



The Society of Homeopaths
representing professional homeopaths

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

ARCS 2 – THE INSTITUTION

CONTENTS	Page
Contextual information (Purposes of ARCS 2 process, values, criteria, format of submission)	2
The application	
Part 1. Facts and statistics	5
Part 2. Institutional information	6
a. Institutional ethos and policies	6
b. Management structures and staff	7
c. Accounting procedures	8
d. Administration structures	9
e. Physical facilities	10
f. Learning resources	10
g. Students' rights and responsibilities	10
h. Appeals, concerns and complaints procedures	11
i. Planning and development processes	12
j. Publicity and advertising	12
k. Contingency plans	12
l. Reflective and purposeful self-awareness	13
Questionnaire – review of ARCS 2 process	14

Please submit two copies of your application, with your remittance, to:
Education Office
Society of Homeopaths
Foxhole Centre
Dartington Hall Estate
Totnes
Devon
TQ9 6EB

Acknowledgement: We have drawn on the excellent work of the British Acupuncture Accreditation Board in the preparation of ARCS, and extend our thanks to them. 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.

CONTEXTUAL INFORMATION

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);
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

It is intended that the process of preparing an ARCS 2 submission will be developmental for the institution, and that preparation of ARCS 3 will be developmental for the course. We intend to support you in these processes through the assistance of your liaison officer, who will act as your advocate while your submission is assessed.

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:

- (i) **a partnership** between the course provider and the student
- (ii) **student-focussed** – placing student needs at the centre of policy and curriculum planning, acknowledging the individuality of students and enabling them to develop to become confident registered homeopaths;
- (iii) **patient-centred** – developing homeopaths who aim to improve their own care of patients through reflection, and can demonstrate safe, competent, ethical and effective practice;
- (iv) **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;
- (v) **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, based on the professional values stated in the Core Criteria;
- (vi) **effective** – making efficient use of resources, recognising the need for adequate student numbers to enable peer support and challenge;
- (vii) **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;
- (viii) **equitable** – offering equality of opportunity throughout policy and practice;
- (ix) **reflective and responsive** – adaptable to changing expectations, healthcare needs, research and opportunities.
- (x) **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.

3. Criteria for ARCS 2 (institutional issues)

The institutional context should enable the curriculum organisation, teaching, learning, assessment and student progression to proceed effectively. ARCS 2 aims to evaluate an institution's provision through the following criteria, with the values above assumed as integral.

The institution should be able to demonstrate

- (a) **an institutional ethos and policies** which provide clear intentions and guidance for management, staff and students, inform planning and development, are coherent and congruent and demonstrate transparent processes
- (b) **management structures and staff** enabling educational processes to be coherent, with a secure central management of at least three individuals working together as a team
- (c) **dedicated banking and accounting arrangements for the institution and transparent auditing procedures.**
- (d) **administration structures** appropriate to the size, purpose and structure of the institution, providing support to staff, secure record-keeping, and an accessible contact point for students
- (e) **physical facilities** which are suitable for administration, teaching, teaching clinic, meetings, relaxation etc
- (f) **learning resources** adequate for the educational course(s) provided
- (g) **students' right and responsibilities**, enabling representation and encouraging the development of professional behaviour, with all requirements, opportunities and expectations clearly and appropriately stated
- (h) **appeals, grievance and complaints procedures** which provide a means for students to challenge assessment (and other decisions) and perceived breaches of institutional policy; and for poor behaviour on the part of students and staff to be investigated when appropriate
- (i) **planning and development processes** for your institution, which are responsive to reflective consideration of past performance and consideration of future needs
- (j) **publicity and advertising** which is accurate, honest, clear and unambiguous
- (k) **contingency plans** ensuring continuity of provision for students in the event of major changes of any kind
- (l) **reflective and purposeful self-awareness** concerning your strengths and successes, as well as areas where the reality falls short of your aspirations. In the latter case, please provide timetabled and costed development planning under (i) showing how you intend to progress towards your ideal. This criterion should be demonstrated throughout. We see awareness of your strengths and of potential or actual problems or weaknesses as an essential part of responsible institutional and course management.

4. Format for ARCS 2 application

Our intention is to guide you through the process in a logical manner. We suggest that the submission is prepared as follows, but are willing to accept variations of presentation so long as they are clear and easy to follow.

1. Basic facts and statistics – please see Application Part 1: Facts and Statistics
2. A commentary (we suggest between 1,000 and 2,500 words), explaining your institution clearly and succinctly to a reader who has no prior knowledge of it. This would state the key points of your institution's structure and function, and explain the thinking involved, with detail provided in the appendices. We suggest beginning from your overall ethos/mission statement/aims and objectives, and deriving from this such matters as management structures, policies etc. The commentary would cover all the areas requested in Application Part 2: Commentary and Appendices, in an order which enables you to explain clearly how and why each element has been established.
3. Appendices, providing further detail about each area requested and allowing the reader to investigate more fully. These appendices should be referenced in the commentary and clearly numbered/lettered. Please use a page numbering system which enables the reader to

find appendices easily (preferably by numbering consecutively from start to end of the whole document), using a table of contents given at the beginning of the document.

The current status of the institution will determine the exact information required. In the relevant sections, please respond to A or B, as follows.

A is for the evaluation of a new institution, or one founded specifically to deliver the course under consideration.

B is for the evaluation of an established institution which has a track record of at least five years in offering other courses which are validated by a public body or by ourselves.

Under Section 2c, Accounting Procedures, and 2k, Contingency Plans, publicly funded bodies such as universities should respond to **B***, rather than **B**.

If you are unsure to which group your institution belongs, please consult us before proceeding.

The application is in two parts – firstly, the basic facts and statistics, and then the main application, involving the commentary and appendices.

APPLICATION – ARCS 2

PART 1: FACTS AND STATISTICS

Please supply the following information.

(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

(ii) INSTITUTIONAL STRUCTURE

A 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.

B Outline the structural relationship between the management of the new course and the existing provision.

(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) alternative of distance learning in Year 1/Years 1 and 2

Where there is a choice of pathways, please note that an ARCS 3S application should be completed at the same time as ARCS 3.

(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.

APPLICATION – ARCS 2

PART 2: INSTITUTIONAL INFORMATION

COMMENTARY AND APPENDICES

As explained in *Contextual Information 4*, above, we suggest that you present the information requested as a commentary of 1000-2500 words, explaining your institution and showing how all the stated elements of your institution's structures and policies are based in and derived from an overall institutional ethos. Please provide the actual detail in the appendices, but ensure that you refer to these in the commentary, linking them to the specific criteria.

You are welcome to present your information in a different format, but please ensure that it can be correlated with the criteria and is easy for a reader unfamiliar with your institution to follow.

Please number pages in a way which makes it easy for the reader to find each item referred to.

IN EACH LETTERED SECTION:

Bold italic script indicates the criterion for evaluation for that section.

Plain script aims to guide you through what you might provide to demonstrate fulfilment of the criterion. *Plain italic script explains in more detail what the Education Department is expecting. These comments derive from best practice shown in previous ARCS submissions and considered in relation to the purposes, values and criteria detailed above.*

a. INSTITUTIONAL ETHOS AND POLICIES

Criterion: an institutional ethos and policies which provide clear intentions and guidance for management, staff and students, inform planning and development, are coherent and congruent and demonstrate transparent processes

A

1. Please provide a statement of policy, giving the institution's intentions/vision/mission statement/aims.
2. Please provide the other specific topic policies of the institution (e.g. equal opportunities policy, provision for people with disabilities, employment policy, code of conduct, etc – these will vary from institution to institution).
3. Explain how these policies are publicised and in what ways all members (staff and students) state their commitment to them.
 - *Your policy would show us that you are creative and have a vision for your course, but at the same time are rooted in reality and in touch with current evidence and research.*
 - *It would explain clearly the purpose of the institution, and state the unique or special aspects which differentiate it from other institutions providing homeopathy education.*
 - *It would be clear and specific enough to inform the institution's activities in all fields (including employment of staff, development of a course in homeopathy, styles of teaching, assessment methods, etc).*
 - *Specific policies would be sufficient to ensure that the overarching policy intentions of the institution can be achieved.*
 - *Equal opportunities and/or similar policies would ensure equitable treatment of applicants, students and staff.*
 - *Policies would be publicly available and would be explicitly signed up to by all contracted staff, and by students.*

B

1. Explain the reasoning behind the creation of this additional provision, showing how it fits with the overall policy of the institution hosting this new provision.
 - *There would be evidence of clear thinking about the reasons for, and impact of, developing the new course/providing the course on a different site/etc.*

- *This reasoning would be related to the institution's overall vision and policies.*

b. MANAGEMENT STRUCTURES AND STAFF

Criterion: a structure which ensures strong management, involving a minimum of three individuals working as a team, and arrangements which ensure that staff are enabled to contribute to the best of their ability

A

1. Describe the way the institution is managed.
2. Provide a diagram or similar simple explanation of your management structure, showing the relationship between any trustees, directors or similar and the day-to-day management team, as well as individual and team responsibilities for the different aspects of running the institution. Show lines of responsibility and describe the methods for ensuring congruence and compatibility of development in different areas.
3. Make clear how the structure ensures that the highest quality of provision is maintained, that staff development (lifelong learning) is ensured through participation in team work, and that academic decision-making is appropriately separated from financial decisions.
4. Include, in your appendices, the minutes of at least three recent meetings (whether face-to-face, by telephone calls or e-mail), including demonstration of how decisions made are followed up in subsequent meetings.
5. Delineate the time commitment of the Director or Principal to the institution, within a contract or outline of responsibilities
6. Explain how all (administrative, teaching, supervisory etc.) staff are (or will be) recruited and appointed, and the opportunities for staff appraisal and development
7. Provide Curriculum Vitae or other summary of the relevant expertise and experience of the management team, and contracts for those involved (this is the team responsible for day-to-day management, rather than trustees or directors).
8. Outline your staff remuneration principles (it is not necessary to provide figures), explaining what time input staff are paid for, and any other activities in which they are expected to participate but which are not explicitly paid.

- *We expect there to be clearly defined roles within a management team, with sound working relationships. This is just as important in a small institution as in a larger one.*
- *It would be apparent how the legal structure of the institution works in practice, so for example relationships between the management team and any trustees or directors should be clear.*
- *Some method for ensuring the integrity of academic decision-making is required, so that financial considerations do not drive policy (although financial considerations will, of course, limit what developments can be made).*
- *There would be an academic board or equivalent arrangement, holding responsibility for decisions concerning progression and the final award of the institution's licence to practise; it is essential that a broad range of teaching staff are involved in such a board, so that there can be no perception of favouritism or personality clashes influencing decisions.*
- *In most instances, a member of the management team would chair the academic board; where this is not the case, it is important to be clear about how these decisions, and any concerns arising, are communicated.*
- *The Director or Principal would have a major time responsibility towards the institution, ensuring that adequate attention can be given at all times.*
- *Staff recruitment procedures (for administrative, managerial, teaching, supervisory and other staff) would be transparent and suitable for the size and vision of the institution. Contracts (which may be specimen contracts for teaching and supervisory staff if these are not yet recruited) would provide clarity about responsibilities and expectations.*

- *The overall managerial and administrative staff team would contain a range of complementary skills, abilities and experience, consistent with the institution's vision.*
- *All staff would have opportunities for development and appraisal, whether in formal or informal ways.*

B

1. Describe the way in which management structures will include the new provision.
2. Demonstrate, by diagrammatic or other clear means, how the new provision will relate to the management and accountability structures of the institution.
3. Make clear in which areas the new provision has autonomous functioning, in which areas there is consultation and in which it is subject to centrally-made decisions.
 - *We expect there to be clear and effective adaptation of the pre-existing structures to ensure the health of the new provision.*
 - *The particular needs of a homeopathy course should be capable of being addressed within this structure (e.g. clinic provision and management, other work-based learning etc)*

c. ACCOUNTING PROCEDURES

Criterion: dedicated banking and accounting arrangements for the institution and transparent auditing procedures.

A

1. Show that you have a dedicated bank account for the course.
2. Outline the procedures you take to ensure that the institution's finances are overseen by a suitably qualified external adviser (e.g. accountant/auditor)
3. Explain the arrangements for the payment of student fees and for refunds (or partial refunds) in the event of student withdrawal from the course. If refunds are not made, demonstrate how this is made clear and equitable.

B

1. Show that you have a dedicated bank account for the course.
2. Outline the procedures you take to ensure that the institution's finances are overseen by a suitably qualified external adviser (e.g. accountant/auditor)
3. Explain the arrangements for the payment of student fees and for refunds (or partial refunds) in the event of student withdrawal from the course. If refunds are not made, demonstrate how this is made clear and equitable.

B*

1. Explain how expenses beyond those which can be expected to be covered by the standard allowances will be covered. Such expenses include the provision of a teaching clinic and supervision.

d. ADMINISTRATION STRUCTURES

Criterion: administration structures appropriate to the size, purpose and structure of the institution, providing support to staff, secure record-keeping, complete confidentiality for student and patient details and an accessible contact point for students

1. Describe your administration structures, giving the responsibilities of each individual concerned.
2. Identify the total time input involved in administration, broken down by staff member.
3. Explain your arrangements for student contact, indicating how students can get information, query issues or seek assistance.
4. Describe the arrangements for record-keeping, concerning student details, assessment, patient details and other case material etc, and state how you comply with the Data Protection Act and any other

relevant legislation; you should include your security arrangements⁵. Explain how meetings (core team, teaching staff, academic board, etc) are minuted or otherwise recorded, and how such records are kept.

e. PHYSICAL FACILITIES

Criterion: physical facilities which are suitable for administration, teaching, teaching clinic, meetings, relaxation etc

1. Describe the institution's relationship to the physical facilities used for its various functions (owned, long-term rent, hired for course meeting times, etc).
2. Make an assessment of the strengths and weaknesses of the accommodation (including each site/function separately).
3. Explain how your teaching clinic accommodation is managed, and the way it is used to provide student education and access.
4. Describe how you ensure the quality of student practice environments where these are not part of the institution's clinic provision.
5. Identify space used for refreshments and relaxation by staff and students, stating how far this space facilitates the purposes of the institution.

f. LEARNING RESOURCES

Criterion: learning resources adequate for the educational course(s) provided

1. Describe your library provision, its physical form and the arrangements for student borrowings.
2. Provide an indication of the range of materials available (media – books, journal subscriptions, videos, tapes, computers, repertory programmes etc; the approximate numbers; indication of breadth; provision of single, duplicate or multiple copies of essential course reading).
3. Indicate your annual expenditure on upgrading literature and other resources
4. Explain any arrangements for student access to other sources of books or other materials.
5. Outline the arrangements for student access to past student projects.
6. Describe the provision for resource development.
7. Identify a designated member of staff overseeing resources and their development.
 - *Resources would be up-to-date*
 - *Materials would facilitate learning and intellectual development, including elements relating to the diversity of homeopathy practice and concerns*
 - *Some access to computer repertory programmes would be included, whether as general access or at particular points during the course*
 - *Regular review of resources and budgetary support for development would be integral parts of the institution's development planning*
 - *Arrangements described here will be reflected in Section (i), on planning and development*

g. STUDENTS' RIGHTS AND RESPONSIBILITIES

Criterion: students' rights and responsibilities, enabling representation and encouraging the development of professional behaviour, with all requirements, opportunities and expectations clearly and appropriately stated

1. Explain how students can give feedback or provide comment, including formal and informal methods. Indicate how such feedback is addressed.
2. Show how the student perspective is represented in institutional decision-making (for example, by a consultation process or by student representation on committees etc).

3. Explain how you provide student access to supervision, advice and mentoring (which may be through a personal tutor and/or a senior student)
4. Document any codes of conduct, whether general or relating to specific areas such as clinical work, to which students are expected to comply. These should relate to the complaint and grievance procedures in Section (h).
5. Explain how students are made aware of their rights and responsibilities.
 - *Informal methods of obtaining feedback are valuable and deserve recognition, but should be backed up by formal methods as a fail-safe*
 - *There would be clear processes for addressing these comments and feeding back to students any actions or decisions taken as a result of such feedback, with explanation when such feedback is not acted upon*
 - *A variety of means of feedback or comment would be available, with safeguards to ensure that students can feel confident that they will not be penalised in any way for responsible negative feedback*
 - *Students would have every opportunity to understand the ways in which their views can be represented (eg through written information provided upon acceptance of a place, in a student handbook, through verbal reminders by staff)*
 - *You provide clear explanation of how the various course elements relate to the overall course aims*
 - *Expectations of the students by the institution would be clearly communicated in written as well as verbal form, with opportunities to ensure that these expectations are understood*
 - *Institutions would demonstrate that they take student feedback seriously, and, where there appears to be little feedback forthcoming, would review reflectively the mechanisms in place*

h. APPEALS, CONCERNS AND COMPLAINTS PROCEDURES

Criterion: appeals, concerns and complaints procedures which provide a means for students to challenge assessment (and other decisions) and perceived breaches of institutional policy; and for poor behaviour on the part of students and staff to be investigated when appropriate

1. Describe the process by which students may appeal against an assessment decision, or related decisions covering eg progression.
2. Describe processes for students to raise concerns or pursue grievances concerning matters other than assessment, covered by or implied within institutional policy.
3. Describe processes to address concerns and complaints by and about student and staff behaviour.
 - *All processes would be staged, with the possibility for informal resolution of concerns before formal complaint procedures are invoked. A final stage (invoked if formal decisions are not accepted) would ideally include an independent element (eg an external examiner, consideration of the issue by people not previously involved in the issue etc)*
 - *Concerns and complaints procedures would be clearly based in codes of conduct*
 - *Procedures would identify clearly the rôles/people involved in informal and formal parts of the process*
 - *Appeal, concerns and complaints procedures would be freely available without need to request them, for example within a student handbook*
 - *The Society of Homeopaths Code of Ethics and Practice would form the basis of standards expected, and adherence to these would be explicitly expected of staff and students*

i. PLANNING AND DEVELOPMENT PROCESSES

Criterion: planning and development processes for your institution, which are responsive to reflective consideration of past performance and consideration of future needs.

1. Describe the planning and development processes for your institution, explaining how a development plan is devised and revised, explaining how decisions are made from consideration of past performance and expected future needs. *NB Course development matters are covered in ARCS 3; this section relates to your institution and the issues raised within ARCS 2.*
2. Provide a current development plan, with identified timescale, actions, people responsible and outline budget where appropriate. Greater detail should be provided for items which are to be completed within the next 12-18 months.
 - *Plans would reflect the overall aims of the institution*
 - *All such plans would be feasible, in terms of time, money and staffing*

j. PUBLICITY AND ADVERTISING

Criterion: publicity and advertising which is accurate, honest, clear and unambiguous.

1. Provide material which publicises to your students the policies and procedures covering all matters of concern to them.
2. Provide recent material advertising your course provision.
 - *A student handbook is the usual way in which an institution publicises its policies and procedures to students*
 - *The policies and procedures covered would usually include the institution's vision/statement of purpose; codes of conduct; procedures for appeals, grievances and complaints; fees and refund policy; course completion requirements; administrative procedures and current personnel; information concerning teaching, assessing, tutorial and supervisory staff; information concerning premises; information about learning resources; equal opportunities and other relevant policies; information about the course; the year's calendar and course schedule*
 - *The advertising material provided should be comprehensive, and would accurately portray the course's status with the Society of Homeopaths*

k. CONTINGENCY PLANS

Criterion: contingency plans ensuring continuity of provision for students in the event of major changes of any kind

A

1. Provide evidence of arrangements for continuity in the event of major change. This should include such matters as withdrawal of or from recognised course status, ending of owner's or principal's involvement with the course whether by sudden illness, financial difficulties, etc. or planning, and major changes in management.
 - *Arrangements might include an insurance plan and/or reserve funding to cover certain eventualities with financial implications, such as death of the owner; agreement with a nearby course to take students (which would involve congruence of learning outcomes at each stage or pre-arranged programmes of study to enable students to transfer); clear agreement with identified individuals to take over certain rôles or provide tuition towards Society exam-entry registration after cessation of recognised course status. This list is not comprehensive.*

- *Where other individuals are expected to take on certain rôles to ensure continuity, their agreement to this arrangement must be explicit*
- *Where students are engaged in ongoing clinical work with clients and supervisors, they should be facilitated in keeping these contracts as far as possible.*

B

1. Describe how your institution has managed past changes. Explain how the experience has influenced your current arrangements.
2. Provide evidence of arrangements for continuity in the event of major change, as above.

B*

1. Explain your institution's intentions should it become necessary to halt recruitment to the course. How will current students' interests be protected? This is particularly relevant to clinic provision.

Do not forget that the final criterion, to be considered throughout your submission, is:

1. reflective and purposeful self-awareness concerning your strengths and successes, as well as areas where the reality falls short of your aspirations. In the latter case, please provide timetabled and costed development planning under (i) showing how you intend to progress towards your ideal.

Our intention is to support you through the process of ARCS 2 so that your institution gains from it. We recognise that it takes a great deal of time and effort, and hope that you will use the services of your liaison officer to support you through it.

If you have any complaints about the process or its outcome which you are unable to resolve with your liaison officer, please use our concerns and complaints procedures.

And when you've finished.....

please complete this questionnaire, to enable us to reflect your experience in future development of the recognition procedures. You may return this with your submission, or in the weeks immediately following. You will probably find the form easier to complete if you do not wait too long before filling it in! Completion of the questionnaire is not obligatory, but would be helpful.

QUESTIONNAIRE: REVIEW OF PARTICIPATION IN ARCS 2 PROCESS

1. Which aspects of ARCS 2 did you find helpful and/or positive?

2. Which aspects of ARCS 2 did you find difficult and/or confusing?

3. Were there any aspects of ARCS 2 which you considered unnecessary in terms of providing evidence of institutional stability?

4. Are there any additional points which you consider should be included in ARCS 2 to provide evidence of institutional stability?

*Please return this with **2 copies** of your submission to: Education Office, Society of Homeopaths, Foxhole Centre, Dartington Hall Estate, Totnes, Devon, TQ9 6EB*