

# Approval Criteria for Level 3

## ***Introduction***

This document sets out the minimum content and delivery standards that a course must meet in order to be approved by the Dr Edward Bach Foundation as a level 3 course in Bach flower remedies. Courses that meet or exceed these requirements will be eligible for approval by the Foundation. However, meeting these criteria **does not in itself guarantee course approval** since other factors such as the Foundation's current resources will be taken into account. Note also that approval if granted may be for a specified time only and that renewal and withdrawal of approval will at all times be at the Foundation's entire discretion.

## ***Overall aims of courses at level 1, 2 and 3***

The aim of any approved level 3 course is to produce competent and caring Bach practitioners who will share the Foundation's commitment to upholding the work and ethos of Dr Edward Bach. Students on level 3 courses will be given opportunities to draw on and enhance their existing skills and explore their use in the context of a classic Bach consultation, so that they may gain confidence in their ability to select remedies for clients in accordance with the Foundation's Code of Practice and in a professional setting.

All students on a level 3 course must have attended a level 2 course before they start; and level 1 is in turn a prerequisite for level 2. To sum up the three levels, level 1 courses aim to present basic information to students and start them off on a process of self-development. Students then have an opportunity, either on or after the course, to use the remedies and deepen their knowledge. Level 2 courses aim to encourage reflection on that personal experience, and level 3 courses aim to give remedy users the tools they need to help other people with the remedies in a professional setting.

## ***Detailed aims and objectives of level 3 courses***

### **Aims of the course**

This is what an approved level 3 course aims to achieve:

- to inspire students to be committed and caring Bach practitioners
- to demonstrate in its administration, approach, teaching style and contents the best possible example of caring professionalism and education towards self-help, so as to mirror the standards to which Bach practitioners should aspire
- to consolidate existing knowledge of the remedies and provide opportunities for revision and the resolution of problem areas
- to explore and develop students' practical and theoretical knowledge of consultation skills
- to explore through the Code of Practice the ways in which Bach practitioners put Dr Bach's philosophy into practice
- to provide a forum in which students can exchange personal experiences and learn from each other
- to encourage peer support and networking and continuous professional and personal development
- to provide all the skills students need if they are to complete successfully the level 3 assessment process

### **Student learning objectives**

During or after a course where the above aims have been met students could reasonably expect to be able to:

- build and maintain rapport with the tutor and with other students on the course and benefit from opportunities to share problems and experiences
- resolve any problem areas related to remedy indications or remedy use
- have a good grasp of basic consultation techniques and know how these function within the dynamic of a Bach consultation

- build and maintain boundaries and rapport in relation to clients
- select appropriate remedies for clients making appropriate use of consultation skills
- describe the role of the practitioner using examples from Dr Bach philosophy and from the Foundation's Code of Practice
- demonstrate awareness of opportunities offered by the Foundation and allied organisations for peer support, networking and continuous professional and personal development
- complete successfully the level 3 assessment process

### **Approval criteria**

The following sections list the different aspects of planning and running a level 3 course. For each of these aspects the minimum standards expected are given. These are the criteria the Foundation will consider when assessing a course's eligibility for approval.

Note that 'course providers' may be institutions, companies, schools, colleges or individual teachers.

### **Section 1: Course provider**

#### *Area of concern*

#### *Minimum standards*

Reputation

- ✓ the Foundation shall be satisfied that the course provider demonstrates integrity and an honest approach to its work

Teaching premises

- ✓ the room and facilities available to the students shall be appropriate for the type of course offered
- ✓ the room and facilities shall be appropriate for the numbers of students recruited and shall allow space for group exercises and practical work
- ✓ the atmosphere and layout of the teaching facilities shall be conducive to learning and shall provide opportunities for break-out groups

### **Section 2: Course administration**

#### *Area of concern*

#### *Minimum standards*

Course fee

- ✓ the fee suggested for the course shall be reasonable for the level of course and delivery method
- ✓ the fee shall be in line with fees demanded locally for similar types of courses

Advertising

- ✓ advertising shall be appropriate and avoid sensationalism and unwarranted claims
- ✓ advertising and certificates associated with a course shall display the Foundation's logo only after written course approval has been granted

Refunds

- ✓ there shall be a clear and fair policy on refunds
- ✓ the refund policy shall be explained to students at or prior to the point at which they book a place on the course

Complaints

- ✓ there shall be a clear and fair policy on dealing with complaints from students
- ✓ the complaints procedure shall be made available to students whenever it is reasonable to do so

### **Section 3: Course tutor(s)**

*Area of concern*

*Minimum standards*

Remedy knowledge

- ✓ the tutor shall be a current Bach Foundation Registered Practitioner
- ✓ the tutor shall be aware of her or his own needs as far as remedies are concerned and shall use them when appropriate
- ✓ the tutor shall have been using the remedies in line with the Foundation's Code of Practice for at least six years
- ✓ the tutor shall have at least four years' experience of helping other people select remedies in a professional context
- ✓ the tutor shall have been the principle or sole teacher of at least five Foundation-approved level 2 courses before she or he starts teaching at level 3
- ✓ the tutor shall demonstrate his or her ability to answer in-depth and complex questions about remedy use
- ✓ the tutor shall be aware of the limits of her or his knowledge and shall demonstrate awareness of ways of researching questions she or he cannot answer unaided

Teaching ability

- ✓ the tutor shall be able to demonstrate a high level of knowledge and experience in respect of appropriate communication, presentation, facilitation and organisational skills
- ✓ the tutor shall *either* have completed a level 3 teacher training programme run by the Bach International Education Programme (BIEP) *or* be employed by a course provider that has satisfied the Foundation of its ability independently to recruit and train suitable teachers *or* have both graduated from the Bach Foundation Teachers Programme (BFTP) following a successful observation and in

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|                     | <p>addition have achieved a recognised national teaching qualification and in addition have received appropriate extra tuition directly from the Bach Foundation</p>  |
| Personal qualities  | <ul style="list-style-type: none"> <li>✓ the tutor shall demonstrate an ability to set and maintain boundaries so as to allow the safe exchange of personal insight and experiences among students</li> <li>✓ the tutor shall be focused on student needs</li> <li>✓ the tutor's approach to teaching shall be based on openness, humility, simplicity and genuineness</li> <li>✓ the tutor shall demonstrate respect for others and a high degree of self-awareness</li> <li>✓ the tutor shall model an example of good practitioner technique in her interaction with students</li> </ul> |
| Tutor/student ratio | <ul style="list-style-type: none"> <li>✓ the tutor-to-student ratio shall be sufficient to allow for meaningful and controlled group-work</li> <li>✓ a clear lower and upper limit on the number of students recruited shall be set so as to maximise the learning experience for students</li> </ul>   |
| Complaints          | <ul style="list-style-type: none"> <li>✓ the tutor shall not have any professional conduct complaints of any kind outstanding against him or her</li> </ul>   |

#### **Section 4: Educational material(s)**

##### *Area of concern*

Delivery materials

Books

Handouts

Remedies

##### *Minimum standards*

- ✓ the tutor shall have access to appropriate teaching aids such as overhead projectors, flipcharts, whiteboards, slide projectors
- ✓ the tutor shall have access to a selection of Bach Centre-approved books appropriate to this level of teaching, and will make these available to students
- ✓ texts that explicitly contradict the system as set out in the Foundation's Code of Practice shall not be recommended to students
- ✓ all handouts distributed to students shall be available for the Foundation's inspection on request
- ✓ all students shall be provided with a copy of the Foundation's Code of Practice
- ✓ the course shall make remedies available to students for use during the course

- ✓ the course shall encourage students to use remedies for self-help during and after the course

## Section 5: Course content(s)

### *Area of concern*

#### Prerequisites

### *Minimum standards*

- ✓ *either* the course shall only be available to students with a valid Foundation-approved level 2 certificate in their possession *or* the course itself shall meet all the level 2 course criteria and contents in addition to those listed here

- ✓ course providers shall enrol on their level 3 courses every applicant who holds a valid Foundation-approved level 2 certificate except where they can show the Foundation that there is a just reason not to do so

- ✓ notwithstanding the previous clause course providers may defer enrolments for up to five months if the applicant has not allowed sufficient time between courses and does not already have sufficient experience with the remedies to benefit from a level 3 course

#### Overall accuracy

- ✓ all the material taught and referred to in the course shall be in line with Dr Bach's original intentions as embodied by the Foundation's Code of Practice

#### Philosophy

- ✓ the course shall review and reinforce the philosophical concepts introduced at level 2
- ✓ the course shall develop a closer and more detailed practical understanding of Dr Bach's philosophy in so far as it relates to work as a Bach practitioner
- ✓ the course shall give students an opportunity to explore the relevance of Dr Bach's philosophy to their own lives and beliefs
- ✓ the course shall stress the simplicity and universality of Dr Bach's approach at all times

#### Remedy knowledge

- ✓ the course shall develop the students' familiarity with all 38 remedies to a level high enough for them to complete successfully the level 3 assessment process
- ✓ the course shall explore the concept of remedy catalysts (Holly and Wild Oat) and explain why they should be used only very rarely
- ✓ the course shall use group discussion and/or group activity to allow students to test, practise and reinforce their knowledge of the

remedies

- ✓ the course shall provide ample opportunity for students to raise and explore answers to any questions they have about remedy use
- ✓ the course shall stress the need for practitioners to possess a thorough and complete remedy knowledge
- ✓ the course shall encourage students to be aware of their own moods, personalities, tendencies and prejudices and of how these might affect their work as practitioners and their relationships with clients
- ✓ the course shall allow students to share with each other and with the tutor their experiences of using the remedies for themselves
- ✓ the course shall explore how practitioners benefit from continuing to use the remedies for themselves
- ✓ the course shall encourage students to explore how remedies can continue to impact on their own lives and personalities and professional activities
- ✓ the course shall explore the concept of 'professionalism' and what this means in the context of working with the remedies
- ✓ the course shall discuss the qualities and skills that the ideal Bach practitioner might display and encourage students to develop these qualities and skills

Personal awareness

Using remedies with clients

- ✓ the course shall allow students to share with each other and with their tutor their experiences of selecting remedies for other people
- ✓ the course shall give students a clear idea of the procedures involved in running a Bach consultation, such as welcoming, explaining about the remedies, setting boundaries, taking case notes, reviewing choice of remedies etc.
- ✓ the course shall explore in detail case histories and examples of practitioner /client remedy selection in action so as to model the processes involved
- ✓ the course shall discuss items of practical concern when offering a consultation to clients, such as appointments policy, refunds, personal hygiene, premises, client confidentiality etc.
- ✓ the course shall explore the 'peeling the onion' concept and how this relates to work with

clients

- ✓ the course shall explore different methods by which practitioners can recommend apparently 'negative' remedies to clients
- ✓ the course shall explore strategies for working with clients with special needs, such as small children, people with learning difficulties, the elderly, people with Alzheimer's disease and so on
- ✓ the course shall explore the role of the practitioner in the healing process and allow space for discussion on this and for the sharing of experiences and knowledge within the group

Consultation skills

- ✓ the course shall explicitly state and demonstrate that practitioners are educators and not prescribers
- ✓ the course shall provide students with opportunities to practise the skills needed to run a Bach consultation
- ✓ the course shall encourage students to share and develop effective listening, questioning and summarising skills
- ✓ the course shall provide opportunities for students to give feedback to each other on their consultation skills in a controlled and supportive environment
- ✓ the course shall explore and explain the practitioner's need to demonstrate empathy, sincerity and acceptance

- ✓ the course shall explore the different types of verbal and non-verbal communication
- ✓ the course shall explore different types of effective and ineffective listening strategies

Code of Practice

- ✓ the course shall explain the philosophical background to the Foundation's Code of Practice
- ✓ the course shall provide students with an opportunity to discuss and clarify any parts of the Code that they wish to explore
- ✓ the course shall draw specific attention to the Code's clauses on selection methods and the integrity of the system and shall give a clear explanation of the rationale behind these statements and explore their impact on practice methods

The Foundation

- ✓ the course shall explain the aims of the Dr Edward Bach Foundation and its relationship

Further study

- to the Bach Centre
- ✓ the course shall outline the registration process and the kind of support services offered by the Foundation and others to registered practitioners
- ✓ the course shall aim to inspire students with the wish to register with the Foundation at the completion of their studies and with a sense of shared mission with the Foundation
- ✓ the course shall aim to inspire people to continue to make extensive use of the remedies in the future
- ✓ the course shall help students identify areas in which they need to undertake further development
- ✓ the course shall outline opportunities for further learning including continuous professional development and peer group support
- ✓ the course shall provide suggestions for further reading

## Section 6: Course design(s)

*Area of concern*

Length of course

Teaching methods

*Minimum standards*

- ✓ the length of the course shall be consistent with the course contents to be covered
- ✓ a variety of teaching methods shall be used, consistent with the number of students taught and the basic delivery system (e.g. distance learning, small groups, larger groups etc.)
- ✓ opportunities for student feedback and for student-led activities shall be actively encouraged and built into the course design

## Section 7: Quality control

*Area of concern*

Student records

Tutor's report

*Minimum standards*

- ✓ student evaluation forms shall be collected by the provider after each course and retained for at least five years
- ✓ a register showing the attendance record of each student shall be maintained and retained by the provider for at least five years after the course finishes
- ✓ the tutor shall write a short report on each course which will be retained by the provider

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| Provider's report            | <p>for at least five years</p> <ul style="list-style-type: none"> <li>✓ the tutor's report shall include a self-assessment on teaching methods and performance and suggestions for improving the course and its delivery in the future</li> <li>✓ the provider shall prepare a report on its Foundation-approved courses in December each year, detailing any changes, developments and issues that have arisen during the year, and pass this to the Foundation on or before 10<sup>th</sup> January in the following year</li> <li>✓ the provider shall send copies of evaluation forms, registers and/or tutor's reports on courses to the Foundation at the Foundation's request</li> </ul> |
| Feedback from the Foundation | <ul style="list-style-type: none"> <li>✓ the provider and tutor shall respond to any reasonable requests by the Foundation regarding any aspect of the course and its delivery</li> <li>✓ the Foundation may at any time ask to observe a course in progress and any such request shall be acceded to without delay by the provider and the tutor</li> </ul>  |

## **Section 8: Assessment**

### *Area of concern*

The assessments

### *Minimum standards*

Marking of students' work

- ✓ the three part assessment process as issued by the Foundation shall be used for all level 3 students *unless specifically agreed otherwise in writing by the Foundation*
- ✓ the provider undertakes to take account of any changes to the assessment processes notified to it by the Foundation within a reasonable and agreed time
- ✓ translation of the assessment process into the language of delivery shall be at the cost of the provider unless otherwise agreed in writing
- ✓ all marking of students' work shall be undertaken by *either* one or more Bach Foundation Registered Practitioners individually nominated or approved by the Foundation for this purpose *or* by the Foundation itself
- ✓ marking shall be strictly in accordance with marking guidelines issued or agreed by the Foundation

Marking checks

- ✓ the provider shall liaise direct with the Foundation in order to set up and maintain an agreed quality control checking system for marking
- ✓ translation of student papers into another language for the purpose of checking marking (if required) shall be at the cost of the provider unless otherwise agreed in writing

## **Section 9: Other concerns**

*Area of concern*

*Minimum standards*

Educational need

- ✓ the provider shall demonstrate a demand for the course

Impact on existing programmes

- ✓ the provider shall demonstrate that the proposed course will not reduce the overall provision of approved remedy education locally
- ✓ the provider shall not seek to operate outside its normal geographic area without prior express and written permission from the Foundation

Co-operation with existing providers

- ✓ the provider shall demonstrate its willingness to co-operate with existing providers so as to raise the profile and reputation of all Foundation-approved courses
- ✓ in particular, the provider shall acknowledge the existence of other Foundation-approved courses in its literature and advertising and shall refer to the Bach Centre's web site as a source of information on training

Code of Practice

- ✓ the course and its advertising and delivery shall not contradict any clause of the Foundation's Code of Practice