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AROH Accreditation and Audit Guidelines

Course Providers of Homoeopathy in the VET and Higher Education sectors

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INTRODUCTION

The purpose of this guide is to assist universities, colleges who are Registered Training Organisations ("RTO"), teachers, trainers and administrators; in making application to the Australian Register of Homoeopaths (AROH) for their homoeopathic 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 current First Aid Statement of Attainment (renewable every three years). *At the time of publication, the most current was HLTFA311A Apply First Aid, which forms part of HLT60612 Advanced Diploma of Homoeopathy*
- Hold approved Professional Indemnity Insurance
- Comply with AROH's guidelines for Continuing Professional Education

This Accreditation guide is intended to be read in conjunction with the endorsed components of the Health Training Package ("HTP") of which homoeopathy belongs to.

The Training Package can be purchased from:

Community Services & Health Industry Skills Council Ltd
PO Box 49, Strawberry Hills NSW 2012

Ph: 02 9270 6600
Fax: 02 9270 6601
Email: admin@cshisc.com.au
Web: www.cshisc.com.au

The Training Package can be viewed at:

www.training.gov.au

RTOs seeking to be registered to deliver the qualification to contact their State Registering Authority:

<http://www.asqa.gov.au/about-asqa/asqas-jurisdiction.html>

RTOs delivering qualifications from this Training Package can be found at:

www.training.gov.au

This guide can be viewed at:

www.aroh.com.au

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

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 current HTP is HLT07 v5.0. The current homoeopathic qualification contained within the Training Package is HLT60612 Advanced Diploma of Homeopathy. The industry review of HLT07 is now underway, with the expected replacement, HLT14 due for endorsement by 2014. This review is being undertaken by the Community Services and Health Industry Skills Council (CS&HISC), funded by the Department of Industry Innovation, Science, Research and Tertiary Education (DIISRTE).

Training Packages incorporate endorsed components including units of competency, assessment guidelines, 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 HTP covers the health industry sector. The HLT60612 Advanced Diploma of Homeopathy is one of 16 qualifications contained within the HTP under the Complementary & Alternative Health category.

The HTP has been nationally endorsed and agreed to by the health industry and all State and Territory Governments. The rules for awarding the HLT60612 Advanced Diploma of Homeopathy include the following:

- Step 1. **Endorsed** components of the HTP:
 - Step 1. common units of competency
 - Step 2. specialisation units of competency
 - Step 3. assessment guidelines

- Step 1. **Unendorsed** components associated with the HTP:
 - 1. 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.

AROH PRINCIPLES OF ACCREDITATION

AROH wants to be assured that all accredited Vocational Education and Training (VET) and Higher Education (HE) providers are delivering qualifications consistent with best practice in homoeopathy. In addition, to ensure the educational environment of those providers, has been independently audited by an applicable authority i.e. state training authority, higher education office or university academic board.

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

1. the course must normally be delivered by a university, Registered Training Organisation (RTO), or college affiliated with an RTO
2. a minimum standard of homoeopathic content comprising both the current VET Sector homoeopathy qualification and the underpinning knowledge as per Appendix B at the back of this Guide
3. *VET providers*: the course must be at least an Advanced Diploma consistent with the relevant components of the HLT60612 Advanced Diploma of Homoeopathy and meet the minimum delivery hours of structured training and supervised practice as outlined in Appendix B
4. *HE providers*: a Bachelor Degree course that contains and is underpinned by the components of HLT60612 Advanced Diploma of Homoeopathy and meets the minimum delivery hours of structured training and supervised practice as outlined in Appendix B.

Delivery Modes

AROH recognises that courses may be offered in flexible or blended delivery modes, which can include one or more of the following delivery modes:

- face to face
- distance education (online/e-learning, self paced workbooks)
- practicum (simulated environments, supervised clinics, field work, co-hort intensives)

A combination of the above delivery methods constitutes what AROH regards as structured training. However, AROH does not accredit courses taught entirely by distance education or online delivery.

Minimum Duration

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

Each Advanced Diploma and Bachelor Degree accredited by AROH must contain a minimum of 1,600 delivery hours of structured training and assessment sessions, containing the following:

- Theory and practice of homoeopathy (550 hours)
- *Practical homoeopathy clinical component of 20 initial consultations and 20 follow up consultations (maximum of 3 follow up consultations of any single case may be counted)
- Clinical sciences
- All other subject content including biomedical sciences, practice management etc.

* This component must be completed by the student in a supervised clinic.

AROH must see evidence of the minimum scheduled delivery hours and consultations as outlined above in the 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 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.

Vocational Education and Training Sector Courses

For accreditation with AROH, a VET Provider is required to map their current courses to the current HTP: HLT07, HLT60612 Advanced Diploma of Homoeopathy.

Higher Education Sector Courses

AROH recognises that HE Providers 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 Bachelor Degree 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 Bachelor Degree course to be mapped to the current HTP - HLT60607 in greater depth than unit titles alone.

APPLICATION PROCEDURES

AROH does not wish to place requirements on VET or HE Providers 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 a Course Assessor appointed by AROH.

On this basis, the application procedure is as follows:

1. VET and HE Providers are required to inform AROH of the due date of their next RTO audit, degree accreditation or renewal.
2. For the purpose of assignment of an assessor, applicants are required to contact the Registrar within 10 working days of receiving notice of approval from the relevant State or Higher Education accreditation authority.
3. VET and HE Providers are requested to make contact with the assigned assessor within 10 working days to commence the accreditation process
4. Submit all documentation to the Course Assessor assigned (see **Appendix F** at the back of this Guide). Electronic submission is preferred but hard copy is acceptable. If submitting by hard copy, ensure to mail two identical sets of documentation (one goes to the assessor and the other is stored by AROH Head Office). Documentation is what you have sent to your registering authority, plus the documentation requested in the attached Appendixes. **N.B** The Course Assessor may request additional information if there is insufficient evidence or further clarification is required.
5. The Course 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
6. The Committee will forward a recommendation to the AROH Board to either a) accredit the course, b) accredit the course subject to conditions, or c) not accredit the course
7. The AROH Registrar will notify the college/university of the outcome of the application
8. All Course Assessors and members of the AROH Accreditation Committee or AROH Board must declare to the AROH 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. Course Assessors must sign a confidentiality agreement prior to commencing the college/university audit.

a. Contact details for the AROH Registrar are:

Address: 122 Church St, Wollongong, NSW, 2500

Ph: 0488 060 145

Email: admin@aroh.com.au

Providers who are renewing accreditation

Colleges and universities that do not supply AROH with the outcome of the industry regulatory body's 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.

Consequently, students graduating from suspended 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).

APPENDICES

- A** Course Structure
- B** Checklist for Underpinning Knowledge
- C** Human Resource Statement
- D** Resources Statement
- E** HTP Mapping Statement
- F** Evidence Checklist for Accreditation Submission

APPENDIX A: 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:		

APPENDIX B: CHECKLIST FOR 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 'checklist' for providers. 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 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 SECTION	EVIDENCE
1 Homoeopathic Principles	
The underpinning knowledge of homoeopathic principles and diagnosis must include a thorough understanding of the principles of:	
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 remedies	
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 (Aphs. 186-205, Organon of Medicine)	
1.18 The theory of acute and chronic miasms	
1.18.1 The nature and characteristics of the psoric, sycotic, syphilitic, tubercular and cancer miasms	
1.18.2 The primary and secondary symptoms of miasms	
1.18.3 The different phases of miasms	
1.18.4 The treatment of miasms according to phase	
1.19 The nature of idiosyncrasies	
1.20 The direction of cure 'Hering's Law'	
1.21 The organism's drive to externalize disease (Aph. 201, Organon of Medicine)	
SUB-TOTAL:	/24
2 Case taking and case analysis	
The underpinning knowledge for case-taking and case analysis must include a thorough understanding of:	
2.1 The case-taking methods detailed by Hahnemann in Aphs. 6, 18, 82-104, 153, 210-213, 220	
2.2 Signs and symptoms of disease and disorder/dysfunction	
2.3 The use of the repertories in relation to structure, organisation, advantages and limitations of common repertories such as Boericke, Boenninghouse, Kent, Murphy	
2.4 Various approaches to case analysis including consideration of:	
2.4.1 Totality of characteristic symptoms according to the hierarchy of Kent, Boenninghausen and Boger	
2.4.2 The importance of striking, rare, unusual and peculiar symptoms	
2.4.3 keynote characteristic symptoms	
2.4.4 the central theme of a remedy	
2.4.5 constitutional basis	
2.4.6 miasmatic indications	
2.4.7 aetiology	
2.4.8 use of organopathics	
2.4.9 prophylactic use	

2.4.10	Layers of symptoms	
2.4.11	ladder-like prescribing	
2.4.12	Tautopathy	
2.5	Knowledge of the effects of medicinal disease	
SUB-TOTAL:		/16
3 Prescribing and Case management		
The underpinning knowledge for prescribing and case management must include a thorough understanding of the principles behind the following:		
3.1	Choice of potency, including the use of tinctures, decimal potencies, centesimal potencies, LM	
3.2	homoeopathic case management including the principles underlying:	
3.2.1	continuation or variation of a medicine	
3.2.2	continuation or variation of a potency	
3.2.3	Plussing	
3.2.4	the choice of the interval between doses	
3.2.5	assessment of the effect of the previous dose, including the significance of accessory symptoms	
3.3	the use of two medicines, one following the other (Aphs. 169-170, Organon of Medicine)	
3.4	the use of alternating or intercurrent medicines	
3.5	the use of antidotes	
3.6	the relations between medicines	
3.7	obstacles to cure (Aphs. 259-263, Organon of Medicine)	
3.8	administration of the medicines, including by ingestion, olfaction, application	
SUB-TOTAL:		/12
4 Pharmacy, Dispensing and Provings		
The underpinning knowledge for pharmacy and provings must include a thorough understanding of the principles behind:		
4.1	the theory and practice of provings, as described by Hahnemann in Aphs. 105-143, Organon of Medicine and by modern authorities	
4.2	homoeopathic pharmacy including the methods of manufacture of potencies including:	
4.2.1	mother tincture, decimal, centesimal, and fifty millesimal scales	
4.2.2	initial preparation of crude materials for remedies derived from animal, mineral, vegetable and imponderable sources	
4.2.3	Pharmacology	
4.3	current immunisation protocols as identified in The Australian Immunisation Handbook (National Health & Medical Research Council) 6th edition 1999.	
4.4	the quality and various strengths of alcohol used in preparation of dispensing alcohol	
4.4.1	Factors that affect homoeopathic medicines in preparation and storage	
4.4.2	The non-medicinal ingredients used in the preparation of homoeopathic medicines	
4.5	legal requirements relating to the prescription of medicines: Therapeutic Goods Administration; WHS; labeling; restricted substances; principles of manufacturing; testing of homoeopathic products; quality control procedures	
4.6	raw materials segregation purpose and requirements	
4.7	the effect of the dispensing process on the end product	
4.8	the quality characteristics to be achieved	
4.9	equipment and instrumentation components, purpose and operation	
4.10	common causes of variation and corrective action required	
4.11	WHS hazards and controls	
4.12	Waste handling requirements and procedures	
4.13	Recording requirements and procedures	

SUB-TOTAL:		/17
5 Materia Medica		
The underpinning knowledge for materia medica must include knowledge of:		
5.1	the derivation of the materia medica from data from provings, clinical and toxicological sources	
5.2	the major remedies with respect to their general symptoms, modalities, psychological and physiological indications	
5.3	minor remedies in respect to their most important indications	
5.4	the groups of mineral remedies and how to distinguish between them	
5.5	the clinical indications of remedies relevant to specific circumstances: infectious diseases, first aid and injuries	
5.6	the indications and uses of nosodes and isotherapy	
5.7	the indications and uses of sarcodes and hormone therapeutics	
5.8	the use of tautopathy	
SUB-TOTAL:		/8
6 Anatomy and Physiology		
The level of underpinning knowledge of anatomy and physiology will be determined by the qualification and will include knowledge of the following:		
6.1	musculoskeletal system	
6.2	endocrine system	
6.3	nervous system	
6.4	cardiovascular system	
6.5	integument system	
6.6	respiratory system	
6.7	gastrointestinal system	
6.8	urinary system	
6.9	reproductive system	
6.10	biochemical and cell concepts	
6.11	ear, nose and throat and special senses	
6.12	lymphatic system and immunity	
6.13	development and inheritance	
SUB-TOTAL:		/13
7 Pathophysiology and Disease Processes		
The level of underpinning knowledge of pathophysiology and disease processes will include knowledge of the following:		
7.1	The following systems of the body	
7.1.1	musculoskeletal system	
7.1.2	endocrine system	
7.1.3	nervous system	
7.1.4	cardiovascular system	
7.1.5	integument system	
7.1.6	respiratory system	
7.1.7	gastrointestinal system	
7.1.8	urinary system	
7.1.9	reproductive system	
7.1.10	biochemical and cell concepts	
7.1.11	ear, nose and throat and special senses	
7.1.12	lymphatic system and immunity	
7.1.13	development and inheritance	
7.2	Medical tests and diagnostic procedures	
7.3	The environmental causes of disease	
SUB-TOTAL:		/15

8 Physical Examination		
The underpinning knowledge for physical examination must include knowledge of:		
8.1	Anatomy, pathophysiology and pathology as detailed in Section 6 & 7	
8.2	Clinic and legislative guidelines relevant to assessment techniques	
8.3	Medical equipment operation, including:	
8.3.1	Equipment testing procedures	
8.3.2	Standard precaution procedures	
8.3.3	Occupational health and safety policies, guidelines and symbols	
8.3.4	Basic principles and practices of decontamination	
8.3.5	Hazard identification and risk controls	
8.3.6	Clinic code of practice and all relevant infection prevention guidelines	
SUB-TOTAL:		/8
9 Pharmacology and Medical Terminology		
The level of underpinning knowledge of pharmacology and medical terminology will be determined by the qualification. Please see the latest AQF Implementation Handbook		
SUB-TOTAL:		/1
10 Literacy and Numeracy		
Literacy and numeracy must underpin all the units of competency in the HTP-HLT07		
SUB-TOTAL:		/1
TOTAL:		/115

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 and moderation * see below for code

AROH would like to encourage providers to align with the training and assessment guidelines of the Standards for Initial Registration (SNR) set down by the Australian Skills Quality Authority (ASQA). VET Providers would be already familiar with these guidelines, introduced in 2011 as a replacement of the AQTF.

<p>SNR 4 <i>The applicant must have strategies in place to provide quality training and assessment across all of its operations as follows:</i></p> <p>4.4 The applicant has a defined strategy, procedures and measures to ensure training and assessment services are conducted by trainers and assessors who:</p> <ul style="list-style-type: none"> ○ have the necessary training and assessment competencies as determined by the National Quality Council or its successors and ○ have the relevant vocational competencies at least to the level being delivered or assessed and ○ can demonstrate current industry skills directly relevant to the training/assessment being undertaken and ○ continue to develop their vocational education and training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

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

***CODE**

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

APPENDIX D: RESOURCES STATEMENT

This appendix is to provide information about the learning resources used when delivering and assessing competencies. These include physical and non-physical items such as library resources (online or hard copy), science and physical examination equipment (e.g. stethoscopes, examination tables).

Unit/Module Code	Unit/Module Title	Resources	Equipment to student ratio

APPENDIX E: HTP MAPPING STATEMENT

This Appendix requires you to map the units of competency of the HLT60612 Advanced Diploma of Homeopathy with your course subjects.

Training package qualification code	Element Performance Criteria	Provider subject code
EXAMPLE		
HLTHOM605C Plan homoeopathic treatment strategy	1 Analyse and interpret information received 1.1 Physical examination findings are correlated with the case history	

APPENDIX F: EVIDENCE CHECKLIST FOR ACCREDITATION SUBMISSION

This is the complete list of documentation required for submission to AROH for course accreditation.

Document/Requirement	Done
A. Letter from course authority (ASQA, HEAC) regarding current homoeopathy course accreditation/re-accreditation B. Sample homoeopathy course outlines C. Sample homoeopathy learning guides D. Sample teaching delivery plans E. Sample assessments and/or marking guides F. Record of internal/external moderation processes eg meeting notes or updated course material G. Student clinic handbook including examples of how assessment is conducted H. Sample class timetable displaying delivery mode I. All completed Appendixes A - E	

GLOSSARY

Accreditation	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.
AQF	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.
SNR	Standards for Initial Registration. Replaces the AQTF (Australian Quality Training Framework). A set of standards for both RTOs and State Training Authorities.
AROH	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.
Assessment Guidelines	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.
Codes	For record-keeping, Australian National Training Authority will issue uniform national codes for all qualifications and competency standards in Training Packages.
Competency standards, or units of competence (may be abbreviated to CS or CSU)	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 variables (the context and conditions required of the work) and the evidence guide (requirements for assessment).
Customisation	Rules governing changes to qualifications within Training Packages to meet customer needs. Usually involves adding options to a qualification's packaging rules. The term also refers to the limits of flexibility within a training package. Sometimes misused to refer to the re-packaging of units of competency from different Training Packages to form new accredited courses outside Training Packages.
Endorsed components	Parts of a Training Package that are endorsed and compulsory: the components are qualification rules, competency standards and the assessment guidelines.
Endorsement	Process of official national approval of Training Packages by the National Training Framework Committee. Replaces State accreditation of courses.
Homoeopathic Industry Reference Group (HIRG)	Committee comprising representatives of all homoeopathic professional associations that developed the homeopathic components of the Health Training Package.

Mutual recognition	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
Minimum duration	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.
Non-endorsed Components	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.
National Training Framework (NTF)	Industry-based, flexible regulatory arrangements. Includes Training Packages and the Australian Quality Training Framework and New Apprenticeships.
National Skills Standards Council (NSSC)	Responsible for endorsing Training Packages and approving the conditions under which they are developed.
Qualification Rules	Explains which qualifications are contained in the Training Package, their levels, and how they are packaged, and the competency standards required to issue the qualification.
Registered Training Organisation (RTO)	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.
Scope of Registration	The range of accredited courses and/or Training Package qualifications for which a Registered Training Organisation is approved to deliver and issue qualifications
Training Package	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.
Training Products	All the components of Training Packages, curriculum and learning resources