



ABN 69 088 314 818

**THE AUSTRALIAN REGISTER OF HOMOEOPATHS LTD**

22 Church Street, Wollongong NSW 2500

Phone: 0488 060 145

Email: [admin@aroh.com.au](mailto:admin@aroh.com.au)

Web address: [www.aroh.com.au](http://www.aroh.com.au)

# **AROH Accreditation and Audit Guidelines**

**for Course Providers of**

**Advanced Diploma of Homoeopathy  
(HLT 60607)**

•

•

**from  
Health  
Training Package  
HLT07**



Currency: First version approved by the Board on 18 December 2002.

Version 5 approved August 2009

## Table of Contents

1	INTRODUCTION .....	4
2	OVERVIEW .....	5
3	AROH PRINCIPLES OF ACCREDITATION .....	6
4	APPLICATION PROCEDURES .....	9
APPENDIX A	COURSE STRUCTURE TEMPLATES.....	12
APPENDIX B	GUIDELINES ON UNDERPINNING KNOWLEDGE .....	13
APPENDIX C	HUMAN RESOURCE STATEMENT .....	19
APPENDIX D	LEARNING RESOURCES AND PHYSICAL RESOURCE STATEMENT ...	20
APPENDIX E	MAPPING GUIDELINES.....	21
APPENDIX F	CHECKLIST .....	22
GLOSSARY.....		23

## 1. INTRODUCTION

The purpose of this guide is to assist: universities, colleges who are Registered Training Organisations (RTOs), teachers, trainers and administrators; in making application to the Australian Register of Homoeopaths (AROH) for their courses to be accredited and to be placed on the AROH website.

Students graduating from courses accredited by AROH will be eligible to be placed on the Register and be issued with a practising certificate, subject to other requirements of AROH in force at the time. At the time of publication, these additional requirements were that each applicant must:

- hold a Senior First Aid Certificate
- hold approved Professional Indemnity Insurance
- comply with AROH's guidelines for Continuing Professional Education

This accreditation guide is designed to be read in conjunction with the endorsed components of the Health Training Package relevant to homoeopathy.

The Training Package can be purchased from:	Community Services & Health Industry Skills Council Ltd GPO Box 9848 Sydney NSW 2001
---	--

Tel: 02 9263 3589  
Fax: 02 9263 3599  
Email: [admin@cshisc.com.au](mailto:admin@cshisc.com.au)  
[www.cshisc.com.au](http://www.cshisc.com.au)

The Training Package can be viewed at:	<a href="http://www.cshisc.com.au">www.cshisc.com.au</a>
--	--

RTOs seeking to be registered to deliver the qualification contact their State Register Authority:	<a href="http://www.training.com.au/aqtf2007">http://www.training.com.au/aqtf2007</a>
--	---

RTOs delivering qualifications from this Training Package can be found at:	<a href="http://www.cshisc.com.au">www.cshisc.com.au</a>
--	--

This guide can be viewed at:	<a href="http://www.aroh.com.au">www.aroh.com.au</a>
------------------------------	--

## 2. OVERVIEW

### ***Training Packages***

Training Packages were originally developed by industry and funded by the National Training Framework Committee of the Australian National Training Authority (ANTA) in 1998.

The latest training package review was handed down in 2007. It was undertaken by Community Services and Health Industry Skills Council Ltd (CSHISC) funded by the Commonwealth Government Department of Education Science and Training (DEST); the result being the Health Training Package HLT07. This is due for review again in November 2009. Homoeopathic training sits within this training package as HLT60607: Advanced Diploma Homoeopathy.

Training Packages incorporate endorsed components including units of competency, assessment guidelines, and employability skills and the qualifications framework.

They also incorporate other training tools (unendorsed components) such as learning strategies and professional development materials, which can help training organisations in tailoring packages to suit the needs of particular clients. (*Australian Training, Vol 4, Issue 1, April 1997*)

### ***Health Training Package***

**The Health Training Package (HTP) covers the health industry sector. The Advanced Diploma Homoeopathy is one of 85 separate qualifications in the package.**

The HTP has been nationally endorsed and agreed to by the health industry and all State and Territory Governments. The rules for awarding the Advanced Diploma Homoeopathy (HLT60607) include the following:

- **Endorsed** components of the HTP:
  - common units of competency
  - specialisation units of competency
  - assessment guidelines
  
- **Unendorsed** components associated with the HTP:
  - underpinning knowledge as required by AROH (See Appendix B)

**The training package is designed to allow flexibility so that units of competency can be packaged at each level to meet the needs of particular groups, work settings and individuals. However, the rules governing the packaging of competencies to make up a qualification must be followed if a qualification is to be awarded.**

**Refer to the Health Training Package Qualifications Framework document.**

### 3. AROH PRINCIPLES OF ACCREDITATION

AROH wants to be assured that:

all accredited Vocational Education and Training (VET) and Higher Education (HE) courses are delivering qualifications that are consistent with best practice in homoeopathy

the general educational environment within which the qualifications are delivered has been independently audited by a state training authority, higher education office or university academic board

AROH applies the following principles to any application for course accreditation:

AROH requires a minimum standard of homoeopathic content comprising both the current HTP- HLT60607 and the underpinning knowledge as per Appendix B

the course must be at least an Advanced Diploma consistent with the relevant components of the current HTP - HLT07 or a degree course that contains and is underpinned by the Advanced Diploma components of the current health training package.

the course must normally be delivered by a university, Registered Training Organisation (RTO), or college affiliated with an RTO

an Advanced Diploma and a degree course must contain the minimum delivery hours of structured training and supervised practice specified below

AROH recognizes that courses may be offered in flexible or blended delivery modes, which can include one or more of the following delivery methods. A combination of these delivery methods constitute what AROH regards as structured training:

- face to face delivery
- work books for classroom and/or home study
- online delivery
- practical assessments conducted in simulated environments, supervised clinics and field work

**However, AROH does not accredit courses taught entirely by distance education or online delivery.**

This guide should not be used as the basis for applying to State training or higher education authorities for RTO status or degree accreditation. Please apply to the government authorities for guidance on their requirements.

#### ***Minimum Duration***

The minimum duration for Advanced Diplomas or Degrees in Homoeopathy represents an *estimate* of the minimum time needed for structured (or formal) training and assessment at an AQF level 6, in order for the average student to

attain the depth and level of skills and knowledge required.

- The minimum hours indicated for the qualification are derived from the total hours scheduled for delivery of the compulsory units.
- Each course accredited by AROH must contain the following minimum delivery hours of **structured training and assessment** sessions overall:

1,600 hours

- These delivery hours can include a combination of the modes of delivery listed above.
- AROH requires that, included in the above total hours, each student should complete the following numbers of consultations in a supervised clinic:

**20 initial consultation**

20 follow-up consultations. Of these a maximum of 3 follow ups of any single case may be counted.

AROH must see evidence of the minimum scheduled delivery hours and consultations as outlined above in any documentation submitted, although AROH recognises that individual students may take a greater or lesser amount of time to reach competency. Case notes and a summary sheet need to be kept should an audit be required. Care needs to be taken to preserve the confidentiality of the patients in all documentation.

AROH also requires that an **Advanced Diploma** and a Degree course have:

- at least a minimum of **550 hours of instruction in the theory and practice of homoeopathy** itself (excluding clinic, and excluding clinical sciences and other non-homoeopathic underpinning knowledge).

AROH will consider accrediting courses with up to 10% fewer hours of instruction in the theory and practice of homoeopathy, provided that a satisfactory case is presented showing that the course covers the units of homoeopathic competency from the current HTP- HLT07 in sufficient depth.

### **Registered Training Organisations (RTO)**

Where the applicant is an RTO or university, this provides AROH with sufficient assurance that it has an appropriate educational environment. AROH is however further committed to fulfilling its regulatory role and for this reason requires courses to be mapped in greater depth than unit titles alone.

### **Vocational Education and Training Courses**

An RTO application for accreditation with AROH requires that the current courses being delivered are mapped to the current HTP: HLT07, Advanced Diploma of Homoeopathy - HLT60607.

### **Higher Education Courses**

AROH recognises that universities are not bound by the requirements of Training Packages, which are part of the Vocational Education and Training (VET) System. AROH acknowledges that higher education learning and teaching approaches are different from VET approaches.

In the case of higher education courses, AROH uses the current HTP: HLT07, Advanced Diploma Homoeopathy - HLT60607 as the minimum for course accreditation. This is on the understanding that higher education courses will develop:

- higher levels of generic skills commensurate with an AQF level 7
- will use the relevant units of competency in the current HTP as a minimum
- provide underpinning knowledge, skills and competencies that are deemed necessary for homoeopathic practice as seen in Appendix B

AROH requires the degree course to be mapped to the current HTP - HLT60607 in greater depth than unit titles alone.

**4 APPLICATION PROCEDURES**

AROH does not wish to place requirements on colleges or universities that would lead to duplication of the existing requirements for attaining or maintaining RTO status or degree accreditation. Therefore, as far as possible, AROH will work with the documentation that colleges or universities submit to State training authorities or higher education offices for RTO status and degree accreditation.

AROH **will focus** on assessing documentary evidence relating to the course delivery, assessment of competency and the mapping of courses to the current HTP. The material will be assessed by an assessor appointed by AROH.

On this basis, the application procedure is as follows:

1. Colleges and universities are required to inform AROH of the due date of their next RTO audit, degree accreditation or renewal, and the outcome of the same within 10 working days of notification by either the State training or higher education authority.

**It is to be noted that:**

- Colleges and universities that do not supply AROH with the outcome of the RTO assessment or degree accreditation within the specified time will have their accreditation with AROH suspended until further notice and their college or university will be removed from the AROH web site. The professional associations will be informed that AROH accreditation is suspended.

- Students graduating from non-accredited colleges or universities will not be given automatic entry to the professional associations and health insurance rebates and will be obliged to comply with AROH's entry requirements as per Guidelines for Recognition of Current Competency (see [www.aroh.com.au](http://www.aroh.com.au) ).

- Any college or university that was granted interim accreditation and which has not applied for AROH accreditation before February 2008 will be removed from AROH's website, irrespective of when their RTO or higher education accreditation is due. The professional associations will be informed and graduating students will not be given automatic entry to the professional associations and health insurance rebates. ATMS, ANTA, and other professional bodies will be informed that the college/university does not comply with current the registration standards.

2. On receiving notice of approval from the relevant State or University accreditation authority, applicants are required to contact the Registrar within the 10 working days to be assigned an assessor.

3. Colleges/universities are requested to make contact with the assigned assessor within 10 working days to commence the accreditation process.

4. Submit 2 copies of all documentation to the assessor, exactly as submitted to the authority, and include the following additions:

All documentation relating to the Advanced Diploma of Homoeopathy or degree course, (see Appendix F for checklists):

- course outlines
- delivery plans
- learning guides
- assessment instruments (e.g. examination/assessment check lists)
- both internal and external moderation of course delivery plans and assessment instruments
- guidelines/templates for the assessment of competencies in any training clinic/simulated environment
- other material as specified in appendix A - D.
- notification of approval of RTO status or course accreditation/reaccreditation (if applicable)
- the mapping document of course to current HTP - HLT60607 (see appendix E)

**Note:** the assessor may request any further information if required.

3. The assessor will make a recommendation to AROH's Accreditation Committee on whether the course meets AROH's requirements in relation to course delivery, assessment of competency and mapping of course to HTP - HLT60607 or in greater depth and breadth if a degree course.

4. The Committee will forward a recommendation to the AROH Board to:  
accredit the course  
accredit the course subject to conditions  
not accredit the course.

6. The AROH Registrar will notify the college/university of the outcome of the application.

7. All assessors and members of the accreditation committee or AROH Board must declare to the board any relationship with any college/university that delivers a homoeopathic course, and must not take part in any accreditation if the board rules that there is a conflict of interest. Assessors must sign a confidentiality agreement before commencing a college/university accreditation.

8. The AROH Registrar will notify the applicant of the outcome of the application.

**Contact details for the AROH Registrar are:**

Address: 122 Church St, Wollongong, NSW, 2500

Tel: 1300 360 043

Fax: 02-4227 2638

Email: [admin@aroh.com.au](mailto:admin@aroh.com.au)

# Appendix A - F

and

# Glossary of Terms

**APPENDIX A:  
TEMPLATES FOR COLLEGES/UNIVERSITIES TO OUTLINE COURSE STRUCTURE.**

Please show the structure of the Advanced Diploma or degree in the table below.

<INSERT QUALIFICATION TITLE HERE>		
Course Unit Code	Course Unit or Module Name	Nominal hours
Core Units		
Electives Units		
Total Hours		

Comments:

Name of Assessor:

Signature:

Date:

## APPENDIX B - GUIDELINES ON UNDERPINNING KNOWLEDGE

The guidelines on underpinning knowledge are taken from the National Competency Standards for Homoeopathy, which preceded the HTP-HLT02/07. This Consolidated Statement of Underpinning Knowledge (CSUK) constitutes the unendorsed component of HLT07. AROH requires that courses applying for accreditation show evidence of the underpinning knowledge listed below.

The guidelines are supplied as a 'check list' for colleges/universities. There is a requirement to deliver at least 80% of the content of the underpinning knowledge. AROH assessors will use this 'checklist' to ascertain the content percentage (as there are approximately 100 points within the 'checklist') against the evidence provided.

At no point will the omission of a whole section be acceptable; however omission of some smaller sub points and/or sub-sub points would be acceptable unless they are deemed of vital importance to overall underpinning competency, for example:

- 1.3 the single dose
- 3.7 obstacles to cure (§259-263) Organon of Medicine
- 7.1.10 biochemical and cell concepts

Underpinning Knowledge Sections	Evidence
<p><b>1 Homoeopathic Principles</b> The underpinning knowledge of homoeopathic principles and diagnosis must include a thorough understanding of the principles of:</p> <p>1.1 similarity 1.2 the minimum dose 1.3 the single dose 1.4 the single medicine 1.5 the totality of symptoms 1.6 individualisation of the case 1.7 dynamism or 'the vital force' 1.8 the action of homoeopathic remedies according to Hahnemann 1.9 modern hypotheses concerning the action of the remedies 1.10 the primary and secondary actions of medicines 1.11 aggravation 1.12 susceptibility and sensitivity 1.13 suppression - the consequences of suppression of symptoms or discharges on the future development of disease 1.14 the exciting cause of a disease 1.15 the fundamental cause of a disease 1.16 the nature of disease according to Hahnemann 1.17 the systemic nature of disease, including the so-called local or one-sided diseases, in aphorisms (§), (§186-205) Organon of</p>	

<p>Medicine.</p> <p>1. the theory of acute and chronic miasms</p> <p>1.18.1 the nature and characteristics of the:</p> <ul style="list-style-type: none"> <li>● psoric miasm</li> <li>● sycotic miasm</li> <li>● syphilitic miasm</li> <li>● tubercular miasm</li> <li>● cancer miasm</li> </ul> <p>1.18.2 the primary and secondary symptoms of miasms</p> <p>1.18.3 the different phases of miasms</p> <p>1.18.4 the treatment of miasms according to phase</p> <p>1.19 the nature of idiosyncrasies</p> <p>1.20 the direction of cure ('Hering's Law")</p> <p>1.21 the organism's drive to externalise disease (§201) Organon of Medicine</p>	
<p><b>2 Case-Taking and Case Analysis</b></p> <p>The underpinning knowledge for case-taking and case analysis must include a thorough understanding of:</p> <p>2.1 the case-taking methods detailed by Hahnemann in the following aphorisms (§6, §18, §82-104, §153, §210-213 &amp; §220) Organon of Medicine</p> <p>2.2 signs and symptoms of disease and disorder/dysfunction</p> <p>2.3 the use of the repertories</p> <p>2.3.1 the structure, organisation, advantages and limitations of commonly referred to repertories including:</p> <ul style="list-style-type: none"> <li>• Boericke's repertory</li> <li>• Boenninghausen's repertory • Kent's repertory</li> <li>• modern repertories</li> <li>• techniques of repertorisation</li> </ul> <p>2.4 various approaches to case analysis including consideration of:</p> <ul style="list-style-type: none"> <li>• totality of characteristic symptoms according to Kent's hierarchy</li> <li>• totality of characteristic symptoms according to Boenninghausen's hierarchy</li> <li>• totality of characteristic symptoms according to Boger's hierarchy</li> <li>• the importance of striking, rare unusual and peculiar symptoms</li> <li>• keynote characteristic symptoms</li> <li>• the central theme of a remedy</li> <li>• constitutional basis</li> <li>• miasmatic indications</li> <li>• aetiology</li> <li>• use of organopathics</li> <li>• prophylactic use</li> <li>• layers of symptoms</li> <li>• ladder-like prescribing</li> <li>• tautopathy.</li> </ul> <p>2.5 knowledge of the effects of medicinal disease</p>	

<p><b>3 Prescribing and Case Management</b> The underpinning knowledge for prescribing and case management must include a thorough understanding of the principles behind the following:</p> <p>3.1 choice of potency, including the use of:</p> <ul style="list-style-type: none"> <li>• tinctures</li> <li>• decimal potencies</li> <li>• centesimal potencies</li> <li>• LM potencies</li> </ul> <p>3.2 homoeopathic case management including the principles underlying:</p> <p>3.2.1 continuation or variation of a medicine</p> <p>3.2.2 continuation or variation of a potency</p> <p>3.2.3 “plussing”</p> <p>3.2.4 the choice of the interval between doses</p> <p>3.2.5 assessment of the effect of the previous dose, including the significance of accessory symptoms</p> <p>3.3 the use of two medicines, one following the other (§169-170) Organon of Medicine</p> <p>3.4 the use of alternating or intercurrent medicines</p> <p>3.5 the use of antidotes</p> <p>3.6 the relations between medicines</p> <p>3.7 obstacles to cure (§259-263) Organon of Medicine</p> <p>3.8 administration of the medicines, including by:</p> <ul style="list-style-type: none"> <li>• ingestion</li> <li>• olfaction</li> <li>• application</li> </ul>	
<p><b>4 Pharmacy, Dispensing and Provings</b> The underpinning knowledge for pharmacy and provings must include a thorough understanding of the principles behind:</p> <p>4.1 the theory and practice of provings, as described by Hahnemann in (§105-143) Organon of Medicine, and by modern authorities</p> <p>4.2 homoeopathic pharmacy including the methods of manufacture of potencies including:</p> <p>4.2.1 mother tincture, decimal, centesimal, and fifty millesimal scales</p> <p>4.2.2 initial preparation of crude materials for remedies derived from animal, mineral, vegetable and imponderable sources</p> <p>4.2.3 pharmacology</p> <p>4.3 current immunisation protocols as identified in The Australian Immunisation Handbook (National Health &amp; Medical Research Council) 6th edition 1999.</p> <p>4.4 the quality and various strengths of alcohol used in preparation of dispensing alcohol</p> <p>4.4.1 factors that affect homoeopathic medicines in preparation and storage</p> <p>4.5 the non-medicinal ingredients used in the preparation of homoeopathic medicines</p>	

<p>4.6 legal requirements relating to the prescription of medicines: Therapeutic Goods Administration; OHS; labeling; restricted substances; principles of manufacturing; testing of homoeopathic products; quality control procedures</p> <p>4.7 raw materials segregation purpose and requirements</p> <p>4.8 the effect of the dispensing process on the end product</p> <p>4.9 the quality characteristics to be achieved</p> <p>4.10 equipment and instrumentation components, purpose and operation</p> <p>4.11 common causes of variation and corrective action required</p> <p>4.12 OHS hazards and controls</p> <p>4.13 waste handling requirements and procedures</p> <p>4.14 recording requirements and procedures</p>	
<p><b>5 Materia Medica</b></p> <p>The underpinning knowledge for materia medica must include knowledge of:</p> <p>5.1 the derivation of the materia medica from data from provings, clinical and toxicological sources</p> <p>5.2 the major remedies with respect to their general symptoms, modalities, psychological and physiological indications</p> <p>5.3 minor remedies in respect to their most important indications</p> <p>5.4 the groups of mineral remedies and how to distinguish between them</p> <p>5.5 the clinical indications of remedies relevant to specific circumstances: infectious diseases, first aid and injuries</p> <p>5.6 the indications and uses of nosodes and isotherapy</p> <p>5.7 the indications and uses of sarcodes and hormone therapeutics</p> <p>5.8 the use of tautopathy</p>	
<p><b>6 Anatomy and Physiology</b></p> <p>The level of underpinning knowledge of anatomy and physiology will be determined by the qualification and will include knowledge of the following (and for details please refer to the Australian Qualifications Framework Guidelines prepared by HIRG):</p> <p>6.1 musculoskeletal system</p> <p>6.2 endocrine system</p> <p>6.3 nervous system</p> <p>6.4 cardiovascular system</p> <p>6.5 integument system</p> <p>6.6 respiratory system</p> <p>6.7 gastrointestinal system</p> <p>6.8 urinary system</p> <p>6.9 reproductive system</p> <p>6.10 biochemical and cell concepts</p> <p>6.11 ear, nose and throat and special senses</p> <p>6.12 lymphatic system and immunity</p> <p>6.13 development and inheritance</p>	

<p><b>7 Pathophysiology and Disease Processes</b> The level of underpinning knowledge of pathophysiology and disease processes will include knowledge of the following:</p> <p>7.1 The following systems of the body</p> <ul style="list-style-type: none"> <li>7.1.1 musculoskeletal system</li> <li>7.1.2 endocrine system</li> <li>7.1.3 nervous system</li> <li>7.1.4 cardiovascular system</li> <li>7.1.5 integument system</li> <li>7.1.6 respiratory system</li> <li>7.1.7 gastrointestinal system</li> <li>7.1.8 urinary system</li> <li>7.1.9 reproductive system</li> <li>7.1.10 biochemical and cell concepts</li> <li>7.1.11 ear, nose and throat and special senses</li> <li>7.1.12 lymphatic system and immunity</li> <li>7.1.13 development and inheritance</li> </ul> <p>7.2 Medical tests and diagnostic procedures</p> <p>7.3 The environmental causes of disease</p>	
<p><b>8 Physical Examination</b> The underpinning knowledge for physical examination must include knowledge of:</p> <ul style="list-style-type: none"> <li>8.1 anatomy and physiology as detailed in Section 6</li> <li>8.2 clinic and legislative guidelines relevant to assessment techniques</li> <li>8.3 medical equipment operation, including: <ul style="list-style-type: none"> <li>8.3.1 equipment testing procedures</li> <li>8.3.2 standard precaution procedures</li> <li>8.3.3 occupational health and safety policies, guidelines and symbols</li> <li>8.3.4 basic principles and practices of decontamination</li> <li>8.3.5 hazard identification and risk controls</li> <li>8.3.6 clinic code of practice and all relevant infection prevention guidelines.</li> </ul> </li> </ul>	
<p><b>9 First Aid</b> The underpinning knowledge for First Aid is to the standard required by St. John Ambulance Australia and Australian Red Cross for their Senior First Aid Certificate.</p>	
<p><b>10 Pharmacology and Medical Terminology</b> The level of underpinning knowledge of pharmacology and medical terminology will be determined by the qualification. See the Australian Government 2007 AQF Implementation Handbook, 3<sup>rd</sup> ed (2002) Department of education Science and Training: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a></p>	
<p><b>11 Literacy and Numeracy</b> Literacy and numeracy must underpin all the units of competency in the HTP-HLT07</p>	
<p><b>Total</b></p>	

Comments:

Name of assessor:

Signature:

Date:

**APPENDIX C: HUMAN RESOURCE STATEMENT**

This appendix is to provide information about:

- Teachers and/or tutors involved in
  - content delivery
  - preparation of delivery documents
  - marking
  - learning support
  - moderation \* see below for code

AROH would like to encourage colleges to align with AQTF 07 teaching skills requirements [http://www.training.com.au/documents/aqtf2k7\\_usr-guide-ess-std\\_final2.pdf](http://www.training.com.au/documents/aqtf2k7_usr-guide-ess-std_final2.pdf) - follow the above link to find Standard 1 Element 1.4 on page 7 of the AQTF 07 document or see Element 1.4 below

**Element 1.4** Training and assessment are conducted by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors
- b) have the relevant vocational competencies at least to the level being delivered or assessed, and
- c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services

Unit Module Title being taught	Unit code	Human Resources (name)	Qualifications (from & year obtained)	Currency (Hours in clinical practice)	Professional membership	Professional development being undertaken

\* codes:

- |                          |         |
|--------------------------|---------|
| Teacher                  | = Tch   |
| Tutor                    | = Tut   |
| Content delivery         | = CD    |
| Preparation of documents | = Prep  |
| Marking                  | = M     |
| Learning support         | = LS    |
| Assessor                 | = AS    |
| Content expert           | = CE    |
| Partnership              | = PShip |
| Moderation               | = Mod   |



**APPENDIX E: MAPPING GUIDELINES**

Current training package course code	Element and performance criteria	College course by code number
<b>Example</b>		
Description	This unit covers.....	
Assessment considerations	Consider assessment (or co-assessment) with .....	
BSBAEUS407A/01	Communicate online	General communication
	1.1 Technology <i>requirements for communicating</i> online are researched and current equipment confirmed as sufficient for participation 1.2 Internet culture, net ethics and net etiquette is investigated and implemented to enable effective participation using electronic media 1.3 Participation in electronic chat rooms and Internet meetings which occur in accordance with organisational policy and procedures 1.4 Record keeping requirements relating to online communication are met in accordance with organisational requirements	Information on registration  U3 E2 PC2 (unit 3, element 2 performance criteria 2)  Not in this course  U4 E4 PC1-4
<b>HTP HLT 60607</b>	Advanced Diploma of Homoeopathy	Advanced Diploma Homoeopathy
Description	This unit covers.....	Description
Assessment considerations	Consider assessment (or co-assessment) with.....	Assessment considerations
Enter course code here	Enter Unit title here	Enter unit and college code here

Use the first 2 left hand columns for the HLT60607 units  
 Use the right hand column to note what unit element or performance criteria your course delivers that equates with HLT60607 as per the example above  
 You can get a copy of HLT60607 for [www.cshisc.com.au](http://www.cshisc.com.au) to map your course against the Advanced Diploma Homoeopathy

## **APPENDIX F - CHECKLIST**

1. Documentary evidence required:
  - course outlines
  - learning guides
  - delivery plans
  - assessment instruments e.g. examinations used and marking guides assessment checklists
  - both internal and external moderation of course delivery plans and assessment instruments with dates signatures of moderators
  - guidelines/templates for the assessment of competencies in any training clinic/simulated environment
  - class timetables
2. All evidence/material as required in Appendix A & B and as specified in the Appendix C & D
3. Mapping document
4. Notification of approval or renewal of RTO status or course accreditation/  
re-accreditation

**GLOSSARY**

<b>Accreditation</b>	Process for the formal recognition of qualifications by State Training Authorities if suitable qualifications in Training Packages are not available. Combinations of competencies from different Training Packages or new industry endorsed competencies may be accredited as a new qualification.
<b>AQF</b>	Australian Qualifications Framework. Set of descriptors that determine the level of the qualification. Level depends on the depth and complexity of the work and the degree of autonomy involved.
<b>AQTF</b>	Australian Quality Training Framework. Replaces the ARF (Australian Recognition Framework). A set of standards for both RTOs and State Training Authorities. These nationally agreed quality standards came into effect as of 1 January 2002.
<b>AROH</b>	Australian Register of Homoeopaths. Incorporated body formed by the professional associations of homoeopaths in Australia to maintain a single national register of qualified practitioners and establish standards of practice for homoeopathy, in the public interest.
<b>Assessment Guidelines</b>	Requirements of the assessment system in an industry's Training Package. This part of the package is compulsory and should be read in conjunction with the assessment requirements of each competency standard. Training packages also include assessment materials (logbooks, checklists, etc) useful for organising assessments.
<b>Codes</b>	For record-keeping, Australian National Training Authority will issue national codes for all qualifications and competency standards in Training Packages.
<b>Competency standards, or units of competence (may</b>	Description of the skills, knowledge and attitudes required to perform particular kinds of work. These are organised in units, which are composed of elements. They include performance criteria (the required level of performance), the range of

<b>be abbreviated to CS or CSU)</b>	variables (the context and conditions required of the work) and the evidence guide (requirements for assessment).
-------------------------------------	---

<b>Customisation</b>	Rules governing changes to qualifications within Training Packages to meet customer needs. Usually involves adding options to a qualification's packaging rules. Term also refers to the limits of flexibility within a training package. Sometimes misused to refer to the re-packaging of units of competence from different Training Packages to form new accredited courses outside Training Packages.
<b>Endorsed components</b>	Parts of a Training Package that are endorsed and compulsory: the components are qualification rules, competency standards and the assessment guidelines.
<b>Endorsement</b>	Process of official national approval of Training Packages by the National Training Framework Committee. Replaces State accreditation of courses.
<b>Homoeopathic Industry Reference Group</b>	Committee comprising representatives of all homoeopathic professional associations that developed the homeopathic components of the Health Training Package.
<b>Mutual recognition</b>	Agreement between the State and Territory Recognition authorities which means that training organisations registered in one jurisdiction are deemed to be registered in all, and their qualifications issued are also recognised nationally.
<b>Minimum duration</b>	Hours are attributed to qualifications and units of competence as a basis for planning and represent an estimate of the minimum time needed for structured (or formal) training and assessment, in order for the average student to attain the depth and level of skills and knowledge required.
<b>Non-endorsed components</b>	Parts of a Training Package that are not compulsory. They are support resources for the achievement of competence and qualifications. May include curriculum modules, other learning materials, assessment materials and professional development kits.

<b>NTF</b>	National Training Framework. Industry-based, flexible regulatory arrangements. Includes Training Packages and the Australian Quality Training Framework and New Apprenticeships.
<b>NTQC</b>	National Training Quality Committee of the Australian National Training Authority. Responsible for endorsing Training Packages and approving the conditions under which they are developed.
<b>Qualification rules</b>	Explain which qualifications are contained in the Training Package, their levels, and how they are packaged, and the competency standards required to issue the qualification.
<b>Registered Training Organisation (RTO)</b>	A training organisation which has been approved by a State/Territory recognition authority as meeting the requirements for recognition under AQTF. Includes TAFE Institutes and private and community based Registered Training Organisation.
<b>Scope of registration</b>	The range of accredited courses and/or Training Package qualifications for which a Registered Training Organisation is approved to deliver and issue qualifications.
<b>Training Package</b>	A Training Package is a set of national vocational qualifications for a sector of industry. The qualifications are made up of competency standards established by industry. Each Training Package also includes assessment guidelines which must be met by an RTO for approval to deliver part or all of the Training Package.
<b>Training Products</b>	All the components of Training Packages, curriculum and learning resources.