



## *Course Information for*

- **HLT61007 Advanced Diploma of Nutritional Medicine**



NSW Vocational  
Education & Training  
Accreditation Board



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# WELCOME

Welcome to WEA Hunter.

WEA Hunter is a government Registered Training Organisation (RTO). We have been an education and training provider throughout Newcastle and the Hunter area for over 90 years.

Our intention is to offer you the best possible combination of trainers, resources and a professional and friendly learning environment to enable you to gain the skills required to commence your new career in the complementary and alternative health service industry.

Our Complementary and Alternative Medicine and Health courses are so well respected, and we carry a variety of educational and industry endorsements. All of our courses are nationally recognised by Government (VETAB) and Industry Bodies; National Herbalists Association of Australia (NHAA); Australian Natural Therapists Association (ANTA); Australian Traditional Medicine Society (ATMS); Australian Naturopathic Practitioners Association (ANPA) and the Association of Massage Therapists (AMT). All our courses are can be articulated to the Bachelor of Health Science at Charles Sturt University.

WEA Hunter began offering specialist training in Massage in 1998, Naturopathy and Herbal Medicine in 2005, Homoeopathy in 2008 and Nutrition in 2009 with our graduates enjoying employment in this growing industry.

***Due to our industry recognition, the training on offer and pathways available we are the premier training institution for the above qualifications from the Manning to the Central Coast.***

**This information booklet is a comprehensive look at the course content, requirements and scheduling of courses, but if there is anything else you would like to know please do not hesitate to contact one of our friendly staff.**



# WEA HUNTER – CODE OF PRACTICE

## 1. Accessibility

This Code of Practices is drawn to the attention of all prospective students. Copies of WEA Hunter's Policy and Procedures Manual are available for inspection.

## 2. Registration

WEA Hunter will comply with the conditions of our registration as a Registered Training Organisation under the terms of AQTF (Australian Quality Training Framework).

## 3. Governance

WEA Hunter is a democratic, not-for-profit public company limited by guarantee and governed by a Board of Directors, membership of which is open to all students and members.

## 4. Anti-discrimination

WEA Hunter does not discriminate against the admission of any person who seeks to enrol in our courses.

## 5. Access and Equity

Recognising that access and equity in adult education involves the removal of obstacles to learning and the active encouragement of those who may wish to benefit more from education, WEA Hunter undertakes the following:

- 5.1 Assistance will be provided on request for people with disabilities through the provision of access for wheelchairs and otherwise within our capacity to assist.
- 5.2 Enrolments are made on a first come, first served basis determined by the payment of the appropriate advertised fee.
- 5.3 Enrolment staff will assist prospective students in selecting appropriate courses on request, where possible, at the time of enrolment.
- 5.4 Some course fees are graded to take account of people entitled to concessions and seniors' cardholders.
- 5.5 Courses are scheduled as far as possible, at times that take into account the needs of students in meeting their work, family and other commitments.
- 5.6 Course and program information is made available to the community by means of the widest possible distribution of brochures through libraries, newspaper and online.

## 6. Standards of Service

- 6.1 WEA Hunter maintains high professional standards in the delivery of education and training which safeguards the interests and welfare of our students.
- 6.2 WEA Hunter strives to provide a learning environment and facilities that are conducive to the safety, comfort and needs of our students and tutors.
- 6.3 Courses are presented by appropriately qualified and experienced tutors.
- 6.4 Student feedback is welcomed, to help in maintaining and improving our standards of service. In addition to course evaluation, students are invited to talk to or write to tutors and/or the office about their feelings – good or bad.

## 7. Ethical marketing

- 7.1 WEA Hunter follows ethical marketing procedures and seeks to avoid ambiguity, inaccuracy and inconsistency in advertising its courses.
- 7.2 Only VETAB accredited courses carry the VETAB logo.

## **8. Assessments and Recognition of Prior Learning (RPL)**

- 8.1 Assessments –  
All accredited courses will be assessed by competency-based assessment. Students will be assessed as competent or not yet competent in their ability to perform all of the operations/skills as set out in the learning outcomes of the course. On successful completion of an accredited course a VETAB Statement of Attainment will be issued. The tutor will discuss at the commencement of the course the assessment methods to be used in the course. In accordance with National Assessment Standards, a variety of methods may be used such as observation, role play (where applicable), practical hands-on assignments, workplace projects or oral questions and answers.
- 8.2 Appeals against assessments –  
If a student is not happy with an assessment outcome, they may appeal and be re-assessed. The appeal should be directed to the Executive Director no later than seven (7) working days after the assessment has been made. A reassessment fee comprising the tutor's fee, plus \$25 administration fee, will be charged.
- 8.3 Recognition of Prior Learning –  
RPL can be obtained for all modules in accredited courses if students can provide evidence of skills, activities and aptitudes acquired through past experience that match the competencies to be achieved through the course. A fee applies for assessing prior learning.
- 8.4 Accredited qualifications issued by other Registered Training Organisations will be recognised, subject to a validity check.

## **9. Students Records and Privacy principles**

- 9.1. In line with National Privacy Principles, confidentiality is maintained in respect of all student information and records.
- 9.2. Accredited courses and students records are maintained for thirty years. Non-accredited course and student records are maintained for three years. They are accessible to students by arrangement.
- 9.3. Information release – information supplied by you eg: on your enrolment form, will be used by the Department of Education and Training for research, statistical analysis, program evaluation, post-completion surveys and internal management purposes, audit.

## **10. Certificates**

- 10.1. Accredited certificates are issued to students who are assessed as competent. Certificates are handed out to students and certificate numbers recorded on the evaluation/Assessment Records Sheets. Certificates are mailed out to students in the case of assignment-based assessments, once tutors have advised that a student has successfully completed the assignment.
- 10.2 . Certificates of Attendance for non-accredited courses are issued to those who have attended at least 80% of the course. Requests for replacement certificates will only be considered up to 12 months after the course completion date and only if the attendance requirement has been met.

## **11. Grievances**

Any grievance brought to the attention of the Course tutor or Executive Director will be investigated and determined in consultation with the aggrieved person within fourteen (14) days or a suitable timeframe agreed upon by both parties.

## **12. Fees, Refunds and Cancellations**

- 12.1 Student fees are set down in WEA Hunter's Course Guides. Concession fees are available to students in receipt of health or disability benefits, aged pensioners, full-time students and seniors' cardholders.
- 12.2 Once an enrolment has been processed refunds are not made except where WEA Hunter cancels a course. A credit note may be issued if a replacement student can be found prior to the course

commencing, or in the case of serious illness, if a written request is accompanied by a medical certificate. WEA Hunter cannot accept responsibility for changes in personal circumstances or work commitments, or for books or materials purchased for the course.

- 12.3 WEA Hunter reserves the right to alter any of the published arrangement, either before or during a course, to engage a substitute tutor, or to cancel or terminate a course.

## 12. Quality Assurance

WEA Hunter maintains a Quality System comprising a Policy and Procedure Manual and standard forms. WEA has adopted a process for periodic self-assessment & is committed to continual improvement of our educational and administrative processes.

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## Course Information

### *Overview*

One focus of the Federal Governments Health Policy is the prevention of illness and the promotion of wellness. Add to this the fact that the recent (2008) Roy Morgan Research that indicated high consumption and consumer confidence in Complementary Healthcare, and it becomes obvious that the continued interest in Complementary Health and the desire to learn more have led to a greater demand for the provision of high quality Complementary Health educational programmes.

To this end, six fully accredited courses encompass the suite of programmes that is offered by the Academy of Complementary Health with the aim of providing students with an opportunity to train for a future career in this ever expanding, fascinating area of health. There are also many opportunities for those who only want to gain enough information to help themselves and their families without the completion of a full qualification.

This suite of programmes offered by the Academy of Complementary Health includes Naturopathy, Western Herbal Medicine, Nutrition, Homoeopathy and Massage Therapy. The WEA Hunter Academy of Complementary Health prides itself on the provision of the best available evidence-based education while continuing to understand our traditions.

Students nominate their preferred qualification and build their timetable of industry subjects to achieve it. After achieving the chosen qualification, students can then upgrade to any of the other qualifications offered at the Academy. Be aware that the Certificate IV Massage Therapy Practice is an elective within the Advanced Diploma of Naturopathy qualification – which means that you could begin practice (and business) as a Therapeutic Massage practitioner and then continue with the balance of study required to gain Naturopathy qualifications.

Once you have achieved one qualification, there is a pathway to another or you may decide to progress directly on to a Degree with **Charles Sturt University**. WEA Hunter and Charles Sturt University (CSU) are able to offer articulation for final year and completing students into the CSU Bachelor of Health Science degree program.

The timetable attached has this year's subjects with the pre-requisites noted to ensure that you have a clear understanding of the requirement of each subject. Please ensure that these have been met as this assists in your learning. As well, most subjects are offered either during the

day or of an evening, ensuring more options to suit an individual lifestyle. More details about the scheduling of the courses are in this handbook.

Many subjects are very relevant to people currently working in the Complementary Health arena who need to gain Continuing Education Points or have a desire to further knowledge to assist their clients with maintaining their health. A variety of subjects are available to people who have a specific interest in one or more of the subjects. Alternatively, anyone with an interest in any of the areas within the programme can opt to study individual subjects with an interest only focus.

At the conclusion of each year, a Statement of Academic Progress will be provided clearly outlining the progress throughout the current year as well as progress towards the complete qualification.

Our intention is to offer the very best possible combination of trainers, resources and a professional and friendly learning environment to enable students to gain the skills required to commence a new career in Complementary Health. The tutors in all courses are experienced in their individual fields, have the relevant training and desire to keep up to date with their knowledge and are committed to providing you with a professional and friendly learning environment.

## ***Career Opportunities***

### **Advanced Diploma of Nutritional Medicine (HLT61007)**

Completion of any individual or combination of the above qualifications will allow you the ability to work in the following fields:

- Practitioner with your own clinic or with another practitioner
- Work within a Health Food Store or Pharmacy
- Within a hospital environment
- Practitioner within a multi-modality clinic
- Within a Community Health Environment
- Within a beauticians clinic
- Representative for an industry involved with complementary health
- Lecturer or Researcher within complementary health field

**NB:** *these career options are suggestions only – WEA Hunter does not guarantee that graduates will enter into these professions upon completion of the course.*



## ***Further Education and Training***

A range of training/education/career pathways is available depending on your interests.

After completion of one of the Advanced Diploma courses you could:

- Continue training in another Advanced Diploma where you will receive credit for the units already completed. This will lessen your study load and ensure you complete your new qualification in a shorter time frame,
- Articulate to the Bachelor of Health Science using the pathway built with Charles Sturt University;



Once the Bachelor is completed, you will be able to progress to one of the range of Post Graduate qualifications available, for example, the Post Graduate Diploma and Masters of Herbal Medicine at the University of New England; the Masters of Herbal Medicine at Sydney University; the Masters of Nutrition at a number of Universities around the country; and Post Graduate qualifications in any of the modalities at Charles Sturt University.

- Look at options in other health related industries;
- Gain employment with one of the major Companies involved in the Industry and gain further training in product development; manufacturing and processing of herbal medicines and nutritionals; or in research, development and education.

# Industry Accreditation

WEA Hunter regards accreditation very seriously with Industry bodies;

**NHAA** (The National Herbalists Association of Australia),

**ATMS** (Australian Traditional Medicine Society),

**ANTA** (Australian Natural Therapists Association)

**AMT** (Association of Massage Therapists)

**ANPA** (Australian Naturopathic Practitioners Association)

These are all peak industry bodies who allow student membership and benefits. When you graduate from these qualifications, you can readily upgrade your membership to professional status. Membership of an association is a pre-requisite to gain business insurance and registration when you decide to begin your own practice.

The following is a list of the Course accreditations for the Academy of Complementary Health suite of programmes:

**NHAA (National Herbalists Association of Australia)** for:

- Advanced Diploma of Western Herbal Medicine
- Advanced Diploma of Naturopathy



▪ **ATMS (Australian Traditional Medicine Society)** for:

- Advanced Diploma of Western Herbal Medicine
- Certificate IV in Massage
- Diploma in Remedial Massage
- Advanced Diploma Homoeopathy
- Advanced Diploma Nutritional Medicine

▪ **AMT (Association of Massage Therapists)** for:

- General level Massage (Certificate IV)
- Senior level One Massage (Diploma of Remedial Massage)

▪ **ANTA (Australian Natural Therapists Association)** for:

- Advanced Diploma of Naturopathy
- Advanced Diploma of Western Herbal Medicine
- Advanced Diploma of Nutritional Medicine
- Advanced Diploma of Homoeopathy

▪ **ANPA (Australian Naturopathic Practitioners Association)** for

- Advanced Diploma of Naturopathy

▪ **CSU (Charles Sturt University)** once qualification has been completed or as negotiated, for upgrade to the

- Bachelor of Health Science (Complementary Medicine)



# Course Requirements

## ***Entry Requirements***

To enrol you it is suggested you have the following:

- Year 10 or equivalent
- Strong skills in Literacy and Numeracy
- Sufficient computing and IT skills as Computer use in course work and assignment submission may be required.

If you hold any previous and current qualifications related to the area of study, please contact the Co-ordinator to discuss this, as you may be able to receive competency credit for one or a number of unit/s. If you have previously completed similar studies with another organisation you may be able to receive recognition of this learning – see the section “Recognition of Prior Learning”

## ***During the Course***

The full-time program can be completed in three years, with part-time study pro-rata and this can be incorporated into your existing lifestyle and work commitments. Students are given 8 years of continuous study to complete a qualification. If that time frame is not met, then a decision will be made, in consultation with the appropriate tutors, as to which of the 1<sup>st</sup> / 2<sup>nd</sup> year subjects will need to be repeated.

When planning your study timetable, please allow at least the same amount of at-home study time to compliment your classroom hours.

In the final year of study, the student clinic will begin to prepare students to commence their own practice. Consultations of clients will occur under the guidance of the clinic supervisor, with preparations made up and dispensed to complement the designed treatment protocol of individual clients.

Your specifically selected trainers are qualified assessors and workplace trainers, and have many years of experience in the complementary and health industry, with many operating their own successful clinics. Their continued employment in this industry ensures they teach you the most modern methods of working, and are up-to-date with current government requirements, in particular the Therapeutic Goods Act.

## ***Industry Suitability***

Students need to be aware that WEA Hunter takes its obligations to train students to a required level applicable for their industry very seriously. Therefore, this course includes a **practical** component and the Co-ordinator will advise of your preparedness and suggest work placement hosts in the local area. Students **MUST** be capable of performing duties in this field to current industry practice – physically, mentally and emotionally. WEA Hunter reserves the right to monitor placements and take any necessary actions. WEA Hunter is committed to its obligations under the Occupational Health and Safety Act, and in fulfilling this obligation to both the student and the workplace host. WEA Hunter will take all actions to ensure that we are not placing a student into any workplace that would involve any element of risk to either party. If you have any queries relating to practical placement, please contact the Co-ordinator.

**Please be aware that at the time of signing your enrolment form, you are stating that you understand and will comply with all of the above requirements.**

## ***Supervised Student Clinic***

Our clinics are a requirement of the industry association standards and provide a safe and secure way for you to develop and practice your skills on members of the public, under the supervision of your trainer and within your classroom environment. To gain the qualification, all subjects and clinic work need to be completed and an assessment of competency in each unit achieved. When a full certificate is not completed and only certain units completed, a Statement of Attainment will be issued for the units completed



## ***First Aid Certificate***

All students must have and show a valid First Aid Certificate. We are happy to recommend a number of providers who offer a course that meets the criteria for this qualification. Alternatively WEA Hunter offers a Senior First Aid Certificate in conjunction with the Royal Life Saving Society most terms. Students must have completed their First Aid Certificate and provided evidence prior to their qualification being completed.

## **Resources**

Many of the subjects within each of these qualifications require the purchasing of text books. The full text book list with prices is listed in this booklet.

All recommended texts are available from;

University Co-op Bookshop

Perkins St (Across the road from David Jones, Menswear dept.)

NEWCASTLE

## **Government Benefits**

This course is approved by Centrelink, and government study benefits may be available. Please contact Centrelink staff for further information. WEA Hunter are happy to assist you provide confirmation of enrolment if you require.

# Course Delivery

## Advance Diploma of Nutritional Medicine

Order of study for this qualification:

YEAR 1	YEAR 2	YEAR 3
Anatomy and Physiology 1	Anatomy and Physiology 2	Pharmaceutical Pharmacology
Chemistry / Biochemistry	Pathophysiology	Symptomatology & Diagnosis 4
Symptomatology & Diagnosis 1: Medical Terms & Procedures	Symptomatology & Diagnosis 2/3	Nutrition 5 and 6
Nutrition 1 and 2	Nutrition 3 and 4	Professional Practices
Research Skills and Methodology	Counselling and Communication	One elective
Iridology 1 or 2 x Materia Medica	Iridology 2 or 1 x Materia Medica	One elective
	Naturopathic Philosophy	
	Clinical Studies	Clinical Studies

### Areas of Study

#### Medical Sciences:

- Anatomy and Physiology 1 and 2
- Chemistry and Biochemistry
- Pathophysiology
- Pharmaceutical Pharmacology and Drug Awareness

#### Clinical and Nutritional Sciences:

- Naturopathic Philosophy
- Symptomatology and Diagnosis 1, 2, 3 and 4
- Nutrition 1, 2, 3, 4, 5 and 6
- Research Skills and Methodology
- Iridology plus Iridology 2 or Materia Medica 1, 2 and 3



**Electives:** A choice of 2 electives taken from any area within the Complementary Medicine programme as per training package and industry association requirements

#### Clinical training:

- Clinical Studies
- Professional Practices
- Communication and Counselling

# Course Descriptions

## Course Description

**NB subjects with no prerequisites are open to all students, with assessment optional**

Subject	Pre Requisites	Synopsis	Flexible Learning
<b>Anatomy &amp; Physiology 1</b>	None	Required underpinning knowledge for all complementary health, students will learn the structure and function of the human body and its systems	Available
<b>Anatomy &amp; Physiology 2</b>	Anatomy & Physiology 1	Gives a deeper understanding of the physiology of the human body as a basis to understanding disease progression and the impact on the body.	Available
<b>Bach Flowers</b>	None	Explore the healing powers of flowers and create your own remedy; understand the emotional reactions that the body experiences.	NIL
<b>Botany &amp; Herb Identification</b>	None	Identify common medicinal plants, poisonous plants and dried plant material Includes 20 hours of practical	Available
<b>Chemistry &amp; Biochemistry</b>	None – previous understanding of Anatomy & Physiology is helpful	Move from an understanding of basic chemical structures and organic chemistry that explains how and why our herbs work as they do into a deeper knowledge of the physiological processes of disease progression and an understanding of the effect that this can have on the homeostasis of the human body	Available
<b>Clinical Studies</b>	All year 1 and 2 subjects	This is where all learnt knowledge is used to run the Academy Student Clinic and incorporates primary practitioner, observation, reception and dispensing requirements as well as having regular guest speakers on matters relating to Clinical Practice.	NIL
<b>Counselling &amp; Communication</b>	None	Works through the skills and techniques required for effective Counselling and Communication for anyone working with the general public or those just interested in developing their Counselling and Communication skills	NIL

<b>Environmental Workshop</b>	History & Philosophy of Herbal Medicines OR Naturopathic Philosophy	The <b>compulsory</b> workshop will consider environmental ethics, the role of ecology, environmental toxicology and ethical issues in Herbal Medicine & Naturopathy.	NIL
<b>Herbal Therapeutics 1</b>	Materia Medica 1	Practical application of the herbs from Materia Medica 1, 2 and 3 and the therapeutic use of these herbs when treating and supporting a range of health issues	Available
<b>Herbal Therapeutics 2</b>	Materia Medica 2		Available
<b>Herbal Therapeutics 3</b>	Materia Medica 3		Available
<b>Herbal Therapeutics 4</b>	Materia Medica 1, 2 & 3; Herbal Therapeutics 1,2 & 3; S & D 1, 2 and 3; Pathophysiology; Pharmacology (or currently studying)	This capstone assessment unit provides the student with mentoring and support by their trainer, while undergoing assessment as a component of the clinical practice experience	Available
<b>History &amp; Philosophy of Herbal Medicine</b>	None	Understand the historical and philosophical framework that has lead to our modern approach to Herbal Medicine.  Includes the <b>COMPULSORY</b> Environmental Workshop	Available
<b>Homoeopathy 1</b>	None	A modality that works on energetic level of “like cures like”	NIL
<b>Homoeopathy 2</b>	Homoeopathy 1	Continuing on and expanding your knowledge of this modality	Available
<b>Homoeopathy 3</b>	Homoeopathy 1 & 2		
<b>Homoeopathy 4</b>	Homoeopathy 3	Not Yet Available	NIL
<b>Homoeopathy 5</b>	Homoeopathy 4	Not Yet Available	NIL
<b>Homoeopathy 6</b>	All homoeopathy subjects	An individual research project that culminates in a viva presentation. The student is provided with a mentor who will direct them through their research.	Available
<b>Iridology 1</b>	None - previous understanding of Anatomy & Physiology is helpful	A diagnostic tool, Iridology involves the study and analysis of the iris. Each level of Iridology gives a more complex analysis	NIL
<b>Iridology 2 (Post Grad)</b>	Iridology 1 or current iridology practice	Iridology 2 is designed for practitioners desiring an update of skills or information as well as students who have completed Iridology 1.	NIL
<b>Manufacturing of Herbal Medicines</b>	None	Provides the skills to process, manufacture and dispense medicinal herb products in accordance with Legislation.	NIL
<b>Materia Medica 1</b>	None	Materia Medica 1, 2 and 3 study involves the	Available

<b>Materia Medica 2</b>	None	study of the folklore, actions, constituents, indications, contraindications, warnings and dosages for individual herbs and is based on the study of around 200 herbs  The order of study of the Materia Medica Subjects is not important. They can be studied in the order that best suits the student.	
<b>Materia Medica 3</b>	None		
<b>Naturopathic Philosophy</b>	None	This subject aims at giving the student of Nutrition, Homoeopathy and Naturopathy and understanding of the Philosophy of the various modalities within the scope of Naturopathy. It also provides the underpinning knowledge required to practice as a Naturopath ethically within a framework of the historical and philosophical approaches to the various modalities  Includes the <b>COMPULSORY</b> Environmental Workshop	Available
<b>Nutrition 1</b>	None	Understand the concepts, terminology and knowledge of nutrition and its role in the prevention and treatment of disease.  Learn about vitamins/minerals, carbohydrates, lipids and proteins and how these are necessary for health and vitality.	Available
<b>Nutrition 2</b>	Nutrition 1	A more advanced understanding of nutrition and its role in the prevention and treatment of disease as well as issues surrounding nutrition across the lifespan	Available
<b>Nutrition 3</b>	Nutrition 1 & 2	This subject will be a continuation of Nutrition 1 and 2 where the knowledge gained will be used to look at issues surrounding nutrition from a combination of a local, global and research perspective	Available
<b>Nutrition 4</b>	Nutrition 3	An opportunity to specialise in 2 areas: Paediatric Nutrition and Nutrition for Infertility – all covered via distance education.	Available
<b>Nutrition 5</b>	Nutrition 4	An opportunity to specialise in 2 areas: Sports Nutrition and Nutrition for Weight Loss – all covered via distance education.	Available
<b>Nutrition 6</b>	All nutrition subjects	An individual research project that culminates in a viva presentation. The student is provided with a mentor who will direct them through their research.	Available
<b>Pathophysiology</b>	Anatomy and Physiology 1 and	Examine the change in body tissues and	NIL

	2; all Year 1 <sup>st</sup> subjects	organs which either cause or are the cause of disease, and gives an understanding of the impact on the body's functioning. Focuses on the underlying causes of disease and preventative measures.	
<b>Pharmacognosy and Herbal Pharmacology</b>	A & P 1 and 2; Chemistry / Biochemistry; Materia Medica 1, 2 & 3	Study the active constituents found in plants which give them their specific medicinal activity. This involves a deeper understanding of the chemical complexity of plants, adverse reactions, and the difference between preparation types. Also considers issues of Good Manufacturing practice and the TGA	Available
<b>Pharmacology</b>	All Year one and two subjects	Provides an understanding of commonly used pharmaceutical drugs and their possible interactions with herbal medicines, massage, nutrition and homeopathy	NIL
<b>Professional Practices Pt1</b>	None	Designed as weekend workshops to give the knowledge and confidence to be able to set and manage a private practice. Incorporates essential areas of practice management, OH&S, Infection Control, First Aid, Ethics and legal requirements.	NIL
<b>Professional Practices Pt 2</b>	Part 1 or current practice management experience (RPL)		
<b>Research Skills &amp; Methodology</b>	None	Covers how to research and reference correctly; academic writing skills; techniques and terminology related to research; quality and types of research; basic statistical research techniques	Available
<b>Symptomatology &amp; Diagnosis 1: Medical Terms &amp; Procedures</b>	None	Covers the complexities of Medical Terms and Diagnostic Procedures to better understand a clients medical issues, referrals and medical communications.	Available
<b>Symptomatology &amp; Diagnosis 2: Differential Diagnosis</b>	S & D 1; Anatomy & Physiology 1; Anatomy & Physiology 2 and Pathophysiology (or currently studying)	Looks at Differential Diagnosis considerations for clinical practice	NIL
<b>Symptomatology &amp; Diagnosis 3: Differential Diagnosis</b>	S & D 1 & 2: Anatomy & Physiology 1; Anatomy & Physiology 2 and Pathophysiology (or currently studying)	Continues with Diagnostic considerations	NIL

<b>Symptomatology &amp; Diagnosis 4: Advances Physical Exam Skills</b>	Symptomatology & Diagnosis 1, 2 & 3: Anatomy & Physiology 1; Anatomy & Physiology 2 and Pathophysiology (or currently studying)	This subject covers skills in Advanced Physical Examination that are required for practitioners.	NIL
<b>Therapeutic Bach Flowers (Post Grad)</b>	Bach Flowers or current practice in Bach Flower remedies	Therapeutic Bach Flowers is an option for practitioners to update both knowledge and skills.	NIL

## Learning and Assessment Requirements

Code	Title	Alignment to Industry Subjects	Textbook requirements
BSBFLM303B	Contribute to effective workplace relationship	Professional Practices 1	Geldard,D & Geldard,K. 2005, <i>Basic Personal Counselling: A training manual for counsellors</i> , Pearson, Aust
HLTCOM502B	Develop professional expertise	Research Skills and Methodology	Medhurst,R., 2002., <i>The Business of Healing.</i> , ISBN 0958079803
HLTCOM503B	Manage a practice	Professional Practices 1	Medhurst,R., 2002., <i>The Business of Healing.</i> , ISBN 0958079803
HLTCOM404B	Communicate effectively with clients	Counselling and Communication	Geldard,D & Geldard,K. 2005, <i>Basic Personal Counselling: A training manual for counsellors</i> , Pearson, Aust
HLTCOM406B	Make referrals to other health care professionals when appropriate	Symptomatology and Diagnosis 1: Medical Terms and Diagnostic Procedures	Hutton, AR., 2006, <i>An Introduction To Medical Terminology For Health Care, A Self Teaching Package 3<sup>rd</sup> Edition</i> . Churchill Livingstone, Edinburgh  A good quality medical dictionary, for example, Miller & Keane or Mosby
HLTFA301B	Apply first aid	First Aid	None required
HLTHIR501A	Maintain an effective health work environment	Professional Practices 2	Medhurst,R., 2002., <i>The Business of Healing.</i> , ISBN 0958079803
HLTIN504B	Manage the control of infection	Professional Practices 2	Medhurst,R., 2002., <i>The Business of Healing.</i> , ISBN 0958079803
HLTOHS300A	Contribute to OHS processes	Professional Practices 2	Medhurst,R., 2002., <i>The Business of Healing.</i> , ISBN 0958079803
HLTAP401A	Confirm physical health status	Anatomy and Physiology 1	Martini, F. 2009 (or later), <i>Fundamentals of Anatomy &amp; Physiology 8<sup>th</sup> Ed</i> . Prentice Hall, New Jersey.  Bettelheim, Brown and March (2007), <i>Introduction to General, Organic and Biochemistry, 8<sup>th</sup> Edition</i> , Thomson Education, Australia.
HLTAP501A	Analyse health information	Anatomy and Physiology	Martini, F. 2009 (or later),

		2	<i>Fundamentals of Anatomy &amp; Physiology 8<sup>th</sup> Ed.</i> Prentice Hall, New Jersey.
CHCORG28A	Reflect and improve upon professional practice	Clinical Studies	Medhurst,R., 2002., <i>The Business of Healing.</i> , ISBN 0958079803
HLTNUT601B	Apply literature research findings to clinical practice	Nutrition 6	None required
HLTNUT603A	Apply a nutritional medicine diagnostic framework	Clinical Studies	McGuire,M & Beerman,K. 2007, <i>Nutritional Sciences: From Fundamentals to Food</i> , Thomson Wadsworth  Jamison, J. 2003, <i>Clinical Guide to Nutrition &amp; Dietary Supplements in Disease Management</i> , Churchill Livingstone
HLTNUT604A	Manage work within a clinical nutritional framework	Naturopathic Philosophy	None required
HLTNUT605A	Perform nutritional medicine health assessment	Pathophysiology	Porth, CM., 2009., <i>Pathophysiology, Concepts of altered Health States, 8<sup>th</sup> edition</i> , Lippincott, Williams & Wilkins, Philadelphia
HLTNUT606A	Plan the nutritional treatment strategy	Nutrition 2	Jamison, J. 2003, <i>Clinical Guide to Nutrition &amp; Dietary Supplements in Disease Management</i> , Churchill Livingstone
HLTNUT607A	Provide nutritional medicine treatment	Nutrition 3	McGuire,M & Beerman,K. 2007, <i>Nutritional Sciences: From Fundamentals to Food</i> , Thomson Wadsworth  Jamison, J. 2003, <i>Clinical Guide to Nutrition &amp; Dietary Supplements in Disease Management</i> , Churchill Livingstone
HLTNUT608A	Provide specialised nutritional medicine treatment	Nutrition 4 and 5	McGuire,M & Beerman,K. 2007, <i>Nutritional Sciences: From Fundamentals to Food</i> , Thomson Wadsworth  Jamison, J. 2003, <i>Clinical Guide to Nutrition &amp; Dietary Supplements in Disease Management</i> , Churchill Livingstone
HLTNUT609A	Prepare and dispense nutritional and dietary supplements	Clinical Studies	McGuire,M & Beerman,K. 2007, <i>Nutritional Sciences: From Fundamentals to Food</i> , Thomson Wadsworth  Jamison, J. 2003, <i>Clinical Guide to Nutrition &amp; Dietary Supplements in Disease</i>

			<i>Management</i> , Churchill Livingstone
HLTNUT610A	Provide basic dietary advice	Nutrition 1	McGuire, M & Beerman, K. 2007, <i>Nutritional Sciences: From Fundamentals to Food</i> , Thomson Wadsworth
HLTHER605B	Plan the western herbal medicine treatment strategy	Materia Medica 1, 2 and 3	Bone, K. 2003, <i>A Clinical Guide to Blending Liquid Herbs: Herbal formulations for the Individual Patient</i> , Churchill Livingstone
HLTHOM605B	Plan homoeopathic treatment strategy	Homoeopathy 1	Boericke, William. 2004, <i>Materia Medica with Repertory</i> , B. Jain Publishers Pty Ltd, New Delhi

Additional Industry subjects	Textbook requirements
<b>Chemistry / Biochemistry</b>	<b>Bettelheim, Brown and March (2009), <i>Introduction to General, Organic and Biochemistry</i>, 9<sup>th</sup> Edition, Thomson Education, Australia.</b>
<b>Pharmaceutical Pharmacology and Drug Awareness</b>	<b><i>Australia New Zealand Nursing Drug Handbook: 3<sup>rd</sup> Edition</i>, 2006, Lippincott, Williams &amp; Wilkins, Broadway, Australia</b>
<b>Symptomatology and Diagnosis 2 and 3</b>	Porth, CM. 2008, ' <i>Pathophysiology: Concepts of Altered Health States: 8<sup>th</sup> Edition</i> ' Lippincott, Williams & Wilkins, Philadelphia
<b>Iridology 1</b>	<b>Torch required – as arranged with tutor</b>
<b>Iridology 2</b>	<b>None required</b>
<b>Elective 1</b>	
<b>Elective 2</b>	

### **Assessment Information:**

An assessment is the process of collecting evidence and making judgement on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/ enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

To ensure quality outcomes, assessment should be;

- Fair
- Flexible
- Valid
- Reliable
- Sufficient

All assessments will be completed according to the Academy of Complementary Health Assessment and Referencing Guidelines which will be expected to be followed upon completion of Research Skills and Methodology in 1<sup>st</sup> year. All students, except those receiving credit, will be expected to complete this subject in the first year of their study at the Academy of Complementary Health. Credit will only be given if a full Research subject has been studied as part of previous tertiary study.

All assignments are to be handed in with a WEA Hunter Complementary Health Assignment cover sheet which includes a plagiarism declaration. This is why Research Skills and Methodology MUST be completed during your 1<sup>st</sup> year of study. The WEA Hunter has a plagiarism policy which reads:

*'The work which I have presented for this assessment is my own work based on my own personal study and / or research. All material and sources used in this work have been acknowledged according to the WEA Hunter Assessment and Referencing Guidelines. I declare that I have not copied in part or whole or otherwise plagiarised the work of any research source or other past or present students'*

Assessment for every subject follows the same format and will be a combination of assignment presentation; possibilities include both oral and written questioning, quizzes / class participation / exams and demonstration, therefore allowing all types of learning to be acknowledged in the final assessments.

## **Requirements to Receive the Qualification**

To complete the qualification students are required to

- Show competence in all of the required units of competency for that qualification.
- Show evidence of a current **Senior** first aid certificate
- Participate in all class work and demonstrate a regular pattern of attendance or complete all learning packages within the designated time frame.
- Participate in the Work Placement hours (50 hours maximum). Prior to the Work Placement unit, students select an appropriate facility, and negotiate a suitable time for their assessment with the tutor and the facility.
- Complete the relevant minimum requirements for Student Clinic
  - Naturopathy → 400 hours
  - Western Herbal Medicine → 250 hours
  - Nutritional Medicine → 250 hours
  - Homoeopathy → 250 hours
  - Diploma of Remedial Massage → 200 hours
  - Certificate IV Massage → 100 hours

If a full qualification is not completed, a Statement of Attainment will be issued for the units of competence that have been achieved.

**Please be aware that we will need to sight proof of identity prior to the issuance of any qualification or transcript.**



# Textbooks required for VETAB and Industry Subjects

## ALPHABETICAL SUBJECT ORDER

### **Anatomy and Physiology 1 and 2**

#### **Compulsory:**

Martini, 2008, *Fundamentals of Anatomy and Physiology*, 8<sup>th</sup> Edition, Pearson Australia

ISBN: 9780321505712

**Cost: \$154.95**

### **Chemistry and Biochemistry**

#### **Compulsory:**

Bettelheim, FA & March, J. 2009, *Introduction to general, organic & biochemistry*, 9<sup>th</sup> Edition Harcourt Brace College Publishers.

ISBN: 9780495011972

**Cost: \$134.95**

### **Communication and Counselling**

Geldard, D & Geldard, K, 2009, *Basic Personal Counselling: A training manual for counsellors*, Addison Wesley, Australia

ISBN: 9781442502192

**Cost: \$48.18**

### **Iridology 1**

#### **Compulsory:**

Cost of Iridology torch (payable to tutor unless student has own torch) **\$60 (approximately)**

Emailed Iris Photos for 1<sup>st</sup> assignment (Payable to tutor) **\$20 / set**

### **Materia Medica 1, 2 and 3**

#### **Compulsory:**

Bone, K. 2004, *'A Clinical Guide to Blending Liquid Herbs: Herbal Formulations for the Individual Patient'*, Churchill Livingstone, Missouri

ISBN: 9780443066320

**Cost: \$127.00**

### **Naturopathic Philosophy:**

#### **Compulsory**

Di Stefano, V, 2006, *Holism and Complementary Medicine Origins and Principles*, Allen and Unwin Australia

ISBN: 9781741148466

**Cost: \$45.00**

### **Nutrition 1, 3 and 6**

#### **Compulsory:**

McGuire, M & Beerman, K. 2006, *Nutritional Sciences: From Fundamentals to Food*, Thomson Wadsworth

ISBN: 9780534537173

**Cost: \$87.95**

### **Nutrition 2, 3 and 6**

#### **Compulsory:**

Jamison, J. 2003, *'Clinical Guide to Nutrition & Dietary Supplements in Disease Management'*, Churchill Livingstone, Australia

ISBN: 9780443071935

**Cost: \$135.50**

### **Pharmaceutical Pharmacology and Drug Awareness and Clinical Practicum**

#### **Compulsory:**

*Australia New Zealand Nursing Drug Handbook: 3<sup>rd</sup> Edition*, 2006, Lippincott, Williams & Wilkins, Broadway, Australia

ISBN: 9781920994037

**Cost: \$59.40**

**Pathophysiology and Clinical Practicum:**

**Compulsory:**

Porth, CM. 2008, '*Pathophysiology: Concepts of Altered Health States: 8<sup>th</sup> Edition*' Lippincott, Williams & Wilkins, Philadelphia

ISBN: 9781605473901

**Cost: \$129.00**

**Symptomatology and Diagnosis 1: Medical Terms and Procedures**

**Compulsory:**

Hutton, AR., 2005, *An Introduction To Medical Terminology For Health Care, A Self Teaching Package 4<sup>th</sup> Edition*. Churchill Livingstone, Edinburgh

ISBN: 9780443100758

**Cost: \$71.50**

**Symptomatology and Diagnosis 2 and 3**

**Compulsory:**

Porth, CM. 2008, '*Pathophysiology: Concepts of Altered Health States: 8<sup>th</sup> Edition*' Lippincott, Williams & Wilkins, Philadelphia

ISBN: 9781605473901

**Cost: \$129.00**

**Highly Recommended:**

The Merck Manual

Cost: \$75.90 (for hard back copy)

**Please be aware that these prices are quoted as being correct at the date of printing from the Co-op bookshop in Perkins Street, Newcastle.** Joining the Co-op for a fee cost, allowing you to become a member for life and students receive a 10% discount off these listed prices

All students will be encouraged to join one of our accrediting bodies as a student member at a cost of around \$55. There is no timeline for this and, is not compulsory.

## Schedule of Courses and Fees

**Students can use the easy Direct Debit scheme called PaySmart –  
So you can have your fees deducted from a nominated account once a fortnight,  
once you have made a deposit (minimum of \$200)**

### Face to Face Training

**Schedule & Fees: Please see full timetable information**

### Flexible Learning Study

To cater for a wide range of student needs, WEA Hunter offers a more flexible learning approach to most subjects within the Complementary Medicine Programme. For those students deciding to opt for this learning approach, the following procedures will be followed:

- Enrolment in the subject will be the same as for face-to-face classes, as will the start and finish dates for each individual subject.
- All assessment timelines that the face-to-face students are required to adhere to will also be met by the flexible learning students.
- If possible, all flexible learning students will be expected to come to the first class, when presentations are given and for exams. If this is not possible then the student will liaise with the Academy Co-ordinator.

Please contact the Programme Coordinator for further information. On the first class each Flexible Learning students will be given the 'Student Guidelines to Flexible Learning at WEA Hunter'

**Schedule & Fees: Please see full timetable information attachment**

# Units of Competency

## Advanced Diploma of Nutritional Medicine – HLT61007

This qualification covers the skills needed to work at practitioner level in nutritional medicine including the delivery of nutritional treatment and care. It also includes skills needed for basic Nutritional research.



<b>BSBFLM303B</b> <b>Contribute to effective workplace relationships</b>	<i>This unit specifies the outcomes required to gather information and maintain effective working relationships and networks, with particular regard to communication and representation.</i>
<b>HLTCOM502B</b> <b>Develop professional expertise</b>	<i>This unit of competency describes the skills and knowledge required to initiate and maintain continual development of professional skills and knowledge in complementary healthcare and contribute to the knowledge base of the specific healthcare practice</i>
<b>HLTCOM503B</b> <b>Manage a practice</b>	<i>This unit of competency describes the skills and knowledge required to manage a clinical health practice according to the size and scale of the business</i>
<b>HLTCOM404B</b> <b>Communicate effectively with clients</b>	<i>This unit covers the skills required by practitioners to establish and maintain effective communication with the client throughout all interactions and provide basic counselling as required and as appropriate to facilitate the treatment or health service being provided</i>
<b>HLTCOM406B</b> <b>Make referrals to other health care professionals when appropriate</b>	<i>This unit of competency describes the skills and knowledge required to arrange referrals to other health care professionals when required</i>
<b>HLTFA301B</b> <b>Apply first aid</b>	<i>This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance</i>
<b>HLTHIR501A</b> <b>Maintain an effective health work environment</b>	<i>This unit of competency describes the skills and knowledge required to work maintain an effective work environment in a health setting by monitoring, coordinating and promoting the implementation of ethical, safe and effective work practices in line with established work requirements</i>
<b>HLTIN504B</b> <b>Manage the control of infection</b>	<i>This unit describes the skills required to oversee the adherence to established infection control guidelines and duty of care throughout a particular work environment</i>
<b>HLTOHS300A</b> <b>Contribute to OHS processes</b>	<i>This unit specifies the workplace performance required by an employee to contribute to OHS processes where there is responsibility for own work outputs and possibly limited responsibility for the work output of others</i>
<b>HLTAP401A</b> <b>Confirm physical health status</b>	<i>This unit of competency describes a detailed level of knowledge of anatomy and physiology required to confirm physical health status</i>
<b>HLTAP501A</b> <b>Analyse health information</b>	<i>This unit of competency describes the application of in-depth level of knowledge of anatomy and physiology required to analyse available health information in relation to specific services to be provided</i>
<b>CHCORG28A</b> <b>Reflect and improve upon professional practice</b>	<i>This unit describes the knowledge and skills required evaluate own work, continuing self-development and effective supervision within an ethical code of practice.</i>
<b>HLTNUT601B</b> <b>Apply literature research findings to clinical practice</b>	<i>This unit of competency describes the skills and knowledge required to source and evaluate relevant information and apply findings to clinical practice This unit requires high level knowledge of the specialised modality and its effect on a wide range of complex health conditions</i>
<b>HLTNAT603A</b> <b>Apply nutritional medicine diagnostic framework</b>	<i>This unit of competency describes the skills and knowledge required to interpret information gathered in the health assessment and make and review an accurate diagnosis over the course of treatment, according to a nutritional medicine framework</i>
<b>HLTNAT607B</b> <b>Manage work within a clinical nutritional framework</b>	<i>This unit of competency describes the skills and knowledge required to manage the effective work practices of self and others within a nutritional medicine framework</i>

<b>HLTNAT606B</b> <b>Perform nutritional medicine health assessment</b>	<i>This unit of competency describes the skills and knowledge required to observe the condition of the client and gather information relevant to the case, according to a nutritional medicine framework</i>
<b>HLTNAT605B</b> <b>Plan the nutritional treatment strategy</b>	<i>This unit of competency describes the skills and knowledge required to prepare for treatment of clients and negotiate a treatment management plan with them using a nutritional medicine framework</i>
<b>HLTNAT601B</b> <b>Provide nutritional medicine treatment</b>	<i>This unit of competency describes the skills and knowledge required to administer client treatment according to a nutritional medicine framework</i>
<b>HLTNUT602B</b> <b>Provide specialised nutritional medical treatment</b>	<i>This unit of competency describes the skills and knowledge required to provide specialised nutritional medicine care for less common conditions/disease in accordance with the age, gender and mental health needs of the client This unit requires high level knowledge of nutritional medicine and a wide range of health conditions</i>
<b>HLTNUT609A</b> <b>Prepare and dispense nutritional and dietary supplements</b>	<i>This unit of competency describes the skills and knowledge required to prepare and dispense dietary supplements according to a script prepared by a nutritional practitioner</i>
<b>HLTNUT610A</b> <b>Provide basic dietary advice</b>	<i>This unit of competency describes the skills and knowledge required to provide basic advice on dietary modification according to established nutritional medicine principles and practice</i>



# Employability Skills

- HLT61007 Advanced Diploma of Nutritional Medicine

**Employability Skills Facets Addressed** (*Industry/enterprise requirements for this qualification include the following facets.*)

Communication	<ol style="list-style-type: none"> <li>1. Listening to and understanding <b>client information, medical reports and feedback</b></li> <li>2. Speaking clearly/directly <b>to relay information</b></li> <li>3. Reading and interpreting workplace related documentation, <b>such as safety requirements, work instructions where relevant, professional information</b></li> <li>4. Writing to address audience needs, <b>such as work notes, reports and referrals</b></li> <li>5. Interpreting the needs of internal/ external customers <b>from clear information</b></li> <li>6. Applying numeracy skills to workplace requirements <b>involving measuring</b></li> <li>7. Establishing and using networks</li> <li>8. Sharing information (<b>eg. with other staff where appropriate and clients</b>)</li> <li>9. Negotiating responsively (<b>eg. re own work role and/or conditions, with clients</b>)</li> <li>10. Persuading effectively</li> <li>11. Being appropriately assertive (<b>eg. in relation to safe or ethical work practices and own work and scope</b>)</li> <li>12. Empathising (<b>eg. in relation to others</b>)</li> </ol>
Teamwork	<ol style="list-style-type: none"> <li>1. Working as an individual and a team member (<b>where relevant</b>)</li> <li>2. Working with diverse individuals and groups</li> <li>3. Applying knowledge of own role as part of a team (<b>eg. Wider health care team where relevant/appropriate</b>)</li> <li>4. Applying teamwork skills to a range of situations (<b>where relevant</b>)</li> <li>5. Identifying and utilising the strengths of other team members (<b>eg. wider health care team where relevant/appropriate</b>)</li> <li>6. Giving feedback, coaching and mentoring</li> </ol>
Problem solving	<ol style="list-style-type: none"> <li>1. Developing practical and creative solutions to workplace problems (<b>ie. within scope of own role</b>)</li> <li>2. Showing independence and initiative in identifying problems (<b>ie.within scope of own role</b>)</li> <li>3. Solving problems individually or in teams (<b>ie. within scope of own role</b>)</li> <li>4. Applying a range of strategies in problem solving</li> <li>5. Using numeracy skills to solve problems (<b>eg. time management, stock management, calculations of remedies if appropriate</b>)</li> <li>6. Testing assumptions and taking context into account (<b>ie. with an awareness of assumptions made and work context</b>)</li> <li>7. Listening to and resolving concerns in relation to workplace issues</li> <li>8. Resolving customer concerns relative to workplace responsibilities</li> </ol>
Initiative and enterprise	<ol style="list-style-type: none"> <li>1. Adapting to new situations (<b>ie. within scope of own role</b>)</li> <li>2. Being creative in response to workplace challenges</li> <li>3. Identifying opportunities that might not be obvious to others</li> <li>4. Generating a range of options in response to workplace matters</li> <li>5. Translating ideas into action (<b>ie. within scope of own role</b>)</li> <li>6. Developing innovative solutions</li> <li>7. Developing a strategic, creative, long-term vision</li> </ol>
Planning and organising	<ol style="list-style-type: none"> <li>1. Collecting, analysing and organising information</li> <li>2. Using basic business systems for planning and organising</li> <li>3. Being appropriately resourceful</li> <li>4. Taking initiative and making decisions within workplace role (<b>ie.within authorised limits</b>)</li> <li>5. Participating in continuous improvement and planning processes</li> <li>6. Working within or establishing clear work goals and deliverables</li> <li>7. Determining or applying required resources</li> </ol>

	8. Allocating people and other resources to tasks and workplace requirements <b>(where relevant)</b> 9. Managing time and priorities 10. Adapting resource allocations to cope with contingencies <b>(where relevant)</b>
Self management	1. Being self-motivated 2. Articulating own ideas and vision 3. Balancing own ideas and values and vision with workplace values and requirements 4. Monitoring and evaluating own performance 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques ) 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning 7. Contributing to the learning of others <b>(eg. by sharing information)</b> 8. Applying a range of learning approaches 9. Developing own learning pathways 10. <b>Participating in</b> developing own learning plans <b>(including professional development)</b>
Technology	1. Using technology and related workplace equipment <b>(where relevant)</b> 2. Using basic technology skills to organise data <b>(where relevant)</b> 3. Adapting to new technology skill requirements <b>(where relevant)</b> 4. Applying OHS knowledge when using technology 5. Applying technology as a management tool <b>(where relevant)</b>

# RPL, National Recognition and Credit Transfer

## ***Recognition of Prior Learning (RPL)***

RPL is based on the awareness that people learn in many different ways throughout their lifetime (through work experience, life experience, education and training). RPL takes into account a person's skills and experiences, no matter where these were learnt, to enable people to get credit in a course of study.

Every unit in an accredited course has a set of learning outcomes (and associated assessment criteria) that must be achieved before a participant will be deemed competent in that unit.

In broad terms, the process of RPL involves matching what participants already know and can do with the learning outcomes of the course. If a participant can show that they have already attained the learning outcomes for one or more units, they won't have to do those units. To demonstrate current learning, the participant would need to provide "evidence" of the learning and this is done in a variety of ways depending upon the unit – eg letters from employers, work documents, practical demonstrations

If you are interested in further information about applying for RPL – ask for the free "RPL Explained" guide

## ***National Recognition, Credit Transfer and Currency***

National Recognition is recognition by an RTO of the Australian Qualifications Framework (AQF) qualification and statements of attainment that are issued by all other RTO's, thereby enabling national recognition of the qualification and statements of attainments issued to any person.

Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in a course. The assessment determines the extent to which the client's subject or course is equivalent to the required learning outcomes, competency outcomes or standards in a qualification. This may include credit transfer based on formal learning that is outside AQF.

Currency is one of the rules of evidence. Evidence is required to make a claim against National Recognition and Credit Transfer. In assessment currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

If a student wishes to make a claim against National Recognition or Credit transfer they will need to provide a copy of any previous transcripts or qualifications to the VET Manager at time of enrolment. Students need to be aware that any claim will be assessed for Currency.

## Student Support Services and Assistance

It is important to us that you feel comfortable in your learning environment.

If you require assistance at any time during your studies at WEA Hunter, please contact the Equity Centre staff on 4926 1113 for a confidential interview.

This free service to students and intending students can assist you in a variety of ways. These include literacy and numeracy programs; physical resources like a scribe (if available) and specialised classroom resources, advocacy, and referral to other external providers of accommodation, medical and financial services. If you have a special need related to your learning, Student Support Services may be able to assist you find strategies to break down any barriers you feel you may have to finding success in our education and training programs.



A Student Support Worker will work with you and your tutor (if you agree) to ensure you have the support needed to complete your course to the best of your ability.

**Would you like some assistance? Let us know if we can help you by filling in the form below and handing it to your Teacher, or if you prefer, give it to the Student Support Worker, located in the administration office at 100 Laman Street. If you are an online learner we still may be able to assist with your learning needs.**



## STUDENT SUPPORT SERVICES – Request for Assistance Form

***Please attach this portion to your enrolment application. All your documentation is kept confidential***

I would like assistance in the following area(s):

- Special seating for back injury or other disability
- Special room accommodation (ie no steps) due to physical disability
- Reproduction of class notes to assist print disability (e.g. enlarged to A5 or copied onto blue paper)
- Assistance with report/essay writing and study skills
- Support during my course (e.g. counselling, educational planning and/or referral to other service)
- Other (please tell us what assistance you would like)

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*I would like the Student Support Worker to contact me to discuss my support needs*

Name \_\_\_\_\_ Contact ph number \_\_\_\_\_

Course I am enrolled in;

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I understand that all information given to Student Support Services remains confidential and will only be provided to those people in the organisation who will be able to assist my learning opportunities.

Signature: \_\_\_\_\_

*It is important to us that you feel comfortable in your learning environment and throughout your skills development*





## For Further Information

If you would like more information on this or any of our courses please call our offices in Newcastle on (02) 49254200



Or why not go online to [www.weahunter.com.au](http://www.weahunter.com.au)

## How To Enrol

- On line:** Simply log on to [www.weahunter.com.au](http://www.weahunter.com.au) and you can enrol on line with a secured site to quote your credit card as payment for your course. Available at any time.
- Fax:** Complete and sign the enrolment form enclosed, including credit card details and fax it to 4929 6845. Available at any time.
- Mail:** Complete and sign your enrolment form enclosed, and send it, together with either a cheque, money order or credit card details to: WEA Hunter, PO Box 1791, Newcastle NSW 2300.
- Call in:** To one of our offices and pay by cheque, money order, cash, credit card or EFTPOS: 150 King St NEWCASTLE
- Phone:** 4925 4200 and one of our friendly staff will process your enrolment from your credit card details over the phone
- Staff hours:** Our staff are available in the office or over the phone  
Monday to Thursday 8.30am – 5.00pm.  
Friday: 8.30am – 4.00pm