

III. Accreditation of Training Courses

The accreditation of a training course means that it is recognised by the Complementary and Natural Healthcare Council (CNHC) as training teachers to the standard required for admission to the register.

In many cases accreditation will involve little more than formalising what the course providers already do in obtaining PA approval, although it may require developing existing policies and practices and even creating some new ones.

Accreditation of existing PA-approved training courses which choose to participate will take place over a three-year period from the start of the Alexander Technique Teaching (ATT) register.

This document outlines the Accreditation Process that ATVSRG has agreed and the criteria that training courses must meet to be accredited.

A. Accreditation Process

The accreditation of training courses will be carried out by, or on behalf of, the Professional Associations (PAs) recognised by CNHC, and overseen by ATVSRG or any group that replaces it, until such time as the Complementary and Natural Healthcare Council (CNHC) develops its accreditation policy.

1. Only PAs represented in ATVSRG, or any successor body, are entitled to have their accreditation processes recognised by the regulator.
2. PA accreditation processes will need to ensure that training courses meet the accreditation criteria published by ATVSRG.
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.
4. In order to be accepted by ATVSRG and have the possibility of being accredited by CNHC in the future, recognised awarding bodies other than ATT PAs that wish to accredit training courses, must be able to demonstrate that they have the expertise and qualifications to assess whether a training course meets the accreditation criteria referred to in 2. above.

B. Outcomes

By the end of the teacher training course students must be able to practise in accordance with:

1. the standards of practice specified in the National Occupational Standards for the profession (NOS) including the Principles of Good Practice and related descriptions of knowledge, understanding and skills
2. the CNHC Code of Conduct, Performance and Ethics for Registrants (*Code of Conduct*).

C. General Criteria

Alexander Technique teacher training should aim to be:

1. **Trainee focused** - making the courses accessible and challenging in terms of both personal and professional development, whilst recognising the individuality of trainees and the contribution their experience and talent may bring to the learning situation and to the development and evaluation of the curriculum.
2. **Learner centred** - developing teachers whose approach to teaching is centred on understanding and respecting the interests, needs, motivations and capacities of learners and who can demonstrate safe, competent, ethical and effective practice, respectful of appropriate boundaries as laid out in the Code of Conduct.
3. **Practice led** - based in the art and science of the professional activity of Alexander Technique teaching in theory and practice, with course teachers normally engaging in ongoing practice; and with the aim of enabling trainees to become competent and confident Alexander Technique teachers.
4. **Appropriate** - preparing teachers who have the knowledge, skills and attitudes outlined in the National Occupational Standards, a commitment to continuing professional development, and the capacity to practise confidently and competently in accordance with the Code of Conduct in independent, collaborative and multidisciplinary contexts.
5. **Effective** - making effective use of resources, recognising the value of sufficient trainee numbers to enable peer support and enhancement of the learning process through group-interaction.
6. **Accountable** - open to scrutiny and explicable in professional terms.
7. **Equitable** - offering the same status, rights and responsibilities to all involved with the course and promoting equality of opportunity in all policies and practices.
8. **Reflective and responsive** - encouraging self-reflection and personal development and cultivating practice that integrates current expertise within the profession with the best available evidence from research into the Alexander Technique and related disciplines, and into best educational practice.

NOTE: Course providers should not submit anything directly for the General Criteria. However, providers should consider the criteria below, individually and taken as a whole, with regard to how the General Criteria are met.

D. Specific Criteria

1. Training Programme

a. Ethos

Courses must have clearly defined policies and principles that are both internally consistent and consistent with the General Criteria. These policies and principles must be implemented in all aspects of the educational experience.

b. Course Management

The course must be managed by named individuals who are responsible for the organisation and ongoing development of the course and its capacity to meet the outcomes described in the NOS and the Code of Conduct and who involve trainees and other stakeholders in the course evaluation.

c. Course Content

The breadth of the content of the course must be sufficient to enable students to achieve its outcomes in accordance with the General Criteria.

d. Training Outcomes

On completion of the course the qualified teacher should be:

- competent to assess and teach a diverse range of learners without supervision
- able to make critical use of the dynamic body of knowledge outlined in the NOS
- able to reflect on their practice, challenge their skills and understanding, and continually seek to develop their expertise as a practitioner.
- able to recognise and work within their limits of competence, to recommend the learner to seek help elsewhere when appropriate, and seek guidance as required
- able to communicate clearly and appropriately with sensitivity, relevance, confidence and professionalism.

e. Length and Structure

Course providers must be able to demonstrate that the length and structure of their programme of study is sufficient for students to be able to meet the required learning outcomes, and to prepare students to practise as independent teachers.

Training courses must consist of a minimum of 2400 notional¹ hours of learning over a period of not less than 3 years.

¹ Notional hours of learning is a technical term used by the Quality Assurance Agency for Higher Education (QAA) to indicate how long it will take a typical student to accomplish the defined learning outcomes for a given educational unit or qualification. It covers all types of learning, including formal classes, self-study, revision and assessment (See: Academic Credit in Higher Education in England 2006 [QAA] p.4).

2. Teaching, Learning and Assessment

a. Teaching and Learning

Teaching and learning approaches must:

- enable students to meet the agreed outcomes for the course at the appropriate level
- promote the personal and professional development of students and their commitment to continuing professional development
- be consistent with the course provider's statements and written materials and the General Criteria.

NOTE: 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 teaching and learning approaches. These may include, but not be limited to:

- practical training in use of hands
- lectures
- teaching supervision
- small group practical work
- small group discussion, such as seminars and tutorials
- context-based learning or apprenticeship
- projects
- presentations
- workshops
- self-directed learning
- independent study in addition to the contact hours
- reflective portfolios or learning journals.

b. Assessment

Assessment approaches must:

- assess trainees as being competent to teach in accordance with the NOS
- involve a significant proportion of direct observation by assessors of the practical teaching skills of trainees
- promote the personal and professional development of trainees and their commitment to continuing professional development
- be consistent with the course provider's statements and written materials.

In addition, accreditation will confirm that the criteria on which trainees are assessed are clear and explicit and made available to staff and trainees

NOTES: 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.

2. Trainees

a. Recruitment, Support and Advice

Applicants and trainees must be provided with appropriate, clear and accurate information on the course, for example, on: course content, teaching and learning approaches, assessment criteria and approaches, institutional resources (including staff). Trainees must be offered appropriate personal guidance and support throughout the course and enabled to use other forms of support when they need them.

b. Complaints

The course provider must have a complaints system that is clear to trainees and which is capable of addressing formal complaints from trainees.

3. Resources

a. Staff Recruitment, Development and Management

The course provider must have policies and procedures for the recruitment, development and management of all staff which are appropriate to the course size and support its function to produce Alexander Technique teachers who can meet the outcomes described in the NOS and Code of Conduct.

b. Resources and Facilities to Support Learning

There must be sufficient and appropriate resources and facilities to support the learning and development of trainees to achieve the required course outcomes. Facilities, policies and practices must comply with relevant legislation

4. Organisation as a Whole

a. Management Systems, Policies and Practices

The course provider must be able to show that it has management systems, policies and practices in place which comply with legal requirements, are appropriate to the course size, and support its function of producing Alexander Technique teachers who can meet the outcomes described in NOS and the Code of Conduct.

b. Financial Systems, Policies and Practices

The course provider must be able to show that it has financial systems, policies and practices in place which comply with legal requirements, are appropriate to the course size, and support its function of producing Alexander Technique teachers who can meet the outcomes described in NOS and the Code of Conduct.

c. Self Evaluation

The course provider must have ongoing internal evaluation systems in place, including staff and student feedback, that are appropriate to the course size and support its function of producing Alexander Technique teachers who can meet the outcomes described in NOS and the Code of Conduct. Issues arising must be addressed appropriately to promote the continued development of the course provider.