Students are responsible for regularly reviewing these platforms to stay informed of important updates.

While every effort has been made to ensure this handbook is accurate at the time of publication, the school reserves the right to revise policies, procedures, and program requirements as necessary. Students will be notified of significant changes through official school communications, and the most current version of School policies will apply.

*Table of Contents*

***Admissions Policies*** ..... ***1***
**Admissions Process** ..... 1
**Academic Prerequisites** ..... 1
**Language Proficiency Requirements** ..... 2
**Returning Students** ..... 2
**Police Information Check** ..... 2
**First Aid & CPR** ..... 3
***Student Support*** ..... ***4***
**Accommodation for Students with Disabilities** ..... 4
**Program Demands** ..... 4
**Physical Demands** ..... 4
**Cognitive and Emotional Demands** ..... 5
**Professional and Clinical Expectations** ..... 5
**What Accommodation Is (& Isn't)** ..... 5
**What Kinds of Accommodations Can We Make?** ..... 6
**Accommodation Does Not** ..... 7
**Making an Accommodation Plan** ..... 8
**Roles and Responsibilities: Who Does What?** ..... 8
**Universal Design: Learning for Everyone** ..... 9
**Additional Resources** ..... 10
**Academic Support** ..... 10
**Student Responsibilities for Academic Success** ..... 11
**Student Support Resources** ..... 12
***Professional Expectations*** ..... ***14***
**Our Values** ..... 14
**Diversity, Equity, Inclusion, & Accessibility at Vicars** ..... 14
**Student Code of Conduct** ..... 14
**A Positive Learning Environment for All** ..... 15
**Rights as a Student** ..... 15
**Responsibilities as a Student** ..... 15
**Dress Code** ..... 17
**Professional Decision-Making Support** ..... 17

**Reporting Violations of the Student Code of Conduct ..... 17**
**How We Enforce This Code ..... 18**
**Sexual Harassment & Sexual Violence Policy ..... 19**
**What to Do if You Experience or Witness Sexual Harassment or Sexual Violence ..... 20**
**Confidentiality & Protection from Retaliation ..... 20**
**How the School Responds ..... 21**
**Relationship to Other Policies ..... 21**
**Appealing a Disciplinary Decision ..... 21**
***Digital Conduct, Social Media, & Technology Use Policy ..... 22***
**Purpose ..... 22**
**Social Media & Online Conduct ..... 22**
**Technology Use & Privacy ..... 22**
**Wearable Technology & Smart Devices ..... 23**
**Artificial Intelligence & Emerging Technologies ..... 24**
**Compliance ..... 24**
**Using the Internet on Campus ..... 24**
***Academic Success ..... 26***
**Academics at Vicars School ..... 26**
**Assignments ..... 27**
**Academic Standards & Program Progression ..... 27**
**Course Completion, Examinations & Remediation ..... 27**
**Multiple Course Failures ..... 29**
**Required Timelines ..... 29**
**Examination Review ..... 29**
**Appeal of a Failed Final Examination ..... 29**
**Examination Rescheduling ..... 30**
**Fees ..... 30**
**Supervised Clinical Experience ..... 30**
**Mandatory Attendance ..... 32**
**Mandatory Class Participation ..... 33**
**Mandatory Attendance at Clinic ..... 34**
**Live Online Learning ..... 35**
**Technology Requirements and Device Use ..... 35**
**Reference Materials ..... 35**

**Transcripts, Diplomas, & Letters** ..... **35**

***Campus Facilities & Resources*** ..... ***37***

**Linens** ..... **37**

**Oil, Lotions, & Gel** ..... **37**

**Parking** ..... **37**

**Building Maintenance & Aesthetics** ..... **37**

***Tuition & Financial Information*** ..... ***39***

**Paying Tuition & Fees** ..... **39**

**Student Loans & Grants** ..... **39**

**Repaying Student Loans** ..... **39**

**Vicars' Bursaries** ..... **40**

**Vicars' Grants** ..... **40**

**Students Who Have Previous Student Loans** ..... **40**

***Program Changes & Withdrawals*** ..... ***41***

**When we Withdraw a Student from the Program** ..... **41**

**If a Student Withdraws Voluntarily** ..... **41**

**Financial Implications of withdrawal** ..... **41**

**Repaying Tuition After Withdrawal** ..... **42**

**How Withdrawals Affect Student Aid** ..... **42**

***Safety & Emergency Procedures*** ..... ***43***

**Fire Safety & Emergencies** ..... **43**

**Medical Emergencies** ..... **43**

**Personal Protective Equipment** ..... **43**

**Reporting** ..... **43**

***Privacy & Records Management*** ..... ***45***

**Collection & Storage of Information** ..... **45**

**Access to Student Records** ..... **45**

**Sharing Information Outside of Vicars** ..... **45**

**Sharing Information with Other Students** ..... **46**

**Privacy Responsibilities** ..... **46**

**Privacy Breaches** ..... **46**

**Consequences** ..... **47**

***Student Complaint Resolution Process*** ..... ***48***

**Confidentiality & Records** ..... **50**

*Need Help?* ..... *51*
Academic & Learning Support ..... 51
Technology & Student Records ..... 51
Clinic Support ..... 51
Financial Support ..... 52
Scheduling & Attendance ..... 52
Student Support & Accommodations ..... 52
If I am not Sure Who Can Help ..... 52
Formal Concerns & Complaints ..... 53
*Essential Contacts* ..... *54*

## Student Support Resources

*Academic Accommodation Plan Agreement Form* ..... *55*
*List of External Resources – Calgary* ..... *57*
*List of External Resources – Edmonton* ..... *59*
*Moodle User Guide* ..... *61*
*Retrieve Student T2202 (and T4A if applicable)* ..... *75*

# Admissions Policies

## Admissions Process

This section explains admission requirements, required documents, and readiness expectations before students begin the program.

We are committed to enrolling students who are well positioned to succeed in the Vicars program. While meeting the academic and English-language prerequisites is an important part of the admissions process, we recognize that success in a rigorous educational environment also depends on a student's readiness, motivation, and ability to engage in independent learning.

As part of the application process, prospective students participate in a personal interview, where we assess factors such as communication skills, English language proficiency, professionalism, self-awareness, and their understanding of the demands of the program. Applicants must also demonstrate the ability to manage independent study, accept feedback, and approach learning with maturity, resilience, and a commitment to meeting program requirements.

Each application is considered individually, considering the applicant's overall readiness for the program. While we are committed to providing opportunities for qualified applicants, we reserve the right to deny admission if, in our professional judgment, an applicant is unlikely to succeed in the program or meet its academic and professional expectations.

Admissions decisions are never based on age, race, ethnicity, culture, religion, sex, gender identity or expression, sexual orientation, disability, health status, family status, or any other personal characteristic that is not relevant to a student’s ability to succeed in the program.

## Academic Prerequisites

To be considered for admission, prospective students must meet one of the following minimum academic standards. Meeting these standards does not guarantee admission.

A high school diploma, having earned 50% or higher in Grade 12 English and a Grade 12 Science course (or non-Alberta equivalent), OR

- A high school Equivalency Diploma, with General Educational Development (GED) scores of 50 % or higher in English and Science (or non-Alberta equivalent), OR
- 50 credits towards a high school diploma, including 50% or higher in Grade 10 English and Grade 10 Math, and have been out of high school for at least two years, OR
- Successful completion of an aptitude test administered by the school and have been out of high school for at least two years.

## Language Proficiency Requirements

Our program is delivered in English. All students must have the ability to:

- Speak and communicate in English
- Listen and understand in English
- Read and write in English

We will accept official transcripts from students who have completed a high school, college, or university program delivered entirely in English as evidence of their English skills.

Students who have not completed the required English-language education may submit an accepted English-language exam as proof of proficiency. Vicars recognizes the following tests and minimum scores:

- TOEFL iBT: overall score of 95; with a minimum score of 20 in each component
- IELTS Academic: 6 or higher
- CLB: Listening 8: Reading 8; Speaking 8; Writing 7

Our language proficiency standards are based on Canadian industry best practices and are intended to align with major professional associations and regulatory colleges. However, standards vary across the profession, and meeting Vicars requirements does not guarantee that a student will meet the language standard of any specific association.

## Returning Students

Students who do not complete either year of the program may apply to return. Students will be evaluated based on the same criteria as new applicants and must receive re-admission approval from the Registrar.

Students who need to take a leave of absence from their studies must submit a written request to the Registrar and discuss the terms and timelines for returning to the program.

When a student returns after a leave or defers entry into the second year, their academic performance prior to withdrawal will be assessed. The student may be required to complete additional coursework or evaluations to meet current curriculum standards.

Students are permitted to restart the program a maximum of one time. Additional restart opportunities will only be considered in exceptional or extenuating circumstances, at the discretion of the Registrar.

## Police Information Check

Vicars requires all prospective students to submit a recent Police Information Check with Vulnerable Sector Search. The document must show no adult criminal record, no record

suspension or pardon for a sex-crimes-related offence, and no police involvement that would indicate risk to vulnerable persons as defined by the issuing law enforcement agency.

The document must be issued by the law enforcement agency for the area where the student lives. It must be received before the first day of on-campus classes and dated no more than six months before the first day of on-campus instruction.

Acceptance and registration remain conditional until the school receives and approves the record check.

Students must disclose any current charges or convictions. If a student receives any charge or conviction after submitting the record check, they must notify the school within 30 days. This obligation begins when the student signs the school contract and applies even before in-person classes begin. Failure to notify the school within 30 days may result in disciplinary action, including withdrawal from the program.

Vicars School reserves the right to withdraw students from the program based on changes to their criminal record or vulnerable sector status. The school's standard withdrawal and refund policy will apply.

## First Aid & CPR

Students are required to obtain First Aid and CPR certification through a provider of their choice before participating in their first student clinic in Module 5. Students must provide the school with a copy of their valid certificate **before** beginning their first student clinic shift. The certification must include an in-person demonstration of CPR techniques and the application of an AED (Automated External Defibrillator) for adults, children, and infants.

Students are responsible for maintaining current certification throughout the program and must renew their certification before it expires.

Students may not participate in student clinic until they have provided the school with a valid First Aid and CPR certificate that meets the program requirements.

# Student Support

## Accommodation for Students with Disabilities

This section explains accommodations, academic support, student resources, and financial support options.

Vicars believes that students deserve an equal opportunity to succeed. Reasonable adjustments and alternative arrangements help create an accessible learning environment where students experiencing disability-related barriers can participate fully and equally.

Reasonable accommodations are developed by considering individual student barriers as well as the academic environment of post-secondary education and the scope of the massage therapy profession.

All students, including students with accommodations, are expected to follow school policies, procedures, and codes of conduct so their actions do not negatively affect another student's ability to learn.

## Program Demands

Active participation is an essential requirement of the Massage Therapy program. Students must be able to meet the physical, cognitive, emotional, and professional demands of classroom and supervised clinical education.

Students should carefully consider whether any current or past health condition, injury, trauma, or other personal circumstance may affect their ability to safely and consistently meet these essential program requirements. The demands of massage therapy education include sustained physical activity, hands-on practice, regular interaction with clients and peers, and the ability to respond appropriately to the physical, cognitive, and emotional demands of clinical practice.

Students are responsible for understanding these program demands and considering their readiness to participate fully in the program. Students who require accommodations are encouraged to discuss their needs as early as possible so that appropriate supports can be considered.

## Physical Demands

Students must be able to:

- Stand for extended periods of time (3–7 hours).
- Sit for extended periods of time (3–4 hours).
- Lie on their stomach, back, or side for up to 60 minutes during practical instruction.
- Lift and carry portable massage tables.
- Lift, support, and reposition client limbs safely.

- Participate in all aspects of assessment, treatment, and self-care activities, including bending, squatting, kneeling, reaching, and demonstrating exercises.
- Perform a minimum of two 60-minute massages, including two assessments, by the midterm of the first year, progressing to a minimum of three 60-minute massages by the second year, with completion occurring within the student's scheduled clinical hours as determined by the clinic schedule.

## Cognitive and Emotional Demands

Students must be able to:

- Study and maintain concentration for several hours at a time.
- Perform in oral practical examinations and supervised clinical experiences.
- Receive, reflect on, and respond constructively to feedback in the classroom, clinic, and examination settings.
- Manage their time effectively to meet program requirements and prepare for written and oral practical examinations.
- Demonstrate professionalism, emotional maturity, and appropriate interpersonal skills when interacting with peers, faculty, clinical supervisors, and clients.

## Professional and Clinical Expectations

Students must be able to:

- Participate fully in hands-on learning activities, including providing and receiving professional therapeutic touch during assessment, treatment, and self-care activities.

Provide and receive therapeutic touch in a professional, respectful, and ethical manner with individuals of all genders and gender expressions, consistent with the learning outcomes of the program and the standards of the massage therapy profession.

## What Accommodation Is (& Isn't)

Academic accommodations are provided when students experience physical or mental disability-related barriers in demonstrating and acquiring their knowledge and skills.

At Vicars, we base our academic accommodation policies on the Alberta Human Rights Act. The following interpretation guidelines have been published by the Alberta Human Rights Commission:

> "Accommodation is the process of adapting the way in which services are provided to eliminate or reduce the barriers that certain individuals experience when attempting to access those services; for example, persons with disabilities accessing the educational services provided by post-secondary institutions. […]

> Any student or visitor who has a characteristic that meets a protected ground under the Act, such as mental disability or physical disability, may request an accommodation from a post-secondary institution. […]

The goal of academic accommodation is equity: creating equal opportunities for students with disabilities through reasonable, individualized changes to the educational experience.

The accommodation provides equitable access for students to have the opportunity to meet academic standards.

All students must meet minimum passing grades, demonstrate required skills and knowledge, and complete all graduation requirements, including curriculum standards set by the Canadian Massage Therapy Council for Accreditation and the Inter-Jurisdictional Practice Competencies and Performance Indicators for Massage Therapists at Entry-to-Practice.

Students access academic accommodations by working with the school, and relevant qualified professionals, to create an accommodation plan prior to starting school.

## What Kinds of Accommodations Can We Make?

Accommodation plans are as individual as the students who require them and depend on the impact of the disability within a particular area of the program.

Examples of past accommodations Vicars has been able to provide:

Coursework

- Accessible materials in alternate formats (large print, printing on various coloured paper, electronic text)
- Permission to use assisted technology such as a keyboard for writing or screen-reading software
- Additional resources or tools (e.g. a ‘box of bones’ for visually impaired students)

Exams

- Scribes and/or readers
- Distraction-free test areas will be provided whenever possible. All written exams are conducted in a quiet space to ensure a distraction-free environment for all students.

Extended time, where appropriate to the assessment format

- Alternate formats, including large print, coloured paper, electronic versions
- Appropriate lighting
- Movement breaks
- Food breaks

The Physical Environment

Accessible classroom and clinic spaces

- Electric massage tables
- Seating closer to projector or instructor
- Modified lighting in classroom and clinic
- Assistance in getting around campus for those with limited vision
- Consistent set up in classroom and clinical spaces

Outside the Classroom

- Referrals to campus resources (study halls, tutors)
- Referrals to community resources

---

***Please note:*** *Vicars* ***does not allow*** *the use of streaming devices for music during examinations.*

*Noise-cancelling headphones may be used, but personal belongings and electronic devices must be stored away and not kept near students during exams*

---

Accommodations must be reasonable and cannot interfere with curriculum requirements, student safety, or the learning environment.

The following is extracted from the Alberta Human Rights Commission website:

> "The Institution must consider an array of potential methods for accommodating students in a way that will overcome their individual barriers to accessing the learning environment. The accommodation that the post-secondary institution provides must be reasonable. There is no obligation on the post-secondary institution to provide an immediate or perfect accommodation, or to accommodate beyond the point of undue hardship."

Vicars is committed to supporting students who require examination accommodations and may be able to provide reasonable accommodations without formal diagnostic documentation where appropriate. For external examinations, including registration examinations in other provinces, students are encouraged to contact the relevant examination body in advance, as their accommodation processes and documentation requirements may differ. Vicars will assist students in navigating the process where possible.

## Accommodation Does Not

- Require that post-secondary institutions lower academic or non-academic standards to accommodate students with disabilities.
- Change academic standards or essential course requirements.

- Relieve students of the responsibility to develop the essential skills and competencies expected of all students. Accordingly, some programs and courses may not be able to accommodate every disability-related barrier.

## Making an Accommodation Plan

It is the student's responsibility to disclose disabilities and request accommodation needs during the enrolment process, prior to the beginning of the program. While we will try our best to accommodate a new diagnosis or updated diagnosis once a student has begun the program, there is no guarantee that we will be able to fulfill the requested accommodations.

Creating an accommodation plan involves:

- The student disclosing their need for accommodation during the admissions process, prior to the beginning of school
- The student providing the school with documentation outlining their needs and recommendations for accommodation in a learning environment
- Dependent on the request, the student may be asked to provide supporting documentation from a licensed practitioner
- The student and a school representative discussing the student's needs and the academic accommodations available at Vicars
- Together, the student and the school agreeing on what accommodations will be provided
- Continual review of the accommodation plan throughout the course of the program
- Referrals for financial support and/or community resources, as applicable

The accommodation plan process focuses on past experiences, accommodations that have contributed to student success in a prior learning environment and identifying student strengths that may support or compensate areas of weakness. Students are encouraged to describe the impact their disability has on their learning, rather than the diagnosis.

Please note: Specific diagnoses are considered private medical information under Alberta Human Rights legislation, and a student will not be required to disclose this information.

## Roles and Responsibilities: Who Does What?

Students, staff, and faculty share responsibility for the accommodation process and for creating an accessible learning environment. Students provide personal knowledge of their barriers and needs, staff facilitate timely communication and planning, and faculty help ensure accommodations support student success while upholding course outcomes.

Student

- During the enrolment process, identify a need for academic accommodations.

- Ensure appropriate documentation, outlining restrictions and limitations of functioning within the academic environment, has been provided.
- Discuss available accommodations.
- Identify necessary accommodations.
- Fulfill procedures to implement accommodations.

Complete the Academic Accommodation Request Form (to be filled out by the student and where needed a qualified licensed professional who has treated and or diagnosed the student within the past five years).

Meet with a member of staff to complete an Academic Accommodation Plan Agreement Form outlining specific details of approved accommodation

Work collaboratively with faculty by communicating approved accommodation needs as early as possible. Although staff strive to support and facilitate the accommodation processes, students are encouraged to speak with instructors in advance of classes, assessments, or examinations to help ensure accommodations can be effectively implemented.

Staff

- During the enrolment process staff verify the need for accommodation within a particular learning environment
- Complete the review on the Academic Accommodation Request Form
- Use input from the student, faculty and medical recommendations to develop accommodations
- Meet with the student to complete the Academic Accommodation Plan Agreement Form outlining specific details of approved accommodation
- Support the communication of approved accommodation with the student, faculty and staff

Faculty

- Participate, when necessary, in structuring an accommodation plan that meets the needs of the student while upholding the program outcomes
- Incorporate approved accommodations as outlined during the enrolment process
- Review and revise the accommodation plan if circumstances or needs change
- Develop an inclusive learning environment

## Universal Design: Learning for Everyone

Every student is unique and deserves to have access to systems and tools that will support them in their education. This is the principle of *Universal Design* in education: creating a learning environment that meets the needs of students with the widest range of abilities and in the

widest range of situations. By building our curriculum with universal design in mind, we have developed a program that is flexible and adaptable for all students.

These are a few examples of resources that all Vicars students have access to (regardless of whether they have an accommodation plan):

- Student handbook that outlines graduation requirements including all academic and non-academic standards
- Detailed course outlines
- Detailed expectations during examinations
- Access to module assignments, notes and information ahead of time
- Mandatory textbooks include online and electronic formats with a variety of additional resources and images
- PowerPoints available for certain course content
- Narrated PowerPoints for certain courses
- Variety of resources including manuals and video

Material on Moodle saved in PDF format for ease of printing

- Student discussion boards
- Access to Instructors outside of classroom time

## Additional Resources

Students with documented permanent disabilities or persistent or prolonged disabilities, may be eligible for additional funding in the form of grants through provincial and federal student aid. There are 2 types of funding students may receive:

- Grant funds available for general use.
- Grant funds specifically for equipment and resources purchased to assist you in your learning.

Ask the Registrar's Office for more information and how to apply.

## Academic Support

Vicars is committed to supporting student success by providing students with access to academic resources, guidance, and opportunities to strengthen their learning. Students are encouraged to take an active role in their education by attending classes, participating in learning activities, completing assigned work, monitoring their progress, and seeking assistance when support is needed.

Students are encouraged to remain connected to their learning while away from campus or outside of scheduled class time. Instructors are available to provide guidance, clarification, and feedback through approved communication methods, including Moodle and email.

Academic support resources may include:

Instructor Support: Instructors are available to answer questions, clarify course content, provide feedback, and support students in developing the knowledge and skills required for successful course completion. Students are encouraged to seek assistance early and communicate concerns before they impact academic progress.

Moodle Learning Resources: Students are expected to regularly access Moodle and review available course materials, announcements, learning activities, and other resources provided to support their success.

Supervised Study Opportunities: Supervised study halls, open campus hours, and other academic support sessions may be available to provide students with additional opportunities for practice, review, and skill development. The availability, schedule, and format of these opportunities may change based on program requirements, instructor availability, and institutional needs.

Collaborative Learning Opportunities: Students are encouraged to participate in appropriate peer learning opportunities and work collaboratively with classmates to strengthen understanding and reinforce course concepts.

While Vicars provides academic resources and support opportunities, students are ultimately responsible for actively engaging in their education and using available resources to support their own success. Students experiencing academic challenges should communicate with their instructor or program leadership as early as possible to discuss available support options.

## Student Responsibilities for Academic Success

Success at Vicars requires active participation, commitment, and accountability from each student. As adult learners preparing for professional practice, students are expected to take responsibility for their learning and academic progress.

Students are responsible for:

Attending and actively participating in all scheduled classes (online and on campus), practical sessions, and learning activities.

- Arriving prepared for class with required materials, completed assignments, and readiness to participate.
- Completing required coursework, assessments, practical evaluations, and other program requirements by established deadlines.
- Reviewing course materials, instructor feedback, and available learning resources to improve understanding and performance.
- Regularly accessing Moodle and monitoring communications from instructors and the school.

- Seeking clarification and academic support when they do not understand course content or expectations.
- Communicating with instructors regarding concerns, absences, missed learning opportunities, or barriers that may affect academic progress.
- Practicing and developing the professional behaviours, skills, and competencies required for their chosen profession.
- Using academic support resources appropriately and recognizing that support services are intended to assist learning rather than replace individual preparation and effort.
- Maintaining the academic standards and requirements outlined in school policies, procedures, and program expectations.

Students who are struggling academically are encouraged to seek support as soon as possible. Early communication allows Vicars School to work with students to identify available resources and strategies to support their progress; however, students remain responsible for meeting program requirements and demonstrating the competencies required for successful completion.

## Student Support Resources

Vicars School recognizes that students may experience personal, academic, financial, health, or other challenges that may impact their ability to successfully complete their program. Student well-being is an important part of academic success, and students are encouraged to seek support as early as possible when challenges arise.

While Vicars School provides academic and student support within the scope of our services, additional resources may be available through community organizations and external service providers. Students requiring support beyond what Vicars School can provide directly are encouraged to access the Student Support Resources in the appendix.

The Student Support Resource provides information and referrals for a variety of services, including contact information, service descriptions, and current referral options for:

- Mental health, wellness, and counselling supports
- Crisis and emergency resources
- Indigenous student and culturally appropriate supports
- 2SLGBTQIA+ community resources
- Accessibility and inclusion supports
- Newcomer and settlement services
- Financial assistance and basic needs resources
- Health and medical support services
- Legal and community assistance programs

Vicars encourages students to access available supports proactively and to seek assistance when needed. Early connection with appropriate resources can help students maintain their well-being, address challenges, and continue progressing toward successful program completion.

The external services listed are provided by independent organizations and are offered as resources for students. Their inclusion does not constitute endorsement by Vicars School, nor does Vicars guarantee service availability or assume responsibility for services provided by these organizations.

# Professional Expectations

## Our Values

This section outlines the conduct, professionalism, technology, dress, and online behaviour expected in all school settings.

Vicars' values are reflected throughout the handbook in our expectations for professional conduct, respectful learning environments, accessibility, privacy, student support, and clinical education.

## Diversity, Equity, Inclusion, & Accessibility at Vicars

Vicars is committed to providing a learning and clinical environment where students, faculty, staff, clients, and visitors are treated with dignity, fairness, and respect. We value diversity and recognize that different backgrounds, identities, experiences, perspectives, and learning needs strengthen our school community and the massage therapy profession.

Vicars provides equal access to its programs, services, and activities and does not discriminate against students or applicants on any ground protected under the Alberta Human Rights Act. This includes, but is not limited to, race, ancestry, place of origin, colour, religious beliefs, gender, gender identity, gender expression, physical disability, mental disability, age, sex, sexual orientation, marital status, family status, or source of income.

Equity and accessibility are reflected throughout this handbook in policies related to admissions, academic accommodation, student support, conduct, complaints, privacy, clinical education, and academic success. Reasonable accommodations may be provided where appropriate, so students have equitable access to learning while still meeting the essential academic, clinical, professional, safety, and graduation requirements of the program.

All members of the Vicars community are expected to contribute to a respectful, inclusive, and professional learning environment. Discrimination, harassment, bullying, intimidation, exclusionary behaviour, or retaliation will not be tolerated.

This statement should be read together with the Admissions Process, Accommodation for Students with Disabilities, Student Code of Conduct, Sexual Harassment and Sexual Violence Policy, Digital Conduct, Student Complaint Resolution Process, Privacy and Student Records, and Academic Success sections of this handbook.

## Student Code of Conduct

The Student Code of Conduct below sets clear expectations for respectful, professional, and ethical behaviour in all Vicars settings.

Use this section to understand expected conduct, possible consequences, and where to report concerns. For formal complaints, appeals, grievances, or code-of-conduct reports, use the Student Complaint Resolution Process.

This Student Code of Conduct applies in class, clinic, online spaces, outreach events, social media, and any other setting where you represent Vicars.

## A Positive Learning Environment for All

Vicars students are part of a respectful, collaborative learning community where everyone shares responsibility for safe, inclusive, and professional interactions.

This code of conduct applies to all environments where you represent Vicars. This includes, but is not limited to, while on campus, at outreach events, on Moodle, in online sessions, and on social media.

Students must prioritize client well-being, respect others, and help maintain a welcoming and inclusive school environment.

## Rights as a Student

The right to pursue your education in an environment that is safe, positive, inclusive, and conducive to learning.

The right to a learning environment free from discrimination, harassment, bullying, or violence. This includes, but is not limited to, unfair treatment based on age, race/ethnicity, culture, religion, sex, gender, gender expression, sexual orientation/identity, disability/ability, or health status.

The right to fair and equitable treatment by all faculty and staff.

The right to reasonable privacy, consistent with the best practices of the massage therapy profession and the Alberta Personal Information Protection Act.

The right to due process and procedural fairness in any investigation of improper conduct or violations of school policies.

## Responsibilities as a Student

Value the dignity and worth of all persons, and contribute to a generous, open, and respectful school culture.

Treat clients, classmates, faculty, and staff with fairness, impartiality, and equity. Discriminatory behaviour, harassment, or bullying is prohibited.

Abide by this handbook and all school policies and procedures.

Refrain from participating in any behaviour that impedes another student's ability to learn.

Be on time, prepared, and ready to participate, including meeting standards for clothing, personal presentation, and hygiene and bringing necessary supplies for academic and clinical environments.

Demonstrate reliability and accountability by attending all scheduled classes and clinic shifts and communicating promptly and professionally if unable to attend.

Use language appropriate for a classroom and clinical environment; refrain from swearing and sexually explicit language. Comments on physical appearance must be professional and directly relevant to education or treatment.

Maintain academic integrity by completing all academic and clinical work honestly and refraining from cheating, plagiarism, falsification, or other forms of academic misconduct.

Stay within your current scope as a student and seek assistance from faculty when needed.

Obtain explicit, informed consent (including for sensitive areas) prior to assessment or treatment, revisit consent when needed, and maintain professional boundaries.

Safeguard confidentiality regarding all private information and records.

Refrain from committing or participating in harassment, violence, bullying, or discrimination.

Avoid engaging in any form of sexual harassment or sexual violence (including sexual assault). This includes sexually suggestive remarks, gestures, jokes, innuendos, verbal abuse, or any sexual contact without voluntary consent. Sexual harassment/sexual violence can also negatively affect unwilling observers in shared spaces.

Maintain professionalism and respect during online and virtual learning sessions, including keeping cameras on when required and ensuring your environment and attire are appropriate.

Protect the privacy and dignity of students, faculty, and staff in all academic settings. Do not record, photograph, capture, share, or distribute course content or information through personal devices, smart technologies, online platforms, or other means without appropriate permission.

## Dress Code

Students wear a uniform whenever they are in school, at the clinic, or outreach events. Massage therapy is a physical profession, and many practical considerations dictate what is and is not suitable to wear.

Please note that the school's dress code may be updated at any point. We will give students a reasonable amount of time to prepare for any changes.

The dress code for in-class work is a clean scrub top that may be any colour, or style, and plain loose-fitting athletic pants or scrub pants.

The dress code for supervised clinical experience is clean black scrub top, plain loose-fitting athletic pants or scrub pants, and a Vicars name tag.

Sweatpants and leggings are not permitted. Midriffs and shoulders must stay covered; the scrubs should fit loosely to allow a full range of movement in class. Clothing should not have prominent slogans or logos, including logos of other massage clinics.

Shoes should be comfortable, closed-toe flats (such as sneakers) that have never been worn outdoors. Shoes should also be low-noise and professional in appearance, suitable for a clinic and classroom environment.

Scrubs must be clean and in good repair. We recommend bringing a spare set of clean scrubs in case of lotion spills or other accidents.

Students must also meet appropriate personal hygiene and presentation standards. During practical sessions and in the clinic, students must remove all jewelry and watches from their hands and wrists. Nails are to be kept extremely short. Nail polish, gel/acrylic, and fake nails are not allowed for hygiene reasons and are required to be removed before class and clinic. Keep long hair tied back and avoid strong natural and artificial scents, including those from food, perfumes and essential oils. Ensure that clothes, skin, and hair do not smell of cigarette smoke or body odour.

## Professional Decision-Making Support

Use this guide when the right choice is unclear in a clinical, classroom, or professional situation.

## Reporting Violations of the Student Code of Conduct

Use the appropriate reporting process. General conduct concerns should follow the process below. Concerns involving sexual harassment or sexual violence should be reported in accordance with the Sexual Harassment and Sexual Violence Policy, as immediate safety, support, and confidentiality measures may be required.

If you experience, witness, or become aware of conduct that may violate this Code, report the concern as soon as reasonably possible so the school can respond appropriately. While there is no strict deadline for reporting, concerns should normally be reported within 30 calendar days of

the incident or of becoming aware of it. Reports submitted after this time may still be reviewed where appropriate, particularly where there are safety concerns or other exceptional circumstances.

**Start with informal resolution when appropriate.** If the concern is minor and it is safe to do so, speak directly with the person involved or seek guidance from an instructor, clinic supervisor, or staff member.

**Report the concern** if informal resolution is not appropriate, is unsuccessful, or the matter is serious. Reports may be made to any faculty or staff member and should also be submitted through the SIS using the **SIS Feedback Form**.

**Provide sufficient information** to allow the concern to be reviewed. Include what happened, when and where it occurred, who was involved, any witnesses, and any relevant documentation, records, or screenshots.

The school will acknowledge receipt of the report within **five (5) business days** and will promptly begin reviewing the concern. The review may include gathering information, meeting with the individuals involved, reviewing relevant documentation, consulting applicable school policies, and documenting the findings.

The school will make reasonable efforts to complete the review and communicate a decision or provide a status update within **twenty (20) business days**. Where additional time is required due to the complexity of the matter or the availability of those involved, the school will advise the reporting individual of the delay and, where possible, provide an estimated timeline for completion.

Following the review, the school will determine any appropriate next steps. Outcomes may include education, coaching, warnings, restrictions, classroom or clinic modifications, disciplinary action, or withdrawal from the program.

## How We Enforce This Code

The school responds to concerns in a manner that is **timely, fair, impartial, and proportionate** to the nature and seriousness of the conduct. In determining an appropriate response, the school may consider the available information, the impact of the behaviour, whether the conduct was intentional, repeated, or severe, any previous conduct concerns, and any relevant mitigating circumstances.

Where necessary to protect the safety of students, staff, clients, or the integrity of the learning environment, the school may implement **interim measures** before a review is complete. These measures may include temporary removal from class or clinic, restrictions on participation in school activities, or other reasonable conditions.

Serious concerns may result in disciplinary action up to and including withdrawal from the program or reporting to appropriate authorities where required. Serious concerns may include harassment, sexual violence, discrimination, violence, threats, academic dishonesty, or deliberate breaches of confidentiality.

# Sexual Harassment & Sexual Violence Policy

Vicars School is committed to providing a learning and clinical environment that is respectful, safe, and free from sexual harassment and sexual violence. Sexual harassment and sexual violence (including sexual assault) are prohibited in all Vicars School settings, including classrooms, clinics, outreach activities, online learning environments, and any situation where a student represents the school.

Key Definitions

Sexual harassment is any unwelcome conduct of a sexual nature (verbal, non-verbal, written, graphic, or physical) that a reasonable person would know, or ought reasonably to know, is unwelcome and that negatively affects another person's learning, work, participation, dignity, or sense of safety.

Sexual violence includes any sexual activity without voluntary consent, including sexual assault, as well as attempts or threats of unwanted sexual contact.

Consent is voluntary, informed, and ongoing agreement to engage in sexual activity. Consent cannot be assumed, obtained through pressure, coercion, intimidation, or incapacity, and may be withdrawn at any time.

Retaliation means any adverse action taken against a person for making a report, participating in a review, or supporting another individual under this policy. Retaliation is strictly prohibited.

Examples of Prohibited Behaviour

Examples of prohibited behaviour include, but are not limited to:

- Sexually suggestive jokes, comments, innuendos, questions, or stories directed at an individual or made in shared spaces where others are unwilling observers.
- Comments about a person's body, appearance, clothing, or attractiveness that are unrelated to learning objectives or appropriate clinical care.
- Unwanted touching, hugging, rubbing, kissing, sexual contact, or intentionally blocking another person's movement.
- Displaying, sending, or sharing sexually explicit images, messages, memes, or other content through Moodle, email, text messages, social media, or other electronic platforms.
- Repeated requests for dates or romantic or sexual contact after a person has declined or indicated discomfort.
- Any explicit or implied suggestion that grades, clinic opportunities, scheduling, references, employment opportunities, or other school benefits depend on sexual or romantic attention (quid pro quo harassment).

Any sexual activity without voluntary consent or attempts or threats of unwanted sexual contact.

## What to Do if You Experience or Witness Sexual Harassment or Sexual Violence

If you are in immediate danger or require urgent assistance, move to a safe location and contact emergency services.

If you have experienced sexual violence, you may wish to seek medical attention and access community support services. You may also choose to report the matter to police. Choosing not to report to police does not prevent you from reporting the incident to the school.

If it is safe and you feel comfortable doing so, you may tell the person that their behaviour is unwelcome and must stop. You are not required to do this before making a report.

Record as much information as you can as soon as possible, including dates, times, locations, what occurred, witnesses, and any relevant messages, emails, photographs, or screenshots.

Reporting a Concern

Report concerns as soon as reasonably possible so the school can respond appropriately. While there is no strict deadline for reporting, concerns should normally be reported within 30 calendar days of the incident or of becoming aware of it. Reports made after this time may still be reviewed where appropriate, particularly where there are safety concerns or other exceptional circumstances.

You may report a concern by:

- Speaking with any faculty or staff member.
- Submitting a report through the SIS using the SIS Feedback Form, identifying that the concern relates to sexual harassment or sexual violence.

If the concern involves the Executive Director or Systems Manager, submit the report to the Curriculum Director or Registrar, consistent with the Student Complaint Resolution Process.

You may also request supportive measures at any time, including schedule adjustments, separation from another individual in classroom or clinic settings where reasonably possible, academic flexibility where appropriate, or other reasonable measures intended to support your safety and continued participation.

## Confidentiality & Protection from Retaliation

Reports will be handled as confidentially as reasonably possible and information will be shared only with those who require it to respond appropriately, support the individuals involved, meet legal obligations, or ensure procedural fairness.

There are circumstances where confidentiality cannot be maintained, including where there is an immediate risk to health or safety, where disclosure is required by law, or where sufficient information must be shared with the responding party to allow them to understand and respond to the allegations.

Anonymous reports may not provide enough information for a formal review or investigation; however, they may be documented to identify patterns or inform prevention efforts.

Retaliation against any person who makes a report, participates in a review, or supports another individual under this policy is prohibited and may result in disciplinary action. Any retaliation should be reported immediately using the reporting options outlined above.

## How the School Responds

The school will acknowledge receipt of a report within five (5) business days and will promptly begin an initial review.

Where appropriate, the school may implement supportive or interim measures before or during the review to protect the safety of students, staff, clients, and the learning environment.

The review may include gathering relevant information, meeting with the reporting party, responding party, and witnesses where appropriate, reviewing relevant records or communications, and applying applicable school policies before determining an outcome.

The school will make reasonable efforts to complete the review and communicate a decision or provide a status update within twenty (20) business days. If additional time is required because of the complexity of the matter, safety considerations, or the availability of those involved, the school will advise the reporting individual and, where possible, provide an estimated timeline.

Following the review, the school will determine appropriate next steps. Outcomes may include education, coaching, warnings, behavioural agreements, schedule or clinic adjustments, restrictions from activities, disciplinary action up to and including withdrawal from the program.

## Relationship to Other Policies

This policy should be read together with the Student Code of Conduct, Student Complaint Resolution Process, and Online Conduct Expectations.

Where a concern involves sexual harassment or sexual violence, this policy takes precedence over the general reporting process described in the Student Code of Conduct to ensure appropriate safety, support, confidentiality, and procedural fairness.

## Appealing a Disciplinary Decision

A student may appeal a disciplinary decision within 14 calendar days of receiving written notice of the decision, unless the decision specifically states that it is final. An appeal must identify the grounds for the appeal, including any concerns about the decision-making process, the application of school policy, or new information that was not reasonably available at the time the decision was made. Appeals will be reviewed by the appropriate decision-maker or designate in accordance with the school's appeal process.

Decisions to withdraw a student from the program are final and are not subject to appeal.

# Digital Conduct, Social Media, & Technology Use Policy

## Purpose

Students must use digital platforms, electronic communications, wearable technologies, smart devices, artificial intelligence tools, and emerging technologies responsibly and professionally.

All online, digital, and technology-assisted activity is subject to the Student Code of Conduct, the Sexual Harassment and Sexual Violence Policy, and other Vicars policies.

## Social Media & Online Conduct

Online conduct must meet the same standards of professionalism, respect, confidentiality, and ethics expected in class, clinic, outreach, and the broader Vicars community.

Students must:

- Communicate respectfully and professionally in all digital and online environments.
- Respect the privacy, dignity, and confidentiality of clients, students, faculty, staff, and community partners.
- Use electronic communications, social media platforms, learning management systems, and online forums responsibly and appropriately.
- Ensure that online conduct reflects the professional standards expected of massage therapy students and future health care professionals.

Students must not:

- Post, share, disclose, or discuss confidential or identifying information relating to clients, students, faculty, staff, clinic operations, outreach activities, or school business.
- Post content that could reasonably be interpreted as harassment, bullying, discrimination, intimidation, threats, retaliation, or other conduct prohibited by Vicars policies.
- Misrepresent themselves as speaking on behalf of Vicars School of Massage Therapy unless expressly authorized to do so.
- Engage in online conduct that disrupts the learning environment, compromises safety, damages professional relationships, or negatively impacts the school community.

Online behaviour that affects the learning environment, clinical environment, or school community may be addressed under the Student Code of Conduct and related policies.

## Technology Use & Privacy

Students must use technology in ways that protect privacy, confidentiality, academic integrity, and professional standards.

The unauthorized recording, photographing, livestreaming, capturing, transmitting, storing, or sharing of information is prohibited in all academic, clinical, and school-related environments.

This includes, but is not limited to:

- Classrooms
- Student clinics and treatment rooms
- Examinations and practical evaluations
- Meetings and offices
- Outreach events
- Online classes and virtual learning environments
- Any school-sponsored activity or event

Students must not record, photograph, screenshot, duplicate, distribute, or share course materials, lectures, assessments, demonstrations, conversations, communications, or personal information without appropriate authorization or consent.

## Wearable Technology & Smart Devices

Devices that can record, photograph, transmit, store, or access information in ways that may compromise privacy, confidentiality, safety, academic integrity, or professionalism are prohibited during school-related activities unless expressly authorized.

This includes, but is not limited to:

- Smart glasses
- Wearable cameras or recording devices
- Audio or video recording devices
- Smart devices used during examinations or evaluations
- Artificial intelligence-enabled devices
- Any device used to capture, transmit, store, or access unauthorized information

Standard smart watches and fitness trackers may be worn provided they are not used for communication, recording, photography, internet access, information retrieval, or any activity that compromises privacy, confidentiality, safety, or academic integrity.

Faculty and staff may require students to remove, silence, disable or store a device during examinations, clinic activities, assessments, or other sensitive environments.

## Artificial Intelligence & Emerging Technologies

Students are responsible for ensuring that the use of artificial intelligence tools and emerging technologies complies with academic integrity requirements, privacy obligations, professional standards, course expectations, and all applicable Vicars policies.

The use of artificial intelligence, automated content generation tools, transcription services, recording technologies, or other emerging technologies must not:

- Compromise client confidentiality or privacy.
- Violate academic integrity requirements.
- Circumvent learning objectives or assessment requirements.
- Create, store, upload, or share confidential information without authorization.
- Misrepresent the student's own work, knowledge, skills, or competencies.

Additional restrictions or permissions regarding artificial intelligence may be established by instructors, individual courses, or institutional policies.

## Compliance

All students are expected to comply with this policy and any related directions provided by Vicars faculty or staff.

Failure to comply with this policy may result in disciplinary action under the Student Code of Conduct and related policies, up to and including removal from class or clinic, program withdrawal, or further disciplinary or legal action where warranted.

## Using the Internet on Campus

We offer free wireless internet to students and guests to use on their devices while they are on campus, via our public wireless network. The network password is posted in each classroom and is available by request.

While the school cannot guarantee the speed or reliability of the connection, we recognize the importance of consistent access and make reasonable efforts to maintain and support the network for student use.

Each campus also has a private wireless network, which is available for staff and faculty. All school computers and laptops use this network. The password is not shared with students, clients, and other guests.

All internet activity that is conducted on the school’s networks is also subject to the student, staff, and faculty codes of conduct.

Content filtering is enabled at the firewall level and is applied to all local and wireless networks throughout the school. By default, the restrictions include (but are not limited to) the categories

of pornography, violence, racism, hate speech, gambling, drug use, terrorism, and illegal activity. Anyone using the school's networks (wireless, LAN) is subject to these content restrictions.

# Academic Success

## Academics at Vicars School

This section explains academic requirements, grading, exams, attendance, clinical education, and completion documents.

The curriculum and teaching methods are designed to prepare students to become effective, knowledgeable massage therapists.

Our curriculum is based on Canada's inter-jurisdictional entry-to-practice standard (IJ Standard), which was created by the Federation of Massage Therapy Regulatory Authorities of Canada to ensure that all therapists in Canada's regulated provinces meet a high standard of safety, effectiveness, client care, and academic knowledge.

Using the IJ Standard and the Canadian Massage Therapy Council for Accreditation (CMTCA) as guides, Vicars creates centralized learning materials to support consistency across classes.

Vicars delivers its curriculum through a blended learning model that combines in-person classroom instruction, live online learning, recorded learning materials, Moodle-based resources, supervised clinical education, and community outreach. This approach is designed to support consistent program delivery across campuses while giving students multiple ways to engage with course material.

Online learning is integrated with regular classroom instruction. It is not separate from the in-person program; it is scheduled and organized to align directly with what students are learning in class. Online sessions and materials introduce, reinforce, or expand on classroom content so students can arrive prepared, review key concepts, and use in-person time for discussion, application, demonstration, and hands-on practice.

Important note: all course content, whether delivered online or in person, is required program material. Students are responsible for reviewing and understanding all assigned content, and material delivered through either format may be assessed through quizzes, assignments, practical evaluations, and examinations.

The online portion may include live scheduled sessions, recorded sessions, narrated presentations, readings, quizzes, discussion boards, and other learning activities posted through Moodle or other approved school platforms.

Attendance and participation expectations apply to online learning in the same way they apply to in-person classes. Live online sessions are part of the scheduled program. Attendance may be monitored, and students are expected to participate professionally, remain engaged, and follow all conduct and technology expectations.

Whenever possible, students are encouraged to attend live online sessions because they provide opportunities to ask questions in real time, take part in guided discussion, and connect with classmates across campuses. When recorded sessions are provided, they are intended to support review and access to the same core material.

This delivery model allows more lecture-based learning to occur outside the classroom, which helps preserve in-person class time for the activities that are most effective face to face: hands-on skills practice, clinical reasoning, instructor feedback, peer learning, supervised assessment, and preparation for public clinic.

To graduate, students must meet the minimum overall grade requirements for first year, second year and must complete all supervised clinical experience requirements before a diploma can be issued.

## Assignments

All assignments must be completed and submitted to satisfy the requirements of the program.

All outstanding assignments must be submitted before a student is eligible to write their final examinations. Students who have not submitted all required assignments by the established deadline will be required to reschedule their final examinations and will be subject to the applicable examination rescheduling fee.

The Year Two written case report is subject to separate submission requirements. Late submissions may result in a grade deduction, a marking fee, or both.

## Academic Standards & Program Progression

Students must meet all academic, clinical, attendance, professional conduct, and program requirements each year to progress through the program and graduate. Completion documents, including transcripts and diplomas, will not be issued until all program requirements have been satisfied.

To successfully complete each academic year and graduate, students must:

- Successfully complete all required courses.
- Achieve a minimum overall grade of 75% in every course.
- Achieve a minimum grade of 75% on each examination.
- Complete all clinical hours and clinical learning objectives.
- Complete all required quizzes, examinations and assignments.
- Meet all attendance requirements for classroom, online learning, and clinic, as well as all professionalism and program requirements.

A detailed Breakdown of Marks for each course is available in the General

section of Moodle.

## Course Completion, Examinations & Remediation

A course is successfully completed when the student:

- Achieves a minimum overall course grade of 75%;
- Meets all required course learning outcomes, including successful completion of all required assignments, formative evaluations, and written and/or practical examinations; and
- Satisfies any additional course requirements identified in the curriculum.

Each course includes written and/or practical examinations, as well as a final examination where applicable. Unless otherwise specified, module examinations are scheduled at the beginning of the following module, while final examinations are scheduled at the conclusion of the course or academic year.

Students must achieve a minimum grade of 75% on each examination to satisfy the course requirements.

A student who achieves less than 75% on any examination is eligible for one (1) rewrite opportunity after completing designated remedial material to address identified learning gaps and may include, but is not limited to, additional assignments, academic support, practical training, clinical activities, or other learning requirements determined by Vicars.

Considerations to determine the appropriate next steps may include:

- Overall academic performance;
- Attendance;
- Professional conduct;
- Clinical readiness;
- Previous remediation or academic supports; and
- Any other relevant factors.

To satisfy the final examination requirement, the student must achieve a minimum grade of 75% on the rewrite examination.

Students are expected to remain current with all scheduled coursework while completing any required remediation. Falling behind may significantly increase the workload required to successfully complete the program. Students are responsible for actively engaging in their learning, completing all required coursework and remediation, and seeking assistance when needed. The provision of remediation or academic support does not guarantee successful course completion or progression in the program.

A student who does not achieve a minimum overall course grade of 75%, or who otherwise fails to satisfy the course requirements, has not successfully completed the course.

Following review of the student's academic standing, Vicars may determine that the student:

- Completes additional remediation before another examination opportunity is considered;
- Receives a failing grade for the course;

- Repeats the course or academic year;
- Is denied progression to the next academic year; or
- Is withdrawn from the program.

Completion of remediation does not guarantee a passing grade, progression, graduation, or an additional examination opportunity.

## Multiple Course Failures

Students who fail more than **two (2) courses** in one academic year may not be eligible for examination rewrites or additional remediation.

Based on the student's overall academic standing, Vicars may require the student to repeat the academic year or withdraw from the program.

## Required Timelines

Students must meet with Vicars within seven (7) business days of being notified of a failed final examination, course failure, or any other academic deficiency requiring remediation.

A remediation plan must be established within 30 calendar days of the date of notification. Students are responsible for completing all required remediation within the timelines established by Vicars.

Failure to participate in or complete required remediation within the required timelines may result in withdrawal from the program.

Vicars may designate specific dates and times for examination rewrites. Students are required to attend the assigned rewrite session unless otherwise approved by Vicars.

## Examination Review

Students may review a final examination once, by appointment with a faculty member or staff member.

There is no fee for an examination review.

## Appeal of a Failed Final Examination

A student may appeal a **failed final examination result** only. Appeals must identify the reason for the appeal, such as a concern with the evaluation process or the accuracy of the marking.

Students must submit a written appeal through the Student Information System and pay the applicable appeal fee.

The examination will be reviewed by an appropriate faculty member or designate. The outcome of the review is final.

An appeal does not guarantee a change to the examination result and does not replace any required rewrite or remediation process.

If a rewrite examination is required following the appeal review, the applicable rewrite fee will apply.

Successful final examination results cannot be appealed.

## Examination Rescheduling

Requests to reschedule an examination are considered only in exceptional circumstances.

Students requesting a rescheduled examination must:

- notify Vicars as soon as possible;
- confirm a new examination date within seven (7) business days of the original examination; and
- complete the examination within 30 calendar days, unless otherwise approved.

Missing a scheduled examination is considered an absence under the Attendance Policy.

Applicable examination rescheduling fees apply.

## Fees

Applicable fees for examination rewrites, examination appeals, rescheduling, and remediation activities must be paid before participation.

## Supervised Clinical Experience

Students must complete a minimum of 330 hours of supervised clinical experience over the two-year program.

In accordance with the CMTCA Standards, direct massage therapy includes activities that support the application of therapeutic practice and are completed in direct contact with the patient/client. These activities include:

- Taking a health history and consulting with the patient/client
- Developing and implementing an assessment plan
- Developing and implementing a treatment plan
- Providing massage therapy treatment
- Providing remedial exercise and self-care

- Charting and recording notes and findings

Activities that are not considered direct massage therapy include tasks such as booking appointments, laundry, or other duties that could reasonably be completed by a receptionist, assistant, or another support person.

For the purposes of meeting the supervised clinical experience requirement, students must complete these activities under the supervision of Vicars faculty. Cancelled appointments, client no-shows, and unsupervised practice do not count toward the required clinical experience hours.

Details regarding direct and indirect student hours can be found in the clinic course on Moodle.

Supervised clinical experience includes in-class clinics, public clinics, and outreach. These experiences give students supervised opportunities to apply classroom learning with clients, and community members while developing the clinical, professional, and communication skills required for practice.

Beginning in Module 5 (midway through the first year), students will participate in scheduled in-class clinic activities during regular class time. Public clinic shifts are scheduled on campus outside of regular classroom hours.

Outreach events are scheduled off campus and take place outside of regular classroom hours. Students are required to participate in the minimum number of outreach events specified for each year of the program.

In addition to the required outreach events, students may have opportunities to participate in voluntary, supervised outreach activities. The availability of these opportunities may vary from year to year.

Students are responsible for arranging and paying for their own transportation to and from outreach locations, as well as any associated expenses, such as parking. Outreach sites may include hospitals, seniors' residences, brain injury centres, shelters, non-profit organizations, and community sporting events.

Students will work with members of the public in all clinics. The purpose of the supervised clinical experience is to provide students with the opportunity to apply the skills and knowledge acquired in class to real-world practice.

To begin the supervised clinical experience in Module 5, students must hold valid First Aid and CPR certification, submit an up-to-date Police Information Check with a Vulnerable Sector Check, and demonstrate basic competency in program material completed to that point. Competency is determined by instructors through formative assessment and in-class performance.

Students who do not meet the required level of competency may be required to complete additional coursework or undergo further evaluation to confirm readiness for clinical participation.

Public clinic is designed to build clinical experience and expand students’ scope of practice throughout the program

The Clinic Coordinator works with students to balance individual needs, other students' needs, school policies, and program priorities.

The school makes reasonable efforts to accommodate scheduling requests, but students must remain flexible to meet program obligations. The Clinic Coordinator has final authority over clinic scheduling.

A faculty member will be present at each clinic to provide mentorship and direction. Students must fully participate in clinic operations during their shifts.

The CMTCA requires clinical education to be supervised by Vicars faculty. Practical hours completed outside scheduled in-class, outreach, or public clinics cannot count toward supervised clinical experience.

Students will be assessed on practice competencies, including professionalism and manual skills.

Students will be allowed to complete a limited number of second-year public clinic shifts during the break between the first and second year. Any additional clinical opportunities outside of the regularly scheduled program may be considered only in exceptional circumstances and at the discretion of the School.

More information about supervised clinical experience can be found in the clinic course on Moodle.

## Mandatory Attendance

Regular attendance is essential to student success and the development of the knowledge, skills, and professional behaviours required for safe massage therapy practice.

Students are not permitted to miss more than five full days in each school year. If absences exceed five full days in total, the student will be withdrawn from the program. All absences, regardless of the reason, count toward the five-day maximum.

Attendance is required for all scheduled learning activities, including:

- In-person classes
- Examinations and assessments
- In-class supervised clinical experiences
- Public clinic shifts
- Other mandatory program activities

Students are expected to attend all scheduled learning activities on their assigned dates and times. While opportunities to make up missed classroom content with another class may occasionally be available, this is not guaranteed and is at the discretion of the instructor and class size.

Attendance is recorded for each morning and afternoon session in quarter-day increments.

- Students who arrive up to 15 minutes late or leave up to 15 minutes early will receive a quarter-day absence.
- Students who arrive more than 15 minutes late or leave more than 15 minutes early will receive a half-day absence.
- Students who miss a scheduled in-class supervised clinical experience (Relaxation Clinic or Special Conditions Clinic) will receive a half- or full-day absence, as applicable. Refer to Mandatory Attendance at Clinic for information regarding making up missed clinic shifts.

Although online learning is not included in the calculation of the five-day attendance limit, participation in online learning activities is a mandatory component of the program. This includes attending live online classes whenever possible, viewing recorded sessions when attendance is not possible, and completing all required assignments and learning activities.

Attendance at live online classes is strongly encouraged, as it provides opportunities for real-time interaction, discussion, questions, and engagement with instructors and classmates, which supports student learning and success.

If exceptional circumstances prevent a student from attending a scheduled live online class, the student is responsible for viewing the recording as soon as reasonably possible. Viewing the recording ensures access to the course content; however, it does not replace the benefits of participating in the live session.

## Mandatory Class Participation

Attendance alone is not sufficient to meet the expectations of the program. Students are expected to actively participate in all scheduled learning activities, whether delivered in person or online.

Active participation includes, but is not limited to:

- Arriving prepared and on time.
- Remaining attentive and engaged throughout the scheduled learning activity.
- Participating in discussions, demonstrations, and learning exercises.
- Completing in-class and online activities as directed by the instructor.
- During practical classes, fully participating as both the therapist and the client unless otherwise approved by the school.
- Demonstrating professional, respectful behaviour that contributes to a positive learning environment.

During live online classes, students are expected to:

- Join the session on time.
- Keep their camera on unless otherwise approved by the instructor.

- Participate in discussions and learning activities.
- Minimize distractions and avoid engaging in unrelated activities during class.

Behaviours that interfere with learning, including sleeping during class, repeated disengagement, inappropriate use of electronic devices, or failure to participate in required learning activities, may be addressed under the Student Code of Conduct and may result in an absence being recorded where appropriate.

## Mandatory Attendance at Clinic

Students must successfully complete a minimum of 330 direct hours of supervised clinical experience during the two-year program. Attendance at all scheduled in-class clinics and public clinic shifts is mandatory.

Clinic attendance and professionalism are essential because missed or late shifts affect clients, classmates, and the student's professional development.

Relaxation Clinics and Special Conditions Clinics ("in-class clinics") are supervised clinical experiences completed during scheduled class time. Missed in-class clinic hours must be made up to satisfy the supervised clinical experience requirements of the program.

Where scheduling permits and with prior approval from Vicars, students may make up a missed in-class clinic by attending another class's clinic. Alternatively, students may complete an equivalent number of hours in the public clinic.

Students who make up an in-class clinic with another class will have their attendance adjusted and receive credit for both attendance and clinical hours. Students who make up the missed clinic through a public clinic shift will receive credit for the required clinical hours; however, the original classroom absence will remain on their attendance record.

Students who miss or cancel a scheduled public clinic shift are responsible for completing a replacement shift. Replacement shifts are scheduled by the Clinic Coordinator and may not be immediately available.

Students are expected to make reasonable efforts to find another student therapist to cover their scheduled public clinic shift when they are unable to attend. Failure to attend a scheduled clinic without arranging appropriate coverage may affect the supervised clinical experience professionalism grade.

Students must arrive before the start of each clinic shift, be prepared to provide patient care, and remain until dismissed by the clinic supervisor. Attendance, punctuality, and professionalism are evaluated as part of the supervised clinical experience professionalism grade.

Repeated clinic absences, cancellations, or patterns of unprofessional behaviour may result in disciplinary action, up to and including withdrawal from the program.

## Live Online Learning

Several components of the program are delivered through scheduled live online classes. These may include lectures, guest speakers, presentations from community partners, and other program-related learning activities.

Live online classes are considered classroom instruction. All policies related to attendance, participation, professionalism, academic integrity, and the Student Code of Conduct apply equally to online and in-person learning.

## Technology Requirements and Device Use

Students are responsible for maintaining access to a reliable computer, a functioning camera, microphone, and a high-speed internet connection capable of supporting video conferencing and Moodle.

Course materials, assignments, announcements, and learning resources are provided through Moodle. Students are expected to access Moodle regularly and ensure they can participate fully in online learning activities.

While laptops may be used in class to support learning, the use of electronic devices during class is at the instructor's discretion. Devices must be used for educational purposes only.

Some Moodle features and online learning activities may not function correctly on Chromebooks, tablets, iPads, or mobile phones. Students are responsible for ensuring they have access to a compatible device.

## Reference Materials

Students have access to a variety of reference materials to support their learning. Electronic resources, including research databases such as ***PubMed*** and the ***Cochrane Library***, are available for research purposes.

Additional resources, including current research articles and course materials, can be accessed through Moodle.

## Transcripts, Diplomas, & Letters

At the end of each school year, students will receive several documents confirming their academic status. These documents will be issued following successful completion of all academic requirements.

Within five business days of completing the requirements for each year, students will receive a letter confirming the successful completion of the year. This can be used to obtain or confirm membership in a professional association. Letters confirming enrolment status may be requested at any time.

Upon successful completion of the second year, students will receive official final transcripts that include all first and second-year grades including supervised clinical experience grades. Transcripts and diplomas will be mailed within four weeks of completing the program. Please note we do not issue first-year transcripts.

We are happy to email second-year transcripts directly to an association or professional college at no charge. Please contact the Registrar's Office, registrar@vicarsschool.com with association details to complete the request.

Replacement diplomas and additional printed copies of official transcripts are available upon request, for a fee.

Completion documents, including first-year completion letters, will only be issued to students who are up to date with all first-year requirements, tuition and fees. Students whose graduation is delayed may also experience delays iworn receiving transcripts and diplomas.

# Campus Facilities & Resources

This section outlines what students are responsible for bringing to campus, what the school provides, and the expectations for shared spaces and facilities.

## Linens

Each first-year student will receive one set of linens, including a headrest cover, fitted sheet, and flat sheet.

When a student is on the massage table for a demonstration or when practising massage techniques in class, they are expected to use their own clean linens. Students are responsible for bringing the appropriate clean linens to every class. Depending on the activity, this may include sheets, headrest covers, pillowcases, and towels.

The number and types of linens required for public clinic and in-class clinic will be discussed during the clinic orientation in Module 3.

## Oil, Lotions, & Gel

The school uses specific oils, lotions, and gel that we have chosen for their quality and ingredients.

Each first-year student will receive a bottle of oil. Refills and new bottles can be purchased from the office. The school does not supply loaner bottles.

Students are responsible for bringing their own supply of school purchased massage oil for in-class work. Oil bottles are provided for public, in-class, and outreach clinics.

For safety and hygiene reasons, students must not use other product brands or types in class or clinic. If there is an issue with a school-approved product, speak with an instructor or staff member so an alternative can be considered.

## Parking

Please park in the middle or far end of the parking lots so nearby spaces remain available for other tenants, their guests, and Vicars clinic clients.

## Building Maintenance & Aesthetics

We are proud of our campuses and work to maintain positive, functional learning spaces. Students, staff, and visitors are expected to help keep campus spaces clean, respectful, and well maintained.

Students and visitors may not bring pets on campus, except for trained service animals.

The Alberta Tobacco Reduction Act prohibits both smoking and the use of e-cigarettes ( "vaping") within 5m of a door, window, or air intake of a non-residential building.

# Tuition & Financial Information

## Paying Tuition & Fees

This section explains tuition, fees, funding, student loans, grants, and financial obligations if a student leaves the program.

Tuition and mandatory fees are due in full on the first day of class. Students using the in-house tuition instalment plan, student aid, or third-party sponsorship should review their acceptance package or contact the Registrar's Office for details.

Students must also purchase required textbooks, school supplies, and massage supplies. For a complete list and cost estimates, review the acceptance package and student contract.

Students must be up to date with all payments (including tuition and fees) to write exams and to receive official documents.

## Student Loans & Grants

All Vicars students can access full-time federal and provincial funding in the form of student loans and grants provided they meet the provincial eligibility and Canadian residency criteria. Students access government financial aid through the province or territory they are a resident in (not the province they are attending school in).

The application process and eligibility criteria vary by province. In Alberta, students can apply at any time, up to 30 days before their scheduled last class day, for full funding consideration for that academic year.

Third-party funding options may also be available to students in the form of loans, grants, bursaries, and scholarships. For more information or to book a one-on-one funding consultation, please contact the Registrar's Office.

## Repaying Student Loans

A student loan is a formal agreement between the student and the lender and must be paid back once a student leaves school. Most students have two loans that need to be managed separately, a provincial loan (Alberta Student Loan) and a federal loan (Canada Student Loan). While attending school full-time, all student loans are interest-free and payment-free.

### Alberta Student Loans

Interest is accrued monthly, and repayment will begin on an automatic monthly schedule 12 months after a student leaves school.

### Canada Student Loans

No interest will be added to the balance of student loans and repayment will begin on an automatic monthly schedule 6 months after a student leaves school.

Students can adjust their repayment details, such as increase or decrease payment amount or adjust the payment frequency at any time to accommodate their life and financial situation.

There are financial consequences for students who default on their student loan payments. Students need to contact their lender(s) if they are unable to make a payment or are experiencing financial hardship, as they may be eligible to apply for the Repayment Assistance Program (RAP).

## Vicars' Bursaries

The school has a budget for a limited number of student bursaries, which are granted based on need. They are not intended to replace other student funding, but to be available to meet unforeseen emergencies during the school year. In the event of financial hardship students are encouraged to reach out to the Registrar's Office to discuss options. Each case is considered individually.

## Vicars' Grants

Vicars offers a variety of grants for students who meet specific eligibility criteria. Eligibility is assessed before the start of each academic year. For more information, please contact the Registrar at registrar@vicarsschool.com.

## Students Who Have Previous Student Loans

A student may need to notify Student Aid that they are enrolled in a full-time program to maintain the interest-free and non-repayment status of their existing Canada and provincial student loans.

Students applying for funding will have their enrolment confirmed by their province or territory and the educational institution. Their loans will automatically be in (or return to) interest-free and non-repayment status.

Students who are not applying for funding for their current academic year will need to notify their provincial and federal lenders of their enrolment to keep (or return) their loans to interest-free and non-repayment status.

To learn more about how previous student loans may affect loan eligibility or for more details on accessing student loans, please reach out to the Registrar's Office.

For more information, please contact:

### Student Aid Alberta

- Student Aid Alberta Service Centre toll-free 1-855-606-2096.
- National Student Loans Service Centre 1-888-815-4514.

# Program Changes & Withdrawals

## When we Withdraw a Student from the Program

Students will be automatically withdrawn from the program if they miss more than five full days of class within one school year.

During class, the clinic, or on any other occasion when students are representing the school, we expect a high degree of professionalism and ethical behaviour. Students will treat their clients, fellow students, and staff with respect, and will uphold the standards of the Student Code of Conduct.

Failure to meet these standards will result in disciplinary action, which may include being withdrawn from the program. Examples of actions that may lead to involuntary withdrawal include but are not limited to cases of academic dishonesty (such as cheating on an exam or falsifying documentation); behavior that is disruptive, unprofessional, or interferes with the ability of other students to learn; or a breach of a clinic client or fellow student's confidentiality.

## If a Student Withdraws Voluntarily

The student contract is an agreement to complete the full two-year program. Leaving early should be considered carefully. Students who are struggling should speak with an instructor or staff member as soon as possible so the school can help them stay on track where possible.

Students who wish to withdraw must notify the Registrar in writing. Email is acceptable if it comes from the address on record, and students may also send a message through the Student Information System.

Whether a student is paying out of pocket or has received student aid funding, withdrawing from the program will have financial implications. Please see the following sections of this handbook for details.

## Financial Implications of withdrawal

Vicars School is governed by Alberta's Private Vocational Training (PVT) Act and PVT Regulation, which set out rules for how licensed colleges can collect tuition and fees, and how refunds are calculated and repaid if a student withdraws from the program.

Students who change their mind within four business days of signing their student enrolment contract can cancel the contract with no penalty and we will refund their deposit. If they cancel their contract after four business days have passed, but before classes begin, we will keep the deposit, but they will not owe any other tuition or fees.

The Alberta government requires the school to calculate tuition owed, or any refund due, as a percentage of the full two-year program tuition based on the percentage of the program completed.

We calculate refunds as follows:

- When 10% or less of the total two-year program has been provided, the student owes 25% of the total tuition.
- When more than 10% but 50% or less of the total two-year program has been provided, the student owes 60% of the total tuition.
- When more than 50% of the total two-year program has been provided the student owes 100% of the total tuition.

If the amount owed is more than the student has paid by the withdrawal date, the student must pay the difference. If the amount owed is less than the amount paid, the school will issue a refund to the original payer.

These policies apply both to students who withdraw by choice, and to those who have been withdrawn from the program.

## Repaying Tuition After Withdrawal

The student contract is a legally binding document, and students are required to pay any outstanding tuition if they withdraw. Failure to do so will negatively affect their credit rating and their future ability to borrow.

## How Withdrawals Affect Student Aid

When a student withdraws or is required to withdraw from the program, the school is obligated to report to the student's loan providers within 15 calendar days of the date of withdrawal (within seven calendar days in December). We are required to state the date they last attended class and their reasons for withdrawal.

If a student does not attend class for five consecutive class days and has not notified the institution of their withdrawal, the school will consider that student as having withdrawn, effective the first day of absence, and is obligated to notify Student Aid.

If a student receives either federal or provincial grants or scholarships, these may be reassessed by Student Aid and converted into loans based on the date of withdrawal.

# Safety & Emergency Procedures

## Fire Safety & Emergencies

This section explains what to do during emergencies, medical incidents, safety concerns, and reporting requirements.

To prepare students for a fire or other emergency (such as extreme weather or man-made threats), the school will stage several fire and emergency/lockdown drills throughout the school year.

In case of fire, please proceed calmly and quickly to the nearest exit. Please review maps available on campus.

In Edmonton, the fire exits are located at the main entrances at the front of the building, and the back doors. There are fire extinguishers in the kitchens, and next to the shoe racks at the front doors. In the event students are required to evacuate the building, they will muster in the middle of the front parking lot with their class.

In Calgary, the fire exits are located at the main door at the front of the building, and at the back of the building (past the music school, unit 102). There are fire extinguishers located by the front door in rooms 101 and 203 and the kitchen in room 103. In the event students are required to evacuate the building, they are to exit the classroom and proceed down the hall to the nearest exit. Never use the elevator, only the stairs. Students are to muster in the far southeast corner of the parking lot (the corner closest to the intersection at the bottom of the hill) with their class.

## Medical Emergencies

All faculty members are certified in first aid, including adult and child CPR and AED use. Basic first aid kits are located throughout the school, and each campus has an AED. Students with severe allergies or other health conditions must alert the school and ensure they have required medications on hand, including emergency medications such as an EpiPen.

## Personal Protective Equipment

Students may be required to wear appropriate personal protective equipment. Requirements may change based on massage therapy standards or public health guidance, and the school will communicate updates to students and faculty.

## Reporting

The school records all safety incidents that create risk or injury on campus or at official off-site Vicars events. Tracking incidents helps the school reduce future risk.

Anyone involved in a safety incident must inform a faculty or staff member as soon as possible and may be asked to complete an Incident Report or Health Incident Report.

Reporting and appropriate documentation are required immediately so campus administration can, when necessary, take proper steps to investigate and respond appropriately.

# Privacy & Records Management

## Collection & Storage of Information

Vicars collects, uses, stores, and protects student information to support educational, administrative, and clinical operations. Vicars is governed by Alberta's Personal Information Protection Act (PIPA).

Student and prospective student information is stored securely within authorized electronic systems. Records for students who attended prior to the 2020–2021 academic year are also maintained in secure paper files stored in locked campus locations.

## Access to Student Records

Student records are accessible only to authorized individuals who require the information to perform their responsibilities. Administrative staff have access to student records as required. Faculty and the Clinic Coordinator may access specific information necessary for academic, clinical, or student support purposes.

Sensitive information, including medical information, may be stored separately with additional safeguards to ensure access is limited to those with a legitimate need to know.

Students may access their own student records, including financial information, through the online Student Information System.

## Sharing Information Outside of Vicars

When students apply for student aid or funding, they authorize Vicars to share necessary information with funding agencies to support application and processing requirements.

At the end of each academic year, Vicars may provide Alberta professional associations with information required to verify student and graduate eligibility for membership benefits, including graduate names, diploma numbers, and students progressing into the second year of the program.

Vicars may confirm whether an individual is a current student or staff member. Additional information will only be released with the individual's written consent or as otherwise permitted or required by law.

Students or graduates requesting formal communication of program information to another post-secondary institution or regulatory body must submit a written request outlining the required documentation and providing the recipient's contact information. Fees may apply depending on the request.

## Sharing Information with Other Students

Students may choose to share basic contact information, such as email addresses and phone numbers, through approved student communication tools to support peer connection, study groups, clinic coordination, and carpooling.

Participation in student contact lists is voluntary. Students who prefer not to share personal contact information are encouraged to use alternative methods of communication.

## Privacy Responsibilities

Protecting personal and health information is the responsibility of all members of the Vicars community. Students must handle personal and client information in accordance with the Student Code of Conduct, professional standards, and applicable Alberta privacy legislation, including PIPA and the Health Information Act (HIA), where applicable.

In the clinic setting, client health information must be handled in accordance with applicable privacy requirements and professional obligations.

Faculty and staff are also required to comply with applicable privacy legislation, professional standards, and institutional policies.

Vicars uses administrative, physical, and technical safeguards to protect information within approved systems, including the Student Information System, Moodle, SharePoint, Jane, and other authorized platforms. While these safeguards reduce risk, no system can guarantee complete protection.

## Privacy Breaches

A privacy breach includes the loss, theft, unauthorized access, use, or disclosure of personal or health information. Breaches may occur through electronic systems, verbal communication, paper records, or improper use of technology.

Any actual, suspected, or potential privacy breach must be reported to Vicars immediately.

Vicars will respond by:

- Containing the breach and preventing further disclosure.
- Assessing the scope and potential impact.
- Investigating contributing factors.
- Documenting the incident and response.
- Implementing corrective actions as required.

Where required by legislation, Vicars will notify affected individuals and applicable authorities.

## Consequences

Failure to comply with privacy obligations may result in disciplinary action under the Student Code of Conduct. Potential consequences may include warnings, additional training, or withdrawal from the program.

The response will depend on the nature and severity of the breach, the sensitivity of the information involved, whether the breach was intentional or accidental, and whether it is repeated. All decisions will be documented according to institutional procedures.

# Student Complaint Resolution Process

Vicars School of Massage Therapy is committed to a respectful, fair, and supportive learning environment. Students are encouraged to raise concerns early so they can be addressed promptly and appropriately. As a licensed private career college in Alberta, Vicars maintains this formal complaint resolution process in accordance with applicable Alberta private career college requirements.

Students may use this process for complaints, grievances, appeals, policy concerns, code of conduct concerns, and student support concerns that are not resolved through another specific handbook process. Where another policy provides a more specific process, such as the Sexual Harassment and Sexual Violence Policy, that process should be followed first when appropriate.

Students will not be penalized or retaliated against for raising a concern in good faith or participating in a complaint review.

1. Informal Resolution — Recommended First Step

Where appropriate and safe to do so, students are encouraged to raise concerns directly with the person or department most closely connected to the issue:

- Instructor — academic or classroom matters
- Clinic Supervisor or Clinic Coordinator — clinic-related matters
- Administration or Registrar's Office — scheduling, records, enrolment, tuition, student services, or general concerns

If the concern is resolved at this stage, no formal complaint is required.

2. Formal Complaint Submission

If the concern cannot be resolved informally, or if informal resolution is not appropriate, students may submit a formal complaint through the Student Information System using the SIS Feedback Form.

Students should select the most appropriate category:

- Complaint
- Grievance
- Appeal
- Policy or Code of Conduct Violation
- Resource or Student Support Request

The submission should include:

- a clear description of the concern;
- relevant dates, locations, and individuals involved;
- steps already taken to resolve the issue;
- the desired outcome;

- any supporting documents, screenshots, records, or other relevant information.

Formal complaints should be submitted as soon as possible after the student becomes aware of the concern so the school can review and respond effectively.

3. Review & Decision

Formal complaints are normally reviewed by the Executive Director and Systems Manager. If the complaint involves either of these individuals, or if there is another conflict of interest, the complaint may be referred to the Curriculum Director, Registrar, or another appropriate designate.

Vicars will acknowledge receipt of the complaint within five business days.

A written decision will normally be issued within ten business days after the complaint is acknowledged. If more time is required, the student will be notified in writing and provided with an updated timeline.

The review may include meetings, interviews, written responses, and review of relevant policies, records, communications, academic documents, clinic records, enrolment contracts, or other information. Individuals involved in the complaint will be given a fair opportunity to respond where appropriate.

Decisions are based on fairness, school policy, academic and clinical standards, student safety, professional expectations, contractual obligations, and applicable regulatory requirements.

4. Appeal

The student may submit a written appeal within five business days of receiving the written decision.

The appeal must identify the specific concern with the process or decision and include any relevant supporting information. Where possible, the appeal will be reviewed by a designate who was not involved in the original decision.

A final written decision will normally be issued within five business days. If more time is required, the student will be notified in writing and provided with an updated timeline.

5. External Complaint Option

After completing Vicars' internal complaint resolution process, a student who remains dissatisfied may contact Alberta Advanced Education's Private Career Colleges and Compliance Branch.

External complaints must be submitted in writing and must be filed within six months of the student's last day of attendance.

Students should provide copies of their enrolment contract, the school's written decision, the appeal decision if applicable, and any relevant supporting documentation.

Students are expected to complete Vicars' internal complaint resolution process before submitting an external complaint.

## Confidentiality & Records

Complaints are handled as confidentially as possible in accordance with privacy legislation and the requirements of procedural fairness. Information will be shared only with individuals who need it to review, respond to, resolve, document, or comply with legal or regulatory obligations.

Vicars maintains confidential records of formal complaints, decisions, appeals, supporting documents, and related communications in accordance with Alberta regulatory requirements and school record retention practices.

# Need Help?

Use this section to find the right person, form, or process for common questions and concerns.

## Academic & Learning Support

When I have questions about what I am learning in class and online

Start with your instructor. Your instructors are the best resource for questions about course content, assignments, practical skills, and learning expectations.

You can contact your instructors through email, Moodle, or during scheduled class time.

If you have a question that may benefit the entire class, consider posting it in the appropriate Moodle forum.

## Technology & Student Records

When I need help with Moodle or the Student Information System (SIS)

For technical support with Moodle or SIS, including access issues and navigation questions, contact Systems Administration.

For help using Moodle or SIS, refer to the how-to guides provided in your welcome information email.

Please note: Technical support does not include questions about course content or assignments. For those questions, contact your instructor.

When I need to update my personal information or request academic documents

For changes to your address or contact information, transcripts, confirmation letters, or other academic documents, contact the Registrar's Office.

## Clinic Support

When I have questions about Clinic

Contact your campus Clinic Coordinator:

Edmonton: Clinic Coordinator

Calgary: Clinic Coordinator

Your Clinic Coordinator can assist with clinic scheduling, expectations, and clinic-related questions.

## Financial Support

When I have questions about student aid, tuition, or fees

Contact the Registrar's Office regarding tuition, student aid, payment questions, or other financial concerns.

Because financial information is private, these matters are handled by appointment or email whenever possible.

## Scheduling & Attendance

When I need to change classes & clinic or make up missed time

Requests to permanently transfer to a different class must be submitted through the Class Transfer Form in the Student Information System.

Requests are reviewed on a case-by-case basis. Applicable fees may apply.

If you need to make up a single missed class or in-class clinic, contact your instructor and submit the required attendance make-up form through the Student Information System.

Students may not attend another class without prior approval.

## Student Support & Accommodations

When I need learning accommodations or other support.

If you require academic accommodations related to a disability, submit an Academic Accommodation Request through the Student Information System or contact the Registrar's office for a copy. We will work with you and your instructors to develop an appropriate support plan.

You can also access community resources through the Student Support Resources document in the appendix.

## If I am not Sure Who Can Help

Contact any staff member. We will help answer your question or connect you with the appropriate person.

Raise questions or concerns as early as possible so we have the best opportunity to support you.

## Formal Concerns & Complaints

When I need to submit a complaint, appeal, or formal concern

For information about the formal process, timelines, confidentiality, and external complaint options, refer to the **Student Complaint Resolution Process** section of this handbook.

## Essential Contacts

Edmonton campus: 780-491-0574  Calgary campus: 403-567-1451

| Name | Roles | Email Address |
|---|---|---|
| **Registrar's Office** | | |
| Corrina Cornforth | Registrar | corrina@vicarsschool.com |
| Krysanna Graham | Admissions Coordinator | krysanna@vicarsschool.com |
| Rhonda Watson | Admissions Advisor | rhonda@vicarsschool.com |
| **Systems Administration** | | |
| Heather McGeachy | Systems Administration (Moodle & SIS) | heather@vicarsschool.com |
| **Campus Administration** | | |
| Gillian Ward | Calgary Campus Administrator | gillian@vicarsschool.com |
| Melinda Wong | Edmonton Campus Administrator | melinda@vicarsschool.com |
| Sarah Ward-Bakken | Executive Director | sarah@vicarsschool.com |
| **Curriculum and Clinic Coordination** | | |
| Linda McGeachy | Curriculum Director | linda@vicarsschool.com |
| Eric Purves | Online Blended Learning Instructor | eric@vicarsschool.com |
| Miranda Cabiladas | Calgary Clinic Coordinator | miranda@vicarschool.com |
| Caylie Jones | Edmonton Clinic Coordinator | caylie@vicarsschool.com |
| **Marketing and Communications** | | |
| Chris Beeken | Marketing Coordinator | chris@vicarsschool.com |

# Alberta External Resources

## Academic Accommodation Plan Agreement Form

Student Name: _____

Student Class: _____ Date: _____

### Section 1: To be completed by Vicars staff

What accommodations will be provided to support the student in a learning and testing environment?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Staff/Faculty Name: _____

Staff/Faculty signature: _____

*Continued on 2nd page*

# Alberta External Resources

## Section 2: To be completed by student

I, _____(student name), confirm that I have read and understand the accommodation plan proposed above.

Furthermore, I agree to the following:

- I have read and understood the document “Academic Accommodations at Vicars: A Guide for Students and Faculty.”
- I understand that neither my disability nor the accommodations outlined in this plan alter the academic standards or essential requirements of the course, and that I will be required to demonstrate minimum competency in all areas of the curriculum, meet minimum passing grades, and complete all graduation requirements to successfully complete the program.
- I understand that it is my responsibility to communicate with Vicars faculty and staff should my accommodation needs change in the future.
- I understand that if my needs change after I have begun the program, Vicars School will do its best to adapt the accommodation plan, but that they cannot guarantee that future accommodation requests will be approved.

Student Signature: _____

Date: _____

# Alberta External Resources

List of External Resources – Calgary

## Vicars School Network Resources

### Sinneave Family Foundation: 1 888 733 7976 or Website

Works with individuals, communities, and organizations to improve education, employment, and housing outcomes for autistic youth and adults.

### Serenity Now Wellness Center: 403 454 7600 or website

A mental health and wellness clinic in Calgary and a community collaborator partner with Vicars School. SNW offers professional counselling support to Vicars students during their education or their career as a therapist. Virtual sessions are available.

## External Resources

### Alberta Health Services Access Mental Health: 403 943 1500 or website

Provides information, consultation, and referral to individuals residing in Alberta who have addiction and/or mental health concerns. Clinicians work over the telephone to help people navigate the addiction and mental health system. They are familiar with Alberta Health Services and community-based programs and will explore options and direct/refer clients to the most appropriate resource to meet their needs. Access Mental Health is a non-urgent service.

### Alberta Health Services Indigenous Peoples Addiction & Mental Health: 1-844-944-4744

Confidential telephone service that helps First Nations (status and non-status), Métis, and Inuit peoples and their families navigate the healthcare system. By providing culturally safe supportive listening, connections to health resources, Indigenous cultural support, and help with addiction/mental health concerns.

### Calgary Communities Against Sexual Abuse (CCASA): 403 237 6905 or website

The primary sexual harassment, sexual abuse and sexual assault crisis, counselling and education service provider for Calgary and the surrounding areas.

### Distress Centre Calgary: 403 266 4357 or website

Provides services, including, 24-hour crisis support, professional counselling, youth peer support, and navigation and referrals through 211 —all at no cost.

### Fear Is Not Love: 403 234 7233 or website

Offers free programs for any person experiencing domestic violence and abuse.

# Alberta External Resources

## Community Connect YYC: Website

A group of Calgary agencies making mental health support easier to access. Led by Kindred and supported by The City of Calgary, it offers a 24/7 online booking tool for quick, affordable counselling and related services—connecting people to the help they need, when they need it.

Basic Needs
- 311 Social Programs & Services
- Calgary Food Bank
- Salvation Army Social Services & Programs

Indigenous
- Indigenous Services Canada
- Hope for Wellness

Financial Support
- Alberta Scholarships & Bursaries
- Government of Alberta Income Support
- Money Mentors

Legal Aid
- Legal Aid Alberta
- Calgary Legal Guidance

LGBTQ+
- PFLAG Canada
- Pride Centre of Calgary
- Trans Lifeline

Newcomers to Canada
- Calgary Catholic Immigration Society
- Immigrant Services Calgary

Other Health Services
- Find Healthcare
- Find a Physician in Alberta
- Health Link Alberta
- Centre for Sexuality

## Important Phone Numbers available 24/7

| | |
|---|---|
| Emergency | 911 |
| Suicide & Crisis Lifeline | 988 |
| Addiction Helpline | 1 866 332 2322 |
| Alberta Community Services | 211 |
| Alberta Health Link | 811 |
| Bullying Helpline | 1 888 456 2323 |
| Child Abuse Hotline | 1 800 387 KIDS (5437) |
| Distress Centre Calgary | 1 800 232 7288 OR 403 266 HELP (4357) |
| Family Violence Information Line | 310 1818 |
| FearIsNotLove 24-Hour Family Violence Helpline and Emergency Shelter | 403 234 7233 (SAFE) Toll-free 1 866 606 7233 |
| Indigenous Hope for Wellness Helpline | 1 855 242 3310 |
| Kids Help Phone | 1 800 668 6868 |
| Mental Health Helpline | 1 877 303 2642 |
| National Trans Lifeline | 1 877 330 6366 |
| Sexual Violence (CCASA) Crisis Line | 1 866 403 8000 (text and chat available online) |

# Alberta External Resources

List of External Resources – Edmonton

## Vicars School Network Resources

### Sinneave Family Foundation: 1 888 733 7976 or Website

Works with individuals, communities, and organizations to improve education, employment, and housing outcomes for autistic youth and adults.

### Serenity Now Wellness Center: 403 454 7600 or website

A mental health and wellness clinic in Calgary and a community collaborator partner with Vicars School. SNW offers professional counselling support to Vicars students during their education or their career as a therapist. Virtual sessions are available.

## External Resources

### Alberta Health Services Access Mental Health: 1 877 303 2642 or website

Provides information, consultation, and referral to individuals residing in Alberta who have addiction and/or mental health concerns. Clinicians work over the telephone to help people navigate the addiction and mental health system. They are familiar with Alberta Health Services and community-based programs and will explore options and direct/refer clients to the most appropriate resource to meet their needs. Access Mental Health is a non-urgent service

### Alberta Health Services Indigenous Peoples Addiction & Mental Health: 1-844-944-4744

Confidential telephone service that helps First Nations (status and non-status), Métis, and Inuit peoples and their families navigate the healthcare system. By providing culturally safe supportive listening, connections to health resources, Indigenous cultural support, and help with addiction/mental health concerns.

### Canadian Mental Health Association Edmonton: 780 482 4357

Provides 24/7 confidential, judgment-free, short-term crisis intervention, emotional support, and resources to people in crisis or distress or those supporting someone who is.

### Sexual Assault Centre of Edmonton (SACE): 780 423 4102

Provides Individual and group counselling for people who have been affected by sexual violence, for example, sexual abuse, sexual assault, and sexual harassment.

Newcomers to Canada

- Catholic Social Services
- Edmonton Immigrant Services Association

Legal Aid

- Edmonton Community Legal Centre
- Legal Aid Alberta

# Alberta External Resources

Financial Support

- Alberta Scholarships and Bursaries
- Government of Alberta Income Support
- Money Mentors

Health Services

- Find a Physician in Alberta
- Health Link Alberta
- Birth Control Centre: 780 735 0010
- Woman's Health Options: 780 484 1124

Indigenous

- Indigenous Services Canada
- Hope for Wellness

LGBTQ+

- PFLAG Canada
- Pride Centre of Edmonton
- Trans Lifeline

Basic Needs

- 211 Information and Referral Line
- Edmonton Food Bank
- Salvation Army social services and programs

# Important Phone Numbers available 24/7

| | |
|---|---|
| Emergency | 911 |
| Suicide & Crisis Lifeline | 988 |
| Addiction Helpline | 1 866 332 2322 |
| Alberta Community Services | 211 |
| Alberta Health Link | 811 |
| Bullying Helpline | 1 888 456 2323 |
| Child Abuse Hotline | 1 800 387 KIDS (5437) |
| Distress Centre Edmonton | 1 800 232 7288 OR 403 266 HELP (4357) |
| EPS Victim Services | 780 421 2217 |
| Family Violence Information Line | 310 1818 |
| Indigenous Hope for Wellness Helpline | 1 855 242 3310 |
| Kids Help Phone | 1 800 668 6868 |
| Mental Health Helpline | 1 877 303 2642 |
| National Trans Lifeline | 1 877 330 6366 |
| Sexual Violence (CCASA) Crisis Line | 1 866 403 8000 (text and chat available online) |

# Moodle

## Moodle User Guide

### Table of Contents


***Introduction*** .....

***Getting Started*** .....

***Accessing Your Course(s)*** .....

*Your course home page* .....

***Navigating the site*** .....

***Accessing your curriculum*** .....

***Readings and Assignments*** .....

***Online quizzes*** .....

*Quiz tips* .....

***Other Files, Forms and Resources*** .....

***Handing in your Assignments*** .....

*Using the Assignments Checklist* .....

*Submitting electronic files* .....

***Communication Tools*** .....

*Class Discussion Forum* .....

*Messaging within Moodle* .....

*Notifications From Moodle* .....

***Viewing Grades*** .....

***Extra Tools and Features*** .....

*Your Profile* .....

*Completion tracking* .....

*Calendar* .....

***Need more help?*** .....


© Vicars School of Massage Therapy 2026

# Moodle

## Introduction

The Vicars School Moodle site is where you'll find all the online components of your Vicars curriculum. This includes all your assignments, quizzes, and notes. It's also an online meeting place for you to stay connected with your classmates and instructors when you're not on campus.

We have done our best to ensure that the site is simple to navigate and use. I hope that this guide – and a readiness to learn – will be all that you need to get up and running with the program. But if there's something missing or unclear in this how-to, please let us know so we can continue to improve.

> You can access the site directly through **www.VicarsSchoolMoodle.com,** or through the "MOODLE" button at the bottom of each page of our website.

## Getting Started

You must have access to a reliable computer (preferably a laptop if you want to bring to class) and high-speed internet. Please note that Chromebooks, tablets, iPads, and mobile phones may not be compatible with some of the online features of our course**.**

## Accessing Your Course(s)

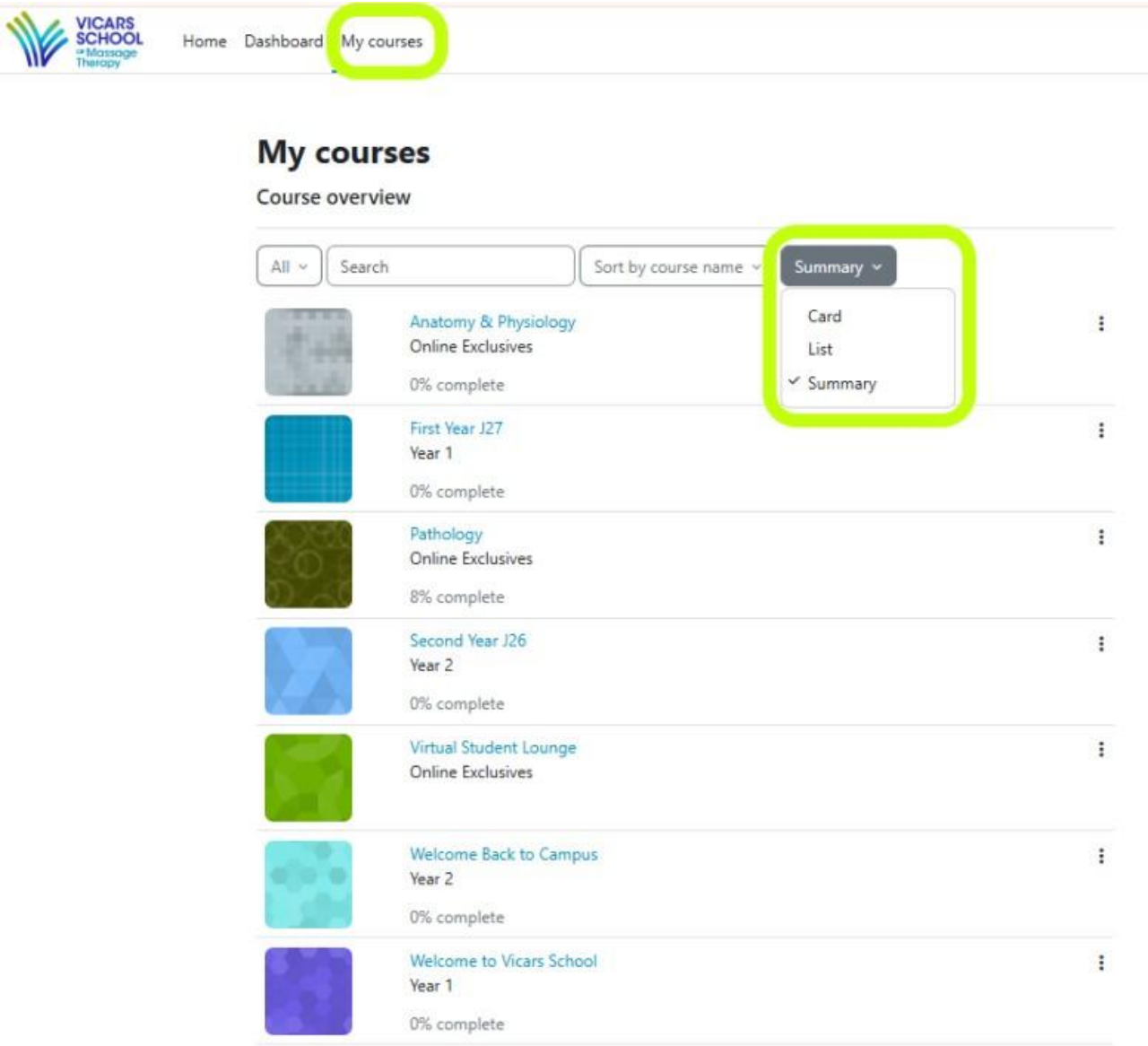
The first time you access each course there will be a short tour to identify key aspects of the course, if you want to restart this tour at any time, click on the ? menu on the lower right side of the screen and select, reset tour on this page.

## Your course home page

Logging in will bring you to your private Dashboard where you'll see a list of the courses that you're enrolled in. When you first register you will have access to a Welcome Course and Bulletin Board. As your classes start, you will then gain access to First and Second Year courses on your Dashboard. You can customize the look of your courses page by selecting List, Summary, or Card from the drop down near the top right of the screen (highlighted in green below).

© Vicars School of Massage Therapy 2026

# Moodle

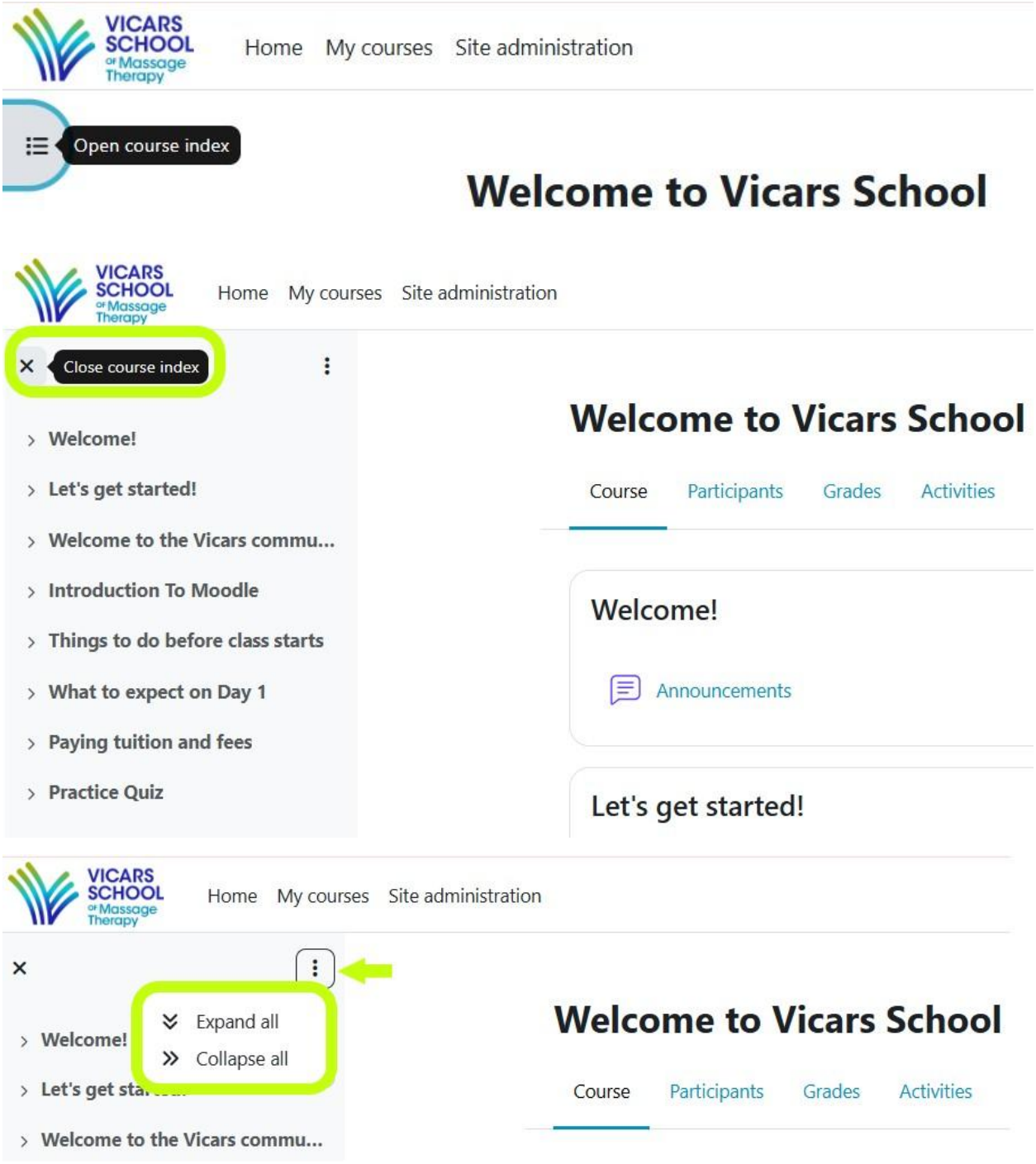



Once you are comfortable with your Dashboard, click on the course you want to get started. Please review all your courses, ideally before your first day of class.

You can hide or show the left-hand side navigation menu by clicking on the three dashes near the top left.

© Vicars School of Massage Therapy 2026

# Moodle




## Navigating the site

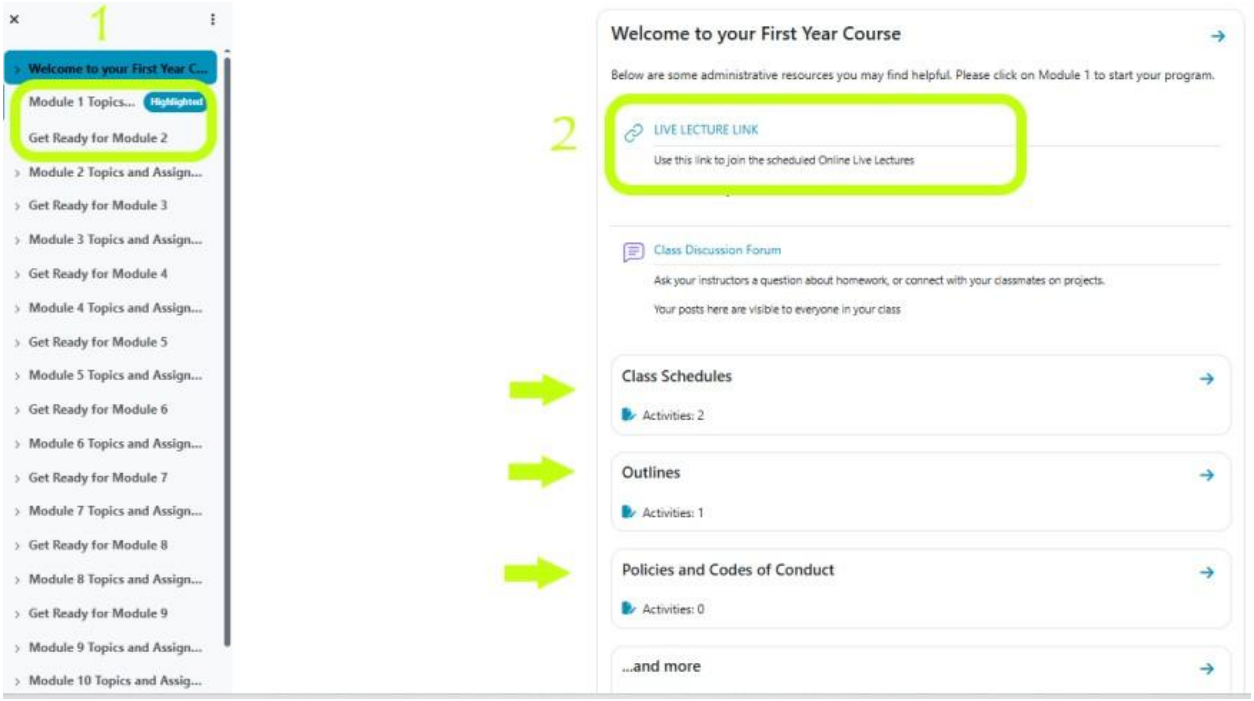
The Navigation block (1) on the left-hand side will always be accessible within your course, by expanding the three dashes (shown above). I recommend collapsing the menu, so it is tidier, but as you become comfortable navigating, you will decide what works best for you.

© Vicars School of Massage Therapy 2026

# Moodle

Click on the arrows to expand each title and see the contents of each Module. In the middle of your screen in the first section is the Live Lecture Link and the class discussion Forum (2).

There is a Class Schedule, Outlines, and Policy section that I encourage you to have a look through once you have access to your first-year course (on your first day of classes).




# Accessing your curriculum

Your **First-Year** course is designed like your class: In ten modules, but it also has a Forms and Resources, and Video Resources area. To see the contents of a section, just click on its title from the central menu, or select it from the left-hand Navigation block.

Each section contains the instructions, activities, resources, and assignments that you will use over the course of that module. In general, these items fall into these categories:

Notes, Reading directions, Assignments, and Quizzes.

Within each module, items are arranged by subject. The work within each subject section is listed in order. For example, within each subject the reading directions are listed with their corresponding questions or assignments, to make it easy to follow along every week. At the beginning of each module, make sure to look through all the material for that month and allocate your time carefully. The outline provided in the Welcome section will also guide you through each Module's assignments. Once you have finished the current module, there is a "Get Ready for the next module" that has tasks to complete before the first day of your next module.

© Vicars School of Massage Therapy 2026

# Moodle

## Readings and Assignments

One of the biggest components of your independent-study work in this course is directed readings and associated assignment questions. In each module, you will see items labeled **"Read" followed by their associated assignments.** The reading assignment is listed on the main page for easy reference, followed by the assignment.



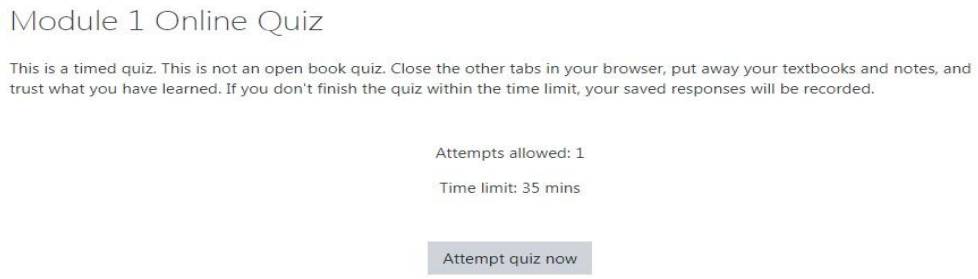

## Online quizzes

Almost every module will require you to complete online quizzes. Luckily, Moodle makes it very easy to take quizzes.

Each quiz is only available for a limited window of time. You may attempt a quiz at any point within its open window. Keep track of when your quizzes open and close. To access a quiz, click on its title from the Navigation block or the main course page. **If you have clicked on the quiz before it opens, you'll see a screen** telling you when it will be available. After it opens (and before it closes), the screen will look similar to this:

© Vicars School of Massage Therapy 2026

# Moodle




When you're ready to take the quiz, click on that "Attempt quiz now" button and get started! All of the questions will appear on the same page (this is to minimize delays loading between pages if you have a slower internet connection), and you may answer them in any order. Navigate within the quiz by scrolling up and down or selecting the question number on the grid menu on the right-hand side.

When you have answered all the questions, click the "Finish attempt" button at the bottom of the page. It will give you a chance to double-check that you haven't left anything blank (never leave a question blank!). Then, submit your attempt. Once you have submitted your answers, you'll be able to see your grade and all the correct answers.

# Quiz tips

- Be sure that you have a reliable internet connection and enough time to complete the quiz before you start, because once you have begun the quiz you cannot pause or restart it. If you don't complete the quiz (because your wifi has gone down, or you run out of time within either the quiz timer or quiz window), Moodle will auto-save and count any answers that you have entered before the quiz ended. However, this method is not entirely reliable, because the auto-save function can be affected by the quality of your internet connection and other factors. We will not be able to retrieve "lost" answers for quizzes that are not submitted properly. So please be prepared, and be careful!
- The "flag question" button is a way for you to highlight a question for your own reference; for example, if you want to remember to review it before submitting your attempt. It doesn't sent a notification to your instructors. If you have an issue with a particular quiz question, please answer the question to the best of your ability and contact your instructor after the quiz is done and they will review it.
- Ensure you complete quizzes by the specified due date. Missing the deadline will result in a grade of zero; however, the quiz must still be completed by the end of the year in order to be eligible to write your final exams.

© Vicars School of Massage Therapy 2026

# Moodle

## Other Files, Forms and Resources

Throughout each module, you'll also see links to other resources, such as videos, PDFs, and folders. The Forms and Resources section contains additional resources and digital copies of frequently used documents like SOAP Notes. As with everything else, just click their names to access them. PDF files may download immediately, depending on your internet browser.

## Handing in your Assignments

For each module, you may be required to hand in a selection of your work. Unless you are given specific directions from your instructors, all work should be submitted online through Moodle (exceptions include your scrapbook and case report).

### *Using the Assignments Checklist*

Module assignments are due at by the start of class on the first day of the subsequent module. You will hand in a completed Assignments Checklist along with your completed work.




### *Submitting electronic files*

Most of your assignments can be handed in as digital files, saving both time and paper. You may submit Word documents, but PDFs or pictures/scanned versions of work that you've done long-hand are preferred. Make sure to give your submissions a descriptive title that includes your name (e.g. "Jane Smith module 3 assignments").

Then, click the Assignments link in the "Handing In Your Assignments" section of that module. From there, click "Add Submission" and follow the instructions on the screen.

Remember, you can continue to edit your draft until the due date, but don't click "Submit" until you're absolutely sure that you're done.

## Communication Tools

### *Class Discussion Forum*

We hope that you will use the class forum to chat with your instructors and classmates.

It's a very useful extension of your classroom.

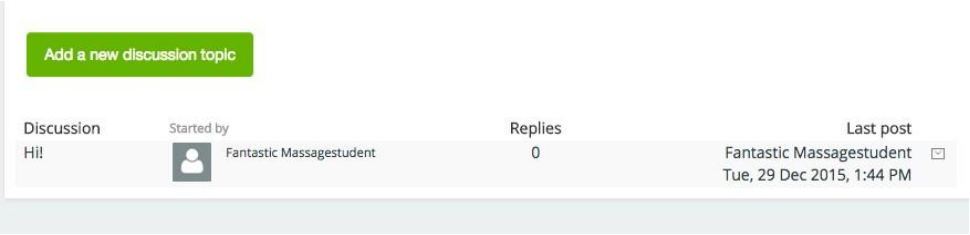
If you've spend any time on the internet – particularly anywhere with a comments section – you'll likely find the Moodle forums very familiar. There are two basic functions: beginning a new discussion thread, and replying to an existing post.

© Vicars School of Massage Therapy 2026

# Moodle

To start a new discussion thread, click the “Add a new discussion topic” button. After you’ve entered your text and clicked submit, you’ll be reminded that for the next 30 minutes, you’ll have the opportunity to go in and edit what you’ve written.

To read someone else’s post and reply to it, just click on the title of the discussion then follow the same steps as before.

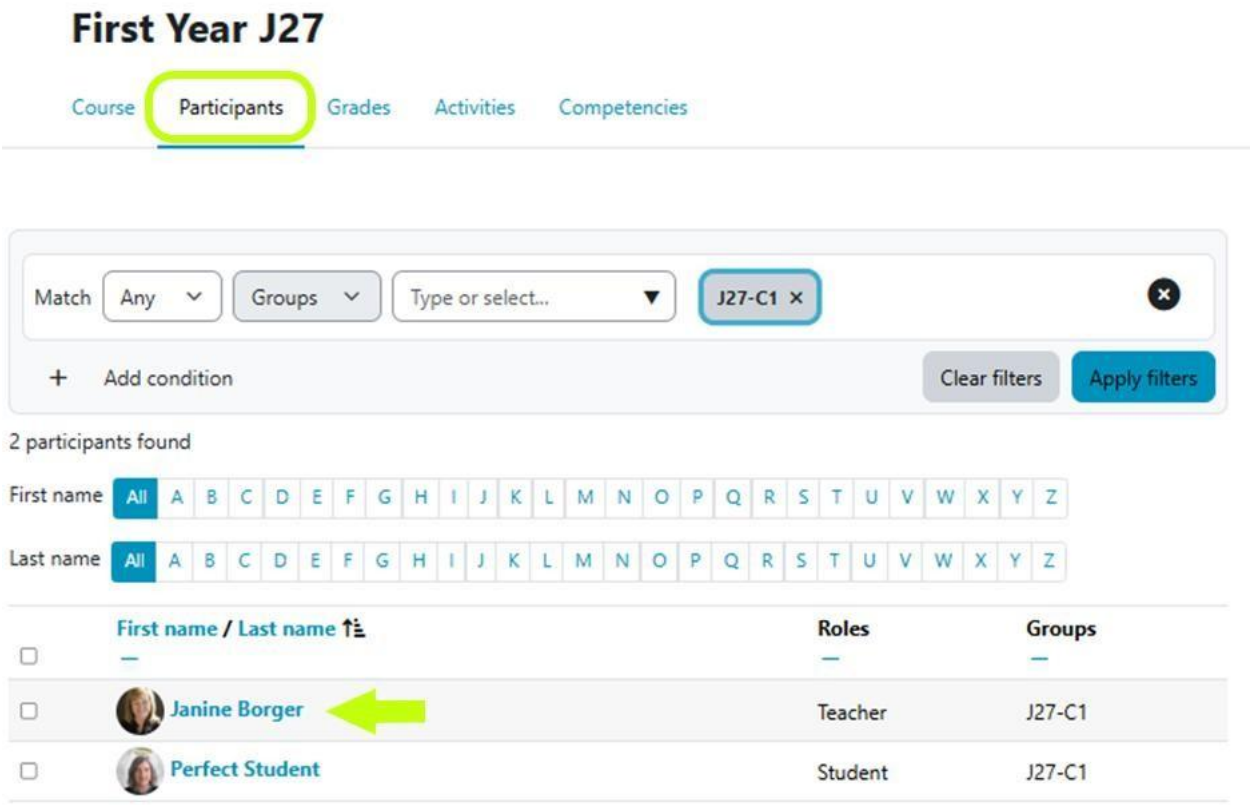



## *Messaging within Moodle*

In addition to communicating with your entire class through the Forums, Moodle allows you to send private messages to your instructors and classmates. You can access this feature by selecting “Participants” from the heading menu, and selecting the name of the person you want to message. Click the “Message” button to the right of their name. Messages you receive while offline should be sent to your email. You will also be able to access them by clicking on your name at the top right-hand corner of the page.

© Vicars School of Massage Therapy 2026

# Moodle







## *Notifications From Moodle*

Moodle allows you to set your email preferences, so you can receive a notification when you get a message through the site, or if there are new posts on a forum that you're a part of. Email subscription to these forums is optional. To set your subscription preferences, go to your Profile: click on your name in the top left corner, and select "Preferences." There, you'll be able to choose adjust your subscriptions. We recommend choosing daily digest subscriptions; you'll stay in the loop about all forum activity, without stuffing your inbox. Please note: We have had reports from students who have not received email updates when someone messages them through the site or replies to their forum posts. Please check your junk or spam folders for

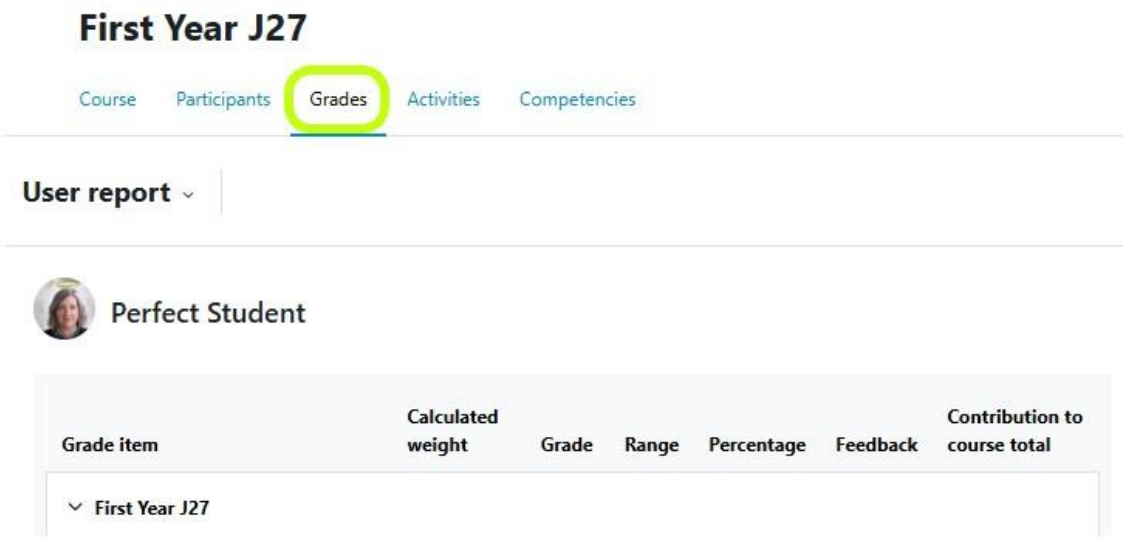
© Vicars School of Massage Therapy 2026

notifications, and add the sender/domain to your safe sender list. If this doesn't help, check your notifications manually.

Log in to Moodle regularly to see forum activity and view your message inbox.

## Viewing Grades

From the heading menu, click on Grades. This will bring you to a page called User Report. It lists all of the graded items in your course, and five columns.




"Calculated weight" is how much this assignment is worth to the final course grade and will regularly update as you complete more of the program.

"Grade" is what you earned. Though it's not listed as a percentage, you can consider it to be.

You can ignore the "Range" column.

"Percentage" will always be the same as your grade.

If your instructors choose to add online comments to an assignment, they'll be listed under "Feedback."

"Contribution to Course Total" is how the percent you have earned effects your final grade with this assignment. Please note the difference between this and "calculated weight": Calculated weight is the potential, while Contribution is what you have actually earned. So if an assignment is worth 10% of your final grade, and you achieve a mark of 50%, you will have added only 5% to your final course grade.

© Vicars School of Massage Therapy 2026

# Moodle

## Extra Tools and Features

### *Your Profile*

Don't be anonymous! Moodle is more fun if you've customized your profile. Simply click on your name at the top left corner. When you select "Profile", you'll see an option to edit your profile. You can add a picture, give a description of yourself, and more. Another important setting here: whether you would like other members of your class to be able to see your email address.

### *Completion tracking*

Have you noticed those little "mark as done" and "to do" boxes to the right of your assignments, readings, and other activities on the main course page? Those are there to help you keep track of what you've completed so far each month. When you've finished an item, you can check it off (and give yourself a pat on the back). The "to do" boxes next to your online quizzes will complete automatically once you've taken the test. They are only visible to you, and using them is completely optional.

### *Calendar*

The Moodle calendar can be a very useful tool to help you keep track of your coursework.

All assignment deadlines are listed within the calendar, as are the open and closing dates of each quiz, exam dates, and other important events your instructors may add. You can also add personal calendar items only you can see (such as study dates or OCP appointments), and even export and import an existing calendar from Google or similar.

You can view the calendar from your Dashboard.

## Need more help?

If you need help with **course material** that's presented on Moodle, please continue to contact your instructors. In fact, why don't you pose a question on the class forums?

If you need **technical assistance,** you may contact Heather McGeachy, Systems Administrator via email at heather@vicarsschool.com.

© Vicars School of Massage Therapy 2026

# SIS

## Welcome to the Vicars Student Information System

The Student Information System (SIS) is a secure online portal housing your student information and records. It is not the same thing as Moodle. You will use Moodle to access your curriculum material and connect with your instructors and classmates.

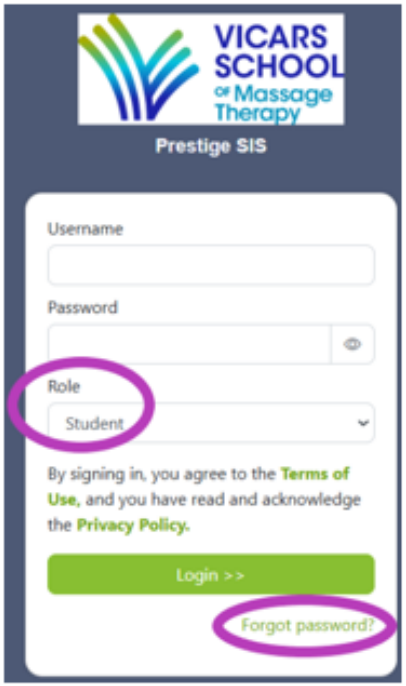
## Accessing the SIS

To access the SIS you will need a Username and Password.

You will receive an email that contains your login credentials and a link to the SIS. **Note:** you can also access the SIS from the home page of the school's website

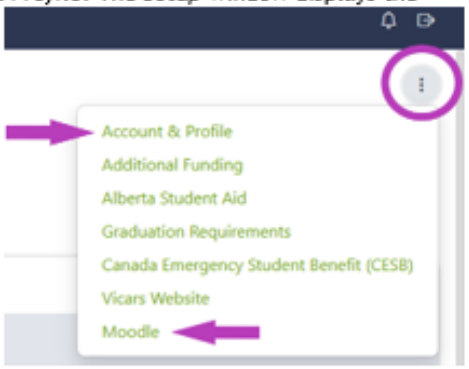
## To Log In

1. Type **vicars.orbundsis.com** into your browser
2. Type in the Username provided in the email. **Note:** all lowercase
3. Type your password. If this is the first time logging in to the SIS, use the forgot password feature to set your password.
4. Click the down arrow in the *Role* field and select *Student* from the list
5. Click **Login**




*To change your password:*

1. Hover your mouse over the three dots on the top right-hand corner to access your *Account & Profile*. The *Setup* window displays the *General Info* tab
2. Type your new password in the *Password* field
3. Re-type your new password in the *Confirm Password* field
4. Click the **Save** button at the bottom of the window.




### *Validate your Personal Information*

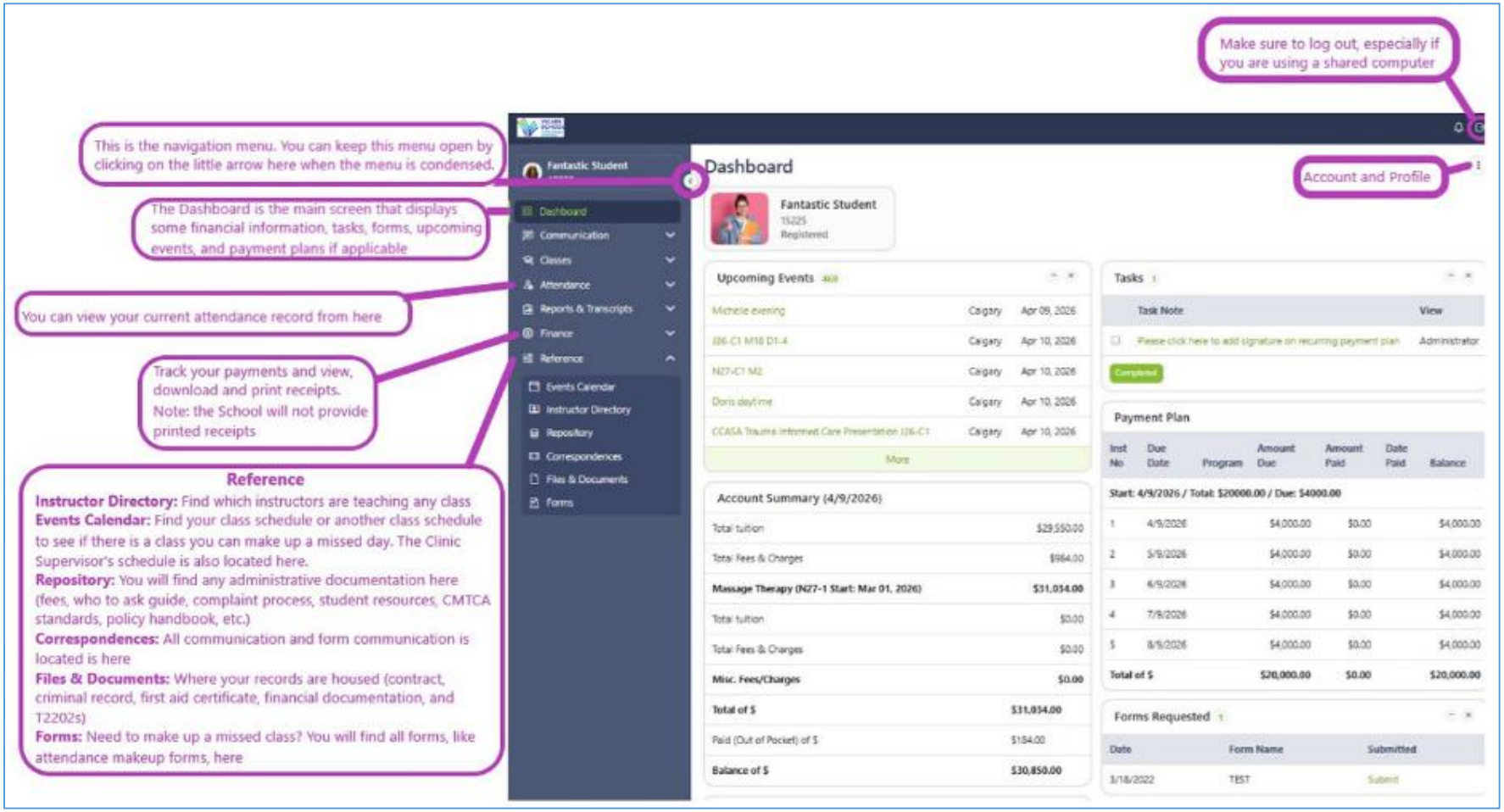
1. While in *Account & Profile*, review and edit the information on the *General Info* tab, as necessary
2. Click the *Emergency Contact Info* Tab. Review and edit
3. Click the *Graduate* tab. Review and edit
4. Click the **Save** button

### *Set up an Electronic Signature*

1. From *Account & Profile*
2. Scroll down to the *Signature* field and use your mouse to create your signature. Use the *Clear* button if you are dissatisfied with your signature, then re-sign. You can also upload an image of your signature
3. Complete the *Initials* field in the same way
4. Click the **Save** button

# SIS

## Dashboard Example



# T2202 Tax Certificate

## Retrieve Student T2202 (and T4A if applicable)

Your T2202 tax certificate is available in your Files and Documents Section of the SIS.

We cannot email it to you because it contains your SIN number. Please log in to your secure SIS portal to retrieve it:

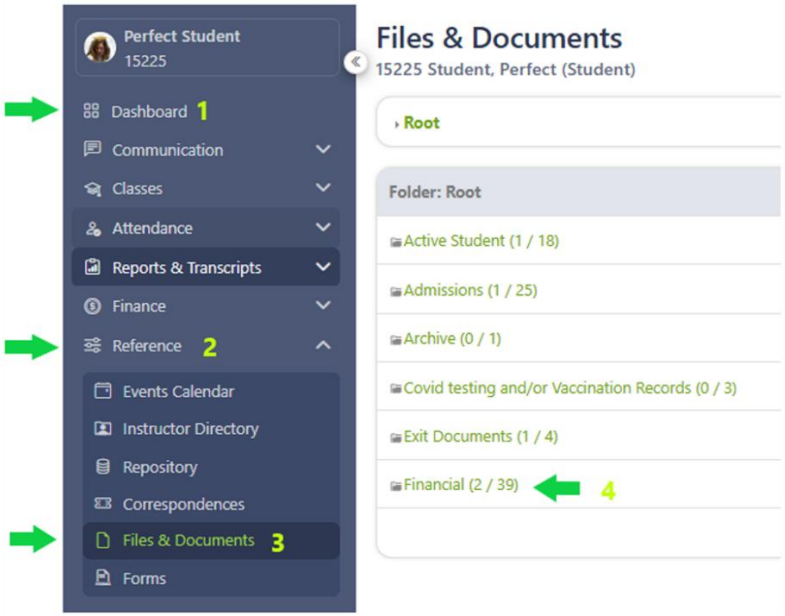
- URL: vicars.orbundsis.com
- Username:
- Role: Student

You can use the forgot password feature to reset your password if you don't remember it.

# T2202 Tax Certificate

From the Dashboard (Start Page), move your mouse over the icons on the left to expand the menu.

Click on Reference from the menu




Below that, click on Files & Documents

To the right, you will see your files and documents. Click on the Financial folder. Start Page/Reference/Files & Documents/Financial/T2202_Tax_Certificates_YEAR_Student ID.pdf. Your T2202 Tax Certificate(s) are in the folder.

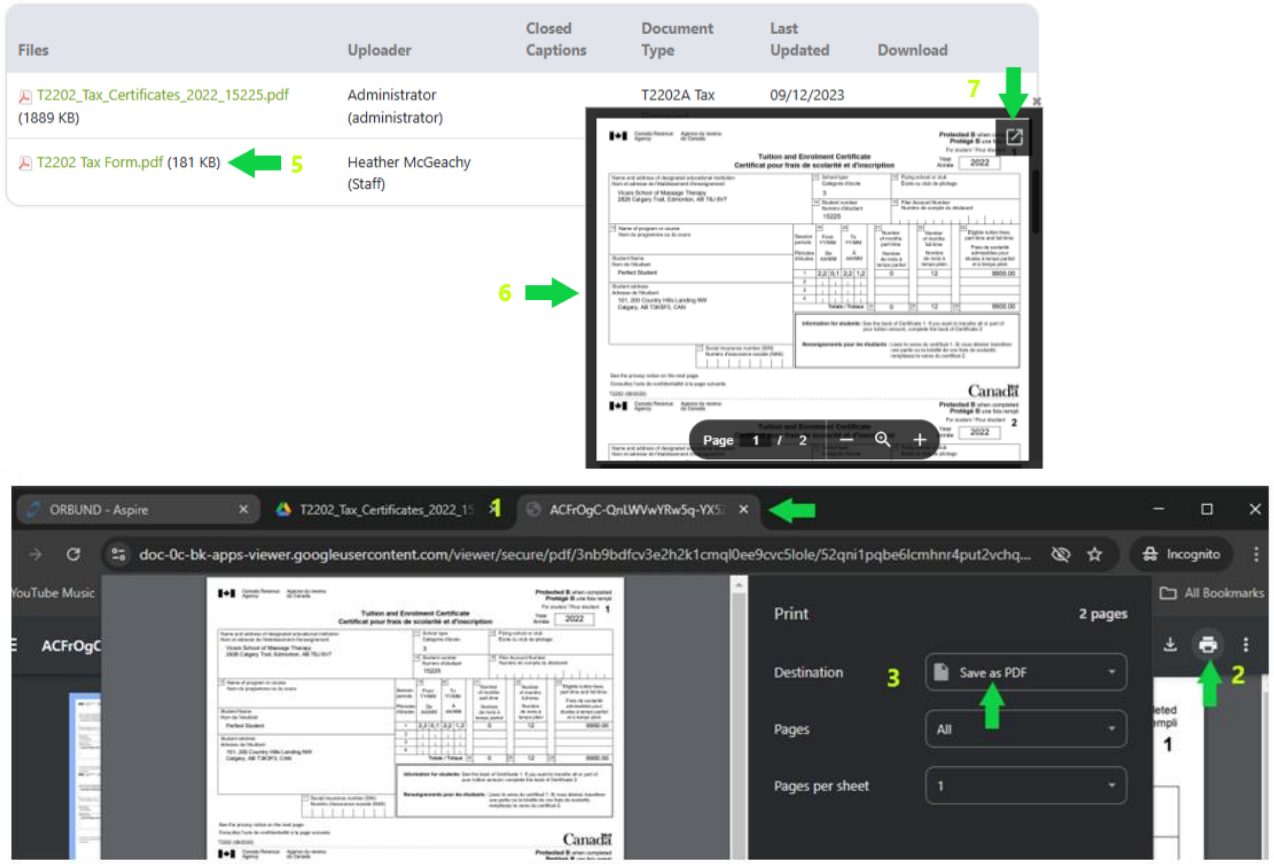
# T2202 Tax Certificate

Click on the file.

A window will pop up in the lower left-hand corner. If it takes a long time to load or is blank, click on the file again. This feature is best used in the Chrome browser, but you may want to try a different browser or clear your cache if it has trouble loading.

Click on the Popout icon to have the document load in a new window on your browser.

# T2202 Tax Certificate




From this window, you can print, save as a PDF, or download as needed.