

## IV. Accreditation of Prior and Experiential Learning (APEL)

### Assessment Criteria

This document sets out the criteria to be applied when applicants for the register are required to demonstrate their competence as Alexander Technique teachers before an assessment panel as part of Accreditation of Prior and Experiential Learning (APEL). The document 'Applications for Registration' explains when and why this may occur.

The three right hand columns of the table below indicate whether the panel will normally seek to identify the criteria in preliminary material supplied to the panel by the candidate, in the practical demonstration itself, or in a subsequent interview.

		Prelim	Practical	Interview
<b>Overview</b>	In order to be eligible for inclusion on the Alexander Register, candidates should be of good character, have a demonstrable understanding of Alexander Technique concepts and principles, and have the skills to convey these concepts and principles clearly to learners.			
<b>Preliminary Requirements:</b>	1. Applicants must provide details of their training.	√		
	2. Applicants must have read and agreed to observe the Code of Conduct, Performance and Ethics for Registrants and such other policies required by the Complementary and Natural Healthcare Council (CNHC).	√		

<b>Candidates must be able to meet the following criteria:</b>		Prelim	Practical	Interview
<b>I. Conduct and Qualities:</b>				
<b>Demonstrate:</b>	1. Qualities of patience, compassion, honesty, and respect in interactions with peers and learners		√	√
	2. The ability to institute and maintain a professional relationship with learners		√	√
	3. A successful on-going regime of work on oneself and an open attitude to personal change.		√	√
<b>II. Knowledge:</b>				
<b>A. Demonstrate:</b>	<p>An understanding of the key concepts and principles of the Alexander Technique in their own coordination and use of themselves in teaching. This understanding should be demonstrable in the following areas:</p> <ul style="list-style-type: none"> <li>• conscious guidance and control</li> <li>• direction/giving consent</li> <li>• end-gaining/means-whereby</li> <li>• inhibition/withholding consent/non-doing</li> <li>• nature of habit</li> <li>• primary control</li> <li>• psycho-physical unity</li> <li>• re-education</li> <li>• sensory appreciation</li> <li>• use and functioning.</li> </ul>		√	√
		Prelim	Practical	Interview

<p><b>B. Demonstrate:</b></p>	<p>1. An understanding of Alexander's ideas and the principles of the Technique and the ability to communicate them effectively in demonstration. These principles include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• conscious guidance and control</li> <li>• direction/giving consent</li> <li>• end-gaining/means-whereby</li> <li>• inhibition/withholding consent/non-doing</li> <li>• nature of habit</li> <li>• primary control</li> <li>• psycho-physical unity</li> <li>• re-education</li> <li>• sensory appreciation</li> <li>• use and functioning.</li> </ul>		<p>√</p>	<p>√</p>
	<p>2. An understanding that habitual misuse is always on a general basis and that specific problems which are caused by misuse may go away in the process of learning better use</p>		<p>√</p>	
	<p>3. A familiarity with Alexander's books, and with his life insofar as it is related to the origins and development of the Alexander Technique.</p>			<p>√</p>
<p><b>C. Demonstrate:</b></p>	<p>A knowledge of anatomy and physiology as these relate to human movement and behaviour (in particular the mechanisms for balance, posture, co-ordination, breathing and voice) to the general use and functioning of an individual, and the teaching of the Alexander Technique</p>		<p>√</p>	<p>√</p>
<p><b>D. Demonstrate:</b></p>	<p>1. An appreciation of safety and professional competence issues</p>			<p>√</p>
	<p>2. An awareness of when it is appropriate to refer a learner to another professional</p>			<p>√</p>
	<p>3. An awareness of how to conduct a teaching practice</p>			<p>√</p>

III Teaching Skills		Prelim	Practical	Interview
<b>A. Demonstrate ability to:</b>	1. Clearly and simply communicate and demonstrate the concepts and principles of the Alexander Technique, giving demonstrations and verbal explanations that are appropriate to the learner’s current level of learning		√	
	2. Maintain a satisfactory standard of use and direction of oneself in teaching, and to withhold and give consent to action		√	
	3. Observe and evaluate a learner’s manner of use: a. To know when the learner is ‘going up’ or ‘pulling down’ b. To identify the pattern of general misuse and of specific misuse in relation to a chosen activity		√	
	4. Answer a learner’s basic questions about anatomy and refer them to other sources for more detailed answers		√	
	5. Teach learners how to work on themselves with inhibition and direction according to the principles of the Alexander Technique		√	
	6. Teach learners how to work on themselves and to apply the principles of the Alexander Technique in their lives		√	
	7. Design a lesson illuminating any of the principles, concepts and procedures of the Technique including the use of hands in teaching		√	
	8. Maintain ‘non-doing’ hands on learners and remain in an open and receptive mode. Be able to maintain hand contact which is receptive and intentionally undemanding, non-manipulative, and unrestrictive		√	
	9. Through verbal communication and work with the hands: a. Help bring about an improvement in the balance and coordination of learners b. Help learners to learn to maintain that improvement in everyday activities, i.e. help them to work on the conscious direction of their use		√	

	<p>c. Help learners to understand and recognise the nature of unwanted, undesirable responses to stimuli and learn to apply conscious inhibition to bring about a change in their manner of reaction</p> <p>d. Help learners to learn to apply the principles of Alexander Technique in their lives.</p>			
		Prelim	Practical	Interview
<b>B. Demonstrate ability to:</b>	Observe themselves while teaching, and later explain the choices they made with regard to using their hands, verbal explanations, and demonstrations.		√	√
<b>C: Demonstrate ability to:</b>	<p>Teach learners, and give a rationale for, procedures used by Alexander in his teaching<sup>1</sup>—or some other activity—and explain why it was chosen and how it related to the AT teaching process</p> <p><sup>1</sup> For instance:</p> <ul style="list-style-type: none"> <li>• moving out of a chair</li> <li>• moving into a chair</li> <li>• sitting on a chair</li> <li>• monkey (standing)</li> <li>• sitting on a chair and coming forward from the hips to put one’s hands on the back of another chair placed in front (as in CCC Illustration)</li> <li>• whispered ‘ahs’</li> <li>• table work</li> </ul> <p>Explain the significance of these procedures and their relevance to other everyday activities.</p>		√	√