



## **APPLICATION for RECOGNISED COURSE STATUS (ARCS)**

### **ARCS 1 GENERAL INFORMATION FOR APPLICANTS and INITIAL APPLICATION GUIDELINES**

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## **Education Department Vision**

We are committed to establishing a standard, together with course providers, for the education of homeopaths. Such education provides the broad range of professional skills, knowledge and understanding needed in order to be competent practitioners. Our work is undertaken in the context of the Society's commitment to the development (together with other registering bodies if possible) of an independent accreditation board. This would uphold an agreed standard. We wish to support and develop styles of homeopathic education that are congruent with the practice of homeopathy.

### **Aims**

Our intention is:

- \* to enable and support course providers to qualify competent\* practitioners of homeopathy, who are committed to lifelong learning
- \* to use clear, stringent and straightforward policy and procedures to support our aims
- \* that study on recognised courses should be based on core professional values as set out in the Core Criteria for Homeopathic Practice and the Society's Code of Ethics
- \* that resulting educational values will mirror homeopathic values by responding to students as individuals
- \* that educational values and practices support the learner to learn in an individual way, and also prepare practitioners to work in collaboration with others
- \* to refer to earlier development of these themes from existing and new homeopathic educators, and to support their development to full potential.
- \* that discussion of a diversity of appropriate rationales is included, allowing for differences in philosophy and practice that have developed
- \* to reflect on developments in order to maintain the quality of our service, and to work for the continual development of quality standards in response to changes in society, in healthcare and in patients' expectations
- \* to seek other perspectives on professional education in healthcare, in order to avoid isolation, and to develop homeopathy to its fullest potential within a broader context

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\* A competent practitioner is one who is capable of satisfying the National Occupational Standards and the Core Criteria for Homeopathic Practice and meeting the Society's Code of Ethics

## A. PURPOSES OF ARCS, UNDERPINNING VALUES

### 1. Purposes of the Society of Homeopaths' recognition process

The recognition process (ARCS – Application for Recognised Course Status) of the Society of Homeopaths exists for the following purposes:

1. to offer students a level of assurance concerning a course to which they commit time, effort and money with the intention of qualifying as homeopaths;
2. to foster high standards of professional homeopathy education which encourage continuing competency and a commitment to lifelong learning;
3. to promote on-going development of courses in a self-reflective and committed manner;
4. to respect diversity, innovation and creativity within the boundaries of generally accepted standards (National Occupational Standards and Core Criteria for Homeopathic Practice);
5. to assure all those with an interest (prospective and current students, other healthcare professionals, the general public etc) that an institution has
  - (i) established processes which enable the safety and competence of qualifying students;
  - (ii) the resources for reasonable assurance of the attainment of such aims;
  - (iii) evidence that it is attaining them
 thus guaranteeing accountability to the homeopathy profession and to others

### 2. Values within homeopathy education

The Society of Homeopaths believes that a professional homeopathy education provision will aspire to the following principles, aiming to be:

- (a) **a partnership** between the course provider and the student
- (b) **student-focussed** – placing student needs as the focus of policy and curriculum planning, and acknowledging the individuality of students, and enabling them to develop to become confident registered homeopaths;
- (c) **patient-centred** – developing homeopaths who aim to improve their own care of patients through reflection, and can demonstrate safe, competent, ethical and effective practice;
- (d) **practice-led** – based in the art and science of the professional activity of homeopathy, theory and practice continually informing each other, and with teachers normally engaging in on-going practice;
- (e) **appropriate** – preparing practitioners who have the knowledge, skills and attitudes outlined in the National Occupational Standards, a commitment to continuing professional development and the capacity to practise confidently and competently in independent, collaborative and multi-disciplinary contexts;
- (f) **effective** – making efficient use of resources, recognising the need for adequate student numbers to enable peer support and challenge, based on the professional values stated in the Core Criteria;
- (g) **accountable** – open to scrutiny and explicable in professional terms as an educational establishment, and supporting students' own accountability in reviewing their own practice and bounds of competence;
- (h) **equitable** – offering equality of opportunity throughout policy and practice;
- (i) **reflective and responsive** – adaptable to changing expectations, healthcare needs, research and opportunities, and congruent with evidence-based practice, in the tradition of homeopathy;
- (j) **clear and boundaried** – offering learning opportunities with ethical, clear and boundaried rôles for students, teachers and patients, including commitment to the Society's Code of Ethics and Practice.

## **B. GENERAL INFORMATION: ARCS PROCESS**

### **ARCS is a *developmental* process:**

- each stage involves support from a liaison adviser to help you prepare your submission
- after submission, you will receive feedback from the Education Department
- you will receive suggestions for further development to raise your standards, some of which may, in dialogue between you and the Education Department, become firm recommendations, to be developed in partnership
- some of these suggestions will be requirements before completion of the stage, while others will simply be ideas for you to think about
- each stage of the application is likely to involve you in further work after the submission of the required documentation etc.

### **ARCS is a *four stage* process, leading to a review process at a later stage:**

	<b>COURSE PROVIDER ACTION</b>	<b>EDUCATION DEPT ACTION</b>	<b>OUTCOME when successful</b>	<b>COST implications</b>
<b>1</b>	Initial contact: send to the Education Department your course prospectus with a letter briefly explaining the background of the course and your expectations for its first year of operation	We send you an ARCS pack, and invite you to contact an interim liaison adviser for help and support, if you want this. In rare circumstances, where it appears that the institution or course would be unable to fulfil the requirements of ARCS 2 and 3, we will write explaining the difficulties and suggesting ways in which the course might be able to meet the basic requirements for applicant status.	<i>You will be invited to submit your ARCS2 application within a year.</i>	Fees for optional advice and support towards ARCS 2
<b>2</b>	<b>Submit ARCS 2 documentation</b> – examination of the institutional context and ancillary provision, with differentiation for institutions with prior recognition by SoH or accepted as providers of degree courses by the Higher Education Funding Council <i>You may apply during the academic year before students join the course, if preparations are complete, and institutional structures, staff, accommodation etc are known.</i> Any revised submission requested must be submitted by the date given; failure to proceed within this timescale will result in the requirement of a new submission.	<ul style="list-style-type: none"> <li>• Optional education adviser support in preparation of your application</li> <li>• 2 Education advisers prepare a report on your submission</li> <li>• .Ed Dept recommendation goes to Education Steering Committee (ESC) (held every six months) and thence to Professional Standards Committee (PSC) or Board of Directors (BoD)</li> <li>• Report sent, indicating commended areas and aspects where further development is required or advised.</li> <li>• You will be given a date, usually about <u>three months</u> further on, by which to make a revised submission. We will prepare a report for the next ESC, and will contact you with the outcome thereafter.</li> </ul>	<p><i>Applicant status</i></p> <p>Commence participation in Agreement activities</p> <p>Awarded status of <i>Affiliate</i> once ARCS2 is completed successfully.</p>	<p>Fee with ARCS 2</p> <p>Education Services fees payable annually thereafter. Liaison adviser support towards ARCS 3 is included in this fee.</p>

3	<p>Prepare necessary course documentation if you wish your students to be eligible for Student Clinical Membership before full recognition is granted.</p> <p>Submit ARCS 3 documentation <u>at least one year and at most two years</u> after award of Affiliate status. ARCS 3 concerns the entire curriculum, educational and clinical, to course completion. <i>Student clinic or equivalent facilities must have been functional for at least six months.</i></p> <p>As in ARCS 2, the revised submission must be submitted within the timescale requested, or a new submission will be required.</p>	<ul style="list-style-type: none"> <li>• Liaison adviser support in preparation of your application</li> <li>• Draft report prepared on the submission by a different adviser</li> <li>• Liaison adviser acts as advocate for your course in discussion of the draft, leading to final report.</li> <li>• Ed Dept recommendation goes to ESC and thence to Professional Standards Committee (PSC) or BoD</li> <li>• Meeting arranged between core team and your liaison adviser to present and discuss the report. Commended areas and aspects where further development is required or advised will be considered. It is intended that this will be an opportunity to commend good practice, to view the course facilities, to meet with students and staff, and for joint consideration of those areas marked for further development and agreement of a timetable for such development and resubmission (normally three to nine months).</li> <li>• Continued support of the liaison adviser in the preparation of the resubmission.</li> <li>• We will respond to that revised application after reporting to the next ESC.</li> </ul>	<p>Awarded status of <i>Conditional Recognition.</i></p> <p>Continued participation in Agreement activities</p>	<p>Fee with ARCS 3</p> <p>Education Services fees continue to be paid annually</p>
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4	<p>Participate in all Agreement activities (including liaison, attending meetings, preparing and submitting Annual Review or equivalent, evaluation of Clinical Education Guidelines, etc) meetings etc. for a further year.</p> <p>Prepare for re-recognition, normally after five years.</p>	<ul style="list-style-type: none"> <li>• Witnessed self-evaluation of your course's application of Clinical Education Guidelines</li> <li>• Ongoing monitoring, with support as requested or identified as necessary.</li> <li>• Provide feedback on Annual Review and/or other activities as appropriate</li> <li>• Assessment of overall viability and effectiveness of the course, taking into account recruitment, any complaints received, core team functioning etc. Concerns discussed with course.</li> <li>• Recommendation to ESC after one year, ratification of decision by BoD.</li> </ul>	<p>Awarded status of <i>Full Recognition</i> for 5 years.</p> <p>Continued participation in Agreement activities. Qualifying students are eligible to apply for Direct Registration. <i>In cases where the Course Provider has demonstrated robust review procedures and compliance with the CEG, qualifying students may be accepted for Direct Registration before the end of the one-year period.</i></p>	<p>Education Services fees continue to be paid annually</p>
5	<p>Prepare 5-year Review – ARCS 2 and ARCS 3 to be submitted together, no more than five years after date of award of Fully Recognised status</p>	<p>The application will be considered according to the process outlined above.</p>	<p>Confirmation of Full Recognition for 5 years</p>	<p>Fee equivalent to that required for a first-time ARCS 3 application.</p> <p>Education Services fees continue to be paid annually</p>

**Sections 1-4 above refer to those applying for the first time. A variety of special circumstances are covered in Section D, below.**

## **C. GENERAL INFORMATION: CONTEXTUAL DETAILS**

### **Eligibility**

All course providers offering education in professional homeopathy are eligible to apply for Society of Homeopaths course recognition provided that the length of the course concerned is at least three years full-time, or four years part-time. The course should be at Honours degree or equivalent level, (see Appendix 3 – Qualification descriptors) to enable a safe, effective, competent and confident qualifying student to become a practitioner. Your initial letter and course prospectus will be evidence of eligibility to proceed to a full application.

### **Submission requirements**

For ARCS 2 and 3, please submit TWO copies of your submission.

- The first copy is held by your liaison adviser for reference.
- The second copy is sent to the adviser responsible for the application.

Remember that the adviser responsible for your application is seeing it for the first time. To help this individual, please

- organise your submission logically (with page-numbering, easily identified appendices and clear presentation)
- do not include extraneous or duplicate material.

### **Alternative pathways**

You may, perhaps, offer more than one route to the same qualification, using the same course team, syllabus and basic curriculum. Examples are a distance learning course for the first year or two, and weekend/mid-week attendance options. Such variants may be considered as alternative pathways rather than as separate courses – please check with the Education Department. In such instances, an ARCS 3S (Supplementary) should be submitted.

### **Additional Courses**

Where a course which is conditionally or fully recognised wishes to add another course to its current provision, the relevant parts of ARCS 2 and ARCS 3 must be submitted

- ARCS 2B should be completed, explaining the reasons for developing the additional course, and how the institutional structure will adapt to support it.
- ARCS 3 should draw attention to the similarities and differences between the courses provided.
- The full ARCS fees will be payable
- Provided the course is on the same site, annual fees will not be charged separately, but the existing fee will be adjusted to include the additional numbers of students.
- Every effort will be made to shorten the Education Department's and Board of Directors' usual ARCS feedback process, but this cannot be guaranteed.

*Students must be informed of the situation at all stages, and be made aware of the fact that confirmation of status cannot be guaranteed*

**Master's courses**

Most courses participating in the Society of Homeopaths' course recognition procedures are equivalent in level to that of a first degree with honours, whether they are provided by a private institution or a university. Where a course is provided by a university at Master's level for those with existing relevant professional qualifications, slightly different requirements are in place to acknowledge the students' capacity to work at a higher level. *Please see the sheet ARCS 2/3M (Master's). (In preparation at July 05)*

**Education Department procedures for applications**

You will be assigned a liaison adviser, who will support you and offer assistance as you prepare your applications. Your liaison adviser will aim to visit your premises during the first year or two of operation, to meet informally with staff and students. A different member of the team will assess the submitted documentation. Your liaison adviser will act as your advocate with the assessor, enabling full consideration of issues inadequately covered by documentation. A third team member will act as observer in the assessment process and feedback any observations to the assessors.

A summary of the report's findings and recommendation is submitted to the Education Steering Committee, where further discussion takes place. The ESC's decision is ratified by the Professional Standards Committee (PSC) or Board of Directors (either a full meeting or a telephone conference of at least three directors) before being sent to the applicant.

**Use of reports**

All reports are confidential to the Education Department, Board of Directors, and course provider. A summary of the report is presented to the Education Steering Committee which is also bound by a confidentiality agreement. Course providers may choose to make the report *in its entirety* (not selected quotations) available to students or others. Reports may not be quoted in advertising or out of context.

**Re-recognition**

As a course approaches the end of a five-year period of *Full Recognition*, the course provider will be required to submit a new ARCS 2 and ARCS 3 application (together), using current application forms. Scrutiny of this submission will follow the procedures outlined above, in order to confirm or re-allocate status.

**Notification of status**

All ARCS status awards will be notified to the applicant, publicised in Leading Edge (the Education Department's newsletter), publicised in the Society Newsletter, shown on the Society website and in the next edition of the Courses List (published bi-annually).

**Changes to Recognised course status**

When significant changes are made (see Section D) or a course gives cause for major concern about curriculum, contextual matters or management, the course provider will be required to make re-submission of all or part of the ARCS process. In the interim period, recognition will be publicised as 'Conditional'. Confirmation of course status cannot be guaranteed.

### **Student status relating to course status**

- Students are eligible for Direct Registration with the Society of Homeopaths if their course is fully recognised at the time that they qualify. *If final year students are qualifying just before the end of the one-year period and the course provider has clearly demonstrated robust review procedures and compliance with the Clinical Education Guidelines, those students may be considered for Direct Registration.*
- Where a course is de-recognised or reduced to conditional recognition, only students in, or within eight weeks of entering, the final year (4<sup>th</sup> year of part-time courses, 3<sup>rd</sup> year of full-time courses) are entitled to this route to registration.
- All other students would be offered the option of transferring to a recognised course (not necessarily into the same year as they would have entered had their previously recognised course maintained its status). Should they opt to stay with their original course provider, they should be fully aware that recognised course status may not be re-awarded before their course completion, in which case they would have to apply for the Accreditation of Prior (Experiential) Learning route to registration with the Society of Homeopaths.
- *It is an obligation of all courses entering the recognition procedures that they ensure that their students are fully aware of the status of the course and its implications for their registration with the Society.*

### **Appeals**

If you wish to appeal against the final decision on your course's status, please see the details of the Appeals procedure, included in the ARCS pack or available from the Education Department. Ensure that you have allowable grounds for appeal before submitting.

### **Complaints about the application process**

Should you have a concern or complaint about the application process or the behaviour of the Education Department, please see details of the Concerns / Complaints procedure, available from the Education Department.

### **Concerns about the course notified to the Education Department**

- The Education Department sometimes receives concerns and complaints about courses, at any stage in the recognition process.
- Such concerns or complaints may arise from students, staff, patients receiving supervised treatment, or others affected by or involved with the course.
- We always ask the person registering the concern or complaint to take up such issues directly with the course provider (and if a student, to use the course grievance or complaint procedures). However, not all those who contact us are willing to do so.
- When a serious and apparently substantiated complaint is made, where the individual concerned has exhausted the apparent avenues available without satisfaction, we will raise the matter with the course provider directly.
- There are occasions on which concerns or complaints do not merit such action, yet over a period of time we may receive several concerns or complaints about a particular course provider. Where the issues raised appear to the Education Department to be serious, or to relate to problems which are raised ongoingly from year to year, the course provider will be notified, and given information including the proportion of total complaints/concerns received relating to the one course/institution. The Education Department will discuss the matter with the course provider and may ask for evidence concerning procedures and/or for changes to be made.
- Depending on the seriousness of any issues identified, and the ability of the course provider to respond, such matters may result in a review of course status.
- If course status is reviewed, we will follow the procedures laid down in section C - "Changes to Recognised Course Status".

### **Equal Opportunities**

It is the policy of the Education Department that everyone is treated fairly, has an equal opportunity to fulfil her or his potential and is not subject to discrimination. We aim to provide equal treatment without discrimination for all applications.

### **Education Department Publications**

Over the last few years, the Education Team have worked co-operatively with Society of Homeopaths members, course providers and outside agencies to produce:

- Becoming a Homeopath (booklet for intending students)
- List of Recognised Courses (bi-annual leaflet)
- Education Policy
- Core Criteria for Homeopathic Practice
- National Occupational Standards in Homeopathy
- Application for Recognised Course Status documents (ARCS)
- Clinical Education Guidelines

Additionally, the Society of Homeopaths' Code of Ethics and Practice is an underpinning document for all work in education.

*The Society's Education Policy, the Core Criteria for Homeopathic Practice, the Clinical Education Guidelines, the National Occupational Standards, and the Society's Code of Ethics and Practice must be considered by prospective applicants, as they provide background and context to requirements or expectations we have about the suitability of courses providing professional education in homeopathy. Adherence to the Education Policy and the Code of Ethics and Practice forms part of the annual Agreement between participating course providers and the Society of Homeopaths.*

## **D. SPECIAL CIRCUMSTANCES**

a) **Shortened processes may apply in special circumstances for *Conditional and/or Fully Recognised* courses, as follows.**

### **1. NEW OR FUNDAMENTALLY REVISED COURSE**

Where a course provider has been running a *Fully Recognised* course for at least two years, but wishes to make **complete or major changes in course design/curriculum (in effect, a new course)**, an ARCS 3 application should be submitted. This applies in such situations as the introduction of a newly designed course (possibly while the existing one is being phased out) or revision of a course in ways which make major changes to the overall curriculum (check with the Education Department to see if your proposed changes come into this category).

If all year groups transfer into a new or fundamentally revised course that is re-applying through ARCS, the final year group could be in danger of qualifying from a non-recognised course. To safeguard their route to qualification within a Society recognised course, the learning outcomes from the original course should be mapped by the Education Department against the new learning outcomes. If there is sufficient congruence, despite changes, those final year students may qualify as if from a recognised course, while other students should be covered by the new ARCS application

You can apply in the academic year before the course takes in students if the revisions are developed fully enough for this to be possible. Normally a course will be reallocated Conditionally Recognised Status if either the Course or the Management has undergone significant changes. If both are changed, the course will become an Applicant.

- Response times will be as for an ARCS 3 application, so that *Conditional Recognition* can be awarded within 10 months of application.
- Progression to *Full Recognition* will proceed as usual.
- The fee for such application will be the full ARCS 3 fee
- *Please be aware that no guarantee can be given of the award of Conditional or Full Recognition, and students must be made aware of the situation.*

Where such major changes are made less than two years after the granting of *Full Recognition* or during *Conditional Recognition*, the Education Department will assess, with the course provider, whether the above process can be followed or whether there is a concern about the stability of the course, in which case a new application will be required.

### **2. CHANGE OF OWNERSHIP AND COURSE TEAM**

Where the **ownership of a *Conditionally or Fully Recognised* course changes with significant course team changes, or there are major course team changes**, but curriculum and clinic arrangements are unchanged, the new ownership/ management team should submit an ARCS 2a application.

- The fee is that for ARCS 2 application.
- Processing times will be as for other ARCS 2 applications, so that successful applicants can have their status confirmed within eight months.
- During the review process, recognition will be reduced to 'Conditional'.
- Should the application be unsuccessful, the course will be removed from the Recognised Courses list and should make a new application after a minimum of six months.

- *Students must be informed of the situation at all stages, and be made aware of the fact that confirmation of status cannot be guaranteed.*

### **3. SIGNIFICANT COURSE CHANGES**

Where significant changes are to be made to a *Conditionally or Fully Recognised* course, that fall short of the complete or major changes referred to in 1. above, the relevant parts of an ARCS 3 application (relating to the changes being made) should be submitted.

- A fee of 20-50% of the usual ARCS 3 fee will be payable, as assessed by the Education Department on the basis of the extent of the changes.
- The application should make clear what changes are being made and why.
- Every effort will be made to shorten the Education Department's and Board of Directors' usual ARCS 3 feedback process, but this cannot be guaranteed.
- *Students must be informed of the situation at all stages, and be made aware of the fact that confirmation of status cannot be guaranteed.*

***If your proposed changes do not come into any of these categories, but you feel you have a case to expect a shortened application process, please talk to the Education Department. We will consider all cases on their merits.***

### **b) PLANNED CLOSURE OF COURSES**

Where a course provider has been running a fully recognised course and now wishes to plan the closure of that course, special arrangements may be made with the Education Department, based on the following guidelines. This is in order to preserve the developmental and regulatory relationship between the Society and the course provider for the students' sake.

- i A closing course will generally comprise only third and fourth year students. No new students would join the course and any existing students from other year groups would be advised to join another course.
- ii Education services fees will be halved, as only half the year groups of students will be attending the course.
- iii If significant changes are to be made to the course, to the ownership and/or management of the course team, then information detailing these changes should be sent to the Education Department. The liaison adviser will co-ordinate paperwork and visits to the course. A mapping exercise may be required, to show how the course as now offered will still enable students to achieve all of the original learning outcomes.
- iv Staff would retain their status as coming from a current recognised course and would attend Education Development Workshops and other meetings with the Society as usual. They would also continue to produce the usual annual report.
- v If the course is due a re-recognition submission through ARCS, this can be delayed or cancelled
- vi Students completing the course would retain their status as qualifying from a recognised course and so be eligible for Direct Registration.
- vii Every effort should be made to enable earlier students who had deferred for whatever reason, to complete their course before the course ceases.

### **E. GUIDELINES FOR INITIAL APPLICANTS**

After reading through the documentation and ensuring that the course team wishes to proceed with application for recognition, please inform the Society of Homeopaths' Education Department in writing of your intention to submit an ARCS 2 application. Please provide all relevant contact details (names, addresses, phone numbers and e-mails). The Education Department will grant Applicant status and allocate an education adviser who will contact you to discuss your needs and offer appropriate support for you in the preparation of your application (please note that support for the ARCS2 application is not included in the application fee). Some courses have also found it helpful to work with an established course as mentor; contact details for recognised courses may be found in the current Courses List.

## APPENDIX 1

### ARCS 2 and 3 – an introduction

Before you begin your application process, you should ensure that you are likely to be able to meet our requirements. ARCS 2 concerns the institutional context and ARCS 3 covers the course itself.

#### ARCS 2

The institutional context should enable the curriculum organisation, teaching, learning, assessment and student progression to proceed effectively and transparently. ARCS 2 aims to evaluate an institution's provision by examining the following areas:

1. the institution's ethos and policies – so that we can see that you have thought about the way you work
2. the management structures, staff, financial planning, administration structure – in other words, the overall infrastructure of your institution
3. your premises for all the functions you perform – administration, teaching, clinic etc – and the resources you can provide for students
4. your expectations of and provision for students, and appeals, concerns and complaints procedures for students and staff
5. your planning and development processes, and your forward planning to deal with major changes
6. your advertising, to ensure that this is honest and unambiguous

#### ARCS 3

The course context should enable the provider's vision for the course to be realised in practice.

ARCS 3 aims to evaluate the course provision by examining the following areas:

1. the course education policy – so that we can see you have thought through how you want your course to function and the sort of homeopath who will emerge from it
2. course organisation and staffing – with a team involved in ongoing development, suitably qualified staff with clear responsibilities, and planning for teaching
3. the curriculum, teaching, learning and assessment – demonstrating coherence, completeness and consideration of essential elements
4. a clinical learning programme which fulfils the requirements of our Clinical Education Guidelines
5. clear and equitable procedures for admission, progression and qualification
6. appropriate support and guidance for students, including work to develop appropriate personal attitudes and attributes
7. planning and development processes, responsive to feedback and anticipating future needs

Please see the full criteria in the ARCS 2 and 3 documentation. We would be happy to discuss these with you before you begin your application process, if you wish to clarify whether your arrangements are congruent with our requirements.

**It is essential that you also refer to the Society's Code of Ethics and Practice, the Education Policy, the National Occupational Standards and the Core Criteria for Homeopathic Practice.** These four documents are an integral part of the expectations of, and agreement with, course providers recognised by the Society.

## APPENDIX 2

### AGREEMENT BETWEEN COURSE PROVIDERS IN HOMEOPATHY EDUCATION AND THE SOCIETY OF HOMEOPATHS *for 2005– if you are reading this document at a later point, please ask for the current version*

On behalf of .....[course provider] I agree to:

- work in partnership with other course providers, student representatives, the Society Education Department and others as appropriate, to contribute to the development of Society policy and processes
- ensure that the programme of study will include the approved (former Organisation of Independent Homeopathic Colleges) core subjects, to consult about proposed changes when these arise, and to work in partnership with the Society of Homeopaths to ensure that the programme includes such other requirements as may be specified from time to time
- work within the conditions set out in the Society’s Education Policy (2nd edition) and the Society’s Code of Ethics and Practice
- ensure that part-time course provision extends over a minimum of four academic years and full-time course provision over a minimum of three academic years, prior to qualification
- engage in the implementation and ongoing review of the Clinical Education Guidelines (within the course(s) I provide)
- fully participate in the monitoring and review procedures organised by the Society such as Recognition and Re-Recognition procedures (ARCS), and to provide the Society with an annual review (or equivalent documentation), and numerical data within agreed headings.
- enable relevant staff to attend and represent the institution at events or activities such as Education Seminars and Conferences
- provide structured complaints and appeals procedures, academic guidance and access to counselling for students, and to include students in course evaluation and review procedures
- ensure appropriate insurance and supervision arrangements for the protection of students and patients operating within the clinical learning programme

commit to the structured process of student transfer between institutions appearing on the Society’s list of Recognised courses

- notify the Society's Education Department of any difficulties arising which could lead to the closure of the course
- use only the stipulated wording assigned to the status of the course(s) when referring to the Society of Homeopaths in promotional literature or advertising.

Signed .....Date.....

Name (please print).....

### **On behalf of the Society of Homeopaths**

we agree to:

- work in partnership with course providers, students and relevant others, organising and participating in the Education Steering Committee and contributing to Student liaison, enabling all interested parties to contribute to development of future Society policy and processes.
- consult on all policy development through inviting readership of relevant documents and organising open meetings to carry debate forward
- invite accountability and deliberation of current regulatory functions such as Course Recognition through the Education Steering Committee and the Professional Standards Committee
- provide an annual cycle of Education conferences, workshops or seminars to encourage peer development of education in homeopathy
- provide liaison contact with an Education Adviser at least twice a year, with an on-site meeting at least once every two years
- implement, monitor and review the Society's Recognition and Re-recognition procedure for educational courses

- provide information to the public through the Society website and courses list (or an equivalent publication)
- implement, monitor and review a system of Accreditation of Prior (Experiential) Learning to facilitate entry to the register through an individual route.
- co-ordinate and monitor the process of annual review (or equivalent review documentation), which the Department and course providers each agree to produce. To give feed back to the course providers on their reviews
- support the structured process of student transfer between institutions appearing on the Society's list of Recognised courses
- create and distribute a regular newsletter - "Leading Edge"
- maintain and participate in co-operative links with other departments of the Society and various outside agencies\*, and to feedback to Course Providers the outcomes of such links
- maintain appropriate record keeping and administration procedures
- provide a grievance procedure

**Signed**..... **Date**

**Name** *Linda Wicks, Senior Education Adviser*  
on behalf of the Society of Homeopaths Education Department

\*On behalf of our courses, we have established links with various outside agencies.

In the broader field of homeopathy, we manage co-operative links with other sections of the professional structure within SoH, and we maintain contact with the following organisations:

Council of Organisations Registering Homeopaths  
European Council for Classical Homeopathy  
Prince of Wales Foundation for Integrated Health  
Quality Assurance Agency for Higher Education

In the broader educational field, we negotiate with consultants and representatives from a variety of educational establishments, and aim to keep abreast of national developments by attending relevant courses and by familiarisation with other health courses in Higher Education.

### **Statement of intention**

*We have an Office with an administrator, and a Team of three Education Advisers, responsible for course providers in different regions.*

We intend to:

- \* maintain and encourage education of a standard that produces professional homeopaths
- \* continue with internal regulation activities until external, independent Accreditation is possible
- \* broaden our perspectives on key issues through research on relevant educational issues
- \* consult with course providers and students
- \* ensure two way briefings between the Department and the Board of the Society
- \* communicate widely, organising education meetings and conferences, and providing printed information

We will strive to:

- maintain our commitment to existing standards
- acknowledge and support the commitment of others involved
- encourage clarification of new standards
- develop ourselves as a learning group
- respect and value diversity in ourselves and those we work with
- be open, honest and professional in all our interactions

## APPENDIX 3

### Qualification Descriptors

We expect courses to be at an equivalent standard to that of an Honours degree. For your information the qualification descriptors used by the Quality Assurance Agency for Higher Education are as follows:

**Descriptor for a qualification at Certificate (C) level:**

Certificate of Higher Education

Certificates of Higher Education are awarded to students who have demonstrated:

- a Knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;
- b An ability to present, evaluate, and interpret these within the context of that area of study;

**Typically, holders of the qualification will be able to:**

- viii Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;
- ix Communicate the results of their study / work accurately and reliably, and with structured and coherent arguments;
- x Undertake further training and develop new skills within a structured and managed environment;

**and will have**

- xi Qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

**Descriptor for a qualification at Intermediate (I) level: Degree (non-Honours)**

Non-honours degrees are awarded to students who have demonstrated:

- i Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- ii Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- iii Knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- iv An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

**Typically, holders of the qualification will be able to:**

- a Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- b Effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
- c Undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations;

**and will have:**

- d qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

**Descriptor for a qualification at honours (H) level: Bachelors degree with Honours**

Honours degrees are awarded to students who have demonstrated:

- i A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline;
- ii An ability to deploy accurately established techniques of analysis and enquiry within a discipline;
- iii Conceptual understanding that enables the student:
  - To devise and sustain arguments, and / or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and
  - To describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
- iv An appreciation of the uncertainty, ambiguity and limits of knowledge;
- v The ability to manage their own learning, and to make use of scholarly reviews and primary sources (eg refereed research articles and – or original materials appropriate to the discipline).

**Typically, holders of the qualification will be able to:**

- a Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
- b Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem;
- c Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

**and will have:**

- d qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility;
  - decision-making in complex and unpredictable contexts; and
  - the learning ability needed to undertake appropriate further training of a professional or equivalent nature

*Reference: Quality Assurance Agency for Higher Education. Framework for higher education qualifications in England, Wales and Northern Ireland, January 2001*