

Alexander Technique Core Curriculum

1. The overall aims of the course:

To produce Alexander Technique teachers of the highest professional standard by providing teacher candidates with all the information, support, mentoring and practical experience necessary so that they can deliver high quality AT teaching that meets NOS requirements, motivates learners, encourages independent learning and a lifelong commitment to personal change.

2. The learning outcomes or competencies achieved

On completion of the course, the qualified teacher should be able to:

- a. competently assess and teach a diverse range of learners
 - i. demonstrate a practical understanding of the knowledge and skills involved in teaching the Alexander Technique; (K.I3)
 - ii. describe and explain the practice of the Alexander Technique; (P.3)
 - iii. discuss and demonstrate understanding of the skills required when interacting with people; (K.I4)
 - iv. demonstrate observational and assessment skills required to evaluate and facilitate a learner's understanding of the Alexander Technique. (K.I6)
- b. make critical use of the dynamic body of knowledge outlined in the NOS
 - i. demonstrate an understanding of the Alexander Technique and discuss the theoretical aspects of Alexander's work gained by in-depth study of Alexander's own writings and selected writings from the broader Alexander Technique literature;
 - ii. explain and demonstrate a practical knowledge and understanding of human anatomy and physiology relevant to the teaching of the Alexander Technique;
 - iii. demonstrate the safe, effective, sensitive and skillful use of the hands in teaching;
 - iv. demonstrate the ability to work with the hands whilst giving verbal instruction.
- c. demonstrate application of the principles of the Alexander

Technique in her/his own life, challenging her/his understanding and skills and thereby continually seeking to develop greater expertise as a practitioner

- d. recognise and work within her/his limits of competence, to seek guidance as required and to recommend the learner to seek help elsewhere when appropriate;
- e. communicate clearly and effectively with sensitivity, relevance, confidence and professionalism;
- f. demonstrate the qualities of patience, compassion, honesty and respect in interactions with peers and learners.

3. Assessor and Internal Quality Assurance requirements for Qualifications and Credit Framework (QCF) competence qualifications.

Each Professional Association is responsible for the internal QA of its training course(s) so that they are approved and monitored by a body or figure fully independent of the training course. The body or figure may be from within the organization or independent and engaged for this role.

4. The National Occupational Standards (NOS) and the Profession Agreed Standards (ATVSRG) that have been met.

Section 1 Aims of the course:

NOS LSILD02 Facilitate effective learning

NOS SFHCNS3 Deliver Alexander Technique Teaching

Section 2 Learning outcomes or competencies achieved:

NOS LSILD02 Facilitate effective learning

NOS SFHCNS3 Deliver Alexander Technique Teaching

NOS SFCNH3 K1-31;

ATVSRG: III Accreditation of Training Courses, D. Specific Criteria, d. Training, Outcomes;

NOS CNHC 3 Overview

ATVSRG: VIII. National Occupational Standards 3 - Deliver Alexander Technique Teaching - Overview

Section 3. Assessor and Internal Quality Assurance:

ATVSRG: III. Accreditation of Training Courses - A. Accreditation

Process 3:

All PAs need to be able to demonstrate that their associated training courses are adequately approved and monitored within the organization by a body fully independent of the training course, or engage an independent figure to verify that the course meets

requirement 2.

Section 6. Hours of study:

ATVSRG: III. Accreditation of Training Courses- D. Specific Criteria- e. Length and Structure: Training courses must consist of a minimum of 2400 notional¹ hours of learning over a period of not less than 3 years.

Section 8. Assessment process:

ATVSRG: III. Accreditation of Training Courses - A. Accreditation Process 3

ATVSRG: III. Accreditation of Training Courses - D. Specific Criteria 3. Teaching, Learning and Assessment - a. Teaching and Learning

5. The minimum level at which qualifications leading to CNHC registration must be achieved against the Qualifications and Credit Framework, the Scottish Credit and Qualifications Framework or the Further and Higher Education Framework (as appropriate).

The minimum level at which qualifications leading to CNHC registration must be achieved is equivalent to Level 5 of both the Further and Higher Education Framework and the Qualifications and Credit Framework.

6. Hours of study:

Guided learning hours (ie hours in front of a tutor). Notional learning time (ie time required to achieve the specified learning outcomes). Credit value (ie number of credits that will be achieved on successful completion of the learning outcomes; 1 credit is equivalent to 10 hours of notional learning). Overall ratio of theory and practice.

Hours of Study:

- Notional learning time is a minimum of 2400 hours of which at least 1000 hours are guided learning evenly spaced over a minimum of 3 years.
- Based on the presented equation of 1 credit being equivalent to 10 hours of notional learning the credit value is a minimum of 240.
- Overall ratio of practical to theory is a minimum of 50% practical.

7. Case study requirements

Case study within Alexander Technique teacher training is replaced by a substantial element of observed practice of teaching Alexander Technique. This observation is carried out by an 'occupationally competent' observer.

8. Details of the assessment process.

To reflect the diversity of approach in Alexander Technique teacher training and within the profession itself, course providers will be able to decide their own assessment approaches. These may include but are not limited to:

- appraisal of teaching
- independent assessment
- peer assessment
- self-assessment
- formal assessment
- informal assessment.

The word assessment is used to include all forms of interaction with trainees by which an understanding of their progress and demonstration of their competence as developing Alexander Technique teachers is gained. These may include, but are not limited to:

- observation
- practical examinations
- written examinations including seen, unseen or open book
- case studies and/or lesson logs
- a range of written or oral presentations, such as essays or class presentations
- supervision reports
- reflective portfolios, critiques or learning journals
- experiential activities
- interviews
- practical-based, project-based or work experience/apprenticeship reports
- dissertations and independent study.

Course providers are encouraged to involve individuals who are external to the course in the assessment of their students as this provides fresh perspectives on the work and is a means of sharing good practice across providers.

9. Details of an Accreditation of Prior and Experiential Learning (APEL) process and who would be responsible for it.

Not applicable. There is no Accreditation of Prior and Experiential Learning (APEL) for Alexander Technique teacher training.