



**The Society of Homeopaths**  
*representing professional homeopaths*

**A**PPPLICATION *for*  
**R**ECOGNISED  
**C**COURSE  
**S**TATUS

***Handbook for initial applicants***

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# Introduction

This handbook is designed for those who run courses leading to a professional qualification and licence to practise homeopathy. It presents the criteria a course needs to meet to attain recognition by the Society of Homeopaths, together with our application guidelines.

We invite you to produce written documentation to demonstrate your course's fulfilment of these criteria.

Course Providers' submissions will be reviewed by a panel of experienced homeopaths and educators who will produce a draft report on how the course has demonstrated fulfilment of the criteria. This will be discussed by the independent representatives of the Education Steering Group who may make further recommendations before final approval by the Society of Homeopaths' Professional Standards Committee.

This evaluation of written documentation will be closely followed by a liaison visit to augment the developmental and supportive aspects of the process.

*In August 2010, we replaced our previous recognition criteria with those agreed by members of the Accreditation Working Group of the Council of Organisations Recognising Homeopaths. These were included in their Accreditation Handbook 2007.*

*Our vision, aims and values remain the same, and are reproduced in our 'Guide to the process', where an outline of the purposes and values of the Society's course recognition process can also be found.*

**Acknowledgements:** *We have drawn on the work of the British Acupuncture Accreditation Board in the preparation of the ARCS documentation, and extend our thanks to them. The revised criteria are derived from the CORH/HAB Accreditation Handbook 2007 and we acknowledge the extensive contributions made to this document by educators from a number of homeopathy organisations and those from related disciplines. The continuing work of the European Central Council of Homeopaths has been invaluable in collating and reviewing education guidelines for the profession.*

*We also wish to thank participating homeopathy course providers, whose feedback from experience of the process has been invaluable, and led directly to important developments and changes.*

## Guidelines on the submission and its presentation

We prefer to have 2 copies of the main submission in paper format with clear organisation and cross-referencing to appendices, as it can be difficult for reviewers to read lengthy submissions on screen. Supplementary and bulky appendices may be sent electronically or you can signpost us to the relevant section(s) of your website. Please also complete the cover sheet (*Appendix 3*) with the basic information requested.

Your submission should present a comprehensive picture of your course as it will be reviewed by people who will have no prior knowledge of your provision. Please note that there are two types of criteria: *overall* and *specific*. The information that you provide in the overall criteria should be reflected and evidenced throughout the submission within the specific criteria. For example, if an important aspect of the ethos of your course is a pragmatic approach to homeopathy, reviewers would expect to see clearly that this is shown in all the appropriate specific criteria. Therefore your whole submission should reflect your overall stated aims and ethos.

We have presented each criterion on a separate page with accompanying guidelines so that this information can be shared easily between members of your staff team. Guideline questions are designed to ensure that all aspects of the criteria response are considered and addressed, so you might decide to use them as final checklists before submission. We have also presented a list of the criteria *without* the guidelines as appendix 2, to provide an overview.

Please note that the wordage suggested for the response to the criteria is a guideline minimum. Please feel free to elaborate.

*Please contact the office in Dartington Hall at any time if you need help or clarification whilst compiling your submission: 01803 840187 or [georgie.freemantle@homeopathy-soh.org](mailto:georgie.freemantle@homeopathy-soh.org)*

**Please submit TWO copies of your application, with your remittance to:**

**SOCIETY OF HOMEOPATHS EDUCATION OFFICE  
14 DARTINGTON SPACE  
DARTINGTON HALL  
TOTNES  
DEVON TQ9 6EN**

# Explanation of our process

## The process

- Our administrator will send you this Handbook and suggest a suitable submission date.
- The course provider will aim to involve their core team in compiling the submission and request input from students and occasional staff. The Education Department will provide support and guidance on request.
- Once we receive the submission, it will be evaluated by 2 members of our Review Panel – one with a background in homeopathy and education, and one with relevant educational experience in another field.
- The reviewers may request further information if they feel this will contribute to their understanding of your submission.
- The panel's preliminary report will be overseen by the Senior Education Advisor and revised where appropriate.
- The second draft of the report will be reviewed by the independent sub-group of the Education Steering Committee, which will suggest further amendments if necessary.
- A final report and recommendation will be considered by the Society's Professional Standards Committee for ratification.
- In exceptional circumstances, PSC may refer to the Society's Board of Directors for a final decision.
- The Senior Education Advisor will communicate the outcome of the review to the Course Provider.
- There will usually be some suggestions for further development and there may be some conditions to recognition (i.e. matters of clarification, information or development that need to be addressed within a certain time). Occasionally, where a course provider is unable to demonstrate fulfilment of certain criteria, the course will be given Conditional Recognition for a specified time whilst the issues are addressed. In such situations, the Education Department can support the course development by advising or signposting if required.
- A liaison visit will be scheduled to follow the written review.
- Successful courses will continue to be listed and promoted on our website.

*A summary of our application process is provided in diagrammatic form in Appendix 1.*

## Costs

The Initial Application fee is £1,500-00.

This covers the cost of staff and administration for the complete process, including initial phone or email contact for clarification of the process prior to submission, as well as the cost of independent consultants on both the review panel and the Education Steering Committee.

You can opt to pay in 2 instalments. We are willing to negotiate other instalment options provided the full amount is paid within a year of the initial application.

### **Confidentiality**

The submission is confidential to the Education Department, the Review Panel, the Education Steering Committee sub-group (i.e. the independent members) and the Society's Professional Standards Committee. Each person who is involved in this process will sign our confidentiality agreement.

### **Dates and deadlines**

You will be given a submission date which will be calculated to allow for the reports to be presented to the next ESC meeting. Please contact us as soon as possible if you believe you will have difficulty keeping this deadline. If it is not possible to complete in time for the next ESC meeting, you can postpone your application for a further six months or a year. We shall still be happy to answer any queries you may have, and we can provide more extensive support for an agreed daily fee.

# CRITERIA FOR COURSE RECOGNITION

*Derived from CORH/HAB Accreditation Handbook 2007*

## Overview

During the review process, course providers will be required to demonstrate that they meet (or exceed) the standards detailed in each of the **recognition criteria**.

These are set out as '**Overall Criteria**' and '**Specific Criteria**'.

*The **Overall Criteria** relate to the overall outcomes and values of homeopathic education. Course providers will be asked to write an evaluative statement to demonstrate how their individual 'ethos' incorporates these. As a guide, this statement might be at least 600 words in length.*

*The **Specific Criteria** describe different aspects of the course and its institutional structures. Course providers are required to write short evaluative statements of at least 300 words on each criterion, and to provide clearly annotated evidence to support those statements.*

This handbook provides a number of questions to guide course providers in the process of thinking about each criterion and how they may be able to explain and evidence them.

# Overall Criteria - Outcomes, Values and Ethos

## **Overall Criterion A - Outcomes of the Learning Programme**

Students should have a strong practical grasp of the fundamental knowledge, skills and attitudes required to be a homeopath and be committed to continuing professional and personal development ensuring they are fit to practise as independent, registered homeopaths.

By the end of the programme, students should have achieved a level of understanding and skill in homeopathic practice consistent with first degree level and should be able to practise independently in accordance with:

- i The standards of practice specified in the 'Complementary and Natural Healthcare National Occupational Standards for Homeopathy'

The standards specific to homeopathy (CNH1-2 & 15-19) cover the following areas of practice:

- Explore and establish the client's needs for complementary and natural healthcare
- Develop and agree plans for complementary and natural healthcare with clients
- Explore and evaluate with individuals factors relating to their health and well-being within the context of homeopathy
- Integrate and evaluate information about individuals' health and wellbeing within the context of homeopathy
- Prescribe homeopathic treatment for individuals
- Dispense homeopathic remedies for an individual
- Review and evaluate homeopathic treatment, case management and practice development

- ii The Society of Homeopaths' Code of Ethics and Practice

- iii The Society of Homeopaths' Core Criteria for Homeopathic Practice

## **Overall Criterion B - Values**

Homeopathy education should aim to be:

- i Student-focussed - The experiences of students are primary in determining the quality of education. Courses should be accessible and should recognise the individuality of students while making use of the unique contribution that their wealth of experience and talent may bring to the learning situation and to the development and evaluation of the curriculum. Courses should be appropriately challenging to all students in terms of both personal and professional development.
- ii Patient-centred - Courses should develop homeopaths whose primary commitment is to continually improve their own care of patients through reflection, who can demonstrate safety, competence and maintenance of appropriate professional boundaries and who can practise ethically and effectively.
- iii Practice-led - Homeopathic education should be based in the art and science of the professional practice of homeopathy, with teachers normally engaging in ongoing practice and with the aim of enabling students to become confident and competent

registered homeopaths.

- iv Collaborative - Homeopathic education should aim to create opportunities for shared learning with other healthcare professionals and researchers, recognising a common purpose in the wider healthcare community.
- v Appropriate - Courses should prepare practitioners who have the knowledge, skills and attitudes outlined in the CNHNOS for homeopathy, a commitment to continuing professional development and the capacity to practise confidently and competently in accordance with the Code of Ethics and Practice in independent, collaborative and multidisciplinary contexts.
- vi Effective - Course providers should make effective use of resources, recognising the need for adequate student numbers to enable peer support and challenge.
- vii Accountable - Homeopathic education should be open to scrutiny and explicable in professional terms.
- viii Equitable and non-discriminatory - Course providers should offer the same status, rights and responsibilities to all involved with the institution and promote equality of opportunity in all policy and practice regardless of factors such as age, gender, ethnicity, sexual orientation, disability and religious beliefs.
- ix Reflective and responsive - Education in homeopathy should encourage self-reflection and development and developing practice that integrates the best available evidence from research, the preferences of patients and the expertise of practitioners (including the individual homeopath).

### **Overall Criterion C – Ethos**

The course should have a clearly defined ethos (consistent with Overall Criteria A and B and incorporating its unique approach both to homeopathy and to the education programme) that is reflected in all policies and principles and implemented in all areas of practice in the educational institution.

### **NOTES**

SoH respects and values diversity of approach in homeopathy education and practice. Course providers should bear in mind that, during the recognition process, the course will be evaluated on the extent to which the values of homeopathic education and the ethos of the course are revealed through each of the specific criteria and the extent to which it is possible to be confident that those qualifying from the course have achieved the outcomes of the learning programme (standards, level of understanding and Code of Ethics and Practice).

Course providers should provide an overall evaluative statement (approximately 600 words) explaining their commitment to the outcomes and values of homeopathic education, through the lens of their own unique ethos.

### **Guideline Questions**

- On what principles/ethos/mission/unique approach is the course based?
- In what ways does the course support the development of homeopaths that meet the required outcomes of the learning programme (Overall Criteria A) while retaining its unique approach?
- How are the values of homeopathic education (Overall Criterion B) reflected in the course? Does the course have any additional values that it promotes?
- How are these principles and values communicated to prospective and existing students and to those who work on the course?

## Specific Criteria of the Learning Programme

The course provider should provide an evaluative statement of at least 300 words on each of the specific criteria explaining how the course meets the requirements (in line with its own ethos).

In addition, the course provider should provide clearly annotated and referenced documentary evidence to support this statement or indicate how such evidence will be available in electronic format or through liaison activities.

### **Suggestions for documentary evidence to include as appendices or to signpost:**

- Course Prospectus
- Student Handbook(s)
- Course outline/syllabus
- Module or unit descriptions
- Learning Outcomes
- Assessment criteria and procedures
- Clinical Education information
- Information for staff and supervisors
- Course timetables
- Staff CVs including recent CPD
- Examples of feedback from staff, students and patients
- Examples of student work demonstrating level differentiation.
- External Examiner's report(s)
- Advertising material
- Grievance procedures
- Policy statements e.g. staff development, equal opportunities
- Statistical evidence e.g. student achievement and retention levels

### **Criterion 1 - Programme Management**

The learning programme is managed by named individuals who are responsible and accountable for the organisation and delivery of the course and who involve students, staff and other relevant persons in the programme evaluation and development.

#### **Guideline Questions**

- Who manages the programme? Is this a formally constituted group? Are all the teachers who have responsibility for parts of the course involved? If not - what are the reasons for their not being involved? Are student representatives involved?
- What are the qualifications and experience of these key people?
- How often does this group meet? Are there minutes of the meetings? Are these available to others?
- Who feeds into programme development? How are the students' views collected? What other factors are taken into account in programme development? - eg national issues in homeopathy, legal issues, contemporary health care policy
- Are any persons external to the course involved in programme management (e.g. an external examiner)? What is their role and how does this work? Do they give written feedback? How does this relate to the development of the course and its standards?
- How are issues raised by those responsible for course management or resourcing, and by teachers, students or external examiners followed up?

## **Criterion 2 - Programme Content**

The breadth and content of the course needs to be sufficient to enable students to achieve the outcomes of the learning programme and must include observed clinical training.

### **NOTES**

Reflecting the diversity of approach in homeopathic education and within the profession itself, course providers will describe in detail the programme content of their own course.

Clinical education is an essential component of the programme. It can take many forms. The course provider will need to demonstrate how all aspects of clinical education lead to professional competence in a diversity of health states with a diversity of patients.

### **Guideline Questions**

- What are the learning outcomes of the course (as a whole and specific units/classes)?
- Within the syllabi, curriculum, reading lists and materials to support student learning, is it possible to map course content onto CNHNOS and the Code of Ethics and Practice?
- How has additional guidance information been utilised? (e.g. SoH Clinical Education Guidelines ; ECCH Educational Guidelines; QAA benchmarks etc)
- Does the course enable students to be aware that there are different approaches to homeopathy and health care and promote appropriate inter-professional collaboration?
- What form does clinical education take and how does this meet the required levels for professional competence?
- How much experience do students get of working with patients?
- How are personal and professional boundaries and conduct issues covered on the course?
- Does the course include any business or administrative training to prepare students for running a practice?
- Does the course include any training in clinical governance (which involves building frameworks and processes for assuring and continually improving the quality and safety of clinical services, with clear lines of accountability)?

### **Criterion 3 - The Education Level of the Programme**

The education level reached on the course should be the equivalent of first degree level study, to reflect the fact that registered homeopaths are independent professional health care practitioners.

This means that on completion of the programme the qualified homeopath should be:

- Competent to assess and treat a diverse range of patients without supervision
- Able to reflect on their practice utilising critically the dynamic and complex body of homeopathic knowledge, challenging their skills and continually seeking to develop their expertise as a practitioner
- Able to appreciate uncertainty in health care situations, to work within their limits of competence and to refer to other practitioners and seek guidance as required
- Able to communicate with patients and other practitioners clearly, with sensitivity, relevance, confidence and professionalism

### **NOTES**

This Criterion only relates to the level of the programme and not the content that might be found in other degree-level programmes. Nor does it link to the nature of the institution offering the programme.

### **Guideline Questions**

- How does the course promote critical and reflective practice (thinking and action)? Do members of staff adopt these attitudes in their teaching practice as well as their homeopathic practice?
- How does the course prepare students to be able to act responsibly and self-critically in independent practice? To what degree do students engage in self-managed learning?
- How do students engage with the ethical issues in practice?
- Are students encouraged to be aware of research practices in homeopathy and given the skills to be able to critique research findings? Are students equipped to be able to understand (and potentially engage in) the contemporary debates in the profession?
- What teaching and learning techniques promote students' engagement with their subject? How does the course promote independent learning?
- In what ways does assessment promote the development of students' knowledge, skills and attitudes? How are staff members able to discern the quality of a student's theory and practice in homeopathy?
- What external support or validation has the course provider engaged to define the educational level of the course?

- Within the staff team, is there sufficient diversity and expertise to offer students the opportunity to engage with a range of critical approaches to homeopathic knowledge and practice? For example, most courses at 1<sup>st</sup> degree level, would be delivered by staff who are themselves at Masters level.
- How does the course provider keep up-to-date with the recent developments in homeopathy and education? Does the course provider seek external input into their course content and delivery?
- Can students produce a coherent and well-argued justification of their treatment programmes (including prescription)?
- Are students able to honour the historical body of knowledge in homeopathy and assess its impact on contemporary debates and practice?
- How does the course foster development of communication skills, including the students' ability to engage effectively in discussion and debate in a professional manner?

#### **Criterion 4 - The Length and Structure of the Programme**

Course providers should demonstrate that the length and structure of their programme of study is sufficient for students to be able to meet the required outcomes of the learning programme and to adequately prepare them to practise as independent homeopaths.

This should include:

- An appropriate balance between theoretical, experiential and clinical learning
- Sufficient contact hours and independent study hours.
- A clear policy on expected student progression and development throughout the course

#### **NOTES:**

Reflecting the diversity of approach in homeopathic education and within the profession itself, course providers will describe the length and structure of their course.

Course providers will need to provide the approximate total number of hours that they expect students to study in order to complete the course satisfactorily, recognising that this will be subject to considerable variability. These study hours should take account of all the taught hours - theory and practice (see Criterion 5), all time spent preparing assignments and undertaking examinations (see Criterion 6) and all other anticipated home and other study time.

Course providers might like to bear in mind the time taken to prepare other healthcare professionals for independent practice, the expectations stated in the course outcomes and the need for homeopaths to be able to stand alongside other conventional and alternative health care professionals.

#### **Guideline Questions**

- How is the programme of study structured (timescale, full-time/part-time)? What was the basis of this decision? Is there any evidence on the appropriateness of this pattern?
- How many contact hours (classroom and clinic) do students have? How does this change as they progress through the course? What evidence do you have that this is sufficient?
- On average, how many hours of study in addition to the above are students expected to put in, in order to maintain progress on the course and to undertake assignments?
- How do you ensure that all of the systems that you have in place relating to hours of study/recognition of experience are fair so that no student is disadvantaged and all students have appropriate opportunities to achieve the course outcomes?
- How is the pattern of the programme, including home study hours, made clear both to prospective students and to the staff implementing it?

### **Criterion 5 - Teaching and Learning**

Teaching and learning approaches must engage students in active, independent and student-centred learning, be consistent with the course ethos and be appropriate to:

- enable students to cover the course content at the appropriate level so that they are fit to practise as independent healthcare practitioners
- promote the personal and professional development of students and their commitment to continuing professional development

### **NOTES**

Reflecting the diversity of approach in homeopathic education and within the profession itself, course providers will describe their own teaching and learning approaches. These may include, but are not limited to:

- Lectures
- Small group discussion, such as seminars or tutorials
- Clinical supervision
- Reflective portfolios or learning journals
- E-learning or computer-assisted learning
- Self-directed learning
- Context-based learning or apprenticeship
- Group work
- Projects
- Presentations
- Workshops

### **Guideline Questions**

- What approaches are used to facilitate learning within the course as a whole? Why? How do the approaches relate to the course ethos?
- What teaching and learning strategies are used for clinical education? How does that promote student development in clinical practice to adequately prepare them to be independent healthcare professionals?
- In what ways are the various teaching and learning approaches appropriate to the content and education level of the programme?
- What approaches are used to facilitate students' personal and professional development?
- Are the students and the staff aware of the different approaches that are used and how each is intended to contribute to student learning and their development as competent homeopaths?

### **Criterion 6 - Student Assessment**

Assessment approaches must be consistent with the course's ethos and must:

- establish whether students have reached the required level of understanding and skill so that they are fit to practise as independent health care professionals
- promote the personal and professional development of students and their commitment to continuing professional development

In addition recognition will confirm that:

- the criteria on which students are assessed are clear and explicit and made available to staff and students

### **NOTES**

Reflecting the diversity of approach in homeopathic education and within the profession itself, course providers will describe their own assessment and appraisal approaches. These may include but are not limited to:

- Assessment for/of learning
- Independent assessment
- Peer assessment
- Self-appraisal
- Formal assessment
- Informal assessment
- Ongoing assessment

The word 'assessment' is used to include all forms of interaction with students by which an understanding of their progress and demonstration of their competence as developing homeopathic practitioners is gained. This may include, but is not limited to:

- A range of written or oral presentations, such as essays or class presentations
- Examinations, including seen, unseen or open book
- Case studies
- Observation
- Supervision reports
- Learning journals
- Reflective portfolios or critiques
- Experiential activities
- Interviews
- Practical-based, project-based or work experience/apprenticeship reports
- Dissertations and independent study

Course providers are encouraged to involve individuals who are external to the course in the assessment of their students as this provides fresh perspectives to the work and is a means of sharing good practice across providers.

## **Guideline Questions**

- What is the course provider's policy on assessment? How does this relate to their ethos?
- What assessment techniques are used to assess student learning? How are assessment strategies monitored and developed? Is there any post-qualification feedback?
- What final assessments are made before qualification? What evidence is there that homeopaths qualifying from the programme achieve the standards of practice specified in the Homeopathy CNHNOS? Can these be mapped onto the required learning outcomes of the programme? Are there any additional outcome standards specific to the course provider?
- How is the SoH Code of Ethics and Practice reflected in assessments? How are students able to articulate and manage ethical issues related to professional homeopathic practice?
- What are the criteria for progression on the course (e.g. eligibility to continue onto the next part of the course or the need to repeat a part etc)?
- How are assessments marked and/or progress estimated? Are assessment criteria readily available to staff and students?
- What guidance is given to students about assessments? Are these clear to staff and students?
- How is consistency between assessors of standards in assessment etc. managed?
- How is late submission of work (re-working or re-taking unsatisfactory assignments, making up for sickness/absence etc.) managed? Is this fair and appropriate?
- How do these approaches to assessment promote the personal and professional development of students and their commitment to Continuing Professional Development? Is this consistent with the course ethos?

### **Criterion 7 - Student Recruitment, Support and Guidance**

Applicants and students are provided with appropriate, clear and accurate information at all stages of the course - for example on: course content, teaching and learning approaches, assessment criteria and approaches, financial and time commitments and institutional resources (including staff). Students are offered appropriate personal guidance and support throughout the course and enabled to use other forms of support when they need them.

#### **Guideline Questions**

- How are students recruited to and selected on to the course?
- What information is provided to potential students about the course, expectations in terms of study time, fees etc.? How does that relate to student experience once they start the course?
- What systems are in place to take account of students' prior learning and experience and to respond to individual needs?
- What information is given to students on commencement of the course and as they progress from one year or part to the course to another?
- How are students supported on the course (mentors/supervisors etc.)? How helpful do students perceive this to be? Have any other mechanisms for support been explored e.g. external counselling?
- What are the reasons students give for withdrawing from the course? Have any transferred to another homeopathy course? In what ways was their transfer facilitated?

**Criterion 8 - Student Complaints System**

The course provider has a complaints system that is clear to students and which is capable of addressing formal complaints from students.

**Guideline Questions**

- What is the policy in place to deal with student complaints? At what point is a person not directly involved in the dispute (or external to the course) brought in to the process? Are student representatives used in the process?
- How are students made aware of the policy?
- Is the process fair to both the students and any staff involved?
- How are students supported through the process of making a complaint?
- Has it ever been used within the past three years? What were the outcomes and what changes were made as a result?

### **Criterion 9 - Staff Recruitment, Development and Management**

The course provider has policies and procedures for the recruitment, development and management of all staff which are appropriate to its size and support its function to produce homeopathic practitioners who can meet the outcomes described in CNHNOS and the Code of Ethics and Practice.

#### **Guideline questions**

- How are staff members recruited? Do staff members have job descriptions/contracts? In what ways are new staff members helped to settle into the organisation and adjust to their role? What skills do new members of staff have (in homeopathy, in teaching, in supervision)? Are staff members able to teach at first degree level? Do their qualifications reflect this?
- What are the expectations of the organisation in terms of staff development? How are teaching staff members helped to develop their qualifications and expertise as homeopaths and as teachers?
- How are staff members helped to evaluate their performance? Is there a performance review or appraisal system? How is it working? If not - in what ways do staff members receive feedback on their performance?
- What policies are in place to handle staff complaints or grievances? Have these ever been used within the past three years? What was the outcome?
- Is there a process in place for staff support in the event of a complaint being made against them?

**Criterion 10 - Resources and Facilities to Support Learning**

There are sufficient and appropriate resources and facilities to support the learning and development of students to achieve the required course outcomes. Facilities, policies and practices should comply with relevant legislation.

**Guideline Questions**

- What facilities are there for the course in terms of buildings, classrooms, practical facilities, student facilities, staff facilities, toilets etc? How accessible are these to disabled students or staff?
- What policies are in place to ensure that the facilities and practices comply with relevant legislation (eg health and safety, disability discrimination)?
- Do clinic facilities (including dispensing areas) meet acceptable standards of cleanliness and hygiene?
- What resources are there for student learning - computers, library resources, audio-visual materials?
- Are these resources sufficient for the approaches to teaching and learning employed?
- Does the course provider offer any resources for those who have qualified from the course?

### **Criterion 11 - Course Provider Management Systems, Policies and Practices**

The course provider will be able to show that it has management systems, policies and practice (including legal requirements) in place which are appropriate to its size and support its function to produce homeopathic practitioners who can meet the outcomes described in CNHNOS and the Code of Ethics and Practice.

#### **Guideline Questions**

- What is the structure of the organisation? Is it clear who has overall responsibility for ensuring that the organisation is sound legally, has sufficient resources for its purpose, and is carrying out its function appropriately?
- Who accounts to whom and for what? Is this clear to all concerned?
- In what ways are individuals and groups held to account for the effectiveness of what they are doing?
- What are the perceived legal requirements to which the organisation has to comply? Does this include company law, health and safety requirements, disability discrimination, employment law, local authority regulations?
- Does the organisation have adequate and appropriate insurance in place, including employer liability and professional indemnity insurance?
- Does the organisation have a complaints procedure for patients?

### **Criterion 12 - Course Provider Financial Systems, Policies and Practices**

The course provider will be able to show that it has financial systems, policies and practices (including legal requirements) in place which are appropriate to its size and support its function to produce homeopathic practitioners who can meet the outcomes described in CNHNOS and the Code of Ethics and Practice.

#### **Guideline Questions**

- How is the balance of financial and educational decision-making achieved?
- How is any potential conflict of interest between the financial control of the institution and educational control managed?
- What are the fees for the course and how are these accounted for?
- What is the policy about payments and refunds? Is this clear to the students and reasonable? How is the refund policy implemented?
- Have there been any disputes about payment or refunds within the past three years and how have these been resolved?
- What business planning and contingency management systems are in place?
- Does the organisation have accounts that are separately kept and independently audited?
- *Appendix 3* may help in your response to these guidelines and should be given as a front sheet.

### **Criterion 13 - Course Provider Self Evaluation**

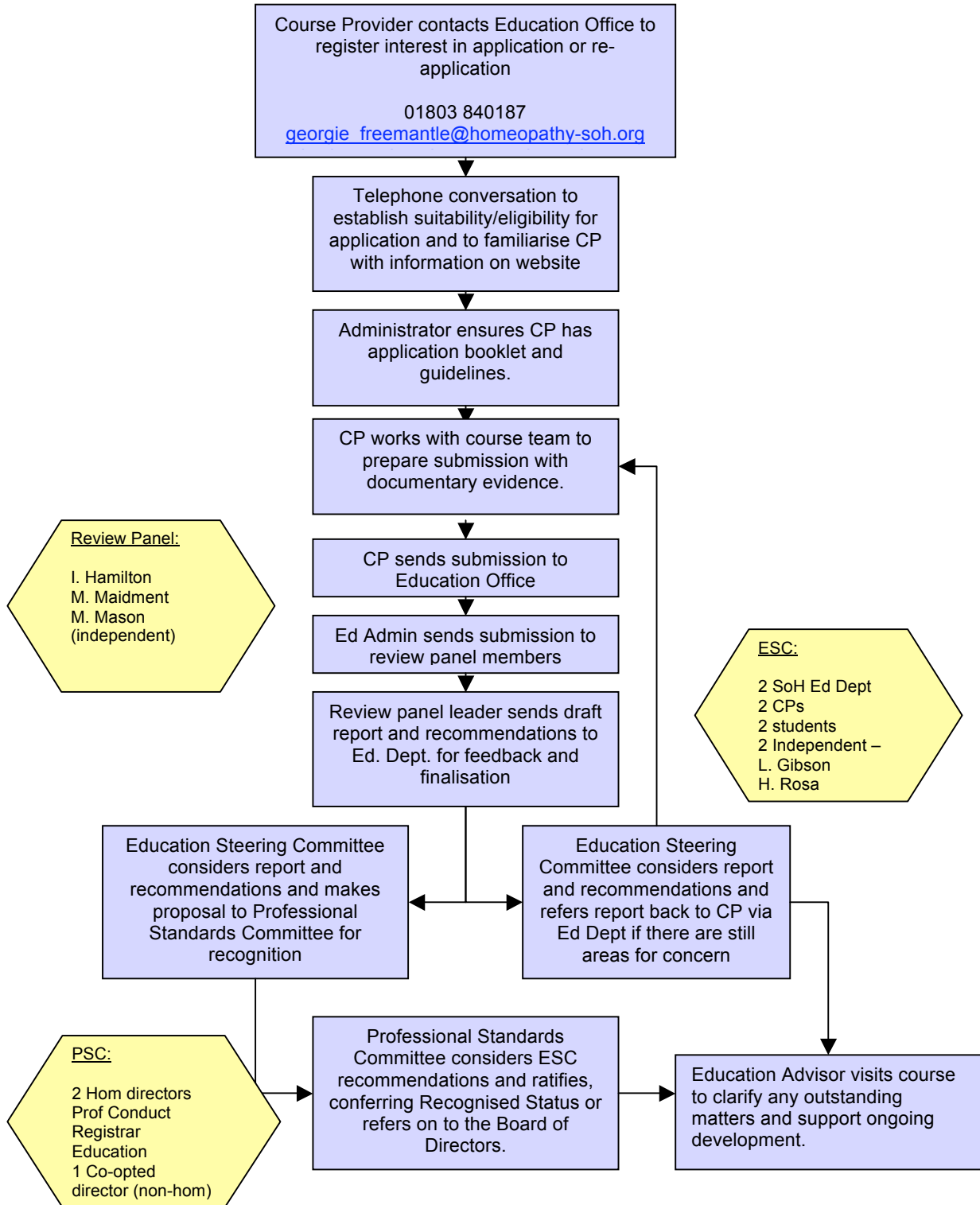
The course provider has ongoing internal evaluation systems in place, including staff and student feedback that are appropriate to its size and support its function to produce homeopathic practitioners. Issues arising should be addressed appropriately to promote the continued development of the organisation.

#### **Guideline Questions**

- How does self-evaluation of the whole organisation, its structures and system take place? How often does evaluation occur?
- How is the effectiveness of this system of evaluation assessed?
- Who inputs into the evaluation eg staff, students, teachers etc?
- How are problem areas or new proposals followed up? How is this recorded? How do students and staff know what is happening in relation to these follow up issues?
- Statistical evidence - for example, students leaving or joining over last five years with reasons; numbers of ex-students in practice.

**Appendix 1**

**Society of Homeopaths  
Education Department  
Process of Application for Recognised Course Status**



## **Appendix 2 – The Recognition Criteria (in summary)**

### **The Overall Criteria - Outcomes, Values and Ethos**

#### **Overall Criterion A - Outcomes of the Learning Programme**

Students should have a strong practical grasp of the fundamental knowledge, skills and attitudes required to be a homeopath and be committed to continuing professional and personal development ensuring they are fit to practise as independent, registered homeopaths.

By the end of the programme, students should have achieved a level of understanding and skill in homeopathic practice consistent with first degree level and should be able to practise independently in accordance with:

- i The standards of practice specified in the 'Complementary and Natural Healthcare National Occupational Standards for Homeopathy'
- ii The Society of Homeopaths' Code of Ethics and Practice
- iii The Society of Homeopaths' Core Criteria for Homeopathic Practice

#### **Overall Criterion B - Values**

Homeopathy education should aim to be:

- i Student-focussed
- ii Patient-centred
- iii Practice-led
- iv Collaborative
- v Appropriate
- vi Effective
- vii Accountable
- viii Equitable and non-discriminatory
- ix Reflective and responsive

#### **Overall Criterion C - Ethos**

The course should have a clearly defined ethos (consistent with Overall Criteria A and B and incorporating its unique approach both to homeopathy and to the education programme) that is reflected in all policies and principles and implemented in all areas of practice in the educational institution.

## The Specific Criteria

### Specific Criteria of Course Programme

#### **Criterion 1 - Programme Management**

The learning programme is managed by named individuals who are responsible and accountable for the organisation and delivery of the course and who involve students, staff and other relevant persons in the programme evaluation and development.

#### **Criterion 2 - Programme Content**

The breadth and content of the course needs to be sufficient to enable students to achieve the outcomes of the learning programme and must include observed clinical training.

#### **Criterion 3 - The Education Level of the Programme**

The education level reached on the course should be the equivalent of first degree level study, to reflect the fact that registered homeopaths are independent professional health care practitioners.

This means that on completion of the programme the qualified homeopath should be:

- Competent to assess and treat a diverse range of patients without supervision
- Able to reflect on their practice utilising critically the dynamic and complex body of homeopathic knowledge, challenging their skills and continually seeking to develop their expertise as a practitioner
- Able to appreciate uncertainty in health care situations, to work within their limits of competence and to refer to other practitioners and seek guidance as required
- Able to communicate with patients and other practitioners clearly, with sensitivity, relevance, confidence and professionalism

#### **Criterion 4 - The Length and Structure of the Programme**

Course providers should demonstrate that the length and structure of their programme of study is sufficient for students to be able to meet the required outcomes of the learning programme and to adequately prepare them to practise as independent homeopaths.

This should include:

- An appropriate balance between theoretical, experiential and clinical learning
- Sufficient contact hours and independent study hours.
- A clear policy on expected student progression and development throughout the course

## **Specific Criteria of Teaching, Learning and Assessment**

### **Criterion 5 - Teaching and Learning**

Teaching and learning approaches must engage students in active, independent and student-centred learning, be consistent with the course ethos and be appropriate to:

- enable students to cover the course content at the appropriate level so that they are fit to practise as independent healthcare practitioners
- promote the personal and professional development of students and their commitment to continuing professional development

### **Criterion 6 - Student Assessment**

Assessment approaches must be consistent with the course's ethos and must:

- establish whether students have reached the required level of understanding and skill so that they are fit to practise as independent health care professionals
- promote the personal and professional development of students and their commitment to continuing professional development

In addition recognition will confirm that:

- the criteria on which students are assessed are clear and explicit and made available to staff and students

## **Specific Criteria Related to Students**

### **Criterion 7 - Student Recruitment, Support and Guidance**

Applicants and students are provided with appropriate, clear and accurate information at all stages of the course. For example on: course content, teaching and learning approaches, assessment criteria and approaches, financial and time commitments and institutional resources (including staff). Students are offered appropriate personal guidance and support throughout the course and enabled to use other forms of support when they need them.

### **Criterion 8 - Student Complaints System**

The course provider has a complaints system that is clear to students and which is capable of addressing formal complaints from students.

## **Specific Criteria Relating to Resources**

### **Criterion 9 - Staff Recruitment, Development and Management**

The course provider has policies and procedures for the recruitment, development and management of all staff which are appropriate to its size and support its function to produce homeopathic practitioners who can meet the outcomes described in CNHNOS and the Code of Ethics and Practice.

### **Criterion 10 - Resources and Facilities to Support Learning**

There are sufficient and appropriate resources and facilities to support the learning and development of students to achieve the required course outcomes. Facilities, policies and practices should comply with relevant legislation.

## **Specific Criteria Related to the Organisation as a Whole**

### **Criterion 11 - Course Provider Management Systems, Policies and Practices**

The course provider will be able to show that it has management systems, policies and practice (including legal requirements) in place which are appropriate to its size and support its function to produce homeopathic practitioners who can meet the outcomes described in CNHNOS and the Code of Ethics and Practice.

### **Criterion 12 - Course Provider Financial Systems, Policies and Practices**

The course provider will be able to show that it has financial systems, policies and practices (including legal requirements) in place which are appropriate to its size and support its function to produce homeopathic practitioners who can meet the outcomes described in CNHNOS and the Code of Ethics and Practice.

### **Criterion 13 - Course Provider Self Evaluation**

The course provider has ongoing internal evaluation systems in place, including staff and student feedback that are appropriate to its size and support its function to produce homeopathic practitioners. Issues arising should be addressed appropriately to promote the continued development of the organisation.

### **Appendix 3**

#### **FACTS AND STATISTICS**

***Please supply the following information and present it as a cover sheet to your submission.***

##### **(i) INSTITUTIONAL DETAILS**

Name of institution

Name of course

Administrative address

Address of teaching site

Contact details:    telephone number  
                              fax number  
                              e-mail address  
                              FCM contact name  
                              Website address

##### **(ii) INSTITUTIONAL STRUCTURE**

Please explain your structure (charity, limited company, individual ownership, partnership, university, collective co-operative, other) and identify the individuals in key positions. This should include the owner/board of directors/trustees, as appropriate.

##### **(iii) PRINCIPAL/COURSE LEADER**

Name(s), address(es), contact information of course leader(s)/principal(s) (the person responsible for the course for which application is made), if different from above.

##### **(iv) COURSE STRUCTURE**

Please state your course structure, eg

- (a) 4 years part-time  
    3 years full-time
- (b) weekend attendance (give details of frequency and contact hours)  
    mid-week attendance (give details of days, frequency and contact hours)
- (c) choice of pathway, such as alternative of distance learning in Year 1/Years 1 and 2

##### **(v) STUDENT NUMBERS**

Please state actual numbers of students in each year of the course during the current academic year, and projected numbers for next year. Where there is a choice of pathway, please provide numbers separately for each pathway.

##### **(vi) EXTERNAL EXAMINER**

##### **(vii) ACCOUNTANT/AUDITOR**

##### **(viii) ADMINISTRATOR**