

ALEXANDER TECHNIQUE TEACHING

CORE CURRICULUM

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Introduction

1.	<p>The content of this core curriculum provides a minimum standard for safe and competent practice to carry out Alexander Technique Teaching. It incorporates the Generic National Occupational Standards (NOS) CNH1 and CNH2, NOS for Alexander Technique Teaching CNH3 and refers to LLUK LSILD02 Facilitate Effective Learning.</p> <p>Copies of CNH1 and CNH2 are attached to this document as appendix A and LSILD02 as appendix B. Wording of the overviews only of CNH1 and CNH2 are included in section 2A and 2B below and the overview of LSILD02 is included in section 2C. The full details of CNH3 are set out in section 2D below.</p> <p><u>Clarification of 2 key terms used within the Core Curriculum for Alexander Technique Teaching:</u></p> <ul style="list-style-type: none"> • People who learn the AT are traditionally referred to as pupils, and more recently as 'learners' rather than clients. Being a learner reflects the nature of the relationship between the person giving and the person receiving lessons in the AT. The term client seems to express a Healthcare or business context rather than a learning environment. The term 'client' is not generally used in AT Teaching. • Learning the AT requires the full engagement of the <i>learner</i> in the process and application of the Alexander technique, within and outside Teaching sessions. The terms service and service provision do not reflect the two-way relationship involved in AT Teaching.
2.	Achievement of the educational and professional outcomes in this Core Curriculum act as the measure for eligibility to apply for registration with the Complementary and Natural Healthcare Council (CNHC).
3.	It will be the responsibility of those Professional Associations who verify applications for CNHC registration to:
	<p>a) ensure that the Core Curriculum is circulated to all training providers with whom they have a working relationship, so that it can be used as the minimum basis for the design and delivery of courses</p> <p>b) accept that accountability for accrediting courses and verifying applications for CNHC registration lies with the Professional Associations (see section 10).</p>

1 OVERALL AIMS OF THE COURSE

To produce Alexander Technique teachers who:

- can demonstrate the application of the principles of the Alexander Technique in her/his own life; challenge her/his understanding and skills and thereby continually seek to develop greater expertise as a practitioner with a lifelong commitment to personal change, and
- are safe and competent to deliver Alexander Technique Teaching as autonomous practitioners

2 LEARNING OUTCOMES AND COMPETENCIES TO BE ACHIEVED

2A CNH1 Explore and establish the client's needs for complementary and natural healthcare (full details attached in Appendix A)

Overview

All forms of complementary and natural healthcare rely on exploring and establishing the client's

needs and expectations. This may take place at the outset, but also during the on-going delivery of complementary and natural healthcare.

This allows the practitioner to consider whether it is appropriate to offer the service to the client, the type of service that should be offered and any required modifications to that service.

Users of this standard will need to ensure that practice reflects up to date information and policies.

2B CNH2 Develop and agree plans for complementary and natural healthcare with clients (full details attached in Appendix A)

Overview

It is important that the planning of complementary and natural healthcare takes place through discussion and agreement with the client and relevant others (e.g. carers).

This standard is about developing and agreeing plans that meet the client's needs. Such plans may be subject to change as the service proceeds.

Users of this standard will need to ensure that practice reflects up to date information and policies.

2C LLUK LSILD02 Facilitate Effective Learning (full details included in Appendix B)

Overview

This Standard is about facilitating effective learning that meets requirements, motivates each learner, encourages independent learning and ensures the progress of individual and groups of learners.

2D CNH3 Deliver Alexander Technique Teaching

Overview

This standard is about delivering Alexander Technique (AT) teaching to learners. The AT teacher will work with learners to enable them to learn the AT and will monitor and evaluate their progress in understanding and applying it. AT is a taught practical discipline with significant healthcare implications. In AT lessons ways of self-observation and a system of thinking that allows more choice in responding to life's stimuli are taught. The beneficial effects can be psychophysical. People can free themselves from unhelpful postural and movement habits, and develop a more intelligent and skilled control of the manner in which they engage in activity. They may also observe how the improved quality of their psychophysical poise influences their overall well-being. An important part of **Alexander Technique** teaching is the use of specialised hand contact, combined with verbal instruction and explanation, which helps learners identify and reduce interference with the working of their innate mechanisms of balance and coordination.

Users of this standard will need to ensure that practice reflects up to date information and policies.

Knowledge and understanding

Teachers of AT are required to have a knowledge and understanding of the following:

The history and principles of the Alexander Technique

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|----|--|
| 1. | The history and development of the Alexander Technique |
| 2. | The purpose and scope of the Alexander Technique |
| 3. | The published works of Alexander |

4.	The writings of teachers trained by Alexander and other relevant texts	
5.	The key principles and concepts of the Alexander Technique including:	
	a	conscious guidance and control
	b	direction/giving consent
	c	end-gaining/means-whereby
	d	inhibition/withholding consent/non-doing
	e	nature of habit
	f	primary control
	g	psycho-physical unity
	h	re-education
	i	sensory appreciation
	j	use and functioning
Teaching the Alexander Technique		
6.	How to maintain their own conscious direction of use when engaging with learners	
7.	How to establish a good learning environment	
8.	How to develop a professional relationship and effective two-way communication with learners	
9.	How to identify learners' initial and changing requirements including problems, challenges or aspirations which learners' wish to address, and other factors which need to be taken into account	
10.	How to observe, analyse and evaluate the conditions of use present in learners	
11.	How to take into account individual differences including particular beliefs, attitudes and preconceptions which may interfere with or facilitate learning	
12.	How to judge whether lessons in the Alexander Technique are appropriate for the individual	
13.	How to explain the Alexander Technique and the commitment necessary to acquire skills in applying it	
14.	How to deliver one-to-one teaching and, where appropriate; group teaching	
15.	How to plan and deliver lessons which engage learners in a variety of ways in order to facilitate practical understanding of the principles and procedures	
16.	How to evaluate the purpose, advantages and limitations of classical/traditional teaching procedures, activities of the learner's choice or activities devised by the teacher	
17.	How to evaluate, choose and implement different ways of working with learners including:	
	a	working with hands
	b	oral explanation
	c	being an example
	d	examination of underlying ideas and beliefs that interfere with learning

	e	demonstrating and working through practical procedures and activities
	f	answering questions, giving advice, responding to concerns
18.		How to determine the most appropriate ways of working with different learners and their requirements
19.		How to adapt your teaching appropriately for each individual
20.		How to identify problems that learners may experience and help them find solutions
21.		How to engage in effective two-way communication and provide feedback by sensitive questioning, listening, use of hands, verbal instruction and explanation
22.		How to recognise and interpret the indications that can be used to evaluate the understanding of the learner
23.		How to evaluate learners' progress and understanding
24.		How to involve learners in evaluating their own progress and understanding
Anatomy, physiology and pathology: in so far as they are relevant to the teaching of the Alexander Technique		
25.		The structure and function of organs and systems
26.		The structure and function of the skeletal system including the types of joint, their individual structure, function and range of movement
27.		The structure, function and location of muscle
28.		The postural mechanisms and the control of movement
29.		The structure and function of the nervous system
30.		The respiratory and breathing mechanisms
31.		Pathology relevant to teaching Alexander Technique
Performance criteria		
Teachers of AT must be able to do the following:		
1.		ensure that the environment is suitable for learners' requirements
2.		maintain their own conscious direction of use according to the principles of the Alexander Technique
3.		determine individuals' requirements in relation to learning the Alexander Technique in a manner which encourages their participation
4.		provide individuals with all the necessary information to support their decision making about learning Alexander Technique
5.		determine with individuals if there are reasons why taking lessons might be inadvisable or inappropriate at the time and if necessary help them to consider other options
6.		evaluate the information obtained and determine an appropriate course of action with the individual
7.		obtain consent to work with your hands with individuals as part of teaching the Alexander Technique
8.		enable learners to learn the Alexander Technique by working with them in accordance with professional codes of practice, and legal and organizational requirements

9.	deal effectively with the learners' responses and make appropriate adjustments to the teaching to meet any changing needs
10.	monitor and evaluate the learners' progress in their understanding and application of the Alexander Technique and give the required support where needed
11.	review with learners their progress in understanding and applying the Alexander Technique in daily life
12.	provide clear and accurate advice with regard to future plans and actions
13.	maintain confidentiality within the requirements of the law
14.	complete and maintain records in accordance with professional and legal requirements
3 OVERALL RATIO OF THEORY AND PRACTICE	
3.1	A minimum of 50% practical.
4 ASSESSOR AND INTERNAL QUALITY ASSURANCE REQUIREMENTS	
4.1	<p>To reflect the diversity of approach in Alexander Technique teacher training and within the profession itself, Alexander Technique teacher training courses will differ in the specific composition of their training and assessing teams. However, it is expected that those who set up and lead practical training courses are members of an Alexander Technique Professional Association preferably with a minimum of 7 years Alexander Technique teaching experience. Requirements for other members of teaching staff will be set by each training course and/or the accrediting organisation..</p> <p>Academic instruction e.g. anatomy, physiology, should be provided by those competent to do so at the required level.</p> <p>Assessment should also be provided only by those competent to do so at the required level.</p>
5 THE EQUIVALENT MINIMUM LEVEL AT WHICH QUALIFICATIONS LEADING TO CNHC REGISTRATION MUST BE ACHIEVED AGAINST THE REGULATED QUALIFICATION FRAMEWORK	
5.1	Level 5 of both the Further and Higher Education Framework and the Qualifications and Credit Framework (England and Wales); 6 (Northern Ireland); 8 (Scotland) on the UK Qualification Comparison Chart.
6 HOURS OF STUDY	
6.1	<u>Total Qualification Time</u> A minimum of 2400 hours of study spread over three years of development and supervision is required. This is the number of notional hours that could reasonably be required in order for a teacher trainee to achieve, and demonstrate the achievement, of the level of attainment necessary for the award of a qualification. This total number of hours includes the number of hours of Guided Learning as set out in section 6.2 below
6.2	<u>Guided Learning</u> A minimum of 800 hours. This is the activity of a teacher trainee in being taught or instructed by – or otherwise participating in education or training under the <u>Immediate Guidance or Supervision</u> of a lecturer, supervisor, or tutor.
6.3	<u>Immediate Guidance</u> can be

	a)	with the simultaneous physical presence of the teacher trainee and the lecturer, tutor or supervisor
	b)	remotely by means of simultaneous electronic communication
6.4	A minimum of 500 hours with the simultaneous physical presence of the teacher trainee and the lecturer, tutor or supervisor must be included in the 800 hours of Guided Learning. This allows for extensive training and assessment in the hands-on elements of Alexander Technique Teaching.	
7 CREDIT VALUE		
7.1	240 (One credit must be equal to one tenth of the Total Qualification Time, rounded to the nearest whole number).	
8 CASE STUDY REQUIREMENTS		
8.1	While case studies may be included, it is not a requirement of Alexander Technique teacher training, therefore, there is no minimum number of case studies required. Alexander Technique teacher training includes a substantial element of ongoing observation of practice. The Observed Practice must provide evidence of the learner's ability to meet the Learning Outcomes and Competencies listed above (Section 2). Observation is carried out by occupationally competent observers i.e. suitably qualified Alexander Technique teachers (Section 4). It is included in the Total Qualification Time and should reflect hours and credits (which may be spread across units).	
9 DETAILS OF THE ASSESSMENT PROCESS		
9.1	<p>To reflect the diversity of approach in Alexander Technique teacher training and within the profession itself, course providers will use both formative and summative assessment.</p> <p><u>Formative Assessment</u> should include: Experiential activities Observation and may include, but is not limited to: A range of written or oral presentations, such as essays or class presentations Reflective portfolios, critiques or learning journals Interviews/role-play Practical-based, project-based or work experience/apprenticeship reports</p> <p><u>Summative Assessment</u> must include a wide and sufficient selection from the following to demonstrate achievement of the required competencies and learning outcomes</p> <p>(i) Practical examination of teaching skills (see 9.3) (ii) Written assignments demonstrating learning outcomes, which may include e.g. extended essays, project based on independent study</p>	

	<ul style="list-style-type: none"> (iii) Written examinations (seen/unseen/open book) demonstrating learning outcomes e.g. key principles and concepts of Alexander Technique, anatomy, physiology, movement studies (iv) Oral presentations/examinations
9.2	All forms of assessment used during and at the end of training should evidence a clear understanding of the learning outcomes as outlined in this document.
9.3	In addition – Assessment of practical skills
	<ul style="list-style-type: none"> a) Assessment of practical skills (for example working with the hands, observation skills, explaining the Technique orally to a learner, adapting lessons to the needs of the learner, the ability to embody the Technique) is ongoing during teacher training, as is suitability to teach the Technique to others. b) A final practical assessment is required before certification. There must be a minimum of one independent assessor (i.e. a person who has not previously taught or assessed the trainee teacher) who must be occupationally competent i.e. a suitably qualified Alexander Technique teacher (Section 4).
9.4	Summative Assessment
	The summative assessment must include a range of summative assessment approaches (see 9.1) in order to evidence a trainee teacher’s clear understanding of the learning outcomes and competencies required in the Core Curriculum.
10 DETAILS OF AN ACCREDITATION OF PRIOR AND EXPERIENTIAL LEARNING (APEL) PROCESS FOR APPLICANTS FOR CNHC REGISTRATION WHO HAVE NOT COMPLETED A COURSE THAT OF ITSELF MEETS CNHC REQUIREMENTS, AND WHO WOULD BE RESPONSIBLE FOR IT	
	<p>The APEL process is the responsibility of Alexander Technique Professional Associations who verify applications for CNHC registration. The process is set out in detail in the document “Accreditation of Prior and Experiential Learning (APEL)” produced by the Alexander Technique Voluntary Self Regulation Group (ATVSRG), dated April 2009.</p> <p>Such applicants would be required to submit full details of their Alexander Technique teacher training to a verifying organisation as well as all relevant CPD, for mapping against the requirements of CNH1, CNH2, CNH3, and LLUK LSILD02, plus evidence of a minimum of three years’ teaching experience.</p> <p>In accordance with the document referenced above applicants may be required to attend an interview and give a demonstration of their teaching before an assessment panel.</p>

CNH1 Explore and establish the client's needs for complementary and natural healthcare

OVERVIEW

All forms of complementary and natural healthcare rely on exploring and establishing the client's needs and expectations. This may take place at the outset, but also during the on-going delivery of complementary and natural healthcare. This allows the practitioner to consider whether it is appropriate to offer the service to the client, the type of service that should be offered and any required modifications to that service.

Users of this standard will need to ensure that practice reflects up to date information and policies.

Version No 1

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. The concept of health and well-being that is consistent with the practice, principles and theory underlying your discipline
2. The nature of the service provided and fee structures
3. How the client's previous and present care may affect their health and well-being in relation to your discipline
4. How the psychological and emotional balance, as well as diet and lifestyle of the individual, can affect their health and well being
5. How the context in which people live affects their health and well-being
6. The importance of a suitable environment and making clients feel welcome
7. How to select and use different methods for exploring clients' needs
8. How to establish valid and reliable information about the client, and determine the priority of need, in order to plan the service
9. The potential risks (relevant to your discipline) of various courses of action for the client
10. How to work with clients to determine the appropriate actions
11. The appropriate actions to take to suit identified needs
12. The conditions for which the discipline is appropriate and those where it must be used with caution
13. How to recognise conditions for which your discipline is unsuitable and for which the client should seek advice from other sources

14. How to judge whether self-care procedure(s) relevant to your discipline are appropriate for the client
15. The anatomy, physiology and pathology relevant to your discipline
16. The procedures for record keeping in accordance with legal and professional requirements

PERFORMANCE CRITERIA

You must be able to do the following:

1. evaluate requests for complementary and natural healthcare and take the appropriate action
2. explain the nature of the service and fee structures to the client
3. provide an appropriate and safe environment for the service
4. make clients feel welcome and ensure they are as comfortable as possible
5. discuss the client's needs and expectations, and ask relevant questions
6. encourage the client to ask questions, seek advice and express any concerns
7. establish the client's needs in a manner which encourages the effective participation of the client and meets their particular requirements
8. determine any contra-indications or restrictions that may be present and take the appropriate action
9. evaluate the information obtained and determine the appropriate action with the client
10. complete and maintain records in accordance with professional and legal requirements

CNH2 Develop and agree plans for complementary and natural healthcare with clients

OVERVIEW

It is important that the planning of complementary and natural healthcare takes place through discussion and agreement with the client and relevant others (e.g. carers). This standard is about developing and agreeing plans that meet the client's needs. Such plans may be subject to change as the service proceeds.

Users of this standard will need to ensure that practice reflects up to date information and policies.

Version No 1

KNOWLEDGE AND UNDERSTANDING You

will need to know and understand:

1. The range, purpose and limitations of different methods or approaches which may be used for clients' individual needs
2. How to determine the most appropriate method(s) for different clients and their particular needs
3. How to recognise those occasions when your discipline may complement other healthcare which the client is receiving
4. The alternative options available to clients for whom your discipline is inappropriate
5. The role which the client (and others) may take, and may need to take, if the approach is to be successful
6. How to support and advise the client to make informed choices
7. How to work with the client and relevant others to plan the approach
8. Why evaluation methods should be determined at the planning stage and what the client's role will be in the evaluation
9. The importance of encouraging and empowering the client to be as actively involved as possible
10. The relationship of the client's involvement to the promotion of their health and well-being
11. The procedures for record keeping in accordance with legal and professional requirements

PERFORMANCE CRITERIA

You must be able to do the following:

1. explain the available option(s) which meet the client's identified needs and circumstances
2. explain any restrictions, possible responses and advise on realistic expectations
3. advise the client when your discipline is inappropriate and help them to consider other options
4. discuss the approach to be taken, the level of commitment required and the potential outcomes and evaluation with the client
5. check the client understands and support them to make informed choices
6. obtain the client's consent and complete records in accordance with professional and legal requirements



Standard 2 Facilitate Learning or Deliver Teaching

What this Standard is about

This Standard is about facilitating effective learning or delivering high quality teaching that meets requirements, motivates learners, encourages independent learning and ensures the progress of individual and groups of learners.

This Standard is about the planning of effective learning programmes that meet the requirements and the needs of learners.

The Standard is designed for learning delivery practitioners who:

- provide learning for individual learners and/or groups of learners
- work with others to provide learning
- promote learner independence and self-reliance
- promote inclusion and participation
- continuously improve own practice and contribute to improving the practice of the organisation

Professional Attributes

Learning delivery practitioners in the lifelong learning sector value:

- the learner, their individual progress and development, their learning goals and aspirations, their empowerment and the experiences they bring to their learning
- learning, and its potential to benefit people economically, socially, emotionally and intellectually, and its contribution to community development, social cohesion, global citizenship, sustainable development and environmental awareness
- equality, diversity and inclusion in relationship to all learners, the workforce and the community

- professionalism, and the reflection and evaluation of their own practice and their continuous professional development and improvement as learning and teaching practitioners contributing to changing people's lives
- collaboration and development of equitable partnerships with other individuals, groups and organisations with a legitimate interest in facilitating effective learning and delivering teaching

Performance Criteria

Learning delivery practitioners:

2.1
Deliver coherent, effective learning programmes that meet requirements.

2.2
Create a productive learning environment where all learners feel safe, supported and confident.

2.3
Select, prepare and use appropriate resources to promote and facilitate learning

2.4
Adapt delivery to meet individual and collective needs.

Knowledge and understanding

Learning delivery practitioners know and understand:

2.1.1
The regulations, organisational requirements and learner needs that the learning must meet, including where necessary those relating to children and young people.

2.1.2
The national context for learning delivery that must be adhered to including, where relevant, bilingualism.

2.2.1
How to encourage positive behaviour and mutual respect.

2.3.1
How to select, develop and evaluate resources to ensure they are inclusive

2.3.2
How new and emerging technologies can help in delivery and independent learning.

2.4.1
Principles of learning, including where appropriate, bilingual learning, and ways to provide learning to meet skills needs and develop competent learners.

2.4.2
How to select delivery methods appropriate to learning goals

2.4.3
Who can help to identify, address and support literacy, language and numeracy development needs of the learner.

2.4.4
How delivery and resource needs can be affected by learners' language abilities and requirements.

2.4.6
Ways to negotiate individual goals with learners.

2.5
Deliver learning or teaching in ways that motivate learners, encourage independent learning and ensure learner progress.

2.5.1
Different ways to ensure active participation of learners.

2.5.2
How to structure and present information clearly and effectively.

2.5.3
How to listen and question to gauge understanding.

2.5.4
How the subject matter relates to a wider context.

2.6
Evaluate learning or teaching to make sure it meets requirements.

2.6.1
How learner feedback can inform evaluation.

2.6.2
Who to talk to if planned learning is not meeting requirements and changes outside of their control need to be made.

Activities that count towards Guided Learning Hours (GLH) and Directed Learning Hours within the Total Qualification Time (TQT)

The following table provides examples of what activities count towards both GL (hours) and TQT:

Type of Activity	GL (hours)	TQT
Classroom based learning supervised by the lecturer, supervisor or tutor whether on a 1 to 1 or group basis	✓	✓
Invigilated or supervised examinations or final assessments	✓	✓
Research project where the learner carries out independent research and produces a report without supervision	x	✓
Classroom based induction to a qualification as required in the specification	✓	✓
Skills practice at place of learning or workplace where the learner is responsible for generating their own evidence of practice, eg. a statement confirming attendance from a suitable attendant adult, generally not the lecturer or tutor	x	✓
Skills practice carried out in simulated conditions where the learner is observed and assessed at the same time as the simulation is taking place	✓	✓
Face to face meetings with the lecturer, supervisor or tutor or other prearranged teaching session, eg. telephone/webcam contact, internet messaging, ie. conversation in real time	✓	✓
Work based practice observed by employer, tutor, or other witness more qualified than the learner	✓	✓
Portfolio assessment where the learner collates evidence of competence and understanding unsupervised by the lecturer, supervisor or tutor	x	✓
E-assessment where the learner has their knowledge and understanding assessed unsupervised where they can access online e-assessment at any time	x	✓
E-assessment where the learner is supervised by the lecturer, supervisor or tutor in real time	✓	✓
Watching a pre-recorded podcast or webinar	x	✓