Guidelines for Course Accreditation

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Introduction
This handbook incorporates the Society of Homeopaths’ (SOH) Education Policy, and gives 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 an accredited 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 applicants undergo an objective assessment of equivalence.

Purposes
The purposes of the SOH Education Policy and this accreditation process 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 Course Providers, those seeking accreditation and other interested parties, in the accreditation process as described on page 7.

• 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 Quality Assurance Agency (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 QAA, which regulates higher education institutions and their courses.

- 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**. 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 team

**Process of Application for Accredited Course Status**

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

01604 817890
education@homeopathy-soh.org

- CP applying for course accreditation with SoH
- CP prepares submission with documentary evidence of the 3 Principal standards being met
- CP sends submission to SoH Office with application fee
- Ed team receives submission & considers affiliate status, this allows for students to have free student membership

**Principal Standards**

1. CPSystems Policies & Practices
2. Leadership & Programme Management
3. Curriculum Matters

- CP applying for accreditation of an additional course
- CP prepares submission with documentary evidence, relating to additional course
- CP sends submission to SoH Office with application fee
- Ed team reviews submission

Ed team report & CP submission presented to ESC

- Education Sub committee considers report and recommendations and makes proposal to Professional Standards Committee for accreditation
- Professional Standards Committee considers ESC recommendation and ratifies, or refers back to Ed Consultant to clarify any outstanding matters

Once accredited, start 4 year cycle - refer to page 8 of handbook
What does accreditation with the Society of Homeopaths mean?
The Society of Homeopath’s accreditation procedure is called GCA (Guidelines for Course Accreditation). 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.

Guidelines for Course Accreditation (GCA)

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 Team to register their interest and discuss the suitability of the course for application.
Contact Details: 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 9-16.

**Timescale**
A timescale and submission date will be agreed between the Education Team 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 Course Provider has a programme which 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, a Course Provider’s course 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’s course has achieved accredited status it 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.

<table>
<thead>
<tr>
<th>SOH Accreditation and review process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 0</strong></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Year 1</th>
<th>SOH liaison/visit</th>
<th>Report produced by affiliated educational consultant which may include conditions or recommendations for the Course Provider to be visited.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Short report</td>
<td>Short report on Course Provider activity, student and graduate numbers, any changes of note.</td>
</tr>
<tr>
<td>Year 3</td>
<td>SOH liaison/visit</td>
<td>Report produced by affiliated educational consultant which may include conditions or recommendations for the Course Provider to be visited.</td>
</tr>
<tr>
<td>Year 4</td>
<td>Periodic course review</td>
<td>More in depth than short report, reporting on changes with respect to any GCA standards and including Course Provider self-evaluation and action plan</td>
</tr>
</tbody>
</table>

The cycle then returns to Year 1

**During Year 0** course providers can request an informal liaison visit from their affiliated education consultant if they feel they require further guidance. Equally if the Society feel that the applicant course provider requires further guidance, then the education consultant will arrange an informal visit.

**SOH liaison** with accredited course providers 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.

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

**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 GCA standards, accompanied by a self-evaluation, action plan and up to date staff CVs. ([Periodic Course Review Appendix 4](#)).

**Requirements for accreditation**

The Course Provider’s submission should present a comprehensive picture of how their course meets the SOH accreditation requirements. We suggest that the Course Provider begin their submission with an overall view of their course, and then address the three overarching standards in detail, providing evidence of how they are met. It is expected that the Course Provider 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 3.

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
- Most recent audited accounts
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, GDPR, safeguarding).
- 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 3.
- 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 equivalent to HE level 6; this is the level at which a degree is delivered, and reflects the fact that registered homeopaths are independent professional health care practitioners. Typically, a final award from an SOH accredited course is termed a licence to practise homeopathy, and students qualifying from these courses 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:
  o To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of homeopathy.
  o 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:
  o The exercise of initiative and personal responsibility.
  o The capacity for decision-making in complex and unpredictable contexts.
o 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 students acquire their professional clinical education
- How the course prepares students to be able to act responsibly and self-critically in independent practice:
  o The teaching and learning techniques used to promote students’ independent learning and engagement with their subject.
  o 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.
  o 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:

- The Society of Homeopaths’ Code of Ethics and Practice
- 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 course provider. 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 course provider staff and external clinical supervisors (if applicable).
Costs

Accreditation Process

£1750 Course from a new Course Provider (billed at submission)

£550 Additional course for a current Accredited Course Provider (billed at submission)

4-Year Review

£1000 for 4 years (billed at submission)

Annual fee

£1095 in 3 instalments at the start of each term plus £5.75 per capita

Liaison Visits

In the case of Overseas courses, the cost of visits, if required will be borne by the Course Provider
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 Guidelines for Course Accreditation and the Society’s Code of Ethics and Practice.

• ensure that the programme of study will meet the accreditation criteria, include the approved core subjects (see ECCH European Guidelines for Homeopathic Education 2011; SoH Course Framework 2017), 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 accreditation 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 Guidelines for Course Accreditation.

• fully participate in the monitoring and review procedures organised by the Society such as Accreditation and Re-Accreditation procedures (GCA), and to provide the Society with periodic reviews (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 2018

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 accredited 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 Sub Committee.
- Invite accountability of current regulatory functions such as Course Accreditation through the Society of Homeopaths’ Education Sub 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, 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

Education Lead on behalf of The Society of Homeopaths