

STUDENT HANDBOOK

Diploma in Homeopathic Practice

Inspire School of Homeopathic Practice Ltd

Supporting the development of safe, ethical, thoughtful, and clinically capable homeopaths

Inspire School of Homeopathic Practice Ltd

Company Number: 17279064

Registered in England and Wales

Rock House Farm
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Staffordshire
ST10 2LR
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Website

<https://inspireschoolofhomeopathicpractice.com>

This handbook should be read alongside:

- [Student Agreement](#)
- [Privacy Policy](#)
- [Complaints and Appeals Procedure](#)

Version Information

Student Handbook
Version 1.0

Publication Date: 1 July 2026

Academic Year: 2026

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Welcome to the Inspire School of Homeopathic Practice

Welcome to the Inspire School of Homeopathic Practice Ltd (ISHP).

We are delighted that you have chosen to study with us and become part of our learning community.

Homeopathy has traditionally been learned through apprenticeship, observation, supervision, discussion, and practice. While modern technology allows us to teach students across different countries and time zones, we believe these traditional elements remain essential to the development of safe and effective practitioners.

The purpose of this handbook is to help you understand how the School operates, what is expected of students, and what support you can expect from us during your studies.

The handbook should be read alongside:

- [The Student Agreement](#)
- [The Privacy Policy](#)
- [The Complaints & Appeals Procedure](#)

Together, these documents provide the framework for your studies and your relationship with the School.

Our Aim

The Inspire School of Homeopathic Practice exists to train thoughtful, ethical, clinically capable homeopaths who have the opportunity to serve their communities with confidence and integrity.

Our aim is to help students develop the knowledge, judgement, practical skills, business skills, professional habits, and clinical confidence required for safe and effective practice.

We believe that becoming a practitioner is a developmental process. Competence grows through study, reflection, supervision, discussion, observation, and experience.

For this reason, the School places strong emphasis on practical learning, clinical reasoning, supervision, and professional development alongside academic study.

A Learning Community

We seek to create a supportive learning community in which students, tutors, supervisors, guest speakers, and graduates contribute to one another's development.

Students are encouraged to:

- Ask questions
- Seek clarification when needed
- Participate actively in discussions
- Support fellow students respectfully
- Engage fully with tutorials and supervision
- Approach learning with curiosity and professionalism

Many students discover that some of their most important learning takes place through discussion, observation, and reflection rather than through formal teaching alone.

Professional Training

The Diploma in Homeopathic Practice is a professional training programme.

Throughout your studies, you will be expected to develop not only your homeopathic knowledge and clinical skills, but also the professional judgement, ethical standards, communication skills and personal responsibility required for safe and effective practice.

This handbook explains the academic, professional and clinical standards expected throughout the programme, together with the support the School provides to help students achieve them.

We encourage you to refer to the relevant sections of the handbook whenever you need further guidance during your studies.

A Living Document

This handbook is intended to support students throughout their studies.

The School may update policies, procedures, and guidance from time to time where reasonably necessary.

Students will be informed of significant changes and the latest version will always be available through the School website.

We look forward to supporting you throughout your journey to becoming a professional homeopath.

About the School

School Governance and Legal Status

The Inspire School of Homeopathic Practice is operated by:

Inspire School of Homeopathic Practice Ltd

Company Number: **17279064**

Registered in **England and Wales**.

Registered Office

Inspire School of Homeopathic Practice Ltd
Rock House Farm
Ipstones Edge
Ipstones
Staffordshire
ST10 2LR
United Kingdom

School Website

<https://inspireschoolofhomeopathicpractice.com>

School Email

admin@inspireschoolofhomeopathicpractice.com

Nature of the School

The Inspire School of Homeopathic Practice is an online international homeopathic training school.

The School provides professional education, supervision, mentoring, and clinical learning opportunities for students studying homeopathic practice.

Teaching is delivered primarily through online learning platforms, live teaching weekends, tutorials, supervision, and associated educational activities.

The School welcomes students from a range of countries and professional backgrounds.

Educational Focus

The School combines:

- Classical homeopathic principles
- Modern homeopathic developments
- Contemporary clinical understanding
- Practical clinical training
- Professional development
- Supervision and mentoring

Accreditation Status

The School may seek accreditation, recognition, approval, or professional affiliations with relevant organisations from time to time.

Any current accreditation status, approvals, recognitions, or candidacy arrangements will be published through the School website and associated enrolment materials.

Students should understand that professional recognition requirements vary between organisations, countries, insurers, and jurisdictions.

The School makes reasonable efforts to communicate its accreditation status accurately and transparently.

Jurisdictional Considerations

The Inspire School of Homeopathic Practice provides education to students from a range of countries and jurisdictions. Laws, regulations, professional requirements, insurance requirements and business obligations vary considerably between jurisdictions.

Completion of the Diploma does not automatically confer any right to practise homeopathy in any particular jurisdiction.

Students are solely responsible for determining and complying with all legal, regulatory, professional, insurance and business requirements that apply where they study, observe or practise. This includes obtaining any registrations, licences, professional memberships or insurance that may be required.

The School provides education and educational supervision but does not provide legal, regulatory, business or insurance advice and cannot determine the requirements that apply in an individual student's jurisdiction. Students should obtain independent advice where necessary.

Governance

The School is responsible for:

- Educational delivery
- Academic standards
- Student support
- Clinical supervision arrangements
- Assessment processes
- Professional standards within the programme

The School reserves the right to amend programmes, policies, procedures, teaching arrangements, and operational processes where reasonably necessary to support educational quality, student welfare, legal compliance, or professional standards.

Contact

General enquiries may be directed through the contact information published on the School website and via admin@inspireschoolofhomeopathicpractice.com

Students are encouraged to use official School communication channels for all programme-related enquiries.

This chapter should be read alongside the remainder of the Student Handbook, the [Student Agreement](#), the [Privacy Policy](#), and the [Complaints and Appeals Procedure](#).

Our Educational Approach

Homeopathy is a diverse profession with a rich history and a wide range of approaches to case analysis, prescribing, and clinical practice.

The School combines:

- Classical homeopathic principles
- Modern homeopathic developments
- Contemporary clinical understanding
- Practical clinical experience
- Ongoing supervision and mentoring

Students are encouraged to develop a strong grounding in the foundational principles of homeopathy while also becoming increasingly familiar with newer developments and evolving methodologies within the profession.

We believe practitioners benefit from understanding both the traditions from which homeopathy developed and the innovations that continue to shape contemporary practice.

Learning Through Practice

Students are encouraged to develop practical skills throughout their training rather than waiting until graduation to begin applying what they have learned.

This includes:

- Case analysis
- Repertory work
- Materia medica study
- Observation of clinical work
- Supervision

- Tutorials
- Practical exercises
- Clinical discussions
- Patient communication skills

The School places significant emphasis on helping students bridge the gap between theoretical knowledge and practical application.

Supervision and Mentoring

Through supervision, students learn to:

- Refine clinical reasoning
- Improve case management skills
- Develop professional judgement
- Recognise limitations
- Build confidence through experience

The School aims to create an environment in which questions are welcomed and learning continues throughout every stage of professional development.

Professional Practice

Students are expected to develop:

- Professional communication skills
- Ethical awareness
- Appropriate boundaries
- Organisational skills
- Record-keeping practices
- Data protection awareness
- Professional responsibility
- Lifelong learning habits

These skills are developed throughout the programme and form part of the School's wider educational aims.

An International Community

The School seeks to provide a learning environment in which students can learn from one another's experiences while developing an appreciation of the diverse contexts in which homeopathy is practised around the world.

These diverse perspectives enrich discussion, broaden understanding, and help students develop an appreciation of the many different contexts in which homeopathy is practised around the world.

Students should refer to the **Jurisdictional Considerations** section of this handbook [above] for information about their responsibilities in relation to legal, regulatory, professional, insurance and business requirements within their own jurisdiction.

Commitment to Growth

The School seeks to foster practitioners who remain curious, reflective, open to new ideas and committed to continual professional growth throughout their careers.

Our aim is not simply to produce graduates, but to help develop thoughtful practitioners who continue to grow in knowledge, judgement, clinical skill and professional confidence long after formal study has ended.

Further guidance on continuing professional development after graduation is provided later in this handbook.

Educational Philosophy

Learning as a Developmental Process

Students arrive with different backgrounds, experiences, strengths and learning styles. Competence develops progressively through study, observation, discussion, reflection, supervision and practical experience. The School therefore seeks to create an environment in which students develop understanding, judgement and confidence rather than simply pass assessments.

High Standards, High Support

When students encounter difficulty, the School seeks first to identify what additional support, supervision, explanation or experience will help them achieve the required level of competence.

Students are expected to demonstrate appropriate knowledge, clinical reasoning, professional conduct, communication, ethics, confidentiality, safeguarding and fitness to practise. Practical information about assessment and academic progression is provided later in this handbook.

Reflective, Collaborative Learning

Students are encouraged to learn from tutors, supervisors, fellow students, patients, clinical experience and thoughtful self-reflection. Respectful discussion, constructive feedback and the development of independent professional judgement are integral to the educational process.

Apprenticeship and Professional Formation

Professional education extends beyond academic knowledge. Throughout the Diploma, students develop the judgement, communication skills, ethical awareness, professional boundaries and personal responsibility expected of safe and effective practitioners. These qualities contribute to decisions regarding progression, fitness to practise and graduation.

Lifelong Learning

The School hopes to foster practitioners who remain curious, reflective and committed to lifelong professional development, recognising that professional growth continues throughout a practitioner's career.

Continues over ...

Programme Structure

Overview of the Diploma

The Diploma in Homeopathic Practice is a three-year professional training programme designed to develop safe, ethical, and competent homeopathic practitioners.

The programme combines:

- Academic study
- Practical application
- Clinical observation
- Supervision
- Tutorials
- Case analysis
- Professional development
- Clinical training

The curriculum is designed to support students in developing both theoretical understanding and practical competence.

Each year builds upon the foundations established in the previous year.

Students are expected to engage actively with teaching, study, supervision, and clinical learning throughout the programme.

Why the Programme is Structured This Way

Students require time to:

- Build knowledge
- Develop confidence
- Practise skills
- Make mistakes safely
- Receive feedback

- Gain experience
- Integrate learning

The curriculum therefore moves from foundational concepts towards increasingly complex clinical work.

Students are encouraged to develop both knowledge and judgement throughout the programme.

Year 1 - Foundations of Homeopathic Practice

Year 1 establishes the foundations required for future clinical practice.

Students are introduced to:

- Homeopathic philosophy
- Core principles of practice
- Repertory skills
- Materia medica
- Anatomy and physiology
- Pathology
- Case-taking skills
- Acute prescribing
- Professional communication

Students begin developing the habits and skills required for safe professional practice.

Three Principles of Wellbeing Certificate

As part of Year 1, students study towards the Three Principles of Wellbeing Certificate.

The Certificate is designed to develop:

- Listening skills
- Communication skills

- Wellbeing support skills
- Understanding of the Three Principles approach

Following successful completion, students may choose to offer paid wellbeing support or coaching services where permitted within their own jurisdiction.

Students are solely responsible for:

- Determining what legal, regulatory, professional and insurance requirements apply in their own jurisdiction.
- Obtaining and maintaining any insurance required for the activities they undertake.
- Working within the limits of their competence.

The School does not provide legal, regulatory or insurance advice. Students remain solely responsible for ensuring that any wellbeing, coaching or other activities they undertake comply with all applicable laws, regulations, professional obligations and insurance requirements in the jurisdiction in which they operate.

Clinical Learning in Year 1

Students begin developing clinical awareness through:

- Case discussions
- Observation
- Practical exercises
- Tutorials
- Supervised learning activities

Students who already hold adequate training in homeopathy may, where legally permitted, undertake prescribing in accordance with the scope of their existing qualifications and any legal, regulatory or insurance requirements that apply to them.

Students are solely responsible for ensuring that they are legally entitled to undertake such activities and that they comply with all applicable insurance and professional requirements.

Year 2 - Clinical Development

Year 2 focuses on the development of deeper clinical understanding and practical application.

Students build upon the foundations established in Year 1 and begin working with increasingly complex clinical material.

Areas of study may include:

- Chronic disease
- Advanced case analysis
- Differential prescribing
- Clinical reasoning
- Advanced materia medica
- Advanced repertory work
- Clinical management

Students are encouraged to deepen both their knowledge and their ability to apply that knowledge in practice.

Acute Clinical Work

The School intends to provide opportunities for students to gain exposure to acute clinical work.

This may include participation in the Riojen Outreach Clinic or similar supervised clinical environments.

Students may:

- Observe qualified practitioners
- Assist qualified practitioners
- Participate in supervised learning activities

Continued over ...

Students who hold recognised qualifications

Such students may undertake supervised acute work where they are legally entitled to do so and where they have met any legal, regulatory, professional or insurance requirements that apply to their activities.

Students remain solely responsible for determining whether they are permitted to undertake such work within their own jurisdiction and for complying with all applicable laws, regulations, professional obligations and insurance requirements.

The School cannot guarantee the availability of any particular clinic arrangement.

Where changes become necessary, reasonable efforts will be made to provide alternative learning opportunities.

Year 3 - Supervised Professional Practice

Year 3 focuses on the transition from student to professional practitioner. The emphasis shifts increasingly towards supervised clinical practice, professional responsibility and the development of an independent, sustainable practice.

Students continue developing:

- Clinical judgement
- Case management skills
- Professional communication
- Practice management skills
- Professional confidence

Supervised Chronic Cases

Students are required to complete **30 supervised chronic cases**, normally comprising:

- **15 cases** within a chosen area of special interest or clinical focus (a "study")
- **15 general practice cases**

The purpose of this requirement is to ensure that students gain experience across both focused and general areas of practice while establishing a sustainable professional practice.

Throughout the programme, students are taught how to recruit suitable case subjects, communicate professionally, build referral networks and develop sustainable practice habits.

Responsibility for finding suitable case subjects rests with the student. The School does not provide patients or case subjects, although students experiencing difficulty are encouraged to seek guidance from tutors and supervisors.

Cases may be undertaken on a paid, discounted or voluntary basis, provided they satisfy the Diploma's published clinical and supervision requirements.

Student Insurance

Students are solely responsible for determining whether professional indemnity insurance or any other insurance is required for the activities they undertake or the jurisdiction(s) in which they study, observe or practise. Where insurance is required, students are solely responsible for obtaining, maintaining and complying with appropriate insurance throughout their studies and any clinical activities they undertake.

The Inspire School of Homeopathic Practice does not arrange, recommend, verify, approve or monitor students' insurance arrangements and does not provide legal, regulatory or insurance advice. Students remain solely responsible for complying with all applicable laws, regulations, professional obligations and insurance requirements within the jurisdiction(s) in which they undertake clinical activities.

Tutorials and Supervision

Tutorials and clinical supervision form an integral part of the Diploma and are intended to help students:

- Consolidate learning
- Develop confidence
- Refine clinical reasoning
- Receive constructive feedback
- Address areas requiring further development

Students are encouraged to make full use of these opportunities throughout their training.

Supervision Fees

Students are responsible for meeting the cost of their required clinical supervision. Supervision fees are payable directly to the approved supervisor providing the supervision and are not collected by the School.

The School aims to keep the overall cost of the supervision required to complete the Diploma affordable. Under the supervision arrangements currently planned, the School intends that the supervision required to satisfy the published Diploma requirements will normally cost no more than approximately **£500** per student.

This figure is an estimate rather than a contractual guarantee and may change if supervision arrangements, supervisor fees or programme requirements are revised. Students who choose to undertake supervision beyond the published Diploma requirements may incur additional costs.

Graduation Pathway

By graduation, students are expected to demonstrate:

- Academic competence
- Clinical competence
- Professional conduct
- Ethical practice
- Fitness to practise

The award of the Diploma reflects the School's judgement that the student is ready to enter professional practice with an appropriate level of knowledge, skill, judgement, and responsibility.

Academic Year, Teaching Structure and Study Expectations

Academic Year

The academic year normally runs from September to June.

Students are expected to participate actively throughout the academic year and engage with all aspects of the programme, including teaching weekends, tutorials, assignments, supervision, independent study, and clinical learning opportunities.

The School may occasionally make adjustments to dates, schedules, or delivery arrangements where reasonably necessary.

Students will be given reasonable notice of significant changes wherever possible.

Teaching Weekends

Main teaching is delivered across ten teaching weekends per academic year.

Teaching weekends form the backbone of the programme and provide structured opportunities for learning, discussion, practical development, and clinical education.

The School seeks to balance theoretical understanding with practical application throughout the programme.

A typical teaching weekend may include:

Saturday Morning

- Anatomy and Physiology
- Pathology
- Clinical understanding
- Disease processes
- Integrative perspectives

Saturday Afternoon

- Repertory
- Materia Medica
- Homeopathic methodology
- Case analysis
- Practical exercises

Sunday Morning

- Materia Medica
- Clinical cases
- Case discussion
- Clinical reasoning

Sunday Afternoon

- Live case-taking
- Clinical skills development
- Professional development
- Guest speakers

The exact structure may vary from time to time according to educational needs and teaching priorities.

Preparing for Live Sessions

Students are expected to join live sessions approximately **5–10 minutes** before the scheduled start time to ensure they are ready to begin promptly. This includes checking internet connectivity, audio and video, accessing any required teaching materials, and resolving technical issues before the session starts.

Regular late arrival may disrupt learning for both the student and the wider group.

Independent Study

Professional training requires significant learning outside formal teaching sessions.

Students should normally expect to commit approximately 10-15 hours per week to independent study.

Activities may include:

- Reading
- Repertory work

- Materia Medica study
- Assignment preparation
- Case analysis
- Reflection
- Clinical observation
- Forum participation
- Tutorial preparation
- Professional development activities

Students who are new to homeopathy may occasionally require additional study time during certain parts of the programme.

Developing Professional Study Habits

The School encourages:

- Maintaining organised notes
- Developing regular study routines
- Participating actively in discussions
- Reviewing teaching materials promptly
- Seeking clarification when needed
- Making use of tutorials and supervision

Students are encouraged to develop consistent study habits rather than relying on intensive periods of last-minute study. Regular, steady learning is generally more effective than attempting to cover large amounts of material at once.

Learning Resources

The School provides a range of learning resources designed to support student development.

These may include:

- Live teaching
- Recorded teaching sessions
- Tutorials
- Clinical supervision
- Case discussions
- Reading recommendations
- Study materials
- Forum discussions
- Guest teaching sessions

Students are encouraged to make full use of the resources available to them.

Similia.io

Students are expected to maintain access to Similia.io throughout their studies. Student discounts will be made available.

Similia.io forms an important part of the programme and supports:

- Repertory work
- Case analysis
- Clinical learning
- Professional development

Technology Requirements

Students are responsible for maintaining suitable technology for participation in the programme.

This includes:

- Reliable internet access
- A computer or suitable device

- Audio capability
- Video capability where required
- Access to Zoom
- Access to email
- Access to Similia.io

Students should take reasonable steps to ensure that technical issues do not routinely interfere with participation.

Responsibility for Learning

Success within the programme depends upon:

- Attendance
- Engagement
- Independent study
- Reflection
- Practice
- Participation in supervision
- Willingness to seek support when needed

Students who take active responsibility for their learning generally achieve the greatest benefit from the programme.

The School seeks to create an environment in which students are supported, challenged, encouraged, and guided throughout their professional development.

Continued over ...

Assessments, Assignments and Academic Progression

Purpose of Assessment

Assessment supports learning, demonstrates developing competence and helps prepare students for safe professional practice. It also identifies areas where further learning, reflection or support may be beneficial.

Assessment Methods

Assessment methods vary throughout the programme and may include written assignments, case analysis, clinical reasoning exercises, presentations, practical exercises, tutorials, reflective work, clinical discussions, supervised casework and ongoing observation of professional development.

The School reserves the right to modify assessment methods where reasonably necessary.

Assignment Deadlines

Assignments normally have published submission deadlines. Students are expected to submit work on time wherever reasonably possible, recognising that meeting deadlines forms part of professional responsibility.

Students who require additional time should contact the School as early as possible. Extensions may be granted where appropriate, taking account of individual circumstances.

Late submissions may be accepted where an extension has been agreed, exceptional circumstances exist or the School otherwise considers acceptance appropriate.

Feedback and Resubmissions

Constructive feedback forms an important part of the learning process and is intended to help students recognise strengths, identify areas for development and continue improving their work.

Students are normally permitted one initial submission and up to two resubmissions for each assessment. Where the required standard has not been achieved after three submissions, the School will determine the most appropriate next step, which may include additional learning activities, alternative assessment, repeat study or other appropriate support.

Academic Support

Students experiencing academic difficulties are encouraged to seek support as early as possible. Support may include tutorials, additional guidance, feedback discussions, learning strategies and reasonable adjustments where appropriate.

Academic Progression

Assessment forms one part of the School's overall consideration of student progression.

Progression decisions are made in accordance with the principles set out in the **Attendance, Participation and Progression** section of this handbook, taking account of a student's overall academic, clinical and professional development rather than any single assessment result.

Academic Integrity, Use of AI and Professional Responsibility

Purpose

Academic integrity supports genuine learning, professional development and the preparation of safe, competent practitioners.

Students are expected to engage honestly with all aspects of their training, recognising that professional practice depends upon trust, integrity, accuracy and accountability.

Academic Integrity

Students are expected to submit work that genuinely reflects their own understanding, clinical reasoning, analysis and professional development. While students are encouraged to seek support and make appropriate use of learning resources, they remain responsible for all work submitted in their name.

Students must not present another person's work as their own. This includes copying or substantially reproducing material from books, websites, articles, other students or any other source without appropriate acknowledgement.

Use of Artificial Intelligence (AI)

The School recognises that AI can be a valuable learning tool when used appropriately.

Appropriate uses include exploring ideas, clarifying concepts, improving the clarity of writing, supporting organisation, generating revision materials and assisting research.

AI should support learning rather than replace it. Students remain responsible for verifying the accuracy of AI-generated information and for ensuring that all submitted work genuinely reflects their own understanding and clinical reasoning.

Students should not submit AI-generated work as their own, rely on AI to complete assignments, or use AI to avoid the intellectual work required for professional education.

Where AI has been used substantially in preparing an assignment, students should acknowledge its use appropriately.

Verification of Understanding

The School reserves the right to discuss submitted work with a student in order to verify authorship, understanding, clinical reasoning and professional competence. These discussions form part of maintaining academic standards and supporting student learning.

Clinical Integrity

Honesty is particularly important within clinical training.

Students must not fabricate or falsify patient cases, consultation records, patient outcomes, supervision activities, attendance records or any other aspect of their clinical training. Students must also accurately represent their professional status, qualifications and compliance with applicable legal, regulatory and insurance requirements.

Professional Responsibility

Academic integrity forms part of wider professional responsibility. Students are expected to demonstrate honesty, accountability, transparency, respect for patients, confidentiality, supervision processes and the learning environment throughout the programme.

Responding to Concerns

Where concerns arise regarding academic or clinical integrity, the School will consider the circumstances and determine an appropriate response. Depending on the seriousness of the concern, this may include educational guidance, resubmission, additional learning or supervision, formal warnings, assessment failure, a fitness to practise review, suspension or removal from the programme.

The School's aim is to respond proportionately while maintaining the standards required for professional education and patient safety.

Clinical Training and Supervision

Purpose of Clinical Training

Clinical training bridges the gap between academic study and professional practice. Throughout the Diploma, students progressively develop clinical observation, case-taking, clinical reasoning, communication, ethical awareness, case management, professional confidence and an understanding of professional boundaries.

The School recognises that professional competence develops through experience, reflection, supervision and ongoing learning.

Learning Through Observation

Observation forms an important part of clinical education. Students learn through observing cases, participating in clinical discussions, case analysis, tutorials, supervision and reflection on clinical experiences.

Observation helps students understand how experienced practitioners communicate, analyse cases and make clinical decisions. Students are encouraged to approach observational learning actively and thoughtfully.

Clinical Learning Throughout the Programme

Year 1 Clinical Learning

Year 1 focuses on developing foundational knowledge and clinical awareness through case discussions, clinical observation, tutorials, practical exercises and other supervised learning activities. Students begin developing the skills required for future patient work while building a solid theoretical foundation.

Students with Previous Qualifications

Students who already hold recognised qualifications permitting acute homeopathic practice and who are legally entitled to undertake such work within their own jurisdiction may count acute clinical work undertaken during their studies towards the School's published clinical learning requirements, subject to the School's requirements for recording and reflection.

Students remain responsible for maintaining appropriate records of their clinical activity, including the number of hours completed and any other information reasonably required for educational and assessment purposes. Students are also solely responsible for ensuring compliance with all applicable legal, regulatory, professional and insurance requirements.

Year 2 Clinical Learning

Year 2 develops students' ability to analyse cases, select remedies, understand chronic disease, evaluate patient progress, manage follow-up consultations and strengthen professional judgement.

Acute Clinical Opportunities

Where available, the School intends to provide opportunities for students to gain exposure to acute clinical work through initiatives such as the Riojen Outreach Clinic or other supervised clinical environments.

These opportunities may include observing consultations, assisting qualified practitioners, participating in case discussions, developing acute prescribing skills and learning professional consultation procedures.

The availability and format of these opportunities may change where reasonably necessary owing to operational, educational or safeguarding considerations. Students remain responsible for complying with all applicable legal, regulatory, professional and insurance requirements.

Accepting Payment for Acute Consultations

Students who are legally entitled to undertake acute homeopathic practice within their own jurisdiction may choose to charge for acute consultations undertaken during their studies.

Students are expected to communicate honestly with patients regarding their level of qualification, their status as a student where applicable and the nature of any supervision they are receiving where this is relevant.

Acute clinical work that satisfies the School's published clinical learning requirements may be counted towards the Diploma's clinical requirements. Students should maintain accurate records of their clinical activity, including hours completed and any other information reasonably required for educational and assessment purposes.

Year 3 Clinical Practice

Year 3 focuses on supervised professional practice as students transition from learning about clinical work to undertaking clinical work under supervision.

Students continue developing case-taking, case management, follow-up management, professional communication, clinical judgement, ethical decision-making and practice management skills.

Supervised Chronic Cases

Students are required to complete a minimum of **30 supervised chronic cases**, normally comprising:

- 15 cases within a chosen area of special interest or clinical focus
- 15 general practice cases

This requirement is intended to provide both depth and breadth of clinical experience while supporting the development of an independent professional practice.

Finding Case Subjects

Students are responsible for finding suitable case subjects to meet the School's published clinical learning requirements.

Learning how to identify, approach and develop appropriate sources of case subjects forms part of the educational programme and an important aspect of developing a sustainable professional practice.

The School provides teaching and guidance to support this process but is not responsible for providing patients or case subjects.

Students experiencing difficulty finding suitable case subjects are encouraged to seek support from tutors and supervisors.

Clinical work may be undertaken on a paid, discounted or voluntary basis, provided it satisfies the School's published clinical learning requirements and students comply with all applicable legal, regulatory, professional, business and insurance requirements.

Clinical Supervision

Clinical supervision is an essential component of professional education. It supports patient safety while helping students develop clinical judgement, professional competence, reflective practice and confidence.

Students are expected to engage openly and honestly with supervision, maintain accurate clinical records, reflect on feedback and seek guidance whenever appropriate.

Clinical supervision supports the gradual development of professional confidence, judgement and competence in preparation for independent practice.

Student Responsibilities During Clinical Work

Students undertaking clinical activities are expected to:

- Act professionally and ethically.
- Communicate honestly and respectfully with patients.
- Maintain accurate clinical records.
- Participate fully in supervision and reflective learning.
- Work within the limits of their competence and seek guidance whenever appropriate.
- Comply with the School's published clinical learning requirements together with all applicable legal, regulatory, professional, business and insurance requirements.

Confidentiality During Clinical Training

Clinical learning frequently involves discussion of real patient situations. Students must maintain confidentiality at all times.

Information obtained through clinical supervision, case discussions, observation, tutorials or teaching sessions must not be disclosed outside authorised educational settings.

Breaches of confidentiality may result in disciplinary action, suspension or removal from the programme.

Building a Sustainable Homeopathic Practice

Introduction

Professional education prepares students not only for clinical practice but also for the practical realities of establishing and sustaining a professional homeopathic practice.

Throughout the Diploma, students are encouraged to develop these skills alongside their clinical education rather than waiting until graduation.

Practice Development

Developing a successful professional practice is a professional skill that grows through education, reflection, experience and consistent application.

Throughout the programme, students develop not only their clinical knowledge and judgement but also the practical skills required to establish, manage and sustain an ethical, professionally rewarding and financially sustainable.

Developing Professional Visibility

Patients cannot benefit from a practitioner's skills if they do not know the practitioner exists.

Students are encouraged to develop confidence in professional communication, community engagement, educational content creation, networking, relationship building and other ethical approaches to increasing professional visibility.

The School encourages authentic, service-based practice development rather than aggressive or misleading marketing.

Ethical Practice Building

Successful practice building should be grounded in professionalism, integrity, trust, education, service and clinical competence.

Students should avoid misleading claims, unrealistic promises or practices that compromise professional integrity. Long-term professional success is best supported by honest communication and high-quality patient care.

Business Skills for Practitioners

Professional practice requires practical skills beyond clinical work. Topics explored during the programme may include practice administration, patient management,

professional communication, consent, record keeping, data protection, scheduling systems, professional boundaries, fee structures, insurance and referral systems.

The aim is to help students develop the confidence and practical knowledge required to establish and manage a professional practice.

Transitioning into Practice

The Diploma is designed to support the gradual transition from student to professional practitioner.

By graduation, students should have experience not only in analysing and managing cases but also in many of the practical responsibilities of professional practice.

Graduation marks the beginning of independent practice and continuing professional development, providing a strong foundation for a sustainable and rewarding professional career.

Professional Conduct, Fitness to Practise and Professional Identity

Introduction

Professional education extends beyond the acquisition of knowledge. Throughout the Diploma, students develop the judgement, behaviours, attitudes and responsibilities expected of safe and ethical professional practitioners.

Professional conduct is considered throughout a student's time with the School and contributes to decisions regarding progression, fitness to practise and graduation.

Professional Conduct

Students are expected to conduct themselves professionally in all aspects of their relationship with the School, including teaching sessions, tutorials, supervision, clinical activities, written communications, online discussions and interactions with patients, fellow students, tutors, supervisors and guest speakers.

Professional conduct includes honesty, integrity, reliability, respectful communication, accountability, appropriate professional boundaries, confidentiality, consideration for others and a willingness to engage constructively with learning and feedback.

The School welcomes respectful discussion and professional disagreement. Students should communicate constructively, remain open to learning and avoid behaviour that creates an intimidating, hostile, degrading or offensive environment.

Professional Boundaries and Working Within Competence

Students are expected to develop appropriate professional boundaries throughout their training by maintaining confidentiality, communicating professionally, recognising the limits of their competence and working within the scope of their knowledge and experience.

Students should seek supervision whenever appropriate, ask questions where uncertain and recognise when referral or additional support may be necessary. The School views awareness of personal limitations as a professional strength.

Fitness to Practise

The School has a responsibility to support the development of practitioners who are capable of practising safely, ethically and responsibly.

Fitness to practise includes consideration of professional conduct, clinical judgement, communication, ethical behaviour, honesty, reliability, confidentiality, safeguarding awareness and the ability to work safely within one's competence. It is considered throughout the programme rather than solely at the point of graduation.

Professional Identity

Students are encouraged to develop professional habits from the beginning of their training. This includes attending sessions using their real name, using a professional email address, maintaining appropriate administrative systems, protecting confidential information, keeping secure records and communicating professionally.

As students undertake clinical work, they are responsible for ensuring that their systems and working practices comply with the legal and professional requirements applicable within their own jurisdiction.

The School encourages students to approach their training with humility, curiosity, openness to feedback, respect for others and a commitment to continual professional growth.

Concerns About Professional Conduct

Where concerns arise regarding professional conduct or fitness to practise, the School will consider the circumstances and determine an appropriate response. Depending upon the nature of the concern, this may include guidance, tutorials, additional supervision, remediation activities, formal warnings, restrictions on clinical activities, suspension or removal from the programme.

The School aims to respond fairly and proportionately while supporting both student development and public safety.

Serious Misconduct

Examples of serious misconduct include:

- Serious breaches of confidentiality
- Harassment or bullying
- Discrimination
- Fraud or dishonesty
- Fabrication of clinical records
- Significant safeguarding concerns
- Deliberate misrepresentation of qualifications, professional status, legal entitlement to practise, or compliance with applicable legal, regulatory or insurance requirements
- Behaviour that places patients, students, staff or members of the public at risk

Serious misconduct may result in immediate action, including suspension or removal from the programme.

Continues over ...

Confidentiality, Data Protection and the Professional Learning Environment

Introduction

Confidentiality is fundamental to safe, ethical and professional homeopathic practice. Students are expected to maintain appropriate standards of confidentiality throughout their studies and future professional careers.

Confidentiality

Students may encounter confidential information through clinical observation, case discussions, supervision, tutorials, teaching sessions, forum discussions and other learning activities.

Patient information, and personal information shared by fellow students, must be treated as confidential and must not be disclosed outside authorised educational settings without appropriate permission.

Students should take care not to share information that could reasonably identify a patient, even where names have been removed.

Teaching Materials and Recordings

Teaching materials are provided solely for students' personal educational use and remain the intellectual property of Inspire School of Homeopathic Practice Ltd unless otherwise stated.

Students must not reproduce, redistribute, upload, sell, record or otherwise share teaching materials or School recordings without prior permission. Where recordings are provided, they are normally available on a streaming-only basis. The School cannot guarantee that every session will be successfully recorded.

Professional Learning Environment

Students are expected to contribute to a respectful, supportive and confidential learning environment by:

- Respecting confidentiality.
- Participating professionally.
- Respecting fellow students and tutors.
- Following School policies.
- Maintaining appropriate professional standards.

Where reasonably possible, students should participate in teaching sessions, tutorials, supervision and clinical activities from a private environment where confidential discussions cannot be overheard or viewed by others.

Breaches of Confidentiality

Where concerns arise regarding confidentiality, the School will consider the circumstances and determine an appropriate response. Depending on the seriousness of the concern, this may include guidance, additional training, formal warnings, restrictions on clinical activities, a fitness to practise review, suspension or removal from the programme.

Safeguarding

Introduction

Safeguarding is a professional responsibility and an essential part of safe and ethical homeopathic practice. Students are expected to develop safeguarding awareness throughout their training and to act responsibly whenever concerns arise.

Safeguarding Responsibilities

Students should understand the principles of safeguarding when working with children, young people, vulnerable adults and any individual who may be at risk of abuse, neglect, exploitation or harm.

Safeguarding concerns may include physical, emotional, psychological, sexual or financial abuse, neglect, coercion or other significant risks to wellbeing.

Students are expected to recognise situations that may require attention and to seek appropriate supervision, professional advice or referral rather than attempting to manage significant safeguarding concerns independently.

Students remain responsible for complying with the safeguarding requirements that apply within the jurisdiction in which they practise.

School Response

Where safeguarding concerns arise within School activities, the School may take action to protect patients, students, staff and members of the public.

Responses may include:

- Guidance.
- Additional supervision.
- Restrictions on clinical activities.
- Fitness to practise review.
- Suspension.
- Removal from the programme.

Professional Development

Developing safeguarding awareness forms an important part of becoming a safe, trustworthy and ethical practitioner. Students are encouraged to approach safeguarding with professionalism, humility and a willingness to seek guidance whenever uncertainty exists.

Continues over ...

Equality, Diversity, Inclusion and Respectful Communication

Introduction

The Inspire School of Homeopathic Practice Ltd seeks to create a learning environment in which all students, tutors, patients, guest speakers and members of the wider School community are treated with dignity, fairness and respect.

The School welcomes students from a wide range of backgrounds, cultures, countries, professions, beliefs, experiences and perspectives. We believe that diversity enriches learning and helps develop thoughtful, ethical and effective practitioners.

Respectful Learning

Professional education involves the exploration of different ideas, experiences and viewpoints. Students are not expected to agree on every issue, but they are expected to engage with one another professionally, respectfully and with an openness to learning.

Students are encouraged to listen thoughtfully, ask questions, challenge ideas respectfully and remain open to alternative perspectives.

Discussion should focus on ideas rather than personal criticism.

Professional Conduct Within the Community

All members of the School community are expected to contribute positively to a learning environment characterised by professionalism, courtesy, integrity, inclusion and mutual respect.

Bullying, harassment, intimidation, victimisation, discriminatory behaviour or persistent disrespectful conduct are not acceptable and may result in disciplinary action.

Inclusion and Accessibility

The School seeks to make participation accessible wherever reasonably possible and recognises that students have different learning styles, life circumstances, disabilities, neurodivergent profiles, health needs and caring responsibilities.

Students are encouraged to discuss any support needs with the School. Reasonable adjustments will be considered where appropriate. Further information is provided in the **Reasonable Adjustments and Accessibility** section of this handbook.

An International Community

The School welcomes students from many countries and recognises that cultural norms, communication styles, legal frameworks and professional environments vary internationally.

Students are encouraged to approach these differences with curiosity, humility, professionalism and respect, recognising that they enrich both individual learning and the wider School community.

Educational Purpose

The purpose of this policy is to foster a learning environment in which students feel able to ask questions, express uncertainty, exchange ideas respectfully and continue developing as confident, reflective and ethical practitioners.

The School hopes that these values will continue throughout graduates' professional careers. Graduates who choose to identify themselves as holders of the Diploma in Homeopathic Practice or as graduates of the Inspire School of Homeopathic Practice become ambassadors for both the profession and the School.

Their professionalism, integrity and respectful conduct help maintain public confidence in homeopathy and uphold the reputation of the qualification they have earned.

Continues over ...

Reasonable Adjustments and Accessibility

Introduction

The Inspire School of Homeopathic Practice Ltd recognises that students bring a wide range of strengths, learning styles, health circumstances, disabilities, neurodivergent profiles and life experiences to their studies.

The School seeks to provide a supportive, accessible and inclusive learning environment wherever reasonably possible by removing unnecessary barriers to learning while maintaining the professional standards required for safe and competent practice.

Our Approach

Equal treatment does not always mean identical treatment. Some students may require different forms of support to participate fully in learning and assessment.

Reasonable adjustments are intended to provide fair access to education while ensuring that all students continue to demonstrate the competencies required for safe professional practice. Adjustments support learning but do not remove academic, clinical, ethical or professional standards.

Requesting Support

Students are encouraged to discuss any circumstances that may affect their learning, participation, assessment or progression as early as possible.

Only information reasonably necessary to understand and consider a request is required. Information shared with the School will be handled sensitively and in accordance with applicable privacy and data protection requirements.

Requests for reasonable adjustments are considered individually, taking account of the student's circumstances, the nature of the programme, professional and patient safety requirements, academic and clinical standards, practical feasibility and available resources.

Examples of Reasonable Adjustments

Depending upon individual circumstances, reasonable adjustments may include:

- Additional tutorial support.
- Extended assignment deadlines.
- Flexible scheduling where reasonably possible.
- Alternative assessment arrangements.
- Additional clarification of instructions.
- Organisational support strategies.
- Temporary adjustments during illness.
- Additional opportunities for discussion and feedback.

Individual Circumstances

Students may seek support for a wide range of circumstances, including disabilities, neurodivergence, chronic illness, temporary health conditions, caring responsibilities or other significant life events.

The School recognises that every student's circumstances are different and aims to work collaboratively to identify practical and appropriate ways of supporting learning while maintaining the standards required for graduation.

Professional Standards

All students must demonstrate the competencies required for graduation, including professional conduct, communication skills, clinical reasoning, ethical practice, fitness to practise and safe clinical judgement.

Reasonable adjustments support students in demonstrating these competencies but do not remove the requirement to achieve them.

Student Responsibilities

Students seeking adjustments are expected to communicate openly, engage with agreed arrangements, take reasonable responsibility for their learning and notify the School if their circumstances change.

Review

Student needs may change over time. Adjustments may therefore be reviewed periodically to ensure they remain appropriate, effective and consistent with the educational and professional standards of the programme.

Educational Philosophy

The School believes that many barriers to learning can be reduced through thoughtful communication, flexibility and appropriate support.

Our aim is not to lower standards, but to ensure that students have a fair opportunity to demonstrate their abilities and develop into safe, ethical and competent practitioners.

Student Support, Tutorials, Supervision and Community

Introduction

The Inspire School of Homeopathic Practice seeks to provide a supportive learning environment in which students develop confidence, competence and professional judgement throughout the Diploma.

Professional education can be challenging. Students are encouraged to seek support whenever they encounter academic, clinical or personal difficulties, recognising that asking for help is a normal part of professional development.

Student Support

The School aims to support students in developing clinical competence, confidence, professional judgement and academic progress while encouraging increasing independence throughout the programme.

Support may include tutorials, supervision, guidance, feedback and other learning opportunities appropriate to a student's needs.

Tutorials and Clinical Supervision

Tutorials and clinical supervision provide opportunities to clarify course material, discuss assignments and cases, strengthen clinical reasoning, develop prescribing and follow-up skills, receive feedback and explore areas of uncertainty.

Students are encouraged to participate openly and honestly, recognising that meaningful professional development often begins with thoughtful discussion of uncertainty as well as success.

Asking for Support

Students are encouraged to seek support as early as possible where they experience academic difficulties, clinical questions, organisational challenges, technology issues or personal circumstances affecting their studies.

Early communication often allows a wider range of support options to be considered.

Learning Together

Students learn not only from tutors and supervisors but also from one another through teaching sessions, tutorials, case discussions, study groups, the Student Forum and other collaborative learning opportunities.

The School encourages a culture of professionalism, generosity, curiosity and mutual respect in which students support one another while recognising that important clinical decisions should always be appropriately supervised.

Student Forum

The Student Forum complements formal teaching by providing a space for discussion, questions, peer support and professional networking.

Students must use the Forum professionally and respectfully. Confidential patient information, bullying, discrimination, unrelated commercial promotion, copyright infringement and other breaches of School policies are not permitted. The School reserves the right to moderate discussions and remove content where reasonably necessary.

Alumni Community

The School values ongoing relationships with graduates and may offer alumni programmes, memberships, forums, continuing professional development activities or other opportunities for graduates to remain connected to the School community.

Access arrangements, benefits and fees may change over time.

Educational Purpose

The School believes that professional growth is strengthened by a supportive learning community in which students feel able to ask questions, seek guidance, share experience and continue developing throughout their careers.

The aim is not simply to complete the Diploma, but to develop into a thoughtful, ethical and capable practitioner committed to lifelong professional growth.

Communication, Administrative Procedures and Student Responsibilities

Introduction

Professional practice requires effective communication, organisation, reliability and personal responsibility. The School encourages students to develop these habits from the beginning of the Diploma as part of their preparation for professional practice.

Communication with the School

Students are expected to:

- Check their email and other School communication channels regularly.
- Read School communications promptly.
- Respond where action is required.
- Keep their contact details up to date.
- Communicate respectfully and professionally.
- Notify the School of significant changes that may affect their studies.

Students remain responsible for information sent to the contact details they have provided.

Official communications may be issued by email, the learning platform, the Student Forum, Zoom announcements or other School communication systems. Students are responsible for ensuring they can access these communications.

The School normally aims to respond to enquiries within two business days, although response times may occasionally be longer during holidays, weekends, public holidays, illness or other exceptional circumstances.

Professional Communication

Students are expected to communicate professionally with tutors, supervisors, School staff, guest speakers, patients and fellow students. Communication should be respectful, honest, constructive and appropriate to the situation.

Students are encouraged to resolve misunderstandings through courteous discussion and to seek clarification where needed.

Administrative Responsibilities

Students are responsible for managing their own administrative obligations, including monitoring communications, meeting deadlines, maintaining access to required technology, updating contact details and completing any required forms or documentation.

Students are encouraged to develop professional administrative systems, including the use of an appropriate professional email address. They remain responsible for ensuring that any systems they use comply with the legal, professional and data protection requirements applicable within their own jurisdiction.

Tuition Fees

Tuition fees and payment arrangements are set out in the Student Agreement.

Students remain responsible for the tuition fees applicable to their cohort and should refer to the Student Agreement for the current fee structure and payment schedule.

Students experiencing financial difficulty are encouraged to contact the School as early as possible.

Where fees remain outstanding for more than seven days, the School may suspend access to teaching sessions, recordings, tutorials, supervision, learning materials or other School services until payment has been made or an alternative arrangement has been agreed.

Exceptional circumstances will be considered on a case-by-case basis.

Changes in Circumstances

Students are encouraged to notify the School promptly of significant changes that may affect their attendance, academic progress, clinical participation, accessibility needs or contact details so that appropriate support or adjustments can be considered where possible.

Student Responsibilities

The School provides teaching, supervision, guidance and support. Students remain responsible for their learning, attendance, assignments, professional development, administrative responsibilities and compliance with the legal, regulatory and professional requirements applicable to their activities and jurisdiction.

Working Together

Effective professional education depends upon clear communication, mutual respect and shared responsibility. The School encourages students to communicate openly, seek support when needed and take an active role in their own learning and professional development.

Leave of Absence, Interruption of Studies and Returning to Study

Introduction

The Inspire School of Homeopathic Practice recognises that significant life circumstances may occasionally affect a student's ability to continue studying as planned.

Students experiencing serious illness, bereavement, caring responsibilities, financial hardship or other significant personal circumstances are encouraged to contact the School as early as possible so that available options can be explored.

Leave of Absence

A Leave of Absence allows a student to pause their studies for an agreed period without formally withdrawing from the programme.

Requests are considered individually, taking account of the student's circumstances, academic and clinical progress, attendance, outstanding assessments, cohort structure, practical considerations and the long-term sustainability of the programme.

Students may be asked to provide information reasonably necessary to help the School consider their request.

Continues over ...

Tuition Fees During a Leave of Absence

Teaching resources, supervision, administration and cohort places are allocated on the basis of student enrolment. Fees already paid are therefore normally non-refundable, and students should not assume that a Leave of Absence will result in a refund.

Where a student later returns to the programme, the School may, at its discretion, apply all or part of previously paid tuition fees as credit towards future study. Any such arrangement will depend upon the student's previous progress, the circumstances surrounding the interruption, the availability of places and the financial viability of the programme at the time of re-entry.

Returning to Study

Students may be permitted to return to a future cohort where appropriate.

The School will determine the most appropriate point of re-entry, taking account of previous progress, time away from study, curriculum changes and the student's academic and clinical readiness. Students will normally rejoin an academic year as a whole rather than selected parts of the programme.

Where appropriate, returning students may be asked to undertake tutorials, revision, supervision, assessment or other reasonable requirements before progression continues.

Communication During Leave

Students taking a Leave of Absence are encouraged to maintain appropriate communication with the School regarding their circumstances and intentions. The School may contact students regarding return-to-study arrangements, curriculum changes, administrative matters or future cohort opportunities.

Withdrawal from the Programme

Students who decide not to return following a Leave of Absence, or who choose to leave the programme permanently, will be regarded as having withdrawn from the programme.

Tuition fee obligations following withdrawal are governed by the Student Agreement. Students considering withdrawal are encouraged to discuss their circumstances with the School before making a final decision.

Educational Purpose

The purpose of this policy is to provide a fair and compassionate framework for managing interruptions to study while maintaining the educational standards, financial sustainability and long-term stability of the programme.

Graduation Requirements, Award of the Diploma and Completion of Studies

Introduction

The Diploma in Homeopathic Practice is intended to prepare students for safe, ethical and competent professional practice.

Graduation represents the School's judgement that a student has demonstrated the knowledge, clinical competence, professional conduct and professional judgement required to begin independent practice. The award of the Diploma is therefore based upon a student's overall development rather than academic achievement alone.

Graduation Requirements

To be awarded the Diploma in Homeopathic Practice, students must normally:

- Successfully complete all required assessments.
- Complete the published clinical training and supervised case requirements.
- Meet the programme requirements for attendance, participation and progression (or approved alternatives where applicable).
- Demonstrate appropriate professional conduct and fitness to practise.
- Satisfy any other programme requirements applicable to their cohort.

The detailed requirements for assessment, clinical training, attendance, progression, professional conduct and fitness to practise are set out elsewhere in this handbook.

The Meaning of the Diploma

The award of the Diploma signifies that, in the judgement of the School, the graduate has demonstrated the knowledge, clinical competence, ethical awareness, professional conduct and judgement required to begin professional practice safely and responsibly.

Graduation does not imply mastery of the profession. Rather, it marks the successful completion of the Diploma and the beginning of continued professional development throughout a practitioner's career.

Professional Practice After Graduation

Graduates remain solely responsible for complying with the legal, regulatory, professional, business and insurance requirements applicable to the jurisdiction(s) in which they practise.

Further information is provided in the **Jurisdictional Considerations** section of this handbook.

Award of the Diploma

The decision to award the Diploma rests solely with the School.

Graduation decisions are based upon the student's overall achievement throughout the programme, taking account of academic, clinical and professional development together with the School's responsibility to protect patients and maintain professional standards.

Completion of Studies

Graduates may be invited to participate in alumni activities, continuing professional development, community programmes or other School initiatives. Participation is voluntary and may be subject to separate terms and conditions.

The School hopes that graduation marks the beginning of a rewarding professional career characterised by integrity, lifelong learning and service to patients and the wider homeopathic profession.

Policies, Procedures, Complaints and Appeals

Introduction

The Inspire School of Homeopathic Practice Ltd is committed to operating fairly, transparently and professionally. This chapter explains how School policies operate and how students may raise questions, concerns, complaints or appeals.

School Policies

Students are expected to familiarise themselves with the School's key policies and to comply with the requirements set out within them.

These include:

- Student Handbook
- Student Agreement
- Privacy Policy
- Complaints and Appeals Procedure
- Any additional policies or guidance issued by the School from time to time

The most up-to-date versions will be made available through the School website or other designated communication channels. Students are responsible for remaining informed of significant policy updates communicated by the School.

Continues over ...

Raising Questions and Concerns

Students are encouraged to raise questions or concerns as early as possible. Many issues can be resolved quickly through respectful discussion and clarification before they become more significant.

Where appropriate, concerns should normally be addressed informally in the first instance.

Complaints and Appeals

Where informal resolution is not appropriate or has not resolved the matter, students may submit a formal complaint or appeal in accordance with the School's published **Complaints and Appeals Procedure**.

A complaint relates to dissatisfaction with a service, process, behaviour or administrative matter. An appeal requests reconsideration of an academic, progression, disciplinary or procedural decision.

The current Complaints and Appeals Procedure is available on the School website.

Fair Process

The School seeks to consider complaints and appeals fairly, objectively and proportionately, taking account of the available information while avoiding conflicts of interest wherever reasonably possible.

Information relating to complaints, appeals and associated investigations will normally be treated confidentially, except where disclosure is required for safeguarding, legal, regulatory or patient safety reasons.

Policy Review

The School may review and update its policies and procedures where reasonably necessary to reflect legal or professional developments, educational improvements or operational requirements.

The most current version of each policy will normally take precedence, and students will be notified of significant changes where appropriate.

Commitment to Improvement

The School values constructive feedback and views questions, concerns, complaints and appeals as opportunities to improve its educational provision, policies and student experience.

Policies are intended to support fairness, consistency, professional standards and the continuous development of the School.

Contact Information, Handbook Review and Final Provisions

Contacting the School

Students are encouraged to contact the School whenever questions, concerns or difficulties arise. General enquiries, administrative matters and student support requests should be directed through the School's designated communication channels.

Official communications may be issued by email, the learning platform, the Student Forum, School announcements or other communication systems adopted by the School. Students are responsible for keeping their contact details accurate and up to date.

Key Documents

This Student Handbook forms part of the wider framework governing the relationship between the School and its students and should be read alongside the:

- [Student Agreement](#)
- [Privacy Policy](#)
- [Complaints and Appeals Procedure](#)
- Any additional policies or guidance issued by the School

The latest versions of these documents are available through the School website.

Where there is any inconsistency between documents, the Student Agreement shall take precedence in relation to contractual matters, followed by any applicable policy specifically governing the issue in question.

Handbook Review and Programme Changes

The School may review, amend or update this Handbook and make reasonable changes to the programme, including teaching arrangements, tutors, guest speakers, assessment methods, clinical activities, learning resources, technology platforms or programme delivery where reasonably necessary to maintain educational quality, student welfare, operational effectiveness, legal compliance or professional standards.

Students will normally be notified of significant changes. Minor administrative updates, formatting corrections and clarifications may be made without individual notification.

The most recent published version of this Handbook will normally be regarded as the authoritative version.

Force Majeure

The School shall not be liable for delays, interruptions or modifications to the programme arising from circumstances beyond its reasonable control, including natural disasters, severe weather, pandemics, government action, technology failures, utility failures, industrial action, serious illness or other unforeseen events.

Where reasonably possible, the School will seek to minimise disruption and provide suitable alternative arrangements.

Governing Law

This Handbook and the relationship between the School and its students shall be governed by the laws of England and Wales. Any dispute shall be subject to the jurisdiction of the courts of England and Wales unless otherwise required by law.

Final Statement

The Inspire School of Homeopathic Practice exists to educate practitioners who are safe, ethical, thoughtful and professionally prepared.

We hope your time with the School will provide not only knowledge and clinical competence, but also confidence, professional judgement, lasting professional relationships and a strong foundation for lifelong learning.

We look forward to supporting you throughout your studies and welcoming you into the wider ISHP community as a graduate.

Our greatest hope is not simply that you graduate, but that you go on to build a rewarding practice that changes lives.

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