



The Society of Homeopaths
representing professional homeopaths

APPLICATION for RECOGNISED COURSE STATUS (ARCS)

ARCS 3 – THE COURSE STRUCTURE

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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

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;
3. to promote on-going development of courses in a self-reflective and committed manner;
4. to respect diversity and innovation within the boundaries of generally accepted standards;
5. to assure all those with an interest (prospective and current students, other healthcare professionals, the general public etc) that an institution has established processes which enable the safety and competence of qualifying students, has the resources for reasonable assurance of the attainment of such aims, and can provide evidence that it is attaining them.

Just as it was intended that the process of preparing an ARCS 2 submission would be developmental for the institution, so we intend that the preparation of ARCS 3 will be developmental for your course. We will continue to support you in the preparation of your ARCS application 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) **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;
- (ii) **patient-centred** – developing homeopaths who aim to improve their own care of patients through reflection, and can demonstrate safe, competent, ethical and effective practice;
- (iii) **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;
- (iv) **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;
- (v) **effective** – making efficient use of resources, recognising the need for adequate student numbers to enable peer support and challenge;
- (vi) **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;
- (vii) **equitable** – offering equality of opportunity throughout policy and practice;
- (viii) **reflective and responsive** – adaptable to changing expectations, healthcare needs, research and opportunities.
- (ix) **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 3 (course issues)

ARCS 3 aims to evaluate course provision through the following criteria, with the values above assumed as integral.

The course should demonstrate:

COURSE POLICY, ORGANISATION AND STAFFING

A: a course/education policy which provides clear guidance for a curriculum preparing homeopathy professionals as independent and accountable practitioners, competent both academically and in practice

B: an education team working for the ongoing development of the course, and teaching and tutorial staff with defined responsibilities

C: planning for the current or coming year, with timetables and clear delineation of taught time and other expected time commitments for all students

CURRICULUM, TEACHING, LEARNING AND ASSESSMENT

D: a syllabus which outlines the content and methodology of teaching in a structured way, with learning outcomes; demonstrating integration of knowledge and reflection, and including medical sciences, research/audit and personal development aspects as well as philosophy, methodology and materia medica of homeopathy practice

E: learning activities and opportunities which complement the syllabus

F: a clinical learning programme which can demonstrate progress towards becoming an independent practitioner, including reflective awareness, practitioner development, appropriate personal and professional attitudes, and discussion of ethics and the therapeutic relationship

G: assessment arrangements which indicate progression via clear assessment criteria

STUDENT PROGRESSION AND ACHIEVEMENT

H: an admissions procedure based on clear criteria

I: student progression and qualification decided by a fair and equitable system

STUDENT SUPPORT AND GUIDANCE

J: the development of appropriate personal attributes which are supported by course syllabus and structures

PLANNING AND DEVELOPMENT PROCESSES

K: planning and development processes for your course, which are responsive to reflective consideration of feedback from staff, students and patients and from anticipation of future needs

FOR DEMONSTRATION THROUGHOUT

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 shown under (K) indicating how you intend to progress towards your ideal.

4. Format for ARCS 3 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 This updates the contact and student numbers information supplied with ARCS 2
2. A commentary (we suggest between 1,000 and 2,500 words), explaining your course clearly and succinctly to a reader who has no prior knowledge of it. This would state the key points of your course's structure and function, and explain the thinking involved, with detail provided in the appendices. We suggest beginning from education policy/course vision or mission statement, and deriving from this such matters as curriculum syllabus, etc. The commentary would cover all the areas requested in Part 2, 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 application is in two parts – firstly, the basic facts and statistics, and then the main application, involving the commentary and appendices.

APPLICATION – ARCS 3

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) 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.

(iii) 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 3

PART 2: COURSE STRUCTURE

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 course and showing how all the stated elements of your course's functioning are based in and derived from your education policy. Please provide the actual detail in the appendices, but ensure that you refer to these in the commentary, linking them to the specific criteria.

The format of your submission might look something like this:

| | | |
|-------------|---|--|
| Commentary: | *firstly, outline the key points of your education policy (including the whole education policy in an appendix); | |
| | *then describe the course provision, mentioning all the matters mentioned below (again including details as required in appendices), showing how the structure and functioning of the course relate to your education policy; | |
| | *indicate in brackets or with a footnote when more details can be found in an appendix | |
| Appendices: | eg Appendix A | Education Policy |
| | Appendix B | 1. Staff details |
| | | 2. Diagram of curriculum responsibilities |
| | | 3. Curriculum meetings diary with copies of last year's agendas |
| | | 4. Page from staff handbook concerning expectations of staff in relation to curriculum |
| | Appendix C | 1. Timetables for the year |
| | | 2. Page from student handbook showing hours breakdown |
| | etc. | |

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 course to follow.

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

FOR EACH LETTERED CRITERION:

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.

COURSE POLICY, ORGANISATION AND STAFFING

Criterion A : a course/education policy which provides clear guidance for a curriculum preparing homeopathy professionals as independent and accountable practitioners, competent both academically and in practice

1. Please provide a course/education policy
 - *The policy would be congruent with the institutional vision provided in your ARCS 2 application*
 - *Your policy would be distinctively yours, not just a generic policy that could apply to any homeopathy education establishment*
 - *The curriculum could be logically derived from the principles stated in the policy*

- *Your policy would support and enable the development of a curriculum which would explicitly work towards qualifying independent, accountable practitioners who are competent both academically and in practice*
- *Your policy would illustrate a commitment to innovation in course design and delivery*
- *The policy would understand the education of homeopaths as a partnership between you, the course provider, and the student*

Criterion B: an education team working for the ongoing development of the course, and teaching and tutorial staff with defined responsibilities

1. Please provide details of your teaching and tutorial staff, including their relevant educational and practice experience.
2. Supply a description or diagram indicating who is responsible for different areas of the curriculum.
3. Provide information concerning the way the education team (as a full group or as a small core team) deliberate about important curriculum and educational issues.
4. Outline the ways in which all regularly employed staff contribute to the design and development of the whole course.
5. Provide an example of your teaching staff contract (whether employed or self-employed)
 - *CVs or equivalent documentation would make clear that there is a range of educational qualifications and experience among the team, that those teaching homeopathy are experienced as practitioners, and that those teaching non-homeopathy areas of the curriculum have relevant experience.*
 - *Contracts would be clear about the teaching, assessment, development and other meetings expected of the individual teacher/tutor.*
 - *There would be named individuals responsible for ensuring that particular areas of the curriculum are appropriately planned, taught and developed*
 - *There would be formal structures ensuring that those with such responsibilities communicate between themselves in appropriate ways to ensure congruence between different areas of the curriculum*
 - *You might have a core education team guiding development, involving others more or less often depending on your particular structure.*
 - *This guiding team would communicate in face-to-face meetings, team-wide e-mails, conference telephone calls or any other means which you find useful.*
 - *You would make clear how this team considers comprehensive and dynamic curriculum design and development*
 - *Involvement in course development and attendance at meetings would be part of the paid contractual work of all regular staff*
 - *All staff working for more than 30 hours a year for the course would have a means of being familiar with the overall course structure and teaching, and their views would be sought to inform development*
 - *Your submission would include evidence of reflection on the experience of running a course, including thoughts on the areas of which you are particularly proud and identification of the areas for development*

Criterion C: planning for the current or coming year, with timetables or similar, and clear delineation of taught time and other expected time commitments for all students

1. Please supply timetables or other means of showing how you plan to teach each year of the course.
2. Provide an outline of the expected overall time commitment expected of students in each year – class contact time, individual tutor contact time, supervision contact time, clinic time, time for own caseload, time preparing for forthcoming teaching, time spent preparing assessments, time spent on wider reading and experience, etc.

- *Planning would enable the course team to be assured that all elements of the syllabus for the year would be taught; where this is achieved through responsive methods, some way of mapping the syllabus and what has been covered would be required*
- *Teaching staff would be able to prepare their work with classes as appropriate*
- *Contact time during the four part-time years or three full-time years would be comparable to that of other course providers, and hence no less than 520 hours, and more usually over 700 hours.*
- *Students would be clear about the time commitment expected of them – hence a handout or part of the student handbook would be an appropriate document to submit under this criterion.*
- *Overall student effort – the total hours committed by the student over the period of their course – would be comparable to the expectations of current recognised course providers; a rough figure would be for about 1250-2000 hours of reading, reflection, written and other work for assessments etc, and a further 200+ hours of clinical work.*

CURRICULUM, TEACHING, LEARNING AND ASSESSMENT

Criterion D: a syllabus which outlines the content and methodology of teaching in a structured way, with learning outcomes; demonstrating integration of knowledge and reflection, and including medical sciences, research/audit and personal development aspects as well as philosophy, methodology and materia medica of homeopathy practice

1. Please provide us with a full document outlining your syllabus in all years of your course.
2. Explain your thinking on teaching methods in relation to student learning styles, and illustrate how your understanding is demonstrated in practice.
3. Make explicit how you enable students to integrate the various types of learning they gain during the course.
4. Where the aspects of an overall curriculum identified in the criterion are not specifically mentioned in the syllabus, explain how these aspects are included.

- *Your syllabus document would include all taught aspects of the course, with identified learning outcomes and a recommended reading list for each area (however you choose to divide your syllabus up)*
- *Thought will have been given to the issues of learning styles and teaching methodology, and staff will be interested in extending their repertoire, matching teaching methodologies to the subject matter, the students and the situation.*
- *You will emphasise or provide opportunities for self-directed and experiential learning*
- *A flexibility of approach and a willingness to engage with the issues is sought, rather than a requirement that particular methodologies are used.*
- *Reflection would be embedded within the course approach, and modelled to students via the staff's own reflective attitude*

Criterion E: learning activities and opportunities which complement the syllabus

1. Please outline any learning activities or opportunities which you offer, such as visits, placements, summer schools etc. or ways you alert students to such potential opportunities offered elsewhere

- *You will have considered how students might gain familiarity with the wider world of healthcare practice, for example through placements, visits etc*
- *Students would have opportunities for learning outside the course structure (eg your own or other provision of summer schools, workshops, seminars etc), which the course would then assist in exploring and integrating; you might ensure that students are made aware of opportunities relevant to their particular learning outcomes for the year*

Criterion F: a clinical learning programme which can demonstrate progress towards becoming an independent practitioner, including reflective awareness, practitioner development, and discussion of ethics and the therapeutic relationship

With close reference to the Society of Homeopaths' Clinical Education Guidelines, please provide the following:

1. A detailed description of the Clinical Education programme of your course showing how it fulfils the requirements of the guidelines and enables students to achieve the stated learning outcomes. This will include your means of assessment, your assessment criteria and benchmarks, associated documentation, and gateways for progression. (If there is an overlap with information provided for Criterion D, please indicate this by cross-referencing page numbers and sections.)
2. A clinic handbook, and/or other information provided to students, setting out the process, the gateways for progression etc
3. A description of how you ensure students' understanding of and commitment to the Society of Homeopaths' Code of Ethics (and any other relevant code of conduct) before beginning any form of clinical work.
4. A clear explanation of how you monitor students' fitness to practise, appropriate to the level at which they are working
5. Describe your supervision arrangements, showing how these are congruent with your institutional and educational vision/policy, and indicating how any supervisors not otherwise involved with the course are inducted.

- Clinical learning would begin early in the course, not necessarily through clinic work but ensuring that students have opportunities to connect learning with clinical practice
- Explicit clinical learning outcomes would be identified (The learning outcomes of the Clinical Education Guidelines should be used as they are, or incorporated into your own learning outcomes)
- Reflection would be clearly and explicitly embedded within clinical learning
- Ethics and the therapeutic relationship would be explicitly worked with
- There would be clear and guided progression enabling students to take increasing responsibility for case-taking, analysis, prescribing and case management
- Students would have documentation enabling them to be clear about expectations and requirements in all clinical work
- Explicit criteria and processes would be in operation from early stages of clinical education, ensuring close monitoring and support so that students who may have problems in certain aspects of fitness to practise are enabled to address these issues; and so that where it becomes necessary to halt a student's progress, this is clearly an outcome of dialogue
- Supervisors, being such a key aspect of clinical learning, would be working in ways congruent with the course philosophy, and this would be ensured through regular communication and supervisor handbooks and training

Criterion G: assessment arrangements which indicate progression via clear assessment criteria

1. Please provide an overall assessment calendar for the whole course, showing how assessment links to the syllabus outlined under criterion D. Identify which assessments are formative and which summative.
2. Provide general assessment criteria for the whole course and/or its component parts.
3. Provide samples of assessment tasks with specific criteria for marking, as made explicit to students.

- *Assessment would be clearly linked to learning outcomes for the relevant stage of the course*
- *There would be a mixture of formative assessments (which may or may not be graded, but do not count towards progression or a final mark) and summative assessments (which would inform progression and qualification)*
- *Assessment would be made via clear reference to criteria, ensuring that students can understand what is expected of them without inhibiting creative responses to assessment tasks (i.e. these are outcome-based criteria rather than instructions)*

STUDENT PROGRESSION AND ACHIEVEMENT

Criterion H: an admissions procedure based on clear criteria

1. Please supply your admissions procedures, explaining how you make clear to applicants what the course will involve, and the support provided; and the criteria you use to inform admissions decisions

- *Your admissions procedures would indicate a process enabling individuals to move from an initial enquiry through to acceptance on the course*
- *Written information would enable applicants to understand the process, what is required of them, and the criteria against which they will be assessed*
- *You would interview all candidates, in person whenever possible and via a telephone interview in exceptional circumstances*
- *At least two members of your course or management team would be involved in interviews*

Criterion I: student progression and qualification decided by a fair and equitable system

1. Identify any procedures for supporting students with special needs
 2. Please provide details of your assessment board or equivalent system, which ensures a collective team decision on progression from one stage of the course to another, and to final qualification
 3. Where an external examiner is used (as is recommended), explain this individual's rôle within your course.

- *Reasonable support for students with special needs will be provided through existing core team skills or through identified external means of support. Encouragement of students' own identification of their needs will be clear from application onwards.*
- *So far as is practical, all staff involved in teaching and assessment, including supervisors where appropriate, will meet to discuss each individual student and progression for that student to the next stage or to qualification*
- *All key progressions, particularly including commencement of supervised responsibility for own cases and the stage of qualification, will be validated by a group of staff (at least three individuals who have taught and assessed the student)*

STUDENT SUPPORT AND GUIDANCE

Criterion J: the development of appropriate personal attributes is supported by course syllabus and structures

1. Please outline the way(s) in which the development of appropriate personal attributes that contribute to fitness to practise is encouraged and enabled within the course.
 2. Explain how support is provided for students who may have difficulties around certain aspects of personal attributes.

- *Personal attributes would form a clear thread throughout the course, and a course ethos would have developed allowing students to be honest and open about any difficulties*
- *Personal attributes to be considered might include: practising confidentiality, maintaining trust and observing legal and ethical requirements; displaying the ability to manage time, working safely and effectively within time constraints; performing work independently and as part of a team; solving problems through understanding information and with affective awareness; communicating problems and solutions when needed...and other similar attributes that contribute to fitness to practise*
- *The course ethos would value students' internal work to become responsible practitioners, able to handle their own responses appropriately*
- *Support for students would be available within or outside the course, as you deem appropriate*

- *Where the institution does not itself offer counselling, information will be freely available to students concerning sources of free or low-cost counselling*

PLANNING AND DEVELOPMENT PROCESSES

Criterion K: planning and development processes for your course, which are responsive to reflective consideration of feedback from staff, students and patients and from anticipation of future needs.

1. Describe the planning and development processes for your course, explaining how a development plan is devised and revised, and identifying how decisions are made from feedback received from staff, students and patients, and from anticipation of future needs. *NB Institutional development matters were covered in ARCS 2; this section relates to your course and the issues raised within ARCS 3.*
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.
3. Show how you seek and respond to feedback from all individuals and groups involved in the course and its activities.
 - *Plans would reflect the overall aims for the course*
 - *All such plans would be feasible, in terms of time, money and staffing*
 - *Evidence of multiple ways of obtaining feedback would be shown, ensuring that staff, students and patients can have a voice; there would be a lively and engaged level of feedback and where this is not the case, the core team would seek to examine why this is so.*

FOR DEMONSTRATION THROUGHOUT

Criterion 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 (K) showing how you intend to progress towards your ideal. We see awareness of your strengths and of potential or actual problems or weaknesses as an essential part of responsible institutional and course management.

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 3 PROCESS

| |
|--|
| <ul style="list-style-type: none">• Which aspects of ARCS 3 did you find helpful and/or positive? |
| <ul style="list-style-type: none">• Which aspects of ARCS 3 did you find difficult and/or confusing? |
| <ul style="list-style-type: none">• Were there any aspects of ARCS 3 which you considered unnecessary in terms of providing evidence of course effectiveness? |
| <ul style="list-style-type: none">• Are there any additional points which you consider should be included in ARCS 3 to provide evidence of course effectiveness? |

Please return to Education Office, Society of Homeopaths, Foxhole Centre, Dartington Hall Estate, Totnes, Devon, TQ9 6EB