



# **NHAA WHM Course Accreditation System Guidelines & Curriculum v2.2**

**National Herbalists Association of Australia**

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NHAA Course Accreditation System Guidelines & Curriculum to commence major review by end 2015.



## **Preamble**

As the oldest complementary/alternative medicine association in Australia, the National Herbalists Association of Australia has been setting standards in the education and practice of herbal medicine since 1920. In this time much has changed, and we will always be at the forefront of that change, supporting and promoting herbal medicine and our members.

The NHAA Course Accreditation System (NHAA CAS) aims to assist training providers by providing a standard for curriculum design. By utilising these Guidelines & Curriculum, and the associated documents, your institution can apply to have one or more of its courses recognised by the NHAA. Successful recognition results in that course being given “NHAA Accredited” status, with the attendant benefits for your institution as well as your students and future graduates.

We look forward to building a strong and mutually beneficial relationship with your institution, and welcome your feedback and input.

## **NHAA Examiners**

### **About This Document**

This document contains course content guidelines, procedural requirements and other information relevant to seeking and maintaining NHAA Accredited status for courses in herbal medicine.

This document makes reference to similarities and relationships with the Health Training Package<sup>1</sup> (HTP) for Advanced Diploma of Western Herbal Medicine where applicable, however some areas of the HTP are not covered in this Curriculum, and in many other areas the Curriculum requirements exceed those laid down in the HTP. Although this is the case, it should be noted that this document is not a substitute for the Health Training Package documents as published by the Australian Commonwealth Department of Education and Training in the National Register on Vocational Education and Training (VET)<sup>1</sup>, and should not be used as such.

No part of this document may be reproduced in any form (other than is necessary in the process of submitting a Course Accreditation application) without prior written permission of the National Herbalists Association of Australia.

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<sup>1</sup> The National Register on Vocational Education and Training (VET) in Australia is published on [training.gov.au](http://training.gov.au).



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# About Course Accreditation & the Application Process

## Introduction to “NHAA Accredited” Status

The National Herbalists Association of Australia (NHAA) exists to promote and support the professional clinical practice of herbal medicine. As such the training courses of interest to the NHAA are those whose primary outcome is to produce practitioners capable of applying herbal medicine clinically. Although other types of herbal medicine training exist (such as research courses) these do not currently fall within the area of interest of the NHAA in relation to course accreditation.

NHAA Course Accreditation is a partnership between your institution and the National Herbalists Association of Australia; a partnership built on the common goal of striving for the highest quality of herbal medicine education. Your course(s) potentially gain recognition with the oldest medical association in Australia, and the only specialised national association for professional herbalists. Your students have access to the resources, support and recognition provided by the NHAA. And the standard of herbal medicine training in Australia, now and in the future, is assured.

It should be noted that NHAA Accreditation is course dependant. The policy of the NHAA is not to accredit teaching institutions, but rather to examine and accredit individual courses on their individual merits. Thus your institution may be required to submit several courses individually for accreditation to gain NHAA Accredited Status for each course.

## Advantages & Privileges of NHAA Course Accreditation

Some of the advantages of NHAA Course Accreditation are listed below:

- 1) Entitles students to apply for Student Membership of the NHAA, which in turn provides them with the *Australian Journal of Medical Herbalism* and the *E-News Updates*.
- 2) Entitles Student Members to access to the NHAA Library for research purposes.
- 3) Entitles graduates to apply for Full Membership of the NHAA.
- 4) Student Award Program
  - One student of distinction from each class of an accredited course (as chosen by your institution) is awarded for “*Excellence in the Academic Understanding & Clinical Application of Herbal Medicine*” upon graduation.
- 5) Free subscription to the *Australian Journal of Medical Herbalism* for your institution’s library for the duration of your course accreditation.
- 6) An “NHAA Certificate of Course Accreditation” issued for the duration of Accreditation.
- 7) Free membership to our Herbal Education Forum online for all herbal educators and academic staff in charge of curriculum and clinical management. Here resources, tips and ideas can be exchanged with other educators around the country and internationally.
- 8) Availability of the Examiners of the NHAA, for questions, assistance or feedback regarding herbal education standards and NHAA Course Accreditation.
- 9) Free advertising in the form of a listing of your institution, and the course(s) you have which are accredited, on the NHAA website, and periodically via *E-News Updates*.
- 10) Assistance from the NHAA Examiners with the Assessment Moderation & Validation process required for Registered Training Organisations, if desired.
- 11) Prospective students enquiring about herbal medicine courses will be provided with the names and contact details of institutions with accredited courses.
- 12) All materials supplied by you to the NHAA will remain confidential.

## Understanding & Using this Document

This Guidelines & Curriculum document should be used in conjunction with the Curriculum Mapping document of the NHAA Course Accreditation System package. It contains the following sections to be completed:

- 1) “Course Provider Details”
  - Informs the specifics of your institution, relevant staff and course details.
- 2) “Curriculum Mapping”
  - Provides the Examiners of the NHAA with the relevant data regarding relationships between your course and the NHAA Curriculum. Either the original, or a facsimile, of this document must be returned to the NHAA Office with your other documentation.
- 3) “Course Accreditation Checklist”
  - A checklist of items and procedures to help facilitate your application.
- 4) “Course Accreditation Agreement”
  - A document which contains the NHAA Course Accreditation Guidelines. Either the original, or a facsimile of this document must be signed by a representative of your institution and returned to the NHAA Office with your other documentation.

The completed “Curriculum Mapping” document, and your course and subject/module<sup>ii</sup> outlines will form the bulk of your application. Each Subject Content Requirement found in the Curriculum must be covered at some stage in the course offered by your institution, and it’s location must be indicated in the “Curriculum Mapping” document. Hours of study must also be indicated, as shown in that document. Delivery methods/types<sup>ii</sup> and learning outcomes<sup>ii</sup> for all of your subjects/modules must be indicated in your course/module outlines. All of this information must be clearly detailed in your application otherwise it will not be processed.

The names of subjects/modules offered by your institution are not required to be the same as those found in this document. Subjects found in this Curriculum need not be taught as one complete unit of study – indeed the requirements for each subject can be distributed over various modules/units<sup>ii</sup> in your course.

## Submitting the Application

Your completed application must contain the following in order for your application to be processed:

- Name and contact details for an appropriate NHAA liaison at your institution.
- Name, qualifications and contact details of the head of faculty for the course, and the primary or senior supervisor in your herbal medicine training clinic.
- A fully completed “Curriculum Mapping” document.
- A “Course Accreditation Agreement” signed by a suitable representative of your institution.
- Copies of your current prospectus (or draft prospectus if applicable), overall course outline, and subject/module outlines (which indicate module name, internal module code, prerequisites<sup>ii</sup> and corequisites, learning objectives/outcomes, assessments, delivery method/type, and hours of study – divided into Mixed-Mode Delivery and Self-Directed Study – see later).
- Application Fee and Accreditation Fee (see fees later in this document, and in the separate “Schedule of Fees” document).

Please also utilise the “Course Accreditation Checklist” to ensure that all items have been included in your Application. Applications which are not complete cannot be evaluated, it may take longer to complete the assessment of your application with subsequent requests for additional documentation.



## **Dates for Submission of Applications**

Applications for Course Accreditation are assessed at two General Meetings of the Examiners, usually in May and October of each year. Submissions are accepted at any time of the year, however assessment only occurs at these General Meetings of the Examiners.

Your application and all supporting documentation should be received at the NHAA Office no later than the 1<sup>st</sup> of the month in which the evaluation will occur (i.e. either May or October).

If clarification of points or more documentation is required for full evaluation of your application, then you will be notified of this by your Contact Examiner.

## **The Evaluation Process**

The evaluation of Applications is conducted by the Examiners, a subcommittee of the elected members of the Board of the NHAA who are mainly responsible for educational and membership standards. Upon receipt of your completed application, the copies are distributed amongst the Examiners, with a copy held at the Office. A Contact Examiner will be appointed for your application, who will be responsible for directing the Examiners in the process of evaluating the application and determining its suitability for Accreditation. If necessary, the Contact Examiner may contact you to clarify points, or request further documentation to support your application.

Final decisions on Applications are made at a special General Meeting of the Examiners in May and October each year.

Submissions are accepted at any time of the year, however it is essential that applications be received on or before the dates specified above in order for the Examiners to evaluate your application at the next scheduled Examiners Meeting. For more information see the section entitled "Dates for Submission of Applications" above.

## **Successful Application**

If your application is successful, you will be notified in writing by the Contact Examiner, and you will be sent a "Final Report on Application for Course Accreditation". Successful Course Accreditations are effective from the date this course in its current form commenced.

With successful Course Accreditation, a package containing your "NHAA Certificate of Course Accreditation", and a USB with other useful material will be sent to you.

Along with these, NHAA Student Information Packs will be sent to your institution for free (every year), which provide students with information on the NHAA, Student Membership, and other items of interest. If more Student Information Packs are required at any time, please contact the NHAA Office.

Course Accreditation is valid for a period of four (4) years from the date of commencement (unless otherwise stipulated). At the end of this period it will be necessary to apply in full for continued Accreditation, due to the potential for changes to your course and/or changes in the NHAA Curriculum. This involves the same process as the initial application for Course Accreditation, including the same documentation requirements, Application and Accreditation Fees, and timeframes.

## Unsuccessful Application

If your application is unsuccessful, you will be notified in writing by the Contact Examiner at the end of the evaluation period. Included with this letter will be an “Interim Report on Application for Course Accreditation” which will detail both strengths and deficiencies in your application, and suggestions on how deficiencies may be corrected.

At this point you have a four (4) week period in which to submit any requested additional information or resubmit your entire application, as directed in the Interim Report. No additional fees will be charged for re-evaluation at this point. Extensions on this four week period will only be granted under extenuating circumstances, and only after communication with and agreement from the Contact Examiner for your Application.

If your additional information/resubmission satisfies the Requirements, your application will be deemed successful (see “Successful Application” above).

If your resubmission is not received within the four week deadline set by the Examiners, and no alternative arrangements have been agreed upon with the Contact Examiner, then the application will be closed, and a “Final report on Application for Course Accreditation” will be issued. Your Accreditation Fee will be refunded in this instance. If your institution wishes to pursue NHAA Course Accreditation in the future, a new application must be made, including payment of a new Application Fee and Accreditation Fee.

## Application & Course Accreditation Fees

There are various fees associated with this process, as explained below. A separate Schedule of Fees will also be included with this document, and appropriate invoices will be issued to your institution.

- 1) Accreditation Application Fee
  - This fee is payable upon Application for Course Accreditation, and covers the costs of the application and evaluation process. This fee is non-refundable regardless of the success of the application.
- 2) Accreditation Fee
  - Covers the four (4) years of Course Accreditation, and is payable upon submission of an Application for Course Accreditation.
  - Course Accreditation is valid for a period of up to four years (unless otherwise stipulated). At the end of this period, it will be necessary to reapply for Course Accreditation.

## Membership Level Attainable by Graduates

Graduates of training programs which have been awarded NHAA Course Accreditation are entitled to apply for Full Membership of the NHAA as Medical Herbalists. Submission of their academic records, qualifications, and other standard items, with their completed membership form and fee are all that is required. NHAA policy states that members are encouraged to use one of the following titles “Herbalist”, “Medical Herbalist” or “Phytotherapist”.

As Full Members, graduates are entitled to the usual recognition and privileges of membership of a professional association, including TGA Advertising Certificate of Exemption<sup>iii</sup>. In addition, Full Members have voting rights, and are supported in various ways by the Association, such as through government representation, continuing education resources, professional journal, professional indemnity insurance opportunities, and various health fund rebates.



## Requirements of NHAA Course Accreditation

There are some standard requirements of Course Accreditation status, as outlined below:

- 1) NHAA Course Accreditation is valid only for the course that was submitted for accreditation. Courses with different qualification titles, and/or different content/delivery methods, must be submitted as separate applications for Course Accreditation. However it is permissible to deliver the same accredited course to more than one group of students without requiring separate applications.
- 2) NHAA Course Accreditation is valid for a period of four years from the date of issue, as indicated on the NHAA Certificate of Course Accreditation. For continued Accreditation, a new application with full supporting documentation must be made before the due date.
- 3) The “NHAA Certificate of Course Accreditation” (which is valid only for the years indicated) must be displayed either in the location where the course is delivered, or in your institution’s main offices, for the period of accreditation.
- 4) Any other use of, or improper use of the “NHAA Certificate of Accreditation” constitutes a violation of these Requirements, and may result in cancellation of course accreditation and possible legal action.
- 5) The “NHAA Certificate of Course Accreditation” remains the property of the National Herbalists Association of Australia, and must be returned if course accreditation is suspended or cancelled.
- 6) At no time can your institution advertise or otherwise give the impression that NHAA Accreditation applies to the institution – NHAA Course Accreditation applies only to individual courses which have successfully passed the application process.
- 7) Significant alteration of course content or structure should be notified to the NHAA within 3 months of the commencement of delivery of the altered course. Significant alteration may require your institution to reapply for course accreditation.
- 8) The NHAA reserves the right to randomly audit institutions in regards to these Requirements and the delivery of the course which is accredited. Audits may take the form of requests for documentation, or personal visits from NHAA Board Members in an official capacity.
- 9) NHAA Student Information Packs must be made clearly available to all students throughout the duration of their training.

## Suspension & Cancellation of NHAA Course Accreditation

The suspension or cancellation of NHAA Accreditation of a course is regarded as an extreme measure, and only occurs as a last resort. If complaints are received by the NHAA, or if the NHAA has other reason to believe there may be a problem in regards to adherence to the “Requirements of NHAA Course Accreditation”, the NHAA may contact the training provider and detail the nature of the problem, and seek clarification of the issue. If a problem is found to still exist, the NHAA will enter into negotiations with the training provider to find a resolution. It is only if a resolution cannot be found, and the Requirements of Accreditation still cannot be met (or there remain other significant reasons why the NHAA cannot maintain accreditation of the course), that suspension or cancellation of NHAA Accreditation may occur.

Suspension or cancellation of NHAA Course Accreditation will be immediately indicated on the NHAA website. All rights to the use and display of the NHAA name, NHAA logo and NHAA Course Accredited status will be suspended. The right to display the “NHAA Certificate of Course Accreditation” will be revoked. All literature and advertising (in any form) which contain statements of your course accreditation with the NHAA may no longer be used. Failure to comply to these requirements may result in legal action.

## **NHAA Policy Regarding the Health Training Packages**

The National Health Training Packages as outlined by the Australian Commonwealth Department of Education and Training in the National Register on Vocational Education and Training (VET), are a set of guidelines and competency in various sections of the health care profession, including herbal medicine. The NHAA believes that the existence of such a set of guidelines can only be beneficial to the profession in the long term. As such, included in Appendix 2 of this document is an outline of areas of similarity between the NHAA Curriculum and the Health Training Package for Advanced Diploma of Western Herbal Medicine, to assist in mapping. However it must be noted that this document is not a substitute for the documents as published by on training.gov.au, nor can it be regarded as a definitive or official mapping document.

The NHAA Curriculum takes a slightly different approach to the description of education requirements than the HTP. The HTP's are designed for the VET<sup>ii</sup> sector, with their emphasis being on "competencies"<sup>iii</sup> rather than knowledge and concepts such as philosophy, which are integral to the herbal medicine education. Although there are certain strengths to the "competency-based" system, there are also weaknesses especially within the context of University education, which is not part of the VET sector. For these reasons the way our requirements are described and formatted is different, but complementary to the systems found in the HTP.

## **Title of Qualification**

The National Health Training Package has introduced standard qualification titles – for example "Advanced Diploma of Western Herbal Medicine", and "Advanced Diploma of Naturopathy". Although in many cases institutions will be adhering to these Training Packages and therefore qualification titles, we realise that in some cases training institutions may actually be pursuing a different, possibly higher qualification level, such as a Degree. Therefore qualification titles may vary. The minimum qualification level accepted by the NHAA at present is Advanced Diploma, which will continue until the end of teach out period in December 2018. The NHAA has long advocated for the move towards higher qualifications, such as Bachelor degree, as entry level for the profession and will be supportive of all stakeholders through this period of transition. Details related to the Advanced Diploma teach out: [www.nhaa.org.au/mediareleases/news/932-teach-out-period-extended-for-advanced-diplomas-2](http://www.nhaa.org.au/mediareleases/news/932-teach-out-period-extended-for-advanced-diplomas-2)

## **NHAA Policy on Degree Pathways**

Some private training institutions have come to arrangements with universities to provide "degree pathway" options for students. These degrees are often health science-based degrees which are an addition to the "natural therapies" qualifications issued by the primary training provider. Such courses may be inherently linked, with units from the university course being required to progress within the private training institution's course, and vice-versa.

The NHAA, in principle, encourages the furthering of education, however we do not provide accreditation for qualifications which themselves do not contain herbal medicine content. For example: a training provider offers an Advanced Diploma of Western Herbal Medicine, and has an arrangement with a university which also gives the student a Bachelor of Health Science. The NHAA will, upon successful application, accredit the Advanced Diploma of Western Herbal Medicine, but not the Bachelor of Health Science.

### **Provision of Modules by Various Providers (including “degree pathways”)**

Institutions may choose to outsource some of the components of their training course to other providers. An example of this is again found in many of the “degree pathway” arrangements, where sciences such as anatomy may be provided by the university, and the alternative/complementary medicine aspects of training are provided “in-house”.

As the provider of the primary qualification (the qualification for which your institution is seeking NHAA Accreditation), your institution is regarded as being responsible for all the elements of training, regardless of whether they are conducted in house, or some elements are supplied by other providers.

Therefore your institution must supply the details and mappings of all subject material related to this curriculum, even if that involves external providers. Details of the external provider must also be supplied to the NHAA. It is the responsibility of your institution (as the provider of the primary qualification) to monitor and ensure that any and all external providers continue to meet the necessary requirements throughout the period of NHAA Course Accreditation. Significant alterations in course content and/or delivery by external providers which affect the requirements of NHAA Course Accreditation, may result in the suspension or cancellation of Course Accreditation.

### **NHAA Policy on Delivery Methods**

In recent times the delivery of training has become more flexible, and in many cases is no longer confined to the face-to-face lecture environment. New delivery methods<sup>ii</sup> and distance learning<sup>ii</sup> (students enrolled in course do not attend the institution, but study off-campus) bring a different style to learning. Nevertheless there is some common ground – both forms require a certain amount of time acquiring knowledge/skill, then more time revising, improving and extending knowledge/skill.

When reviewing a course for accreditation, the Examiners consider the delivery method(s) involved in each module. Allowance is made for flexible delivery approaches and for the extra learning done by a student outside of the formal teaching delivery situation.

In general the NHAA embraces innovative methods of teaching and learning, however we also realise that some subjects present a significant challenge to the provider if they are to be delivered outside the traditional environment where the student has regular access to their teachers. Access to modern communication tools such as telephone assistance, email or web-based internet resources including discussion boards, internet instant messaging, traditional or internet-based teleconferencing, and multimedia resources, can allow effective teacher/student communication and help to overcome some of the barriers of distance or external learning.

For subjects which have been identified as being difficult to deliver through distance or external education (as specified in the Curriculum), the NHAA requires that the institution show that they have set up specific and suitable methods to overcome these difficulties, such as employment of some of the communication tools listed above.

### **NHAA Policy on Subjects Not Covered in the NHAA Curriculum**

The NHAA recognises that certain institutions choose to provide certain areas of speciality or additional training in their courses for various reasons. We encourage such specialities and further training, and see this as a way of producing a professional community of herbalists who are stronger for their diversity of skills and experience. Although these specialities are not generally assessed by the NHAA, we request that your Course Accreditation Application show these subjects and areas of speciality (such as in your course and module outlines).

In certain circumstances where courses are designed around certain specialities, the NHAA may (at the expert discretion of the Examiners) take this into consideration in reviewing an Application for Course Accreditation.

### **Recognition of Prior Learning/Current Competency**

In some cases a training provider may expect that students have undergone training elsewhere before commencing their herbal medicine training (Prior Learning/Current Competency<sup>ii</sup>). In such cases, certain aspects of the NHAA Curriculum may be regarded as a prerequisite<sup>ii</sup> knowledge/skill by the training provider awarding the herbal medicine qualification.

In these situations, for the NHAA to be able to grant course accreditation, your institution must provide detailed information about the components deemed to be prerequisite knowledge/skill as they relate to the NHAA Curriculum, and how your institution determines that these components have been satisfactorily completed by students.

### **NHAA Policy on Courses Which Deliver Herbal Education Only**

The NHAA recognises that some training providers choose to specialise in the provision of herbal medicine education and adequately provide this level of training. However they are either not equipped to provide, or decide against providing the other subjects such as the medical sciences. Nevertheless the knowledge and skills contained in these other subjects are integral to the training of a competent herbal clinician. For many of these courses, the student is expected to have already gained this knowledge and skill prior to commencing training, or gain the knowledge and skills through other training prior to finishing their herbal training.

Therefore the NHAA allows providers who choose not to provide certain essential subjects (but still wish to pursue NHAA Course Accreditation) to provide details of their methods of assessment. The details provided must include the full process of evaluation of both prior and concurrent learning/competency in the applicable subject areas. These details must be submitted with the application for Course Accreditation, and clearly indicate how the assessment methods operate, and how/where they apply to the NHAA Curriculum.

## Training Provider Quality

Training providers who provide courses which are accredited by the NHAA should adhere to certain quality standards, as outlined below. The institution is expected to be able to meet, or be implementing methods to meet these standards upon submitting an Application for NHAA Course Accreditation, and may be required to provide documentation to the NHAA regarding this if requested to do so.

The training institution should:

- 1) Keep written policies and procedures for ensuring training and assessment consistent with its described course(s) and the intent of the described course(s).
- 2) Have an organisational chart and statements of roles and duties for all staff, both academic and administrative.
- 3) Have documented policies and procedures for dealing with customer complaints, grievances and appeals in a constructive and timely manner, which include:
  - each complaint, grievance, appeal and its outcome is recorded.
  - each appeal is heard by an independent person or panel.
  - each appellant has an opportunity to formally present their case and is given a written statement of the appeal outcome(s), including reasons for the decision.
- 4) Have a written agreement with any other providers of training/education/assessment which relate to the course(s) delivered, and adhere to this agreement.
- 5) Have procedures to collect and analyse client and staff feedback in relation to their satisfaction with provision of educational and other services.
- 6) Develop and implement procedures to review policies and procedures in relation to such feedback.
- 7) Develop and implement policies and procedures related to continuous quality improvement in relation to services provided.
- 8) Comply with relevant State or Territory laws including Commonwealth or State/Territory legislation on:
  - workplace health and safety.
  - workplace harassment, victimisation, and bullying.
  - anti-discrimination, including equal opportunity, racial vilification, and disability discrimination.
- 9) Staff are provided with information about legislation which affects their duties, and clients are provided with information or sources of such information that significantly affects their participation in education/training.
- 10) Ensure that it has all the necessary insurance to cover aspects of its business, including workers compensation, public liability, professional indemnity, and building and contents insurance.
- 11) Possess effective financial management procedures, which include accurate bookkeeping, systems for the protection of fees paid in advance, and fair and reasonable refund policies.
- 12) Have accurate and secure records management procedures, including retention, archiving and retrieval of student records including academic results for a period of 30 years, and securing of confidential information.
- 13) Maintain up-to-date records of academic staff qualifications and experience.
- 14) Maintain proper version tracking control procedures for all documents relevant to the provision of education/training.

- 15) Disseminate clear and accurate information to each client, prior to enrolment, about:
  - student selection, enrolment and induction/orientation procedures.
  - course information, including content and outcomes.
  - fees and charges, including refund policies and exemptions (where applicable).
  - appeals, complaints and grievance procedures.
  - disciplinary procedures.
  - Recognition of Prior Learning or Current Competency arrangements.
- 16) Implement effective procedures for the recruitment, induction and ongoing development, and performance monitoring of each member of its staff who is involved in the provision of education/training, assessment, or client service.
- 17) Ensure that assessments are reliable, valid and fair within the context of the element(s) being assessed, and incorporate appeal mechanisms.
- 18) Ensure that marketing and advertising of their institution and education/training services are ethical and accurate, and do not involve the improper use of information obtained from other persons or organisations.

Many of these requirements are consistent with standards expressed in the document entitled “Standards for Registered Training Organisations – 2015” These replace the Standards for NVR RTOs 2012, details published by the Australian Skills Quality Authority (ASQA). For more information visit [http://www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-\(rtos\)-2015.html](http://www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-(rtos)-2015.html)

### Lecturer Requirements

Lecturers or teachers who deliver the content of an Accredited Course should meet certain general criteria as outlined below:

- Suitable and recognised qualifications in the subject material in which they teach.
- Suitable duration of experience of application of the knowledge and skills which they teach.
- Suitable skill in the general aspects of provision of education and assessment.
- Sound character and reputation.
- Specific lecturer requirements as detailed under each subject in the Curriculum.

Due to the demanding nature of the provision of education and assessment, and the need for quality in course delivery, it is recommended that all lecturers have undergone, or be in the process of undergoing training in the design, delivery and assessment of courses.

The educational institution is required to assess the suitability of their educators (for example, through review of their Curriculum Vitae and interview process), and may be required to provide documentation regarding the suitability of their educators to the NHAHA if requested to do so.



# Herbal Medicine Curriculum

## Key To Information in the Curriculum

The following provides important information on the format and interpretation of the requirements of each subject presented in this Course Accreditation Curriculum.

### NHAA Subject Code & Name

The Subject Name is the name the NHAA uses to describe a particular set of related content requirements. Although you may choose to do so, it is not necessary for your institution to use the same subject names.

The Subject Code is a 3 letter designation used to quickly identify the NHAA Curriculum Subject. It is used when making reference to similarities between your institution's subject modules/units and areas in the NHAA Curriculum.

### Overview & General Objectives

Describes the essence of the subject and its objectives.

### Subject Content Requirements

Rather than simply defining a series of learning outcomes<sup>ii</sup>, this section is an overview of actual content requirements. This can also serve to provide your institution and course designers with useful information on what is necessary to achieve desired outcomes. Each particular subject content requirement is identified by a unique code.

It is important to note that all the subject content requirements in each of the NHAA Curriculum Subjects must be covered in your institution's course in order for Course Accreditation to be granted. Additional subjects and requirements may also be taught at the discretion of your institution (although these should also be declared in your application).

However the order of delivery, and the unit/module<sup>ii</sup> in which each subject content requirement is taught, is at the discretion of your institution. For example, for a particular NHAA Subject, the Content Requirements may be split between two or more of your institution's modules/units. This is why the "Curriculum Mapping" document has the provision for your institution to indicate which of your module(s) provides each and every NHAA Subject Content Requirement, and why it is so important that this document be fully completed before submitting your application.

### Suggested Prerequisites & Corequisites

These are suggestions in regards to the order or delivery of Content Requirements of NHAA Curriculum Subjects. These are not compulsory, however they do provide a logical arrangement of training which may assist in the development and delivery of subjects.

### Suggested Delivery Method/Type<sup>ii</sup>

There are two main forms of delivery of course content outlined in this curriculum: "face-to-face" and "distance/external". For many subjects either form of delivery would be suitable, and it is the choice of your institution how you will deliver those Subject Requirements. However for some Curriculum Subjects, distance/external delivery methods may be difficult due to the nature of the material, and this will be indicated here. Please see the section entitled "NHAA Policy on Delivery Methods" for further information.



## Lecturer Requirements

It is important for your institution to ensure that all lecturers/facilitators are suitably qualified in both the material they are teaching, as well as the process of teaching itself. These and any other requirements related to the lecturer are listed here. See also the sections entitled “Lecturer Requirements” and “Training Provider Quality”.

## Hours of Study

This indicates the minimum amount of time necessary to acquire the skills and knowledge presented in each Subject. These minimum hour requirements include allowance for 25% home study. In other words, for AAP Anatomy & Physiology, 120 hours are required, which can consist of 90 hours being delivered by the training institution, and 30 hours being allowed for individual home study and assignment work.

Hours identified as being related to a particular NHAA Subject should be associated with that subject alone. Hours cannot be “reused” for various subjects. For example, if one of your institution’s modules/units<sup>ii</sup> includes both herbal therapeutics training (NHAA HTH – Herbal Therapeutics) and materia medica training (NHAA MME – Materia Medica), this needs to be identified, and the hours for each subject area appropriately allocated on the “Curriculum Mapping” document. These hours cannot be referred to again in the requirements for any other NHAA Subject.

## Suggested Assessment Formats

This section includes suggested methods of assessing students for that subject. Except for the subject CLT Clinical Training, these are only guidelines, and other suitable methods may be employed at the discretion of your institution. For CLT Clinical Training, the assessment methods outlined must be used at a minimum, however additional assessment methods may also be employed at the discretion of your institution.



## Summary of Subjects & Hour Requirements

Subject Code	Subject Name	Hours
<b>Medical Science Subjects</b>		
AAP	Anatomy & Physiology	120
CHE	Chemistry	50
BCH	Biochemistry	50
PAT	Pathophysiology	60
PHM	Pharmacology	40
<b>Medical Science Subjects Total:</b>		<b>320</b>
<b>Clinical Science Subjects</b>		
SAD	Symptomatology & Diagnosis	180
NUT	Nutritional Medicine	80
<b>Clinical Science Subjects Total:</b>		<b>260</b>
<b>Herbal Subjects</b>		
HAP	History & Philosophy	30
MPI	Medicinal Plant Identification & Classification	40
MME	Materia Medica	100
HTH	Herbal Therapeutics	160
MPD	Manufacturing, Processing & Dispensing	50
HPP	Herbal Pharmacology & Pharmacognosy	60
<b>Herbal &amp; Therapeutic Subjects Total:</b>		<b>440</b>
<b>Other Subjects</b>		
IRS	Introduction to Research Skills	50
WHS	Workplace Health & Safety	20
CAC	Communication & Counselling	60
PPE	Professional Practice & Ethics	30
<b>Other Total:</b>		<b>110</b>
<b>Clinical Training</b>		
CLT	Clinical Training (requirements specify mixture of consultations and hours logged. Hours in this table are an estimate only).	250
<b>Clinical Training Approximate:</b>		<b>250</b>
<b>Totals:</b>		<b>1380</b>

Note that the hours listed above do not include the significant Self-Directed Study which will be required in each subject but which is not part of the assessment of a course for NHAA Course Accreditation.

## **AAP Anatomy & Physiology**

### **Overview & General Objectives**

To understand the structure and function of the human body, as a background to the understanding of how disease processes impact upon the patient. It will form the basis of knowledge required to pursue the study of Pathology & Pathophysiology.

### **Subject Content Requirements**

<b>AAP_01</b>	Anatomical terminology
<b>AAP_02</b>	Levels of organisation and structure of the human body
<b>AAP_03</b>	Cellular structure and function, including subcellular organelles, and genetics
<b>AAP_04</b>	Structure and function of the musculoskeletal system
<b>AAP_05</b>	Structure and function of the nervous system
<b>AAP_06</b>	Structure and function of the endocrine system
<b>AAP_07</b>	Structure and function of the blood and cardiovascular systems
<b>AAP_08</b>	Structure and function of the lymphatic system
<b>AAP_09</b>	Structure and function of the respiratory system
<b>AAP_10</b>	Structure and function of the male & female reproductive system
<b>AAP_11</b>	Structure and function of the integumentary system
<b>AAP_12</b>	Structure and function of the immune and defence system
<b>AAP_13</b>	Structure and function of the sensory systems
<b>AAP_14</b>	Structure and function of the gastrointestinal system
<b>AAP_15</b>	Structure and function of the urinary system
<b>AAP_16</b>	Introduction & overview of embryology
<b>AAP_17</b>	Tissue biochemistry overview

### **Suggested Prerequisites**

n/a

### **Suggested Corequisites**

n/a

### **Suggested Delivery Method**

Face-to-face or distance/external via facilitated online flexible learning.

### **Lecturer Requirements**

- Suitable qualifications and/or experience within the subject area.

### **Hours of Study**

120

### **Suggested Assessment Formats**

Theory examinations; quizzes; assignments; laboratory work/attendance.

## CHE Chemistry

### Overview & General Objectives

The objective of this subject is to provide the student with foundational knowledge in chemistry that will enable further study and acquisition of skills in the areas of human physiology, pathology, biochemistry and herbal medicine.

### Subject Content Requirements

CHE_01	Chemistry basics
CHE_02	Chemical interactions
CHE_03	Organic chemistry basics
CHE_04	Organic chemical reactions
CHE_05	Introduction to biological chemistry

### Suggested Prerequisites

None

### Suggested Corequisites

None

### Suggested Delivery Method

Face-to-face or distance/external via facilitated online flexible learning.

### Lecturer Requirements

- Suitable qualifications and/or experience within the subject area.

### Hours of Study

50

### Suggested Assessment Formats

Theory examinations; quizzes; assignments; laboratory work/attendance.

## **BCH Biochemistry**

### **Overview & General Objectives**

The objective of this subject is to provide an understanding of the chemistry of the human body to improve understanding of physiological processes and disease processes, and in turn lead to a better understanding of the application of herbal medicines.

### **Subject Content Requirements**

<b>BCH_01</b>	Structure and function of biological macromolecules
<b>BCH_02</b>	Overview of metabolic processes
<b>BCH_03</b>	Glycolysis, Krebs' Cycle and The Electron Transport Chain
<b>BCH_04</b>	Metabolism of Carbohydrates, Lipids, Proteins
<b>BCH_05</b>	Role of vitamins in metabolism
<b>BCH_06</b>	Blood production and biochemistry
<b>BCH_07</b>	Nucleic acids and DNA
<b>BCH_08</b>	Genes, chromosomes and principles of gene regulation

### **Suggested Prerequisites**

<b>CHE</b>	Chemistry
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### **Suggested Corequisites**

n/a

### **Suggested Delivery Method**

Face-to-face or distance/external via facilitated online flexible learning.

### **Lecturer Requirements**

- Suitable qualifications and/or experience within the subject area.

### **Hours of Study**

50

### **Suggested Assessment Formats**

Theory examinations; quizzes; assignments; laboratory work/attendance.

## **PAT Pathophysiology**

### **Overview & General Objectives**

To understand the changes (physical and biochemical) which occur in a variety of diseases states, and their impact on the patient at cellular, tissue and whole body levels. Emphasis should be placed on an understanding of the processes of disease and the relevance of this information in a clinical environment.

### **Subject Content Requirements**

<b>PAT_01</b>	The cell and cellular injury, metaplasia, dysplasia, neoplasia and carcinoma
<b>PAT_02</b>	Atrophy and ageing
<b>PAT_03</b>	Acute and chronic inflammation
<b>PAT_04</b>	Immune mediated disorders
<b>PAT_05</b>	Allergy and sensitivity
<b>PAT_06</b>	Pathophysiology of systems listed in Anatomy & Physiology (AAP)
<b>PAT_07</b>	Environmental impacts on the body
<b>PAT_08</b>	Micro-organisms in health and disease (microbiology)

### **Suggested Prerequisites**

<b>CHE</b>	Chemistry
<b>AAP</b>	Anatomy & Physiology

### **Suggested Corequisites**

<b>BCH</b>	Biochemistry
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### **Suggested Delivery Method**

Face-to-face or distance/external via facilitated online flexible learning.

### **Lecturer Requirements**

- Suitable qualifications and/or experience within the subject area.

### **Hours of Study**

60

### **Suggested Assessment Formats**

Theory examinations; quizzes; assignments; laboratory work/attendance.

## PHM Pharmacology

### Overview & General Objectives

The objective of this subject is to provide the student of an awareness and understanding of commonly employed conventional pharmaceutical agents, their modes of action, uses, cautions and contraindications, adverse reactions, as well as drug/herb and drug/nutrient interactions.

### Subject Content Requirements

PHM_01	Basic Concepts, including terminology, and general principles of pharmacodynamics and pharmacokinetics
PHM_02	Drugs affecting the systems listed in anatomy & physiology
PHM_03	Main mechanisms of adverse drug reactions, teratogenicity
PHM_04	Sourcing and interpreting information on drugs, including adverse reactions and interactions and drug/herb and drug/nutrient interactions

### Suggested Prerequisites

CHE	Chemistry
BCH	Biochemistry
AAP	Anatomy & Physiology

### Suggested Corequisites

PAT	Pathophysiology
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### Suggested Delivery Method

Face-to-face or distance/external via facilitated online flexible learning.

### Lecturer Requirements

- Suitable qualifications and/or experience within the subject area.

### Hours of Study

40

### Suggested Assessment Formats

Theory examination and quizzes; literature research; theory assignment.

## SAD Symptomatology & Diagnosis

### Overview & General Objectives

To allow the student to gain the knowledge and skills necessary to elicit and understand the relevance of symptoms and signs in patients. In particular it should encourage the student to utilise concepts of pattern recognition and probability to recognise and determine the nature of the health complaints of patients from a diagnostic and prognostic perspective.

### Subject Content Requirements

**SAD\_01** Clinical manifestations (symptoms and signs) and laboratory investigations – relative merits and integration of information

**SAD\_02** The concept of primary and differential diagnosis

*Note: Each of the content requirements listed below must include a review of the primary symptoms and signs, physical examination procedures, laboratory investigations associated with that system, and information on aetiology, clinical manifestations, laboratory values, differential diagnosis, complications, and prognosis for each of the most commonly treated diseases of that system.*

**SAD\_03** Gastrointestinal disorders

**SAD\_04** Hepatobiliary disorders

**SAD\_05** Respiratory disorders

**SAD\_06** Ear, nose and throat disorders

**SAD\_07** Musculoskeletal and connective tissue disorders

**SAD\_08** Reproductive disorders in males and females

**SAD\_09** Urinary disorders

**SAD\_10** Endocrine disorders

**SAD\_11** Neurological disorders

**SAD\_12** Psychological and psychiatric disorders

**SAD\_13** Immunological disorders

**SAD\_14** Nutritional and metabolic disorders

**SAD\_15** Cardiovascular disorders

**SAD\_16** Haematological disorders

**SAD\_17** Ophthalmologic disorders

**SAD\_18** Dermatological disorders

**SAD\_19** Infectious disorders

**SAD\_20** Physical examination

### Suggested Prerequisites

**AAP** Anatomy & Physiology

### Suggested Corequisites

**PAT** Pathophysiology

### Suggested Delivery Method

Face-to-face or distance/external via facilitated online flexible learning.





### **Lecturer Requirements**

- Suitable qualifications and/or experience within the subject area.
- At least two (2) years of clinical experience in a health care modality.

### **Hours of Study**

180

### **Suggested Assessment Formats**

Theory examinations; assignments; case studies; literature research.

## **NUT Nutritional Medicine**

### **Overview & General Objectives**

This subject aims to give the student an understanding of the fundamental concepts, terminology and knowledge of nutrition and its role in the prevention and treatment of disease as well as the processes involved in becoming responsible for one's own health. The student will explore the how the study of nutrition is being used as a means of preventing, delaying the onset of, and treating a number of chronic diseases that are related to nutrition and lifestyle. The students will also develop an understanding of how to use Nutritional Medicine side by side with Herbal Medicine.

### **Subject Content Requirements**

<b>NUT_01</b>	Terminology
<b>NUT_02</b>	Food habits and factors affecting food consumption
<b>NUT_03</b>	The major characteristics of the Australian diet
<b>NUT_04</b>	Meeting energy needs
<b>NUT_05</b>	The basis of a healthy diet
<b>NUT_06</b>	Macronutrients and micronutrients
<b>NUT_07</b>	Water
<b>NUT_08</b>	Antioxidants
<b>NUT_09</b>	Introduction to nutritional therapeutics
<b>NUT_10</b>	Drug/Nutrient and herb/nutrients interactions

### **Suggested Prerequisites**

<b>AAP</b>	Anatomy & Physiology
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### **Suggested Corequisites**

<b>MME</b>	Materia Medica
<b>PAT</b>	Pathophysiology
<b>SAD</b>	Symptomatology & Diagnosis

### **Suggested Delivery Method**

Face-to-face or distance/external via facilitated online flexible learning.

### **Lecturer Requirements**

- Suitable qualifications and/or experience within the subject area.

### **Hours of Study**

80

### **Suggested Assessment Formats**

Theoretical examination and quizzes; literature research; case studies and presentations.

## **HAP History & Philosophy**

### **Overview & General Objectives**

The objective of this subject is to provide the underpinning knowledge required to practice Western Herbal Medicine ethically within a framework of the historical and philosophical approaches to Western Herbal Medicine.

### **Subject Content Requirements**

<b>HAP_01</b>	History and philosophies of major historical figures in Western Herbal Medicine
<b>HAP_02</b>	Other Ancient healers and systems – Egyptian, Greek, Roman, Arabic
<b>HAP_03</b>	Traditions of Western Herbal Medicine (Humoral Theory, Physiomedicalism, Eclectic Movement, Doctrine of Signatures)
<b>HAP_04</b>	Introduction to the Ayurvedic and Chinese Systems with differentiation from Western Systems
<b>HAP_05</b>	The development of modern herbalism

### **Suggested Prerequisites**

n/a

### **Suggested Corequisites**

n/a

### **Suggested Delivery Method**

Face-to-face or distance/external via facilitated online flexible learning.

### **Lecturer Requirements**

- Suitable qualifications and/or experience within the subject area.

### **Hours of Study**

30

### **Suggested Assessment Formats**

Theory examinations; assignments; literature research; presentations.

## **MPI Medicinal Plant Identification & Classification**

### **Overview & General Objectives**

This subject is aimed at ensuring students can accurately identify herbal material used as medicines. The subject must include the skills required for identification, including botany, plant morphology and use of a botanical key, for the following herbal medicines.

### **Subject Content Requirements**

<b>MPI_01</b>	Botany nomenclature
<b>MPI_02</b>	Plant taxonomy (including morphology, plant families, structure, use of botanical keys)
<b>MPI_03</b>	Harvesting and wildcrafting (harvesting to conserve species, issues of environmental awareness, wildcrafting in appropriate environments)
<b>MPI_04</b>	Identification of common medicinal plants
<b>MPI_05</b>	Identification of common poisonous plants
<b>MPI_06</b>	Identification of dried plant material using organoleptic methods

### **Suggested Prerequisites**

n/a

### **Suggested Corequisites**

n/a

### **Suggested Delivery Method**

Face-to-face or distance/external via facilitated online flexible learning.  
Use of photography/video resources, slide material and field trips is recommended.

### **Lecturer Requirements**

- Suitable qualifications and/or experience within the subject area.

### **Hours of Study**

40

### **Suggested Assessment Formats**

Theory and practical examinations; assignments; presentations.

### **Notes**

It may be appropriate for an institution to outsource this subject to specific experts, which may involve specialised plant identification workshops or field schools. If this is desired, the NHAHA may be able to assist in finding appropriate experts.

## MME Materia Medica

### Overview & General Objectives

This subject gives an understanding of herbal medicines by teaching the actions, indications, constituents, contraindications and differential materia medica. It enables the student to develop a working understanding of the herbs in relation to the different systems of the body and to become both competent and confident in the use of these herbs for a wide variety of disease states.

The list of 75 herbs below is **mandatory**, and evidence that they are taught must be provided. A total of at least 150 herbs must be taught across the whole curriculum (including mandatory herbs)

The second list below contains the restricted/ scheduled herbs that are also **mandatory**.

### Subject Content Requirements

*Note: For each herbal medicine taught, the following must be covered: botanical name, common name(s), part used, known active constituents, actions, indications, cautions, contraindications, preparation and dosage.*

#### MME\_01 Mandatory list (total 75);

<i>Achillea millefolium</i>	Yarrow, Milfoil
<i>Aesculus hippocastanum</i>	Horse Chestnut
<i>Allium sativum</i>	Garlic
<i>Aloe spp.</i>	Aloe Vera
<i>Althaea officinalis</i>	Marshmallow
<i>Andrographis paniculata</i>	Andrographis
<i>Arctium lappa</i>	Burdock
<i>Arctostaphylos uva-ursi</i>	Bearberry
<i>Astragalus membranaceus</i>	Astragalus
<i>Avena sativa</i>	Oats
<i>Bacopa monnieri</i>	Bacopa
<i>Berberis vulgaris</i>	Barberry
<i>Boswellia serrata</i>	Boswellia
<i>Bupleurum falcatum</i>	Bupleurum
<i>Calendula officinalis</i>	Pot Marigold, Calendula
<i>Capsicum minimum</i>	Capsicum, Cayenne
<i>Centella asiatica</i>	Gotu Kola
<i>Cinnamomum zeylanicum/ C. cassia</i>	Cinnamon
<i>Crataegus oxycantha/C. monogyna</i>	Hawthorn
<i>Curcuma longa</i>	Turmeric
<i>Echinacea angustifolia/E. purpurea/E. pallida</i>	Echinacea
<i>Eleutherococcus senticosus</i>	Siberian Ginseng

<i>Equisetum arvense</i>	Horsetail
<i>Euphrasia officinalis</i>	Eyebright
<i>Filipendula ulmaria</i>	Meadowsweet
<i>Foeniculum vulgare</i>	Fennel
<i>Fucus vesiculosus</i>	Bladderwrack
<i>Galium aparine</i>	Clivers
<i>Gentiana lutea</i>	Gentian
<i>Ginkgo biloba</i>	Ginkgo
<i>Glycyrrhiza glabra</i>	Licorice
<i>Gymnema sylvestre</i>	Gymnema
<i>Hamamelis virginiana</i>	Witch Hazel
<i>Harpagophytum procumbens</i>	Devil's Claw
<i>Humulus lupulus</i>	Hops
<i>Hydrastis canadensis</i>	Golden Seal
<i>Hypericum perforatum</i>	St John's Wort
<i>Inula helenium</i>	Elecampane
<i>Lavandula officinalis</i>	Lavender
<i>Leonurus cardiaca</i>	Motherwort
<i>Matricaria recutita</i> /M. <i>chamomilla</i> / <i>Chamomilla recutita</i>	Chamomile
<i>Melissa officinalis</i>	Lemon Balm
<i>Mentha x piperita</i> spp.	Peppermint
<i>Paeonia lactiflora</i>	Peony
<i>Panax ginseng</i>	Panax Ginseng
<i>Passiflora incarnata</i>	Passionflower
<i>Phytolacca decandra</i> /P. <i>americana</i>	Poke Root
<i>Piper methysticum</i>	Kava Kava
<i>Rehmannia glutinosa</i>	Rehmannia
<i>Rhodiola rosea</i>	Rhodiola
<i>Rosmarinus officinalis</i>	Rosemary
<i>Rumex crispus</i>	Yellow Dock
<i>Salix alba</i>	White Willow
<i>Salvia officinalis</i>	Sage
<i>Sambucus nigra</i>	Elder
<i>Schisandra chinensis</i>	Schisandra
<i>Scutellaria baicalensis</i>	Baical Skullcap
<i>Scutellaria lateriflora</i>	Skullcap

<i>Serenoa serrulata/S. repens</i>	Saw Palmetto
<i>Silybum marianum</i>	St Mary's Thistle
<i>Taraxacum officinale folia*</i>	Dandelion (leaf)
<i>Taraxacum officinale radix*</i>	Dandelion (root)
<i>Thuja occidentalis</i>	Thuja
<i>Thymus vulgaris</i>	Thyme
<i>Trigonella foenum-graecum</i>	Fenugreek
<i>Turnera diffusa</i>	Damiana
<i>Urtica dioica/U. urens</i>	Nettle
<i>Vaccinium myrtillus</i>	Bilberry
<i>Valeriana officinalis</i>	Valerian
<i>Verbascum thapsus</i>	Mullein
<i>Verbena officinalis</i>	Vervain
<i>Vitex agnus-castus</i>	Chaste Tree
<i>Withania somnifera</i>	Withania
<i>Zea mays</i>	Corn (silk)
<i>Zingiber officinale</i>	Ginger
<i>Zizyphus spinosa/ Z. jujube</i>	Zizyphus

\* NB counts as one herb only

**MME\_02 Restricted/ scheduled mandatory list**

<i>Atropa belladonna</i>	Deadly Nightshade
<i>Borago officinalis</i>	Borage
<i>Cannabis sativa/C. indica</i>	Cannabis, Marijuana
<i>Digitalis lanata/D. purpurea</i>	Foxglove
<i>Ephedra sinica/E. spp.</i>	Ma Huang, Ephedra
<i>Lobelia inflata</i>	Indian Tobacco
<i>Symphytum officinalis</i>	Comfrey
<i>Tussilago farfara</i>	Coltsfoot

**MME\_03 Elective List: 75 Herbs as elected by the training institution**

Note: A full list of additional elective herbs must be provided and mapped as per MME\_01 and MME\_02. All lists may be provided together in spreadsheet form also.

**Suggested Prerequisites**

**MPI** Medicinal Plant Identification & Classification

**Suggested Corequisites**

**AAP** Anatomy & Physiology

**CHE** Chemistry

**Suggested Delivery Method**

- Face-to-face or distance/external via facilitated online flexible learning.

**Lecturer Requirements**

- Suitable qualifications and/or experience within the subject area.
- At least three (3) years of clinical experience in herbal medicine.

**Hours of Study**

100

**Suggested Assessment Formats**

Literature research relating to specific herbs; presentations and group work; presentation of personal compilation of materia medica; quizzes; theory examination.



## HTH Herbal Therapeutics

### Overview & General Objectives

The objective of this subject is to instruct the student in principles of herbal treatment, and to develop the ability to utilise herbal medicines to manage various health complaints in all the major body systems.

### Subject Content Requirements

HTH_01	Principles of herbal treatment and treatment structure
HTH_02	Principles and method of constructing liquid formulations
HTH_03	Dosage principles: <ul style="list-style-type: none"><li>• general principles</li><li>• geriatric and paediatric dosage</li><li>• other patient factors influencing dosage</li></ul>

*Note: Each of the content requirements listed below must include a review of the general herbal considerations for treatment of the relevant body system, including issues of maintenance and prevention utilising herbal medicines, and interactions of herbal medicines with other medicines where applicable.*

HTH_04	Gastrointestinal disorders
HTH_05	Hepatobiliary disorders
HTH_06	Respiratory disorders
HTH_07	Ear, nose and throat disorders
HTH_08	Ophthalmologic disorders
HTH_09	Psychological and psychiatric disorders
HTH_10	Immunological disorders
HTH_11	Infectious disorders ( <i>may be covered under other body systems</i> )
HTH_12	Musculoskeletal and connective tissue disorders
HTH_13	Dermatological disorders
HTH_14	Reproductive disorders in males and females
HTH_15	Urinary disorders
HTH_16	Endocrine disorders
HTH_17	Neurological disorders
HTH_18	Cardiovascular & haematological disorders

### Suggested Prerequisites

AAP	Anatomy & Physiology
CHE	Chemistry

### Suggested Corequisites

MME	Materia Medica
PAT	Pathophysiology
SAD	Symptomatology & Diagnosis
HPP	Herbal Pharmacology & Pharmacognosy

### **Suggested Delivery Method**

At least one half of the Primary Instruction hours is recommended to be delivered face-to-face. If delivered through distance/external education, then suitable online conferencing tools must be made available for regular tutor/student interaction, and performance and assessment of practical aspects of this subject.

### **Lecturer Requirements**

- Suitable qualifications and/or experience within the subject area.
- At least three (3) years of clinical experience in herbal medicine.

### **Hours of Study**

160

### **Suggested Assessment Formats**

Theory examinations and quizzes; assignments; case studies and case presentations; literature research; NHAA and other herbal seminar attendance.

## **MPD Manufacturing, Processing & Dispensing**

### **Overview & General Objectives**

The objective of this subject is to provide the necessary skills and knowledge to process; manufacture and dispense herbal medicines.

### **Subject Content Requirements**

<b>MPD_01</b>	Growing, harvesting, drying and storage
<b>MPD_02</b>	Processing
<b>MPD_03</b>	Manufacturing, packaging and storage of oral solid and liquid dosage forms, topical preparations
<b>MPD_04</b>	Legal requirements of manufacturing, including Therapeutic Goods Act regulations
<b>MPD_05</b>	Purchasing from other manufacturers, including Therapeutic Goods Act regulations and Quality Issues in Manufacturing
<b>MPD_06</b>	Formulating, dispensing & labelling

### **Suggested Prerequisites**

Nil

### **Suggested Corequisites**

<b>CHE</b>	Chemistry
<b>MPI</b>	Medicinal Plant Identification & Classification
<b>HTH</b>	Herbal Therapeutics

### **Suggested Delivery Method**

All Primary Instruction hours is recommended to be face-to-face, and involve a considerable amount of practical demonstration and participation. If delivered through distance/external education, then suitable online conferencing tools should be made available for regular tutor/student interaction, and performance and assessment of practical aspects of this subject.

### **Lecturer Requirements**

- Suitable qualifications and/or experience within the subject area.

### **Hours of Study**

50

### **Suggested Assessment Formats**

Theory quizzes; practical and theoretical assignments; practical participation and assessment.

### **Notes**

It may be appropriate for an institution to outsource this subject to specific experts, which may involve specialised manufacturing workshops or field schools. If this is desired, the NHAA may be able to assist in finding appropriate experts.

## HPP Herbal Pharmacology & Pharmacognosy

### Overview & General Objectives

The main objectives of this subject include teaching the student about the various groups of active chemicals found naturally in plants, including specific examples and their medicinal activity. Issues of pharmacokinetics, and factors influencing the chemistry of medicinal plants should be covered.

### Subject Content Requirements

HPP_01	Chemical complexity in medicinal plants
HPP_02	Principles of pharmacodynamics in relation to medicinal plants
HPP_03	Principles of pharmacokinetics in relation to medicinal plants
HPP_04	Factors influencing chemistry of medicinal plants and medicinal plant preparations
HPP_05	Adverse reactions of herbal medicines
HPP_06	Interactions of herbal medicines with other medicines

*Note: Each of the content requirements listed below must include a review of the chemistry of the constituent group, and also mention specific examples including known pharmacodynamic and pharmacokinetic information on each example.*

HPP_07	Alkaloids
HPP_08	Glycosides (including flavonoids, anthraquinones, saponins)
HPP_09	Phenols & tannins
HPP_10	Polysaccharides
HPP_11	Terpenes & sterols
HPP_12	Resins and volatile oils

### Suggested Prerequisites

CHE	Chemistry
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### Suggested Corequisites

MME	Materia Medica
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### Suggested Delivery Method

- Face-to-face or distance/external via facilitated online flexible learning.

### Lecturer Requirements

- Suitable qualifications and/or experience within the subject area.

### Hours of Study

60

### Suggested Assessment Formats

Theoretical examination and quizzes; literature research; practical demonstrations of constituent properties; theoretical assignments.

### Notes

This subject may also be taught through a pharmacologically based method involving discussion of pharmacological actions, and groups of plant chemicals known to contribute to these actions.

## IRS Introduction to Research Skills

### Overview & General Objectives

To gain a basic understanding of research in order to demonstrate the ability to critically analyse data and incorporate knowledge validated into evidence based paradigm of practice. Using skills obtained to contribute to the professional knowledge base of Western Herbal Medicine and Naturopathy.

### Subject Content Requirements

IRS_01	Research terminology, e.g. Evidence based practice
IRS_02	Research strategies
IRS_03	Research design
IRS_04	Validating research: Data analysis, reporting, publishing and presenting research
IRS_05	Research statistics
IRS_06	Maintaining clinical currency: Journals, data bases, conferences and seminars
IRS_07	Critiquing research: The literature review
IRS_08	Incorporating research into professional practice
IRS_09	Contributing to clinical research: Case series and single case studies ( $n=1$ )

### Suggested Prerequisites

Nil

### Suggested Corequisites

MME	Materia Medica
AAP	Anatomy and Physiology

### Suggested Delivery Method

- Face-to-face or distance/external via facilitated online flexible learning.

### Lecturer Requirements

- Suitable qualifications and/or experience within the subject area.

### Hours of Study

50

### Suggested Assessment Formats

Practical activities and literature review.

## WHS Workplace Health & Safety

### Overview & General Objectives

To understand and ensure a good working knowledge of the legislative and codes of practice requirements including duties and responsibilities of all parties under a general duty of care. Understanding to include clinical health and safety (client and practitioner), infection control AND management and advanced first aid.

### Subject Content Requirements

WHS_01	The Therapeutic Goods Act and SUSDP and its application to clinical practice
WHS_02	The model Work Health and Safety Act (2011), Safe Work Australia WHS Strategy, National Compliance and Enforcement Policy and jurisdictional status
WHS_03	Professional obligations and Duty of Care
WHS_04	Health and safety issues, including reporting guidelines for adverse reactions
WHS_05	Universal precautions and infection control guidelines
WHS_06	First aid

### Suggested Prerequisites

AAP	Anatomy & Physiology
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### Suggested Corequisites

CAC	Communication & Counselling
PPE	Professional Responsibilities and Performance
CLT	Clinical Training
HTH	Herbal Therapeutics

### Suggested Delivery Method

At least one half of the Primary Instruction hours is recommended to be delivered face-to-face. If delivered through distance/external education, then suitable online conferencing tools must be made available for regular tutor/student interaction, and performance and assessment of practical aspects of this subject.

### Lecturer Requirements

- Suitable qualifications and/or experience within the subject area.

### Hours of Study

20

### Suggested Assessment Formats

Theoretical examination; practical examination.

## CAC Communication & Counselling

### Overview & General Objectives

To understand and demonstrate the skills and knowledge required by practitioners to establish and maintain effective communication. Communication involves all interactions with clients, people within the workplace and external parties. To enhance effective communication, practitioners must also understand and demonstrate basic counselling skills to facilitate treatment.

### Subject Content Requirements

CAC_01	Principles of effective communication
CAC_02	Different modes of communication
CAC_03	Effective communication under unusual or special needs situations
CAC_04	Developing and maintaining effective relationships
CAC_05	Professional obligations, boundaries, relationships and Duty of Care
CAC_06	Basic counselling approaches and the human psyche
CAC_07	Recognising limitations of own counselling training and when to refer

### Suggested Prerequisites

nil

### Suggested Corequisites

WHS	Workplace Health & Safety
PPE	Professional Practice & Ethics
CLT	Clinical Training

### Suggested Delivery Method

Face-to-face. This subject requires regular dialogue between facilitators and students, and therefore is recommended to be delivered through face-to-face methods. If delivered through distance/external education, then suitable online conferencing tools must be made available for regular tutor/student interaction, and performance and assessment of practical aspects of this subject.

### Lecturer Requirements

- Suitable qualifications and/or experience within the subject area.
- At least three (3) years of clinical experience in a health care modality.

### Hours of Study

60

### Suggested Assessment Formats

Case studies and role plays; journaling; class participation; presentations; assignment.

## **PPE Professional Practice & Ethics**

### **Overview & General Objectives**

### **Subject Content Requirements**

PPE_01	Duty of Care
PPE_02	Knowledge of professional associations Code of Conduct
PPE_03	Patient privacy issues
PPE_04	Continuing Professional Education (CPE), including the NHAA CPE Program
PPE_05	Reporting guidelines for adverse reactions
PPE_06	Business management skills
PPE_07	Ethics in the health industry

### **Suggested Prerequisites**

HAP	History & Philosophy
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### **Suggested Corequisites**

CAC	Communication & Counselling
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### **Suggested Delivery Method**

- Face-to-face or distance/external via facilitated online flexible learning.

### **Lecturer Requirements**

- Suitable qualifications and/or experience within the subject area.

### **Hours of Study**

30

### **Suggested Assessment Formats**

Assignments; class presentations.



## CLT Clinical Training

### Overview & General Objectives

The principle aim of clinical training is to allow students to apply knowledge and skills learned in other stages of training, and to assess their ability to do so in a safe and clinically competent manner.

It is recommended that students begin to gain clinical experience at early point in their training. Nevertheless the majority of clinical training, especially CLT\_01, would need to be conducted towards the end of the student's training.

### Subject Content Requirements

- CLT\_01** Primary Practitioner Consultations – 30 consultations
- Where the student is responsible for the face-to-face consultation with the patient. These consultations must be supervised by an appropriately trained and experienced herbalist/naturopath.
- CLT\_02** Observations – 70 consultations
- Students observing face-to-face consultations in a supervised clinical setting.
- CLT\_03** Case Analysis/Home Cases – 50 cases
- These cases are not necessarily real time clients or requiring the presence of a patient. However it also allows the possibility of taking home written cases and submitting them to the supervisor for evaluation. Note: the NHAHA does not advocate the commencement of patient treatment based on a Case Analysis unless the consultation has been supervised by a suitably training clinician.
- CLT\_04** Work Experience – 50 hours
- Supervised relevant work experience outside of the training institution in a health care related setting. This may include areas such as retail pharmacy, health food, other clinical settings (e.g. nursing homes, hospitals, osteopathic or podiatry practices, etc.), and industry settings (e.g. wholesalers and manufacturers of medicines). If this area requirement cannot be met, then the students should have the 50 hours spread over the CLT\_01-03 requirements.
- CLT\_05** Clinic Management – 50 hours
- Includes dispensing, dispensary management, and reception/administrative functions.

As can be seen, CLT\_01 to CLT\_03 specify number of consultations and *not* hours, to ensure students are sufficiently exposed to patients, and all the intricacies of case management. This assists the student in achieving greater clinical skill and confidence whilst still being in a supervised situation.

## **Suggested Prerequisites**

### ***CLT\_01 Primary Practitioner Consultations:***

<b>AAP</b>	Anatomy & Physiology
<b>SAD</b>	Symptomatology & Diagnosis
<b>PAT</b>	Pathophysiology
<b>MME</b>	Materia Medica
<b>HTH</b>	Herbal Therapeutics
<b>NUT</b>	Nutritional Medicine
<b>PHM</b>	Pharmacology
<b>CAC</b>	Communication & Counselling

## **Suggested Corequisites**

<b>HPP</b>	Herbal Pharmacology & Pharmacognosy
<b>WHS</b>	Workplace Health & Safety
<b>PPE</b>	Professional Practice & Ethics

## **Required Delivery Method**

### ***CLT\_01 Primary Practitioner Consultations***

This component can be delivered either within the training institution, or externally with distance education programs. However the availability of, and supervision by a suitably qualified practitioner is required at all times.

### ***CLT\_02 Observations:***

This component can be delivered within the training institution or externally with distance education programs. However the availability of, and supervision by a suitably qualified practitioner is required at all times.

### ***CLT\_03 Case Analysis/Home Cases:***

This component can be delivered within the training institution or externally with distance education programs. However the availability of a suitably qualified practitioner is required for evaluation of submitted cases.

### ***CLT\_04 Work Experience:***

Needs to be supervised and officially documented by an appropriately trained/experienced individual.

### ***CLT\_05 Clinic Management:***

Needs to be supervised and officially documented by an appropriately trained/experienced individual.

## Lecturer Requirements

### **CLT\_01 Primary Practitioner Consultations**

- Suitably qualified herbal/naturopathic practitioner with at least four (4) years of clinical experience available for student guidance and instruction.

### **CLT\_02 Observations:**

- Suitably qualified herbal/naturopathic practitioner with at least four (4) years of clinical experience available for student guidance and instruction.

### **CLT\_03 Case Analysis/Home Cases:**

- Suitably qualified herbal/naturopathic practitioner with at least four (4) years of clinical experience available for student guidance and instruction.

### **CLT\_04 Work Experience:**

- An appropriately trained/experienced individual within the chosen field(s) available for student guidance and instruction.

### **CLT\_05 Clinic Management:**

- An appropriately trained/experienced individual within the chosen field(s) available for student guidance and instruction.

**NOTE:** The institution is directly responsible for ensuring the suitable qualifications, clinical skills and professional standing of both internal and external supervisors and assessors.

## **Compulsory Assessment Requirements** *(please note: these are compulsory minimum)*

### **CLT\_01 Primary Practitioner Consultations:**

- Individual logging of number of consultations which the student has completed.
- Documentation of participation and competency in the areas of: case history taking; patient communication; clinical reasoning and diagnosis; forming treatment plans for short and long term management of patients; herbal medicine prescribing.

### **CLT\_02 Observations:**

- Logging of number of consultations observed.

### **CLT\_03 Case Analysis/Home Cases:**

- Individual logging of number of cases which the student has completed.

### **CLT\_04 Work Experience:**

- Logging of hours and type of work experience activities.

### **CLT\_05 Clinic Management:**

- Individual logging of hours completed.



## END OF NHAA COURSE CURRICULUM MODULE DESCRIPTIONS

# Appendix 1: Glossary of Terminology Used in this Document

**Application**

Refers to the process, as well as the entire documentation, related to an institution applying for NHAA Course Accreditation for one or more of its courses.

**Corequisite**

A Subject which is regarded as being related to another Subject, and which is suggested to be delivered concurrently with (or prior to) the other Subject.

**Course Accreditation**

See “NHAA Course Accreditation”.

**Curriculum**

See “NHAA Curriculum”

**Curriculum Mapping**

The process of demonstrating the relationships and similarities between an institution’s course of study, and the NHAA Curriculum, in order to apply for NHAA Course Accreditation.

**Delivery Method/Type**

See “Mixed Mode Delivery”

**Distance Education**

See “Distance Learning”

**Distance Learning/Education<sup>ii</sup>**

Learning conducted outside normal lecture environments, where tutor/facilitator/lecturer is not immediately available for feedback and questioning by the student. Refer also “Mixed Mode Delivery”.

**Evaluation**

The process whereby the NHAA Examiners review the Application and determine whether Course Accreditation will be granted.

**External Learning/Study<sup>ii</sup>**

See “Distance Learning”

**External Provider**

A provider of training which provides components of the entire course, but which is not the primary provider of training (i.e. the provider which issues the qualification which has received – or has applied for – NHAA Course Accreditation).

**Face-to-Face**

A method of learning whereby the tutor/facilitator/lecturer is delivering knowledge/skill, or is directly supervising and assisting the student in gaining knowledge/skill, and is present for immediate feedback and questioning by the student. Refer also “Mixed Mode Delivery”.

**Health Training Packages (HTP)<sup>i</sup>**

The set of guidelines issued for various qualifications by the Australian National Training Authority (ANTA)<sup>1</sup>.

**Mixed Mode Delivery<sup>ii</sup>**

A combination of learning modes to deliver a course or module, such as distance education and face-to-face study in classes, tutorials, practical sessions and workshops.

**Module<sup>ii</sup>**

Generally referring to a defined unit of study presented by the training institution.

**NHAA Certificate of Accreditation**

A certificate, issued yearly by the NHAA for the duration of Course Accreditation, which must be displayed either in the location where the course is delivered, or in your institution's main offices, for the period of accreditation. It remains the property of the NHAA, and must be returned upon demand.

**NHAA Course Accreditation**

Refers to both the process and the outcome of submitting a herbal course of study to the NHAA Examiners for evaluation and approval. Successful NHAA Course Accreditation confers many benefits upon the institution delivering the course(s) and the students and graduates of that course.

**NHAA Course Accreditation Curriculum**

See "NHAA Curriculum"

**NHAA Curriculum**

The requirements of training determined by the NHAA Examiners and ratified by the NHAA Board of Directors, as being the minimum necessary to produce clinicians of a standard necessary for admission to Full Membership of the NHAA.

**Prerequisite<sup>ii</sup>**

A Subject which is regarded as suggested underpinning knowledge necessary for a student to complete another Subject.

**Qualification (Certification)<sup>ii</sup>**

The title of the award which is gained by students successfully completing a course of study. May also generically refer to the entire course of study.

**Recognition of Current Competency (RCC)<sup>ii</sup>**

The process and outcome of an institution assessing a student for exemption from a component of training due to the fact that the student has already achieved the desired competency.

**Recognition of Prior Learning (RPL)<sup>ii</sup>**

The process and outcome of an institution assessing a student for exemption from a component of training due to the fact that the student has already completed identical learning.

**Student Information Packs**

Information packs provided free of charge by the NHAA which are to be given to students of Accredited Courses, and which contain details on Student Membership of the Association, and other useful information. They must be displayed in an area students have free access to them.

**Subject<sup>ii</sup>**

In this document it generally refers to the NHAA Subjects – distinct groupings of content which are given a specific NHAA Subject Code and Title.

**Unit<sup>ii</sup>**

See "Module". Also refers to the individual units as presented in the Health Training Packages.

## Appendix 2: Relationships between NHAA CAS & Health Training Package

The following table is a guideline to similarities between the NHAA Curriculum and the HTP at the time of publishing (HLT07v5). It should not be taken as an exact mapping, rather as a guide to assist.

HLT60112 - ADVANCED DIPLOMA OF WESTERN HERBAL MEDICINE		
COMPULSORY UNITS		
Code	Competency	Related NHAA Subject(s)
BSBFLM303C	Contribute to effective workplace relationships	CAC – Communication & Counselling
		CLT – Clinical Training
HLTCOM502C	Develop professional expertise	PPE – Professional Practice & Ethics
		WHS – Workplace Health & Safety
		CLT – Clinical Training
HLTCOM503D	Manage a practice	CLT – Clinical Training
		CAC – Communication & Counselling
HLTCOM404C	Communicate effectively with clients	CAC – Communication & Counselling
		HTH – Herbal Therapeutics
		SAD – Symptomatology & Diagnosis
		CLT – Clinical Training
HLTCOM406C	Make referrals to other health care professionals where appropriate	SAD – Symptomatology & Diagnosis
		CAC – Communication & Counselling
		PPE – Professional Practice & Ethics
		WHS – Workplace Health & Safety
		CLT – Clinical Training
HLTHIR501C	Maintain an effective health work environment	PPE – Professional Practice & Ethics
		WHS – Workplace Health & Safety
		CAC – Communication & Counselling
		CLT – Clinical Training
HLTIN504D	Manage the control of infection	WHS – Workplace Health & Safety
		CAC – Communication & Counselling
		CLT – Clinical Training
HLTWHS300A	Contribute to WHS processes	WHS – Workplace Health & Safety
		CLT – Clinical Training

HLTAP401B	Confirm physical health status	PAT – Pathophysiology
		HTH – Herbal Therapeutics
		SAD – Symptomatology & Diagnosis
		NUT – Nutritional Medicine
		CLT – Clinical Training
HLTAP501C	Analyse health information	PAT – Pathophysiology
		SAD – Symptomatology & Diagnosis
		HTH – Herbal Therapeutics
		NUT – Nutritional Medicine
		PHM – Pharmacology
		CLT – Clinical Training
CHCORG28A	Reflect and improve upon professional practice	HAP – History & Philosophy
		PPE – Professional Practice & Ethics
		CLT – Clinical Training

*Continued on next page with Specialisation Units.*



<b>HLT60112 - ADVANCED DIPLOMA OF WESTERN HERBAL MEDICINE</b>		
<b>SPECIALISATION UNITS</b>		
<b>Code</b>	<b>Competency</b>	<b>Related NHAA Subject(s)</b>
HLTHER601C	Apply western herbal medicine diagnostic framework	SAD – Symptomatology & Diagnosis
		HTH – Herbal Therapeutics
		PHM – Pharmacology
		PAT – Pathophysiology
		CLT – Clinical Training
HLTHER602D	Manage work within the western herbal medicine framework	HAP – History & Philosophy
		MME – Materia Medica
		HTH – Herbal Therapeutics
		CAC – Counselling & Communication
		PPE – Professional Practice & Ethics
		CLT – Clinical Training
HLTHER603D	Operate a western herbal medicine dispensary	MPD – Manufacturing, Processing & Dispensing
		MPI – Medicinal Plant Identification & Classification
		CLT – Clinical Training
		HPP – Herbal Pharmacology & Pharmacognosy
HLTHER604C	Perform western herbal medicine assessment	PHM – Pharmacology
		HTH – Herbal Therapeutics
		SAD – Symptomatology & Diagnosis
		NUT – Nutritional Medicine
		CAC – Communication & Counselling
		CLT – Clinical Training
		PPE – Professional Practice & Ethics
HLTHER605C	Plan the western herbal medicine treatment strategy	SAD – Symptomatology and Diagnosis
		MME – Materia Medica
		HTH – Herbal Therapeutics
		NUT – Nutritional Medicine
		CAC – Communication & Counselling
		CLT – Clinical Training

HLTHER606D	Prepare and dispense the western herbal medicine	MME – Materia Medica
		MPI – Medicinal Plant Identification & Classification
		MPD – Manufacturing, Processing & Dispensing
		HPP – Herbal Pharmacology & Pharmacognosy
		CAC – Communication & Counselling
		CLT – Clinical Training
HLTHER607C	Provide dietary advise	NUT – Nutritional Medicine
		CLT – Clinical Training
HLTHER608C	Provide specialised western herbal medicine treatment	MME – Materia Medica
		HTH – Herbal Therapeutics
		HPP – Herbal Pharmacology & Pharmacognosy
		CLT – Clinical Training
HLTHER609D	Provide western herbal medicine treatment	MME – Materia Medica
		HTH – Herbal Therapeutics
		MPD – Manufacturing, Processing & Dispensing
		HAP – History & Philosophy
		CLT – Clinical Training
		CAC – Communication & Counselling

## References

- i Australian National Training Authority, *Complementary & Alternative Health Care National Competency Standards – Health Training Package (HLT07)*, Community Services & Health Industry Skills Council, Feb 2007.
- ii Australian National Training Authority, *Glossary of Terms*, www.anta.gov.au, March 2003.
- iii Therapeutic Goods Administration – Advertising unit, www.tga.health.gov.au/docs/html/advsch1.htm

The referenced sources are no longer published as at July 2015, equivalent sources include:

HLT07 Health Training Package, 20 April 2013. Published training.gov.au:

[https://training.gov.au/TrainingComponentFiles/HLT07/HLT07\\_Header\\_R4.0.pdf](https://training.gov.au/TrainingComponentFiles/HLT07/HLT07_Header_R4.0.pdf)

National Quality Council (NQC) Training Package Glossary:

<http://industry.gov.au/skills/Documents/TrainingPackGlossary.pdf>

VOCEDplus Glossary of VET, produced by National Centre for Vocational Education Research (NCVER):

<http://www.voced.edu.au/glossary-vet>

TGA Structure, 29 June 2015:

<https://www.tga.gov.au/tga-structure>