Guidelines for Course Accreditation

3rd Edition, January 2021
Introduction
This handbook incorporates the Society of Homeopaths’ (SoH) Education Policy and gives guidance to Course Providers (CP) when applying for and maintaining SoH accreditation of their courses.

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 comprehensive, rigorous and transparent 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 reviewed 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 training in homeopathy, the Society gradually moved towards closer involvement with providers and developed an accreditation procedure to ensure consistent and high standards of professional homeopathic education and practise.

The Society’s Education Policy was developed in 1993 and in 1994 an accreditation process was instituted with regards to standards of the Complementary and Natural Healthcare National Occupational Standards (CNH NOS) and the Core Criteria for Homeopathic Practice (CC), ensuring consistently high standards of homeopathic education and that homeopaths are in line with other healthcare professionals at Level 6.

Currently, upon graduation from an accredited course, licentiates are eligible for registration with and insurance through the SoH. The majority of applicants for Registration with the SoH 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 14.

• 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 Standards 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 (See Appendix 1) 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 Standards Framework can be found on page 8 this document.

- **Code of Ethics and Practice**: 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.

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.

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 or higher than HE Level 6 and enables its students to achieve competence to practise homeopathy professionally.
The process of becoming an accredited Course Provider and maintaining accredited status is overseen by the Professional Standards team, the Education team and the Education Sub-Committee (ESC). These groups include consultants from both within and external to the profession, chosen for their expertise in education and accreditation. Licentiates of SoH accredited courses may proceed by a direct route to Registration, thus allowing them to access the benefits of RSHom designation and benefits of full Society membership including subscription to the SoH professional journal, ‘New Homeopath’.
Structure of SoH education team

Education Lead
Ros Sturley

Education Sub Committee

Education Moderator
Helen Tye Talkin, PhD, RSHom

Education Assessor
Lydia Pearn, RSHom

Communications Support Supervisor
Liz Wootliff
Flow Chart depicting process of application for accredited course status

CP = Course Provider
ESC = Education Sub Committee
GCA = Guidelines for Course Accreditation
Course Standards Framework

COURSE STANDARDS FRAMEWORK

The course meets the standards for accreditation if it can demonstrate that:

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<th>1.</th>
<th>The Quality of the Education Provided:</th>
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<td>1.1</td>
<td>is sufficient to cover the breadth and content of the course to enable students to achieve the outcomes of the learning programme; and provides students with:</td>
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### Homeopathy-Specific:

- **a)** 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;  
  - CC 1  
  - CNH NOS 15, 16, 17, 19

- **b)** understanding of perspectives of contrasting philosophies and practices within homeopathy;  
  - CC 6.1, 6.2  
  - CNH NOS 16, 19

- **c)** 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

- **d)** ability to apply knowledge to practice, and to identify and solve problems using core knowledge;  
  - CC 7  
  - CNH NOS 16, 19

- **e)** 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

### Biomedical and Other Healthcare Models:

- **a)** 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

- **b)** understanding pathological problems and their development;  
  - CC 1, 2, 6  
  - CNH NOS 15, 16

- **c)** 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  
  - CC 1, 2, 6  
  - CNH NOS 15, 16
management and the relevance of these to homeopathic evaluation;

d) knowledge and critical understanding of biomedical and health sciences and other subject areas sufficient to guide safe and competent clinical decisions;

e) awareness and understanding of common mental health problems;

f) awareness of pathology and diagnostic symptoms to identify contra-indications for all or certain forms of homeopathic treatment;

**General:**
a) awareness of social issues affecting health and availability of support services for patients.

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<tr>
<th>1.2 includes observed clinical training where students can develop the skills to:</th>
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<tr>
<td><strong>a)</strong> review and construct a case analysis and develop a therapeutic plan;</td>
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<td><strong>b)</strong> skilfully take cases, and make observations of the patient to assess and understand the health status of the individual patient, integrating this with any information received from records, orthodox diagnosis etc;</td>
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<td><strong>c)</strong> analyse and interpret integrated information to support differential diagnoses and prognoses, guided by coherent analysis and clinical experience;</td>
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<td><strong>d)</strong> apply knowledge of the appropriate application of dose and potency when prescribing for a patient;</td>
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<td><strong>e)</strong> use problem solving and reasoning skills relevant to formulating and undertaking clinical actions;</td>
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<td><strong>f)</strong> evaluate complex clinical decisions;</td>
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<td><strong>g)</strong> demonstrate commitment to patient-led care, and provide appropriate advice in support of this;</td>
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<td><strong>h)</strong> formulate and implement justifiable treatment and management plans and evaluate outcomes;</td>
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<td><strong>i)</strong> refer appropriately, where indicated;</td>
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<tr>
<td><strong>j)</strong> monitor treatment progress and undertake appropriate planned re-evaluation activities to justify continuing modifying or concluding the management plan;</td>
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<td><strong>k)</strong> conclude care, including appropriate advice to patient;</td>
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<td><strong>l)</strong> understand the dynamics of therapeutic relationships;</td>
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<td><strong>m)</strong> appropriately and professionally communicate with patients and other practitioners, establishing relationships and mutual respect;</td>
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<td><strong>n)</strong> identify barriers to communication and the ways these may be overcome;</td>
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<th>CC 1, 2, 5</th>
<th>CC 1, 6</th>
<th>CC 1, 2, 19</th>
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<td>d)</td>
<td>CC 1, 2, 6</td>
<td>CNH NOS 15, 16, 19</td>
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<td>e)</td>
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<td>a)</td>
<td>CC 1, 5</td>
<td>CNH NOS 16, 19</td>
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<td>b)</td>
<td>CC 3.1, 3.2, 7.1</td>
<td>CNH NOS 1, 2, 15</td>
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<td>c)</td>
<td>CC 1.1, 5, 6.7</td>
<td>CNH NOS 16, 19</td>
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<td>d)</td>
<td>CC 1, 5.3</td>
<td>CNH NOS 16, 17, 18</td>
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<td>e)</td>
<td>CC 7</td>
<td>CNH NOS 16</td>
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<td>f)</td>
<td>CC 1, 7.2</td>
<td>CNH NOS 16, 19</td>
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<tr>
<td>g)</td>
<td>CC 1.4</td>
<td>CNH NOS 1, 15, 17</td>
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<td>h)</td>
<td>CC 1.2, 5.2</td>
<td>CNH NOS 2, 16, 19</td>
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<td>i)</td>
<td>CC 5</td>
<td>CNH NOS 2</td>
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<td>j)</td>
<td>CC 5.3</td>
<td>CNH NOS 19</td>
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<td>k)</td>
<td>CC 1.4, 4.2</td>
<td>CNH NOS 19</td>
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<td>l)</td>
<td>CC 3.3</td>
<td>CNH NOS 1, 2</td>
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<td>m)</td>
<td>CC 3.2</td>
<td>CNH NOS 1, 2</td>
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<td>n)</td>
<td>CC 4</td>
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<td>o) clearly and effectively communicate; including verbal, non-verbal, listening, and written form;</td>
<td>CC 4</td>
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<td>p) work effectively with others whether in a team of leadership role.</td>
<td>CC 3.3</td>
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<td>1.3 is of suitable breadth that the multifaceted and complex nature of health may be captured, and students have:</td>
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<td>a) familiarity with contemporary conceptualisations of holism;</td>
<td>CC 1.1, 7</td>
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<td>b) understanding of the dynamic quality of illness in the context of the balance of a network of systems;</td>
<td>CC 1.1</td>
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<td>c) understanding of the self-healing propensity of the organism.</td>
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<td>1.4 is consistently delivered at Higher Education level 6</td>
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<td>1.5 is sufficient in length and structure to adequately prepare students to practise as independent homeopaths, and acquire:</td>
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<td>a) appropriate business and management skills required to establish, develop, and maintain a practice;</td>
<td>CC 1.4</td>
<td>CNH NOS 1</td>
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<td>b) awareness of the need to provide an appropriate environment for consultations with patients;</td>
<td>CC 1</td>
<td>CNH NOS 1</td>
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<td>c) understanding of GDPR (2018) and implementation of confidential record keeping;</td>
<td>CC 1.4, 5.3</td>
<td>CNH NOS 1</td>
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<td>d) skills in maintaining comprehensive and accessible clinical records;</td>
<td>CC 1.4, 5.3</td>
<td>CNH NOS 1</td>
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<td>e) implementation of appropriate referral procedures.</td>
<td>CC 1.5</td>
<td>CNH NOS 1</td>
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<td>1.6 uses teaching and learning approaches which engage students in active, independent, and student-centred learning, which promotes and develops:</td>
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<td>a) commitment to the value of research and other scholarly activity in relation to the development of patient care and the profession;</td>
<td>CC 6.4</td>
<td>CNH NOS 19</td>
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<td>b) ability to gather and evaluate evidence and information from a wide range of sources and reach sustainable judgements on these;</td>
<td>CC 6.2</td>
<td>CNH NOS 19</td>
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<td>c) informed and critical appreciation of research methodologies and methods;</td>
<td>CC 6.4</td>
<td>CNH NOS 19</td>
<td></td>
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<tr>
<td>d) ability to generate, select and interpret research related data for quality assurance purposes;</td>
<td>CC 6.4</td>
<td>CNH NOS 19</td>
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<tr>
<td>e) ability to analyse and evaluate research data to inform understanding;</td>
<td>CC 6.2</td>
<td>CNH NOS 19</td>
<td></td>
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<tr>
<td>f) critical awareness of current research literature and its relevance to clinical work;</td>
<td>CC 6.2</td>
<td>CNH NOS 19</td>
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<td>g) commitment to self-directed life-long learning that promotes continual development and enhances the quality of patient management and care;</td>
<td>CC 2.1, 2.3</td>
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<tr>
<td>h) commitment to critical self-reflective practice including reflection on own beliefs and values and how these affect work with patients;</td>
<td>CC 2.3, 3</td>
<td>CNH NOS 19, 33</td>
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<td>i) use of affective awareness and reflection on clinical experience to identify difficulties and</td>
<td>CC 2.3</td>
<td>CNH NOS 19</td>
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to formulate plans;

j) awareness of effectiveness and limitations (of self and homeopathy)

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<th>1.7</th>
<th>uses teaching and learning approaches which are consistent with the course provider’s ethos</th>
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<td>1.8</td>
<td>provides students with an awareness of their ethical and professional responsibilities, and:</td>
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<td>a)</td>
<td>an understanding of and commitment to legal and ethical responsibilities of professional practice;</td>
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<td>CC 6.3</td>
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<td></td>
<td>CNH NOS 1, 2, 16, 19</td>
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<tr>
<td>b)</td>
<td>understanding of the Code of Ethics, enabling adherence to codes of conduct, and maintaining standards and requirements of professional and regulatory bodies;</td>
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<td>CC 1.1</td>
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<td>CNH NOS 1, 2, 16, 19</td>
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<td>c)</td>
<td>knowledge and critical understanding informing the ability to deal appropriately with ethical dilemma, and legal and professional obligations;</td>
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<td>CC 7.2</td>
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<td></td>
<td>CNH NOS 1, 2, 16, 19</td>
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<td>d)</td>
<td>understanding and commitment to maintaining the ethos of professionalism, the boundaries of the professional role and requirements for registration to practice;</td>
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<td>CC 1.1, 6.3</td>
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<td></td>
<td>CNH NOS 1, 2, 16, 19</td>
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<td>e)</td>
<td>ability to maintain the principles and practice of patient confidentiality and to exercise a professional duty of care;</td>
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<td>CC 1.3, 1.4</td>
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<td></td>
<td>CNH NOS 1, 2, 16, 19</td>
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<td>f)</td>
<td>development of professional judgment and understanding of the importance of accountability;</td>
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<td></td>
<td>CC 2.2, 7.2, 7.3</td>
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<td></td>
<td>CNH NOS 1, 2, 16, 19 (GEN 33)</td>
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<td>g)</td>
<td>ability to recognise the obligation to maintain fitness for practice and suitable self-protection (physical, psychological, ethical, and legal);</td>
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<td>CC 1.3, 3.1, 3.4</td>
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<td></td>
<td>CNH NOS 19</td>
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<td>h)</td>
<td>commitment to respect the principles of equality and diversity;</td>
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<td>CC 1.2, 3</td>
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<tr>
<td>i)</td>
<td>awareness of the practitioner’s duty of care to safeguard and protect patients’ health, wellbeing, and human rights;</td>
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<td>j)</td>
<td>awareness of the need to work within the practitioners bounds of competence and relevant professional qualifications if recommending/prescribing the use of adjunctive clinical approaches;</td>
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<td>CC 5</td>
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<td></td>
<td>CNH NOS 1, 15</td>
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<td>k)</td>
<td>an understanding of the ambiguous nature of knowledge and its limitations</td>
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<td>CC 2.2, 7.2</td>
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1.9  has a suitable assessment framework in place, which:

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<td>a)</td>
<td>takes into consideration the FHEQ (2008)</td>
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<td>b)</td>
<td>is clear and explicit, and the criteria by which students are assessed is made available to staff and students;</td>
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<tr>
<td>c)</td>
<td>makes use of external moderators to ensure consistency</td>
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2.  The Student Support provided:

| 2.1 | is appropriate and clear, and that accurate information is provided at all stages of the course; |
2.2 facilitates suitable tutoring and supervisor support;
2.3 demonstrates an awareness of, and supports students with their workload and time-management;
2.4 demonstrate an awareness of, and support students with respect of their own personal, professional, and clinical limitations;
2.5 ensures adequate security measures and policies are in place to protect students’ data and personal information, and where appropriate, online activity.

3. **The Suitability of Proprietors and Staff if:**
   
   3.1 the named proprietors are suitably qualified to oversee the course and its delivery;
   3.2 the course is managed by named individuals who are responsible and accountable for the programme of study;
   3.3 the course management involve students, staff and other relevant persons in the programme evaluation and development;
   3.4 appropriate policies and procedures are in place for the recruitment, development, and management of all staff, appropriate to its size and ethos;
   3.5 appropriate and effective management systems, policies (and where appropriate, all legal requirements), which are appropriate to its size and ethos;
   3.6 financial systems, policies, and practices (including legal requirements) are in place, appropriate to its size and ethos.

4. **The Venue (in Person or Online) has:**
   
   4.1 sufficient and appropriate resources and facilities to support the learning and development of students to achieve the required outcomes;
   4.2 facilities, policies, and practices that comply with current legislation;
   4.3 learning venues that are appropriate and allow for effective teaching, taking the number and needs of students into consideration (including equality needs);
   4.4 sound insulation and/or acoustics which allow for effective teaching and communication;
   4.5 measures in place for reasonable adjustments to be made to ensure full provision access for disabled students, where necessary.

5. **The Provision of Information identifies:**
   
   clear information pertaining to the course for prospective students, including:
   5.1 the course provider’s address, email address and telephone number, and the name of the proprietor;
   5.2 a statement about the course provider’s ethos and aims;
   5.3 summary policies for admissions and fees;
   5.4 information about the course content and assessment policy;
   5.5 details of the complaint procedure;
   5.6 names and summaries of qualifications/experience of members of staff.

6. **The Manner in which Complaints are Handled is:**
   
   clearly communicated to students and which has the capacity to address formal complaints, and which:
   6.1 should be in writing;
   6.2 sets out clear time scales for the management of a complaint;
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<td><strong>6.3</strong></td>
<td>provides an opportunity for a complaint to be made and considered on an informal basis;</td>
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<td><strong>6.4</strong></td>
<td>makes provision for the complaint to be heard before a panel appointed by, or on behalf of the proprietor, and consisting of at least three people who are not directly involved in the matters detailed in the complaint;</td>
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<tr>
<td><strong>6.5</strong></td>
<td>stipulates that, where a panel is hearing a complaint, one person will be independent of the management and running of the course;</td>
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<tr>
<td><strong>6.6</strong></td>
<td>allows for the student to be accompanied at the panel hearing if they wish;</td>
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<tr>
<td><strong>6.7</strong></td>
<td>provides for the panel to make findings and recommendations and stipulates that the complainant, proprietor, and where relevant, the person complained about, are each given a copy of any findings and recommendations;</td>
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<tr>
<td><strong>6.8</strong></td>
<td>provides for written records to be kept of all complaints, including whether they are resolved at the preliminary stage or proceed to a panel hearing;</td>
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<tr>
<td><strong>6.9</strong></td>
<td>provides that correspondence, statements, and records of complaints are kept confidential except where there is a legal reason to provide copies to investigative bodies.</td>
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Guidelines for Course Accreditation (GCA) – accreditation process

This section of the handbook provides a detailed plan for Course Providers to follow when compiling their application.

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, (see Appendix 2) which demonstrates how their programme meets the SoH standard. Key course documents should be included as supporting evidence. Further details of SoH accreditation core standards follow on pages 17-23.

Timeline to Accreditation

A timeline and submission date will be agreed between the Education Team and the Course Provider. It is expected 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, to include an independent education moderator. 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 the core 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. (See SoH Core Standards for Accredited Status, p. 17).

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.

Completion of the accreditation process

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, it will ratify the Course Provider’s proposal for accreditation.

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>Year 0</th>
<th>Application for accreditation (fee payable) – Affiliate status subject to criteria being met</th>
<th>Accreditation granted subject to submission meeting required standards. Entry on to SOH website at point of accreditation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>SoH liaison/visit</td>
<td>Report produced by affiliated educational consultant which may include conditions or recommendations.</td>
</tr>
<tr>
<td>Year 2</td>
<td>Short report</td>
<td>Short report on Course Provider activity, student and graduate numbers, any changes of note are recorded. (Refer to Appendix 4)</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.</td>
</tr>
<tr>
<td>Year 4</td>
<td>Course Review</td>
<td>More in depth than short report, reporting on changes with respect to any GCA criteria and including Course Provider self-evaluation and action plan. (Refer to Appendix 4)</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 feels 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 at a minimum. The aim of liaison activities is to support Course Providers in their provision of excellent homeopathic education and in the on-going development of their programmes. Liaison with education consultants may be in the form of visits, telephone calls, email and/or Zoom meetings depending on the needs and circumstances of the Course Provider. This will be decided together with individual Course Providers.

**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 overview of their course, and then address the three core standards (see p. 17) 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 core 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 core standards for Accredited Course Provider Status.
SoH Core 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 Provider’s size, and support its function to educate practitioners of homeopathy to meet the outcomes described in the CNH NOS, and the SOH Code of Ethics and Practice.

The Course Provider’s 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).

The Course Provider’s 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: onsite, or online, or both. Synchronous or asynchronous, or both. 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.

The Course Provider’s submission should include the following information:

- Mode of delivery (e.g. onsite, or online, or both. Synchronous or asynchronous, or both).
- Evidence of 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.

It is important to note that Course Providers of online courses need to take appropriate measures to ensure online data protection and confidentiality for learners, staff and clinic patients at all times. There should be suitable policies and measures in place to ensure users’ data is encrypted, safe and stored in line with current GDPR requirements.

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.

The Course Provider’s 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.
- Examples of items arising from evaluation and actions taken.
- Student statistics for existing courses (numbers applying, current enrolled students 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 its organisation and delivery.

The Course Provider’s 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.

The Course Provider’s submission should include the following information:

• Recruitment processes and selection criteria.
• Details of information provided to potential and current students.
• Details of accreditation of Recognised Prior Learning (RPL) 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.

It is important to note that Recognised Prior Learning (RPL) should only be considered when it is of an equivalent level (minimum Level 4 for entry to a Level 6 course), it has covered the same learning outcomes and that the RPL, or qualification, is current.

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).

The Course Provider’s 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 Course Outcomes

The student learning outcomes of each course within the educational programme offered by the Course Provider should be stated and published in relevant course materials and in the accreditation application and in all subsequent reports to the SoH i.e. The Year 2 Short Report and the Year 4 Course Review.

The SoH also has its overarching Programme Outcomes for Accredited Professional Homeopathic Education Programmes:

Licentiates will be able to:

• Apply their knowledge and understanding of methods and techniques that they have learned to initiate and complete 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 further professional training.

The Course Provider’s submission should include information on the following:

• A list of the Learning Programme student learning outcomes.
• A list of the Course student learning outcomes.
• A list of the Module student learning outcomes.
3.2 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 that 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).

The Course Provider’s submission should include information on the following:

- How the Programme promotes critical and reflective practice (thinking and action).
- How the students acquire their professional clinical education.
- How the Programme 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.
3.3 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.

When planning the length and structure of the course, it is worth considering the number of hours required for Level 6 courses in general. Typically, a Level 6 course consists of 360 credits. If that is divided over a 4-year part-time course, it means that students would need to complete 90 credits per year, equivalent to approximately 720 hours of study per year. This includes taught lectures, clinic hours, independent learning and reading, and assignments. Course Providers should be clear to prospective students about the time commitment required to complete the course and the work they will need to undertake outside taught lessons.

The Course Provider’s 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.

3.4 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

The Course Provider’s submission should include the following information:

- Programme, Course and Module student 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 independent autonomous practitioners 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 and conduct their own studies.
• How students are encouraged/required to engage in CPD after qualification.

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

The Course Provider’s 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.

3.6 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 requisite level of understanding and skill to practise as independent health care professionals.

The Course Provider’s submission should include information on the following:

• Which assessment strategies are being used to assess student learning outcomes.
• Processes used as part of the assessment strategy e.g. administration, parity marking, timely feedback, and use of external examiners.
• 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**

£1500 Course from a new Course Provider (billed at submission)

£450 Additional course for a current Accredited Course Provider (billed at submission)

**4-Year Review**

£750 on submission of documents

**2-Year Review**

£250 on submission of documents

**Annual fee**

£1125 in 3 instalments at the start of each term plus £6.00 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 2021

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 2021), and correspond 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 or higher than 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 parameters.

- facilitate attendance of staff members at relevant activities such as meetings, conferences and CPD 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 Education Lead 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 2021

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 course review (or equivalent review documentation), which the Society and course providers each agree to produce. To give feedback 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.

• 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, telephone and Zoom 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

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Appendix 1: Core Criteria

CORE CRITERIA

for Homeopathic Practice

The Core Criteria are the general principles underpinning the professional practice of homeopathy. They have been written by homeopaths as a description of the qualities required in our profession, and were derived to form a framework for the National Occupational Standards (NOS), which are specifications of work performance. By describing the core principles and values within homeopathy, they give a professional context within which the more behavioural NOS can be understood.

The Society of Homeopaths intends that all the Core Criteria should be capable of demonstration in each competence of the NOS. It should be possible to link every element to at least one criterion. Criterion 1 should underpin all work.

Purpose and Use of the Core Criteria

The Core Criteria make explicit the regular demonstration of an implicit body of knowledge. The existing elements within the NOS are grouped together into competences, and these are arranged so that these lists of observable behaviours with particular Performance Criteria never contravene any of the general Core Criteria. These criteria are implicitly at honours degree level, and cover a full range of understanding and intellectual skills that make up professional competence.

The Core Criteria can be used as a way to present material for assessment, specifically at the pre-registration level. Candidates would compile portfolios of practice-based evidence and a supporting commentary to demonstrate that they have fulfilled simultaneously both the competence requirements of the NOS and the Core Criteria. They would choose to present a demonstration of their work as they prefer, noting which performance criteria, and which core criterion they are to be evaluated against. All Core Criteria would be represented within the overall body of work to be assessed.

There is also a place for the use of the Core Criteria to inform curriculum planning in educational courses, alongside close reference to the National Occupational Standards.

Since the Core Criteria present achievements desirable for a practising homeopath, they could also have a place in Continuing Professional Development for the individual practitioner or to inform programme development.
CRITERION 1: "Commitment to Professional Principles and Values"

*Self-awareness and commitment to putting professional principles and values into practice.*

Practitioners can demonstrate:

1) an understanding of homeopathic philosophy and an ability to apply it in practice; this includes:
   a) an awareness that health and disease are dynamic and meaningful;
   b) a reflective awareness of the individual and their familial, social, spiritual, cultural and economic context;
   c) clearly relating the approach to practice chosen in any situation, to a coherent set of homeopathic and ethical principles.

2) respect for patients' dignity, privacy, autonomy and rights;
3) regard for the safety of the patient and of themselves at all times, both physically and psychologically;
4) employment of:
   a) prescribing practices which are safe for both homeopath and patient, whatever the context.
   b) administrative practices which are safe for both homeopath and patient, whatever the context.

CRITERION 2: "Continuing Professional Development"

*A commitment to reflection on practice and a deepening of professional understanding.*

Practitioners can demonstrate that they:

1) learn from others, including patients and colleagues, both through organised programmes and in everyday practice;
2) recognise that professional judgements are open to question;
3) engage in on-going self-evaluation, using cycles of reflection and action.

CRITERION 3: "Affective Awareness"

*The monitoring, understanding and effective management of the emotional state of oneself and others.*

Practitioners can demonstrate:

1) an awareness of their own emotional state and responses, ensuring these are appropriate to the situation;
2) an awareness of the emotional state and responses of patients, incorporating such awareness into their understanding and management of the patient;
3) an awareness of the emotional state and responses of others (e.g. colleagues, other health workers etc.), in order to more easily develop effective collaborative relationships;
4) a willingness to take issues to supervision, or to work on them effectively in other ways, when this becomes necessary for the benefit of themselves or their patients.
CRITERION 4: "Effective Communication"

*Ability to communicate appropriately with a range of people.*

Practitioners can demonstrate that they communicate:

1) clearly, concisely and in a professional manner;
2) in ways which are sensitive to the needs of the intended audience and varied according to purpose.

CRITERION 5: "Practical Effectiveness"

*Decisiveness in making judgements in complex situations involving responsibility for patients or colleagues*

Practitioners can demonstrate that they:

1) work with confidence, independence, and sensitivity;
2) can interpret information and evidence in terms of a clearly established purpose, and integrate new information as situations develop;
3) use a) prescribing practices which are competent, and safe for both patient and homeopath; 
   b) administration practices, which are competent, and safe for both patient and homeopath;
4) can limit difficulties in case management and practice management;
5) develop and nurture optimum effort in themselves, knowing how to conserve their own energy.

CRITERION 6: "Effective Synthesis of a Wide Range of Knowledge"

*A willingness to add to their knowledge base and an ability to put knowledge and theory into practice.*

Practitioners can demonstrate that they:

1) have a variety of ways of analysing cases so that an appropriate pathway to understanding can be found for an individual patient and for the patient’s situation;
2) undertake systematic, critical evaluation of professional knowledge and research;
3) understand current legislation and policy as it relates to homeopathic practice;
4) can relate specific details of a situation to its wider context and to appropriate theoretical models;
5) acknowledge the value of, and use, research (including provings, audit and case studies) to critically evaluate theoretical models and to plan, implement and evaluate treatment strategies.
CRITERION 7: "Intellectual Flexibility"

General perceptiveness and insight together with a willingness to be open-minded about alternatives and to change one’s practice management or treatment accordingly.

Practitioners can demonstrate:

1) capacity for careful, sensitive observation;
2) awareness and understanding of the inherent complexity of issues or situations;
3) a clear relationship of the approach they have chosen in any situation to a coherent set of principles.
Appendix 2: Initial Application For Course Accreditation with SoH

Course Standards Framework

TEMPLATES

The following templates will help you provide relevant information and gives examples of the types of supporting documents that may be useful to demonstrate that the course meets the required standard.

These are only guidelines and suggestions to enable you to demonstrate meeting the standard. You may use any additional information, or supporting documents that you deem relevant.

The first template is a general overview of the course. The subsequent six templates follow the six standards in the framework.

TEMPLATE 1: COURSE OVERVIEW

Your submission of supporting documents should include a front sheet with the following overview of the course:

1. **INSTITUTIONAL DETAILS**
   a. Name of institution
   b. Name of course
   c. Administrative address
   d. Address of teaching site
   e. Contact details:
      i. Telephone number:
      ii. Email address:
      iii. Website address:

2. **INSTITUTIONAL STRUCTURE**
   Please explain your structure (charity, limited company, individual ownership, partnership, etc) and identify the individuals in key positions. This should include the owner (proprietor) and board of directors/trustees (if appropriate).

3. **PRINCIPAL/COURSE LEADER**
   Name(s), address(es) and contact information of course leader(s)/principal(s) – (the person responsible for the course for which application is made), if different from above.

4. **COURSE STRUCTURE**
   Please state the course structure, e.g.
   a) 4 years part-time
b) 3 years full-time

c) Weekend attendance (give details of frequency and contact hours)

d) Mid-week attendance (give details of days, frequency, and contact hours)

e) Choice of pathway, such as alternative of distance learning in Year 1/Years 1 & 2

5. **MODE OF DELIVERY**

   Please state how the course is delivered, e.g

   a) Face-to-face teaching
   b) Online learning
   c) Blended learning (a combination of face-to-face and online)

6. **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.

7. **EXTERNAL EXAMINER NAME**

8. **ADMINISTRATOR’S NAME**
TEMPLATE 2:
STANDARD 1: THE QUALITY OF THE EDUCATION PROVIDED:

This section looks at the details of the course: the breadth of content, teaching and learning methods, and assessment policy.

Suggested documents to include are:

1. Course curriculum
2. Syllabus (for individual units/modules)
3. Timetables
4. Reading Lists
5. A statement about the clinical practice on the course, and how it is organised. As a minimum, write about:
   a) What are the clinical practice requirements of the course?
   b) How many hours of clinical practice do students require?
   c) When do students begin their clinical practice?
   d) How are students supervised during the clinical practice?
   e) How, and what are students assessed on, for clinical practice?
   f) How might a student be supported if they were struggling?
   g) Clinic patients’ feedback

6. Examples of written case notes, including follow-ups
7. Curriculum Vitae of lecturers
8. A statement about the teaching methods used. As a minimum, you should write about:
   a) The range of teaching methods used:
      o How each one is carried out
      o Whether it includes an element of assessment (if so, what are you assessing?)
   b) A rough estimate of the amount of time (as a percentage) that each teaching method is used, i.e:
      o Lecture: %
      o Discussion: %
      o Practical work (case work/clinical work): %
      o Group work: %
      o Role play: %
      o Other (please specify) %
      \[= 100\%\]
   c) Student feedback
   d) Staff feedback

9. Assessment Policy and Frameworks
10. Assignment schedule
11. Examples of final year, marked assignments
12. Statement of the external examiner about the assessment level of the work moderated
13. Statistics for number of students who graduate
14. A statement about how you promote ethical and professional responsibility amongst students. You could write about:
   a) How you teach ethical issues on the course
   b) Give examples of the types of ethical issues you cover
   c) How often do you cover ethical topics?
   d) Do you refer to external bodies/organisations?
   e) Do you distribute (or provide online links for): relevant handouts / booklets / websites?
   f) How do you assess students’ understanding and adherence to ethical codes of conduct?
   g) How do you support students with developing professionalism in the clinic?
   h) How do you inform students about legal requirements of being a homeopath? For example:
      a. Insurance
      b. GDPR requirements
      c. Equality and Discrimination Acts
      d. Advertising / limitations / Public profile
This section considers how students are supported throughout the course.

You should include:

1. A statement about the student support mechanisms in place on the course. This might include:
   - Lecturer support
   - Supervisor support
   - Tutorial support
   - Peer support
   - External organisation support
   - Referrals, (where applicable)
   - Financial support
   - You could include examples of where support has been provided
   - Explain how students can access support

2. A copy of the student handbook

3. A statement about the measures in place to protect students’ personal information and online activity. You might want to include your GDPR policy and procedures, including online security measures, where required.

4. You should consider and comment on, the ability to support students who may have additional learning needs.
TEMPLATE 4
STANDARD 3: THE SUITABILITY OF PROPRIETORS AND STAFF:

This section considers who is running the course and who is delivering the content, and whether they are qualified and experienced to do so.

You will have already listed the proprietors and course leader on ‘Template 1: Course Overview’.

In this section, you may want to include:

1. A flowchart or list, of all the individuals involved in the course, and their role
2. Curriculum Vitae for all staff on the course
3. Policies, or a statement, explaining:
   • Staff recruitment procedures
   • Staff development and opportunities
4. A statement explaining how decisions are made for the course:
   • Day-to-day management
   • Strategical and long-term planning
   • Who is involved in making decisions?
     You may want to include examples of meeting minutes, or meeting agendas (if available).

5. Confirmation that any legal requirements have been met.
   A statement could include whether:
   • there a GDPR policy and privacy notice? (You could include a copy)
   • If teaching online, do you have policies about the recording of streamed lessons? How are students made aware of this?
   • Where the course is delivered face-to-face, is all legally required insurance in place?
   • Where the course is delivered in a physical building, is there a current fire risk assessment in place?
   • Where the course is delivered in a physical building, is there a current risk assessment in place?

6. Does the course provider have a sound financial plan and adequate measures in place to protect the course in an unexpected event? You may want to include a brief statement about the financial situation of the course and its contingency plan.
This section considers the venue where the course is delivered. It may be a physical building, through online meeting/teaching software, or using a blended approach.

As documentary evidence, you should write about the venue. You may want to include:

- How your classrooms are organised
  - i.e. number of classrooms (physical or online)
  - number of students you can accommodate in each classroom
  - Are classes organised by year group?
- What other facilities do you have?
  - If you are teaching face-to-face, do you have access to any other rooms?
    - i.e. additional classrooms, a library, a meeting room, a clinic room, toilets, kitchen...
    - If you are teaching online, do you have break-out rooms available on the software you are using?
    - How do you manage facilitating further reading? Do you have an online library / archive / database? Do you provide links for online resources?
    - If you are teaching online, how is the clinic managed?

If you are in a physical building, you may want to include copies of your risk assessment and fire risk assessments, as well as your insurance policy to demonstrate adherence to legal responsibilities.

You should consider and comment on, the ability to make ‘reasonable adjustments’ at the venue to accommodate students with disabilities.
TEMPLATE 6

STANDARD 5: THE PROVISION OF INFORMATION:

This section considers whether there is enough information about the course available for prospective students:

This information can be published in any format: it could be on your website or in a prospectus.

- If the information is in printed format, please include a copy with your documents.
- If the information is online, please ensure you include the web address where it can be found.

- Can a prospective student easily find information about the course?
  a. Location / venue
  b. Course leaders
  c. Ethos and Aims of the course
  d. Contact details
  e. Staff and proprietor (summary)
  f. Overview of the curriculum including assessment requirements
  g. Duration
  h. Method of delivery
  i. Fees and associated costs (where applicable)
  j. An explanation about the time commitment required to complete the course
  k. Admissions policy, including entry requirements and any conditions for exemption of specific units/modules
  l. Complaints procedure (referred to)
This section considers whether the course has an appropriate mechanism in place for dealing with complaints and grievances. This contributes to the smooth running of the course and protects both the course provider and students in maintaining professionalism and the reputation of the institution.

In submitting evidence for Standard 6, you may want to include:

1. Your complaints policy
2. The complaints procedure
3. A statement which includes the following information:
   a. Where do students have access to the complaint’s procedure
   b. Examples of previous complaints dealt with
      i. The nature of the complaint
      ii. How it was dealt with?
      iii. What was the outcome?
      iv. How you keep and store records
### Appendix 3: Template for reporting staff qualifications & continuing professional development

**Course Provider: Staff CV summary for GCA initial application/periodic course review** (delete as appropriate)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Academic qualification e.g. BA, BSc, MA, MSc etc.</th>
<th>Teaching qualification e.g. PGCE City &amp; Guilds 7307 etc.</th>
<th>Professional qualification e.g. college qualified from, membership or licentiate</th>
<th>CPD Homeopathy ‘recent’ denotes CPD engaged in during the last 12 months, otherwise leave blank</th>
<th>CPD Education</th>
<th>CPD Supervision</th>
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Appendix 4: Year 2 Short Report and Year 4 Periodic Course Review

The Year 2 Short Report and the Year 4 Course Review both assess the course’s adherence to the GCA Standards. In both reports the Course Provider needs to demonstrate how it meets the Standards.

The main aims of the reports are to:

- Demonstrate that the programme is continuing to meet the SoH standards, as laid out in the GCA
- Inform the Society of any notable changes that have taken place at the college
- Provide brief examples of good practice within the last year
- Inform the Society of any issues, which could affect staff or students at the college

The reports essentially cover the same areas, however, should be approached differently:

<table>
<thead>
<tr>
<th>2 Year Short Report</th>
<th>4 Year Course Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address each Standard discussing any significant changes that have occurred since last year and outcomes of reviews. (You may want to follow the template below)</td>
<td>Write a Self-Evaluation addressing each Standard, detailing the current procedures and policies in place. Discuss the effectiveness of current policies and the mechanisms used for reviewing the processes.</td>
</tr>
<tr>
<td>Include supplementary evidence to show changes.</td>
<td>Write an Action Plan. This should include how you plan to address areas of weakness identified in your Self-Evaluation, as well as any future development plans.</td>
</tr>
<tr>
<td>Should be between 2000-4000 words</td>
<td>Provide supplementary evidence to support each of the GCA Standards.</td>
</tr>
<tr>
<td>Should be between 5000-8000 words</td>
<td></td>
</tr>
</tbody>
</table>
The following points may help you to structure your report. It follows the structure of the GCA Standards. Please note this is only a guide and you should add enough information to demonstrate that the course is still meeting the standards.

**TEMPLATE**

**Introduction:**

You may want to start by discussing any previous conditions or recommendations that were identified in the last report/review.

You should also give an overview of student numbers for each year group and how classes are organised.

To cover all the Standards of the GCA you should comment upon:

1. **The Quality of Education Provided:**
   a) Have there been any significant changes to the education?
      Comment upon the reasons for change and the impact such changes have had. 
      Consider:
      * the curriculum content;
        - homeopathy-specific, 
        - biomedical and other healthcare models
      * the mode of delivery;
      * Teaching methods (and learning methods – any special learning needs);
      * length and duration of the course;
      * how assessments are conducted;
      * assessment criteria;
      * clinic arrangements;
        - access
        - requirements
        - supervision
        - assessment
      * has the level of teaching been consistent?
        - How have you assessed this?
        - How are you ensuring consistent levels of outcomes in student work?
   b) Have there been any significant ethical or professional standards issues you have needed to address, for example, external issues that have been discussed in the classroom, or matters arising from clinical practice?

2. **The Student Support Provided:**
   a) Have students been provided with sufficient information about requirements of the course:
      * Modules, assessments, assessment criteria and deadlines...?
• What to do or who to contact if they are struggling with the course?
• What support mechanisms are available?

b) Have there been any significant changes to the course facilities?
• How has this impacted on student support?
• What steps have you taken to mitigate challenges?

c) Can you give examples of support you have provided and the outcome for the student?

   It could be extra time for an assignment, taking a gap year, support completing an external project (such as mentoring), support for students with disabilities, additional learning needs, financial support, referring and signposting for external support.

d) Have your support policies changed? If so why, and how do the new changes support students, and the college, better?

e) Have you had to make any changes to ensure that you are protecting students’ data? Are your current procedures sufficiently robust to counter cyber threats and/or identity theft?

3. **The Suitability of the Proprietors and Staff:**

   a) Have there been any significant changes to staffing?
      • Proprietors and board members (if appropriate)
      • Managers
      • New lecturers
      • New administration staff

   b) How does their experience / role improve:
      • the education for students and
      • the quality of education
      • the efficiency of the college?

   c) Have you made any changes to your decision-making processes and policies?

      It could be the format of staff meetings: how it is conducted or the frequency, who attends the meetings, streamlining processes for implementing changes?

4. **The Venue:**

   a) Have there been any significant changes to your venue?
      • If so, how does that impact the teaching experience for staff and the learning experience for students? What have you gained, what have you lost?

   b) How have you mitigated any obstacles?
5. **The Provision of Information:**
   a) Have there been any significant changes to your published information?
   b) Can prospective students or interested members of the public easily find out key information about the course?

6. **The Manner in which Complaints are Handled:**
   a) Have there been any significant changes to your complaints’ procedure?
   b) Have you had to deal with any complaints?
      - If so, how were they handled and resolved?

Supplementary Evidence

For the Year 2 Short Report, you only need to send documentary evidence where there has been a significant change.

For the Year 4 Course Review Report, you should add as much documentary evidence as you deem necessary to demonstrate that you are continuing to fully meet the GCA Standards. This might include, but is not limited to:

- Course prospectus
- Student handbook
- Curriculum documents such as:
  - Curriculum overview
  - Schemes of Work
  - Reading lists
- Assessment schedules and criteria
  - Examples of marked assignments
  - Examples of moderated assignments
  - Marking Grids
- CPD opportunities/workshops/seminars for students
- Staff CVs and CPD records
- Feedback forms (from students, staff, clinic patients)
Glossary of Terms

**CC** – Core Criteria for homeopathic practice

**CNH NOS** – Complementary and Natural Health Care National Occupational Standards

**CSF** – Course Standards Framework

**ESC** – Education Sub Committee

**GCA** – Guidelines for Course Accreditation

**Licentiate** – Students qualifying from SOH recognised courses

**PCR** – Periodic Course Review

**PSC** – Professional Standards Committee

**QAA** – Quality Assurance Agency

**SoH** – Society of Homeopaths