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EDUCATION ACCREDITATION PROCESS HANDBOOK

1st Edition, October 2017



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Introduction

The purpose of this handbook is to set out the Society of Homeopaths’ (SOH) Education Policy, and to give guidance to Course Providers when applying for and maintaining SOH accreditation of their course(s).

This document replaces previous iterations of the SOH Education Policy, and Clinical Educational Guidelines and the Application for Recognised Course Status (ARCS) handbooks.

## Context

The Society’s Education team operates a transparent, rigorous and comprehensive course accreditation process with the support of independent reviewers and panel members. It is committed to working in partnership with other organisations that share these goals both in the UK and overseas.

### History - From Registration to Education

Since 1979 the Society has published a register of professional homeopaths. Initially, a committee assessed applications, however in 1982, an examination-based registration process was introduced. The Society also established an alternative route to registration for those who had successfully completed certain courses. With the growth in the number of courses offering a professional education in homeopathy, the Society gradually moved towards closer involvement with providers of professional education.

The Society’s Education Policy was developed in 1993 and in 1994 a recognition process was instituted. After successful completion of a recognised course, graduates are eligible for registration and insurance through the SOH. The majority of applicants now follow this course-based route to registration. However, in addition the Society permits an experience based entry route, ensuring that registrants undergo an objective assessment of equivalence.

# Purposes

The purposes of the SOH Education Policy are to:

• Define, maintain and develop high standards of professional education across the sector, with diversity of content and delivery, through partnership and consultation with participating Course Providers.

• Work with recognised Course Providers, those seeking recognition and other interested parties, in the accreditation process as described on page 5.

• Support and develop a profession that can adapt and respond to changes in global health issues and healthcare legislation.

## Standards

The standards for homeopathy education laid out in this document are informed by several key documents and criteria.

* Course Curriculum Framework: This framework aims to outline the core content and benchmarking for courses aimed at training and educating professional homeopaths. The document is based on collaborative work between the Society’s Education team, Course Providers and the QAA over a number of years). The framework is mapped against the **Complementary and Natural Healthcare National Occupational Standards (CNH NOS)** that represent what is expected of a competent and effective practitioner. Additionally, the framework is mapped against the Core Criteria for Homeopathic Practice, which are intended to be used in conjunction with the NOS, informing the general ethical and professional skills required of a health practitioner. The Course Curriculum Framework can be found in Appendix 1 of this document.
* Code of Ethics and Practice: The Society’s Code of Ethics and Practice, by which all registered practitioners are bound, informs our education work and supervision as well as our practice. This Code includes guidance on the importance of recognising bounds of competence.
* Higher Education standards: The practice and standards of the Higher Education (HE) sector are the appropriate basis for the education of health professionals. This policy has been informed by general approach of the Quality Assurance Agency (QAA), which regulates higher education institutions and their courses.

Course Provider

* PSA accreditation: In September 2014, the Professional Standards Authority (PSA) accredited the Society of Homeopaths’ register for Health and Social Care (PSA), under its [Accredited Registers scheme](http://www.professionalstandards.org.uk/what-we-do/accredited-registers). In this context, accreditation means that the Society has met the demanding standards of the PSA in the following areas: governance, setting standards, education and training, managing the register, providing information and dealing with complaints. Accredited Registration differs from statutory professional regulation, as it is voluntary, not compulsory. The Society continues to independently operate a register for practitioners who are trained to high standards and adhere to a strict code of ethics and practice. In terms of Education specifically, PSA standard 9 (Education and Training) ensures the Society sets appropriate educational standards, which ensure that training is independently verified to meet its standards.

# Structure of SOH education department

**Process of Application for Accredited Course Status**

Education Sub Committee considers report and recommendations and makes proposal to Professional Standards Committee for recognition

Professional Standards Committee considers ESC recommendations and ratifies, or refers back to Ed Consultant to clarify any outstanding matters

Course Provider contacts Education Department to register interest and discuss the suitability of the course for application

01604 817890

liz\_wootliff@homeopathy-soh.org

Ed Team report and CP submission presented to ESC

Ed Dept ensures CP has SoH Education Accreditation Process Handbook

CP applying for accreditation with SoH

CP applying for accreditation of a new course at a current SoH accredited Provider

CP prepares submission with documentary evidence of the 3 principal standards being met

**Principal Standards**

**1 - CP Systems Policies & practices**

**2 – Leadership & programme management**

**3 – Curriculum matters**

CP prepares submission with documentary evidence. Only principal 3 of the standards must be met

CP sends submission to SoH Office

Independent Education Advisor sends draft report and recommendations to Ed Team for feedback

Ed Team reviews submission

CP sends submission to

SoH Office

Ed Team sends submission to Independent Education Advisor

Education Sub Committee considers report and recommendations and refers report back to CP via Ed Dept if there are still areas for concern

Once accredited, start 4 year cycle – refer to page 6 of handbook

**PSC:**

1 Hom Director, 1 Prof Conduct, 1 Research Committee, 1 ESC Committtee, 1 RSHom, 1 Patient, 3 Independent

**Review Panel:**

SOH Ed team, J Dodding, A Fixsen, Independent Education Advisor

**ESC:**

2 SOH Ed Dept, 2 CPs, 2 Students, 2 Independent Advisors – S Ramsdale H Rosa

## What does accreditation with the Society of Homeopaths mean?

The Society of Homeopath’s recognition procedure is called AACS (Application for Accredited Course Status). This has replaced the 'ARCS' Application for Recognised Course Status. Accredited status with the SOH is awarded to programmes run by Course Providers who are able to evidence that their educational provision is at a level equivalent to HE Level 6 and enables its students to reach fitness to practise standards. The term ‘accreditation’ in this context refers only to the standards set by SOH and does not refer to external accreditation through other national bodies.

The process of becoming accredited and maintaining accredited status is overseen by the Professional Standards team, the Education team, the Education Sub-Committee (ESC), and the Professional Standards Committee (PSC). These groups include consultants from both within and external to the profession, chosen for their expertise in education and standard setting or regulation. Licentiates of accredited courses may proceed by a direct route to registration, thus allowing them to access the benefits of RSHom designation and full Society membership.

### The Society of Homeopaths considers accreditation as:

 Participatory in that the accreditation process is voluntary and is an earned and renewable status.

 Representative, responsive and appropriate to the type of institution accredited.

 Developmental, engaging in a cycle of reflection and action thus facilitating a continually improving provision.

 Based on a peer review process including representatives of the profession, the homeopathy community, other professions and students.

 Requiring an institutional commitment to student learning and achievement.

 Acknowledging a Course Provider’s entitlement to express its vision for the education of homeopaths within the context of the SOH requirements.

 Evidence-based - requiring a Course Provider to evidence systems, policies and practices designed to promote integrity, autonomy, and flexibility of operation.

 Expecting a Course Provider to ensure that its programmes are complemented by support structures and resources that allow for the education and development of its students.

• Fostering high quality, professional education based on appropriate standards and guidelines, encouraging diversity within clear parameters, experimentation and innovation with the boundaries of agreed standards.

# Application for Accredited Course Status (AACS)

This section of the handbook clarifies the meaning of accreditation with the SOH, and provides a detailed plan for Course Providers to follow when compiling their application.

## Guide to the accreditation process

### Process

#### Application

Course Providers who are interested in applying for accreditation with the SOH should initially contact Liz Wootliff in the Education Department to register their interest and discuss the suitability of the course for application.

Contact Details: [liz\_wootliff@homeopathy-soh.org](mailto:liz_wootliff@homeopathy-soh.org)

Applicant Course Providers will be required to provide a submission report, which demonstrates how their programme meets the SOH standard. Key course documents should be included as supporting evidence. Further details of SOH accreditation standards follow on pages 8-16

#### Timescale

A timescale and submission date will be agreed between the Education Department and the Course Provider. There is an expectation that this will take no longer than one calendar year.

Submissions from Course Providers who are new to the SOH accreditation system will be reviewed by a panel comprised of members of the SOH Education team and an independent education adviser. Together they will evaluate and report on the extent to which the submission has demonstrated fulfilment of the SOH requirements for accredited status.

Where a Course Provider runs multiple programmes, a separate accreditation process is required for each individual programme. However, demonstration of standards relating to Course Provider systems, policies and practices (Standard 1), and leadership and programme management (Standard 2) will be deemed to have been achieved if the College is currently successfully accredited.

New submissions from Course Providers who hold a current accreditation with SOH for another course will be reviewed by members of the Education Team, who will report to the ESC on the extent to which the submission has demonstrated fulfilment of the SOH requirements for accredited status.

#### Outcomes

The Course Provider’s submission and the review panel’s report will be presented to the ESC. If the ESC is satisfied that all requirements have been met, the Course Provider’s proposal for accreditation will be sent to the PSC for ratification.

If, however, the ESC feels that the course does not yet fully meet the requirements, the Education team will contact the Course Provider to outline the panel’s recommendations and/or conditions and discuss how these may be met in order to achieve accreditation with SOH.

In the case of recommendations being made, Course Providers may be awarded accredited status subject to review at an agreed time. In the case of conditions, all conditions must be met before the award of accredited status.

Entry onto the SOH Course Provider register/webpage will happen only after the initial accreditation has been satisfactorily completed, and conditions met.

After a Course Provider has achieved accredited status they will then enter the SOH liaison visit and report cycle as shown in the table below.

In the event of a Course Provider’s submission failing to progress to accreditation, there will be a minimum period of 12 months before a reapplication may be made.

|  |  |  |
| --- | --- | --- |
| SOH Accreditation and review process | | |
| Year 0 | Application for accreditation | Accreditation granted subject to submission meeting required standards. Entry on to SOH website at point of accreditation. |
| Year 1 | SOH liaison/visit |  |
| Year 2 | Brief report | Brief report on Course Provider activity, student and graduate numbers, any changes of note. |
| Year 3 | SOH liaison/visit |  |
| Year 4 | Periodic course review | More in depth than Brief report, reporting on changes with respect to any AACS standards and including Course Provider self-evaluation and action plan |
| The cycle then returns to Year 1 | | |

**SOH liaison** with accredited colleges will take place in years 1 and 3 of each 4-year cycle as a minimum. The aim of liaison activities is to support Course Providers in their provision and on-going development of their programmes. Liaison with education consultants may be in the form of visits, telephone calls, email and/or Skype depending on the needs and circumstances of the Course Provider. This will be negotiated with individual Course Providers, **in the case of overseas courses, the costs of visits, if required, will be borne by the Course Provider.**

Course Providers are required to submit a **brief report** in year 2 of each 4-year cycle, detailing current student graduate numbers and any significant changes to the programme(s).

**Periodic Course Review** (PCR) will take place in the final year of each 4-year cycle. The Course Provider will submit a review of any changes to how they meet the AACS standards, accompanied by a self-evaluation, action plan and up to date staff CVs.

## Requirements for accreditation

Your submission should present a comprehensive picture of how your course meets the SOH accreditation requirements. We suggest that you begin your submission with an overall view of your course, and then address the three overarching standards in detail, providing evidence of how they are met. It is expected that you will refer to and provide examples of course documentation, and include comments and feedback from both staff and students.

In addition to the main submission document and key course documents Course Providers must either provide copies of CVs for all staff members, or complete the template for reporting staff qualifications and continuing professional development that is provided in Appendix 2.

There are three principal standards that set out the requirements that must be met in order to achieve accredited status. These standards will be evidenced via a process of self-evaluation:

1. **Course Provider systems, policies and practices**
2. **Leadership and programme management**
3. **Curriculum** matters (Theory and practice)

See next page for full details of the standards.

# SOH standards for Accredited Status

## 1. Course Provider systems, policies and practices

### **1.1 Course Provider Management Systems, Policies and Practices**

**The Course Provider must show there are management systems, policies and practice in place (including legal requirements according to the country of operation). These must be appropriate to the Course Providers size, and support its function to educate practitioners of homeopathy who can meet the outcomes described in the CNH NOS, and the SOH Code of Ethics and Practice.**

Your submission should include the following information:

• Organisational structure

• Lines of accountability throughout the structure

• Monitoring procedures e.g. accountability, legal requirements, insurance arrangements, complaints process for all staff, students and patients

### 1.2 Course Provider Financial Systems, Policies and Practices

**The Course Provider must provide evidence of appropriate financial systems, policies and practices (including legal requirements according to the country of operation).**

Your submission should include the following information:

* Course fees
* Payment and refund policies and procedures
* Business planning and contingency management systems
* Accounting procedures

### 1.3 Mode of Delivery, Resources and Facilities

**The Society recognises that in the changing educational landscape various modes of course delivery may be used including: taught classroom based, blended learning, and e-Learning. The Course Provider must demonstrate the suitability of their chosen mode of delivery, with sufficient and appropriate resources and facilities to support the learning and development of students to achieve the required course outcomes. Facilities, policies and practices should comply with relevant legislation according to the country of operation.**

Your submission should include the following information:

* + Mode of delivery
  + Adequate facilities to meet the needs of staff and students.
  + Policies in place to ensure that facilities and practices comply with relevant legislation according to the country of operation (e.g. health and safety, disability discrimination, data protection)
  + Evidence of adequate clinic facilities
  + Evidence of sufficient learning and teaching resources

### 1.4 Course Provider Review and Feedback Mechanisms

**The Course Provider must show evidence of appropriate on-going internal evaluation systems. Programme review and development should include the involvement of students, staff and other stakeholders.**

Your submission should include the following information:

* Details of a named external examiner and the processes for review and action in response to their feedback.
* Evidence of a satisfactory process of evaluation of the organisation.
* Evidence of items arising from evaluation and actions taken.
* Student statistics for existing courses (numbers applying, currently studying and withdrawals for the preceding 4 years).
* Details of feedback mechanisms, including input from staff and students.

## 2. Leadership and programme management

### 2.1 Programme management

**The Course Provider must show that the learning programme is managed by named individuals, who are responsible and accountable for the organisation and delivery of the course.**

Your submission should include the following information:

• Names and qualifications of those responsible for the leadership and management of the programme.

• Details of management roles and responsibilities.

### 2.2 - Student Recruitment, Support and Guidance

**The Course Provider must show that applicants and students are provided with appropriate, clear and accurate information. Students must be offered appropriate personal guidance and support throughout the course. The Course Provider must demonstrate the presence of a formal complaints system that is clear to students**

Your submission should include the following information:

* Recruitment processes and selection criteria.
* Details of information provided to potential and current students.
* Details of accreditation of prior and/or experiential learning (APL/APEL) systems.
* Details of support mechanisms e.g. personal tutors/mentors.
* Procedures for students who withdraw from the course.
* Procedures for students transferring to or from another course.
* Details of the student complaints policy including how support is provided for students and any staff involved in a complaint, and details of any complaints received within the last four years.

### 2.3 Staff Recruitment, Development and Management

**The Course Provider must demonstrate that it has policies and procedures for the recruitment, development and management of all staff.**

#### Recommendations:

Ideally for courses delivered at HE level 6 there will be some members of the teaching staff who are qualified to HE level 7 which is typically the level at which a master’s degree is delivered, and/or a recognised HE postgraduate teaching qualification

Within the staff team there should be sufficient diversity and expertise to offer students the opportunity to engage with a range of critical and reflective approaches to homeopathic knowledge and practice.

It is recommended that members of the teaching staff engage in regular peer observation and feedback on teaching (we suggest on an annual basis as a minimum).

Your submission should include the following information:

* Staff recruitment and induction processes, including recruitment and induction process for ad hoc staff and external clinical supervisors.
* Qualifications and experience of all current staff, this may be provided via individual CVs or by completion of the template provided in Appendix 2.
* How staff development is facilitated and promoted e.g. appraisal system, peer observation, mentoring, attendance at Continuing Professional Development (CPD) events.
* Details of the staff grievance or complaints policy including how support is provided for any staff involved in a complaint, and details of any complaints received within the last year.

## 3. Curriculum matters (Theory and Clinical Practice)

### 3.1 The Education level of the Programme

**The education level reached on the course must be HE level 6; this is the level at which a bachelors’ degree is delivered, and reflects the fact that registered homeopaths are independent professional health care practitioners. Typically, a final award from an SOH recognised college is termed a licence to practise homeopathy, and students qualifying from these colleges are termed licentiates, although other terms may be used. The following indicators for HE level 6 have been adapted from ‘The Framework for Higher Education Qualifications in England, Wales and Northern Ireland’. (The Quality Assurance Agency for Higher Education (QAA), 2008:18-20).**

**Successful completion of an SOH recognised programme indicates that students can demonstrate:**

• A systematic understanding of key aspects of the practice of homeopathy, including detailed knowledge, at least some of which is informed by current developments in the discipline.;

• An ability to use established and effective techniques of analysis and enquiry within the discipline of homeopathy;

• 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 homeopathy;

To describe and comment upon particular aspects of current research, or

equivalent advanced scholarship, in the field of homeopathy;

• An appreciation of the uncertainty, ambiguity and limits of knowledge;

• The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example research articles published in peer-reviewed journals and/or original materials appropriate to a healthcare practice).

**Typically, licentiates will be able to:**

• 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.

• Critically evaluate arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.

• Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences (for example fellow health professionals, patients).

**and licentiates will have:**

• The qualities and transferable skills necessary for safe, independent, professional healthcare practice and/or employment requiring:

* + - The exercise of initiative and personal responsibility;
    - The capacity for decision-making in complex and unpredictable contexts;
    - The learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Your submission should include information on the following:

• How the course promotes critical and reflective practice (thinking and action).

• How the course prepares students to be able to act responsibly and self-critically in independent practice.

• The teaching and learning techniques used to promote students’ independent learning and engagement with their subject.

• How assessment is used to evaluate the quality of a student’s knowledge and skill in the theory and practice in homeopathy, and to promote the development of students’ knowledge, skills and attitudes.

•Details of external examiner and the definition of their role

### 3.2 The Length and Structure of the Programme

**Course Providers must demonstrate that the length and structure of their programme of study is sufficient for students to be able to meet the required outcomes of the learning programme and to adequately prepare them to practise as independent homeopaths. Course Providers should bear in mind the time taken to prepare other healthcare professionals for independent practice, the expectations stated in the course outcomes and the need for homeopaths to be able to stand alongside other conventional and alternative health care professionals. Courses should include an appropriate balance between theoretical, experiential and clinical learning.**

Your submission should include information on the following:

* Hours of study including teaching contact, independent and clinical hours.
* A full description of the clinical education arrangements, including: clinical hours’ requirements and how these are broken down (e.g. video cases, acute clinics, chronic clinics, clinic observation, clinic working directly with patients, supervised cases).
* A clear policy on expected student progression and development throughout both the theoretical and clinical aspects of the course.
* The structure of the programme of study (timescale, full-time/part-time).
* The involvement of relevant stakeholders such as students and service-users in the process of planning, development and evaluation of programmes.

### 3.3 Programme Content

**The Course Provider will describe the content of their programme in detail including theoretical and clinical practice elements of the course. By the end of the programme, students should have achieved a level of understanding and skill in homeopathic practice consistent with HE level 6 and should be able to practise independently in accordance with:**

**I The standards of practice specified in the ‘Complementary and Natural Healthcare National Occupational Standards for Homeopathy.’ The standards specific to homeopathy are CNH1-2 & 15-19.**

**ii The Society of Homeopaths’ Code of Ethics and Practice**

**iii The Society of Homeopaths’ Core Criteria for Homeopathic Practice**

Your submission should include the following information:

* + Course and module learning outcomes
  + Course handbooks, reading lists and examples of materials to support student learning
  + How course content maps onto CNHNOS and the Code of Ethics and Practice, Core Criteria
  + How students are enabled to progress through their clinical and theoretical training to become an independent autonomous practitioner of homeopathy
  + How students are encouraged to be aware of research practices in homeopathy and given the skills to be able to critique research findings
  + How students are encouraged to engage in CPD after qualification

### 3.4 Learning and Teaching

**Teaching and learning approaches must engage students in an appropriate mix of active, independent and student-centred learning.**

Your submission should include information on the learning and teaching strategies employed by the College. It is recognised that these may differ depending on the mode of delivery. Examples may include lectures, clinical experience, own-case supervision, discussion groups, small group work, role play, dyadic/triadic experiential exercises, flipped classrooms, workbooks, examples of asynchronous and synchronous e-learning, blended learning, distance approaches, problem solving approaches, reflective practice development strategies and video observation.

### 3.5 Student Assessment

**Assessment approaches must be constructively aligned with the curriculum, teaching strategies and intended learning outcomes in order to establish whether students have reached the required level of understanding and skill so that they are fit to practise as independent health care professionals**

Your submission should include information on the following:

* The range of assessment strategies used to assess student learning.
* Processes used as part of the assessment strategy e.g. administration, parity marking, timely feedback, and external examiner.
* Clear assessment criteria and how these are communicated to staff and students.
* Procedures for failed assignments, resubmissions, late submission of work.
* Assessment of clinical competence, including how parity is ensured between college staff and external clinical supervisors (if applicable).

## Costs

**Accreditation Process**

£1500 New College

£450 Additional course for a current Accredited College

**4-Year Review**

£1000 for 4 years (billed at submission)

Hyperlinks to be inserted to all mentions of NOS, core criteria, code of ethics and course framework where mentioned

## Contract



**AGREEMENT BETWEEN COURSE PROVIDERS IN HOMEOPATHY EDUCATION AND THE SOCIETY OF HOMEOPATHS FOR 2018**

**On behalf of** ......................................................................…………………..[course provider]

I agree to:

* work within the conditions set out in the Society’s Education Accreditation Process Handbook and the Society’s Code of Ethics and Practice
* ensure that the programme of study will meet the recognition criteria, include the approved core subjects (see *ECCH European Guidelines for Homeopathic Education 2011; SoH Course Framework 2013*), and relate closely to the Complementary and Natural Healthcare National Occupational Standards (Homeopathy), the Society’s Core Criteria for Homeopathic Practice and Clinical Education Guidelines.
* consult about any proposed changes significant to the recognition criteria 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.
* ensure that course provision is adequate for students to qualify at a standard equivalent to Higher Education level 6.
* ensure that all core staff members are familiar with the criteria contained in Society’s Education Accreditation Process Handbook.

* fully participate in the monitoring and review procedures organised by the Society such as Accreditation and Re-Accreditation procedures (AACS), and to provide the Society with an annual review (or equivalent documentation), and numerical data within agreed headings.
* facilitate attendance of staff members at relevant activities such as meetings, conferences and Educational Development events.
* provide structured complaints and appeals procedures, academic guidance and access to student support, and to include students in course evaluation and review processes.

* ensure appropriate insurance and supervision arrangements for the protection of students and patients operating within the clinical learning programme.

* act with professional integrity towards other course providers and their students and commit to the structured process of student transfer between institutions appearing on the Society’s list of Accredited courses.
* notify the Society’s Professional Standards Manager 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)** ………………………………..............



**AGREEMENT BETWEEN COURSE PROVIDERS IN HOMEOPATHY EDUCATION AND THE SOCIETY OF HOMEOPATHS FOR 2017**

**On behalf of the Society of Homeopaths**

We agree to:

* Implement, monitor and review the Society's Accreditation and Re-Accreditation procedure for professional courses.
* Implement, monitor and review the Society's Independent Route to Registration (APEL) procedure.
* Co-ordinate the process of periodic review (or equivalent review documentation), which the Society and course providers each agree to produce. To give feed back to the course providers on their reviews.
* Promote recognised courses directly through the Society’s website and other appropriate media, and in response to enquiries.
* Provide up to date information to the public relating to education in homeopathy through the Society’s website, the FindaHomeopath website and in response to specific enquiries
* Work in partnership with course providers, students and relevant others, enabling all interested parties to contribute to development of future educational policy and processes, either directly or via Course Provider and student representatives on the Education Steering Committee.
* Invite accountability of current regulatory functions such as Course Accreditation through the Society of Homeopaths’ Education Steering Committee, the Professional Standards Committee and the Professional Standards Authority.
* Facilitate review by independent representatives in our course accreditation procedures.
* Provide an appeals procedure relating to regulatory decisions.
* Support and encourage peer development of education in homeopathy, both through our own activities and through the Homeopathy Course Providers’ Forum.
* Actively promote liaison with course staff and students through course visits, email and telephone contact.
* Support the process of ethical student transfer between institutions appearing on the Society's list of accredited courses.
* To keep Society of Homeopaths’ members informed of developments in homeopathy course provision through the Society Journal, First Class Mail, website and direct mailing as appropriate
* Maintain and participate in co-operative links with other departments of the Society and various outside agencies, and to feed back to Course Providers the outcomes of such links when appropriate

**Signed Date**

*Professional Standards Manager* on behalf of The Society of Homeopaths

Appendix 1 Course Curriculum Framework



**Society of Homeopaths Course Curriculum Framework**

**This Framework is based on recommendations from a working group of Homeopathy Education Providers and the Quality Assurance Agency (2001) that aimed to create subject benchmarks for courses allied to health professions. It has been updated and new references are made to the Complementary and Natural Healthcare National Occupational Standards for Homeopathy (henceforward referred to as CNH NOS) and the SOH Core Criteria for Homeopathic Practice (CC).**

The intention is to provide core content and benchmarking for courses that educate professional homeopaths. Such courses will prepare students to meet the requirements for registration with the Society of Homeopaths, and relate to Higher Education (HE) level 6.

Providers of individual courses can use this framework as a basis for the development of programmes that reflect their own particular ethos. Units or modules of work contained within these programmes should include clear learning outcomes set at the appropriate HE level for each stage of the course, and will be accompanied by assessment criteria.

SOH Course framework revised Sept 2017

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Suggested curriculum framework**  ***By the end of the course the student should have the following skills and knowledge:*** | | **CC** | | **CNH NOS** | | | |
| **1. KNOWLEDGE: THEORY AND PRACTICE** | |  | |  | | | |
| **(a) Homeopathy-specific** | |  | |  | | | |
| 1.a.1 Wide familiarity with the distinctive body of knowledge recognised by the homeopathic profession, deriving from tradition, clinical experience and scientific enquiry, with knowledge and critical systematic understanding of the core conceptual and philosophical framework, to include the specific aspects of: | | CC 1 | | CNH NOS 15, | | 16 | |
| i. Key concepts which define homeopathy as a discrete discipline | |  | | CNH NOS 15, | | 16 | |
| ii. A variety of approaches to case evaluation, using full information concerning mind, body feelings, social context | |  | | CNH NOS | 16 | | |
| iii. A variety of approaches to prescription of the appropriate remedy | |  | | CNH NOS | 17 | | |
| iv. | Prognosis, and evaluation of progress at follow-up |  | | CNH NOS | 19 | | |
| v. Patterns in materia medica and different models of understanding | |  |  | CNH NOS 16, | | 19 | |
| vi. | A range and variety of situations suitable for homeopathic treatment (acute, chronic, palliative) |  | | CNH NOS15, | | 16 | |
| 1.a.2 Understanding of perspective of contrasting philosophies and practices within homeopathy | | CC 6.1, 6.2 | | CNH NOS 16, | | 19 | |
| 1.a.3 Ability to develop theoretical knowledge, integrate new theoretical and practical understandings into existing frameworks and revise such frameworks as appropriate (including new remedies, case study reports, different homeopathic prescribing practices, clinical  experience) | | CC 5.2, 7 | | CNH NOS 16, | | 17, | 19 |
| 1.a.4 Ability to apply knowledge to practice, and to identify and solve problems using core knowledge, affective awareness and logical thought | | CC 7 | | CNH NOS 16, | | 19 | |
| 1.a.5 Ability to demonstrate the use of a current homeopathic understanding of the human organism as a dynamic entity interacting with the environment and recognising optimal and sub- optimal functions (‘health’ and ‘disease’) | | CC 1 | | CNH NOS 15, | | 16, | 19 |
| **(b) Knowledge and understanding of biomedical and other models of healthcare** | |  | |  | | | |
| 1.b.1 An understanding of normal structure, function and development and the ability to recognise and interpret signs of functional balance and pathology | | CC 1, 2, 6 | | CNH NOS 15, | | 16, | 19 |
| 1.b.2 Understanding pathological problems and their development | | CC 1, 2, 6 | | CNH NOS 15, | | 16 | |
| 1.b.3 Awareness and critical appraisal of biomedical and other forms of complementary healthcare likely to be used by patients, including: diagnosis and treatment, medical terminology, common tests and investigations, common therapies, medication and patient management and the relevance of these to homeopathic evaluation | | CC 1, 2, 6 | | CNH NOS 15, | | 16 | |
| 1.b.4 Knowledge and critical understanding of biomedical and health sciences and other subject areas sufficient to guide safe and competent clinical actions | | CC 1, 2, 6 | | CNH NOS 15, | | 16, | 19 |

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| 1.b.5 Awareness and understanding of common mental health issues | CC 1, 2, 6 | CNH NOS15, 16 |
| **(c) General** |  |  |
| 1.c.1 Awareness of the need to work within the practitioner’s bounds of competence and relevant professional qualifications if recommending/prescribing the use of adjunctive clinical approaches. | CC 5 | CNH NOS1, 15 |
| 1.c.2 An understanding of the ambiguous nature of knowledge and its limitations | CC 2.2, 7.2 |  |
| 1.c.3 Awareness of pathology and diagnostic symptoms in order to identify contra- indications for all or certain forms of homeopathic treatment | CC 1, 2, 5 | CNH NOS15 |
| 1.c.4 Awareness of social issues affecting health and availability of support services for patients | CC 1 | CNH NOS15 |
| 1.c.5 Awareness of the practitioner’s duty of care to safeguard and protect patients’ health, wellbeing and human rights |  |  |
| **2. HOLISM** |  |  |
| 2.1 Familiarity with contemporary conceptualisations of holism | CC 1.1, 7 | CNH NOS15, 16 |
| 2.2 Understanding the dynamic quality of health and illness in the context of the balance of a network of systems | CC 1.1, 7.2 | CNH NOS 15,16 |
| 2.3 Understanding the self-healing propensity of the organism. | CC 1.1 | CNH NOS 15,16, 19 |
| **3. CLINICAL SKILLS** |  |  |
| 3.1 Ability to review and construct a case analysis and develop a therapeutic plan | CC 1, 5 | CNH NOS 16, 19 |
| 3.2 Skills in case-taking, and observation of the patient in order to assess and understand the health status of the individual patient, integrating this with any information received from records, orthodox diagnoses etc. | CC 3.1, 3.2, 7.1 | CNH NOS1, 2, 15 |
| 3.3 Skills in analysing and interpreting this integrated information to support differential diagnoses and prognoses, guided by coherent analyses and clinical experience | CC 1.1, 5, 6, 7 | CNH NOS 16, 19 |
| 3.4 Knowledge of the appropriate application of dose and potency when prescribing for a patient | CC 1, 5.3 | CNH NOS 16, 17, 18 |
| 3.5 Problem-solving and reasoning skills relevant to formulating and undertaking clinical actions | CC 7 | CNH NOS 16 |
| 3.6 Evaluation of complex clinical issues | CC 1, 7.2 | CNH NOS 16, 19 |

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| **4. CASE MANAGEMENT** | |  |  | | | |
| 4.1 Demonstrate commitment to patient-centred care, and provide appropriate advice in support of this | | CC 1.4 | CNH NOS | 1, | 15, | 17 |
| 4.2 Formulate and implement justifiable treatment and management plans and evaluate outcomes | | CC 1.2, 5.2 | CNH NOS | 2, | 16, | 19 |
| 4.3 | Refer appropriately, where indicated | CC 5 | CNH NOS | 2 | | |
| 4.4 Skills in monitoring treatment progress and undertaking appropriate planned re- evaluation activities in order to justify continuing, modifying or concluding the management plan | | CC 5.3 | CNH NOS | 19 | | |
| 4.5 | Conclude care, including appropriate advice to patient | CC 1.4, 4.2 | CNH NOS | 19 | | |
| **5. REFLECTION** | |  |  | | | |
| 5.1 | A commitment to critical self-reflective practice including reflection on own beliefs and values and how these affect work with patients | CC 2.3, 3 | CNH NOS GEN | 19  33 | | |
| 5.2 Use of affective awareness and reflection on clinical experience to identify difficulties and to formulate plans | | CC2.3 | CNH NOS | 19 | | |
| 5.3 | Awareness of effectiveness and limitations (of self and of homeopathy) | CC 3.1, 5.5, 7 | CNH NOS GEN | 19  33 | | |
| **6. SELF MANAGEMENT** | |  |  | | | |
| 6.1 | Demonstration of safe, competent, autonomous practice, with appropriate levels of accountability | CC 1.3, 1.4, 3 |  | | | |
| 6.2 Ability to manage time and workload. | | CC 5.4, 5.5 |  | | | |
| 6.3 Recognition of own personal, professional and clinical limitations. | | CC 2.1, 3.3 |  | | | |
| 6.4 Make effective use of supervision. | |  |  | | | |
| 6.5 Commitment to respect the principles of equality and diversity | | CC 1.2, 3 |  | | | |
| 6.5 Demonstrate a commitment to self-directed life-long learning that promotes continual professional development and enhances the quality of patient management and care | | CC 2.1, 2.3 |  | | | |

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| **7. PRACTICE MANAGEMENT** | |  | | |  |
| 7.1 Demonstration of the appropriate business and management skills required to establish, develop and maintain a practice | | CC 1.4 | | | CNH NOS 1 |
| 7.2 | Awareness of the need to provide an appropriate environment for consultations with patients | CC 1 | | | CNH NOS 1 |
| 7.3 | Understanding of the Data Protection Act 1998 and implementation of confidential record keeping | CC 1.4, 5.3 | | | CNH NOS 1 |
| 7.4 | Skills in maintaining comprehensive and accessible clinical records | CC 1.4, 5.3 | | | CNH NOS 1 |
| 7.5 | Implementation of appropriate referral procedures | CC 1, 5 | | | CNH NOS 1 |
| **8. COMMUNICATION/PROFESSIONAL RELATIONSHIPS** | |  | | |  |
| 8.1 | Understanding of the dynamics of therapeutic relationships | CC 3.3 | | | CNH NOS1, 2 |
| 8.2 Appropriate and professional communication with patients and other practitioners, establishing relationships of mutual respect | | CC 3.2 | | |  |
| 8.3 | Ability to identify barriers to communication and the ways these may be overcome | CC 4 |  |  |  |
| 8.4 Clear and effective communication skills including verbal, non-verbal, listening and written skills | | CC 4 | | |  |
| 8.5 | Skills to work effectively with others whether in a team or leadership role | CC 3.3 | | |  |

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| **9. ETHICS** |  |  |
| 9.1 Understanding of and commitment to legal and ethical responsibilities of professional practice | CC 6.3 | CNH NOS 1, 2, 16, 19 |
| 9.2 Understanding of Code of Ethics, enabling adherence to codes of conduct and maintaining standards and requirements of professional and regulatory bodies | CC 1.1 | CNH NOS 1, 2, 16, 19 |
| 9.3 Knowledge and critical understanding informing the ability to deal appropriately with ethical dilemmas, and legal and professional obligations | CC 7.2 | CNH NOS 1, 2, 16, 19 |
| 9.4 Understanding and commitment to maintaining the ethos of professionalism, the boundaries of the professional role and requirements for registration to practise | CC 1.1, 6.3 | CNH NOS 1, 2, 16, 19 |
| 9.5 Ability to maintain the principles and practice of patient confidentiality and to exercise a professional duty of care | CC 1.3, 1.4 | CNH NOS 1, 2, 16, 19 |
| 9.6 Development of professional judgment and understanding of the importance of accountability | CC 2.2, 7.2, 7.3 | CNH NOS 1, 2, 16, 19  GEN 33 |
| 9.7 Ability to recognise the obligation to maintain fitness for practice and suitable self- protection (physical, psychological, ethical, legal) | CC 1.3, 3.1, 3.4 | CNH NOS 19 |
| **10. RESEARCH** |  |  |
| 10.1 Commitment to the value of research and other scholarly activity in relation to the development of patient care and the profession | CC 6.4 | CNH NOS 19 |
| 10.2 Ability to gather and evaluate evidence and information from a wide range of sources and reach sustainable judgments on these | CC 6.2 | CNH NOS 19 |
| 10.3 An informed and critical appreciation of research methodologies and methods | CC 6.4 | CNH NOS 19 |
| 10.4 Ability to generate, select and interpret research-related data for quality assurance purposes | CC 6.4 | CNH NOS 19 |
| 10.5 Ability to analyse and evaluate research data to inform understanding | CC 6.2 | CNH NOS 19 |
| 10.6 Critical awareness of current research literature and its relevance to clinical work | CC 6.2 | CNH NOS 19 |

## Appendix 2: Template for reporting staff qualifications and continuing professional development

**Course Provider:**

**Staff CV summary for AACS initial application/periodic course review (**delete as appropriate)

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| **Name** | **Role** | **Academic qualification**  e.g. BA, BSc, MA, MSc etc. | **Teaching qualification**  e.g. PGCE  City & Guilds 7307 etc. | **Professional qualification**  e.g. college qualified from, membership or licentiate | **CPD Homeopathy**  ‘recent’ denotes CPD engaged in during the last 12 months, otherwise leave blank | **CPD Education** | **CPD Supervision** |
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