

Course Specification

Course Summary Information		
1	Course Title	BA (Hons) Conductive Education with Qualified Conductor Status
2	Course Code	US0923
3	Awarding Institution	Birmingham City University.
4	Teaching Institution(s)	National Institute of Conductive Education
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	Professional Conductors' Association

6	Course Description
	<p>Birmingham City University, at the heart of a diverse and vibrant community, is the perfect partner for this programme. With a unique focus, the BA Hons in Conductive Education with Qualified Conductor Status (QCS) prepares you to see potential in children and adults with motor disorders, perceiving them to be learners, capable of changing how they perceive themselves, move and interact with their environment. Using a powerful philosophy based upon belief in the individual's potential, and associated methodological tools, you will learn how to teach children and adults with motor disorders to engage more fully in their environment, gaining motor skills and self-confidence with positive impact upon their physical, emotional and social wellbeing. This programme offers a combined vocational and academic programme of study which aims to develop human potential and to seek to transform the lives of people with neurological motor disorders. You will be offered many opportunities to meet employers from a range of centres from level 4 onwards, and having a range of practice placements generates professional confidence and knowledge within a safe learning environment.</p> <p>Our philosophy, based upon the belief that everyone irrespective of disability has the right and ability to learn and develop, underpins the programme of study, providing you with excellent opportunity to learn both professionally and personally. This unique course, with a strong theory-practice link, prepares you to work with children and adults with neurological motor disorders in a range of settings and professional roles. With a unique focus upon the individual as a learner, you will learn how to observe for potential, facilitate change and transform the lives of children and adults with neurological motor disorders, and their families.</p> <p>We will support you in this programme of study during which you will learn not only about the relevant neurological conditions (Cerebral Palsy, Stroke, Parkinson's and Multiple Sclerosis), but how these conditions impact children and adults as learners; cognitively, physically, emotionally and socially. You will learn about the underpinning pedagogical theories and how to apply those theories in practice. You will learn to use the theory to assist you in applying practical skills; observing, facilitating and leading children and adults towards their goals, gaining confidence and control over their movements. This course, with a strong theory-practice link, prepares you well for employment. This is evidenced in the theoretical modules and the concurrent QCS modules, effective at each academic level. All theoretical modules require reference to practice, both within the taught sessions and assignments. Equally, the practical modules and placements require a level of academic knowledge and synthesis in order to be successful as a professional. There are strong links between NICE Conductive College</p>

and practice tutors, within the practice settings. All practice tutors have post-graduate training in mentoring and supervision through post-graduate study with Birmingham City University (BCU).

In order to achieve success, we will support you in your understanding of the theoretical underpinnings and the ways in which these theories link to, and inform practice. This course with its emphasis upon pedagogical application will prepare you personally and professionally giving you the opportunity to develop your creativity, intuition and critical thinking. You will learn to develop your observation and communication skills and use them with intent to facilitate learning in both children and adults. Gaining opportunity to work in a range of child and adult settings, you will learn to work in a team and play a purposeful role within it. These learning opportunities will enable you to gain experience working along-side qualified and experienced professionals with both the professional and personal skills required to be effective mentors and role models. Conductive Education is practised both within the UK and internationally, and you will have many opportunities throughout the three years to meet and work with conductors in a range of settings and contexts.

The BA Hons in Conductive Education with QCS is linked directly to Conductive Education Professional Standards published by the Professional Conductors' Association (PCA) (2017). These influence the teaching and learning outcomes for each module. Successful completion of each module is required for succession, and professional competencies influence the practice based modules. For students who, for whatever reason, do not take the QCS route, a BA (Hons) in Conductive Education Studies is available. You will be given a clear outline of what is expected at each level and tutor support ensures scaffolded learning, enabling you to develop both academically and within a professional context. Implicit learning is context specific. You will be taught formally only by qualified conductors with at least 5 years post-qualification practical experience. This is essential, ensuring you gain a range of experience.

If you want to transform the lives of people with disabilities and neurological motor disorders to help them be as independent as possible, then our unique BA (Hons) in Conductive Education with QCS could be the undergraduate degree course for you. As a stand-alone qualification you are readily employable as a conductor, to work either in the UK, or internationally. The BA (Hons) in Conductive Education Studies (without QCS) offers you a range of opportunities in the field of disability and special education. As preparation for post-graduate qualification e.g. PGCE, you equally will have a solid professional basis from which to develop further.

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	Bachelor of Arts with Honours Conductive Education with Qualified Conductor Status (QCS)	Level 6	360
7b	Exit Awards and Credits Awarded		
	Certificate of Higher Education in Conductive Education Studies	Level 4	120
	Diploma in Higher Education in Conductive Education Studies	Level 5	240
	BA Conductive Education Studies	Level 6	300
	BA (Hons) Conductive Education Studies (non-QCS)	Level 6	360

8	Derogation from the University Regulations
	<ol style="list-style-type: none"> 1. For modules with more than one item of assessment, all items of assessment must be passed in order to pass the module 2. For modules with more than one item of assessment, resits that are allocated a grade are capped at the item level 3. Compensation of marginally failed modules is not permitted 4. Condonement of failed modules is not permitted 5. Students must pass placement modules in order to be eligible for the award of 'BA (Hons) Conductive Education with QCS'

9	Delivery Patterns		
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Full-time	National Institute of Conductive Education	3 years	US0923

10	Entry Requirements	
	Home:	At least 96 UCAS points from A/AS levels or equivalent qualifications. 4 GCSEs including English Language and Mathematics at Grade C/4 or above.
	EU:	<i>Not applicable</i>
	International:	<i>Not applicable</i>
	Access:	Access to HE Diploma Education subjects preferred but other subjects also considered Pass with minimum 18 Merits/Distinctions at Level 3

11	Course Aims	
	1. Pursuing Excellence	To enable you to become a committed, confident and creative conductor equipped with skills and knowledge to observe, act on and lead people with neurological motor disorders towards their potential. To ensure that this is achieved within the expectations and professional requirements to become a recognised Conductive Education practitioner.
	2. Practice-led, knowledge-applied	To gain pedagogical understanding and specific practical skills enabling you to plan, organise and deliver high quality Conductive Education services for a range of people with neurological motor disorders.
	3. Interdisciplinarity	To enable you to become a highly accountable and professional conductor with an empathy and commitment to working as a part of an interdisciplinary team around the person with a neurological motor disorder.

	4. Employability-driven	To enable you to become an innovative and reflective conductor with a range of personal and professional skills, attributes and beliefs, enabling you to work in a range of settings accessed by children and adults with neurological motor conditions.
	5. Internationalisation	To develop your understanding of the context and value of Conductive Education in a global context and promote an outward looking attitude to issues affecting children and adults with motor disorders.

12	Course Learning Outcomes	
1	Demonstrate sound knowledge of the underpinning theories that inform practice, in particular the focus upon potential and the Conductor's role in creating an environment in which this can happen	
2	Demonstrate ability to observe for potential and to use these observations to facilitate learning	
3	Demonstrate respect for, and awareness of the wider issues facing individuals with neuro-motor disabilities, and their families	
4	Demonstrate ability to work in a professional manner within a team/ with other professionals ensuring that the principles of CE are upheld in a manner that reflects the underpinning philosophy	
5	Demonstrate awareness of, and respect for the purpose of the UK Conductor Professional Body (PCA)	
6	Demonstrate passion for the role of the conductor and ability to communicate to others, either verbally or in the written form, the key aspects of CE and of its power as a transformative pedagogy	
7	Demonstrate ability to be creative, and to have an enquiring mind as aspects of ongoing professional development, reflecting lifelong learning as a professional aim	
8	Develop confidence in 'self' within the Conductor role, recognising the need to bring own personality to the professional context	
9	Develop criticality and ability to analyse own practice as a means to ensure that practice is relevant, context specific and of the highest standard possible.	
10	Utilise enquiring and creative mind to position CE within current, and contextual research developments	

13	Level Learning Outcomes	
<i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i>		
Observe and facilitate learning in individuals with neuro-motor difficulties		
Use personality to connect at a personal level with individual learners		
Plan for and lead a small section of the daily routine, with appropriate support		
Articulate knowledge of main neurological conditions- CP, Parkinson's, Stroke and MS		
Articulate knowledge of CE as a transformative pedagogy, and of the main theories that influence practice		
<i>Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:</i>		
Plan and lead, with support a complete task series from lying programme to standing and walking		
Work with a wider range of individuals with neuro-motor disorders		
Understand the impact of the neuro-motor condition upon the individual's ability to learn		
Understand the role of the Conductor in enabling learning to happen		

	Work within a Team, whilst developing own confidence and personality within it
	Analyse own practice in light of comprehension of the theory and practice of CE
	<i>Upon completion of 360 credits at Level 6 / the Bachelor's Degree with QCS, students will be able to:</i>
	Articulate the main principles of CE to others
	Demonstrate knowledge of the theory of CE and link to practice situations
	Comprehend and articulate the wider issues faced by individuals with neuro-motor disorders
	Plan and lead a whole day of practice ensuring that learning happens at both individual and group levels
	Act as a responsible and confident professional within a team setting
	Demonstrate confidence in the Conductor role, by utilising personality, knowledge and skill positively within the team
	Analyse and reflect on the impact of own practice upon the individual, the group and the team

14	Course Learning, Teaching and Assessment Strategy
	<p>On the dual qualification BA Hons in Conductive Education with Qualified Conductor Status you will learn and gain experience through a range of practical and theoretical opportunities in preparation for your role as a conductor. We recognise that studying at university represents a stage in your life to which you will need to adapt. The course is structured to ensure that you will have the support you need throughout, recognising that your needs at level 4 will be different to those at level 6. With this in mind, the course is structured so that you can develop strong links with your peer group and tutors right from level 4, semester 1. This provides the basis from which you will continue to develop and gain confidence; enabling you to pursue the professional and personal skills you aspire to by the end of level 6.</p> <p>Professional standards (PCA, 2017) guide every aspect of this course, informing content, teaching and assessment on both theoretical and practical modules. Assessments, both formative and summative, reflect the theory-practice link and provide excellent opportunity for you to develop your understanding of the professional role, and your personal development towards it. This dual qualification programme, with practical and academic input and assessments, creates opportunity for you to show your commitment to continuous learning, providing you with a range of experiences from which to develop towards your goal.</p> <p>At level 4 you will initially follow a short programme of induction. This will provide you with a basis of theory, and practice-based observations in preparation for your lectures and practice placement. Practice placements can be blocked, or carried out on a weekly basis. You will have the opportunity to gain experience in pre-school, school-age and adult groups. Initially practice will be based in Birmingham at NICE, however from semester 2 of level 4 you will be given the opportunity to access practice in settings across the UK. These practice bases comply with BCU regulations and provide students with an excellent opportunity to apply learnt skills in new situations. Practice bases are required to show evidence of how they can meet your learning needs and monitored on an annual basis by NICE. All practice tutors are qualified conductors, have at least 5 years post-qualification experience and completed a post-graduate mentoring qualification. There are strong links between NICE Conductive College and the practice settings again enabling you to maximise the support available. NICE provides a Link Tutor for each practical placement ensuring continuity and quality in your experience and learning. You can, therefore, be assured that your practice placement fits the requirements of the course and provides you with a suitable, supportive learning environment.</p> <p>At each level you will have one practice-based, competency-assessed module. This module crosses both semesters and enables you to achieve QCS status. All individual practical</p>

competencies must be passed. This is a requirement of the professional body (PCA) and is in keeping with the requirements associated with the theoretical modules. For those students following the Conductive Education Studies route without QCS, engaging with the professional competencies takes place in an alternative form and will be assessed differently. The remaining five modules per level will provide you with the theoretical background to support you in your practical learning, and the experiences you gain in practice will enable you to maximise theoretical learning opportunities.

In order to prepare you for your professional role, you will be given many opportunities to gain confidence in yourself, as well as develop specific professional skills and knowledge. The professional role requires you to be able to work in a team and to direct learners actively and positively, engaging with them at a personal level. This demands excellent communication skills and a confidence to convey your ideas and thoughts in a meaningful, comprehensible manner. With this in mind the course has been structured to provide you with a range of learning opportunities in a variety of learning contexts, including:

- Lectures
- Seminars
- Peer-based learning opportunities
- Presentations
- Formative preparation for summative assessments
- Observation of practice
- Writing skills workshops and end of year student conference
- Links with BCU learning skills support
- Personal and academic tutor support
- On-and off site practice based learning opportunities
- Visiting lecturers; conductors, other professionals, external lecturers

The course has been designed to give you opportunity to gain confidence in formal presentation as well as in academic writing. You will be supported to develop your academic thinking, reading and writing in order to gain professional and academic competence.

As with other aspects of the course, assessment will be graduated to ensure that you can be successful at each stage, but especially at level 6. At level 4 you will be given many opportunities to articulate your thoughts both verbally and in written work. Assessments will include professional practice-based competencies, written assignments, poster and individual presentations. Some of these assessment types may be familiar to you, assisting you in the transition to university and the requirements demanded. At level 4, assessments aim to give you confidence in your current knowledge whilst preparing you for more academic input at levels 5 and 6. You will be given ample opportunity within each semester to prepare informally for assessed assignment work, and you will be supported to learn using a range of peer group activities.

The knowledge and experience gained at level 4 will prepare you sufficiently for level 5. Having gained the basics of theory and practice, you will develop these skills further, creating your professional skills, working more explicitly within the group situation. You will gain experience in setting aims and plan how to teach towards success. This demands greater confidence and understanding of the role of the conductor. The theoretical and practical support you will receive from tutors and peers will enable you to develop your understanding of the theory-practice link and how to deliver that in practice. Academically the skills developed at level 4 will also be extended through level 5 in preparation for level 6. You will be supported to develop your reading, writing and analysis again linking theory with practice. Assessments at level 5 will reflect the need to undertake research at level 6. You will explore one area of practice and

search for literature, preparing a research proposal. This will prepare you for research at level 6, encouraging your active interest in research as a process, recognising its potential impact upon practice. Again assessments will cover a range of written and verbally presented work, all of which will be graded against specific academic criteria.

By level 6 you will be undertake a research study of your choice relating directly to practice or to a relevant wider issue. You will be given support to research and investigate this area, concluding in the generation of research article. The best in each cohort will be published in the annual student journal, providing an excellent start to your professional career, adding content to your CV.

Feedback on your work, your grade and markers' comments, will be provided twenty working days following submission. You will have your mark explained to you and there will be clear indication of what you need to do to improve marks in the future. The module leader or your personal tutor will also be available to you to support development of your academic writing, and at all levels there are opportunities to meet with BCU support staff, and engage with formative workshops and assessment, all of which are focused to developing your potential and supporting you in the achievement of your goals.

All information about your assignments, including the marking criteria, is made available to you at the start of the programme. Tutors refer back to this throughout teaching sessions and will create opportunities for you to learn from your peer group, presenting to them, or giving feedback to support their learning. All of these are important skills and relevant to your professional development. Whilst it is anticipated that work at level 4 will be more descriptive in nature, the input you receive and feedback on your work will focus your learning to develop your confidence in analysis and critical thinking, synthesising your ideas to become more meaningful and concrete.

Reasonable adjustments are made for students with disabilities as identified by Student Disability team. This may mean that individual students work to different time frames and may have additional support in teaching sessions and/or assessments.

Full attendance at university and in practice is expected and required. Since individual teaching sessions are based on active learning both within formal lectures and in the practice setting, it is not possible to catch up by just reading about the subject covered. Similarly, assignment advice and support is a continuous stream of information, exchanges and discussion, and is accumulated over the module from the first week to the last. There will be times when you will be studying independently or within study groups, self-chosen or directed. With this in mind a successful student will identify learning opportunities that go beyond the planned and delivered sessions. Adopting a professional approach to attendance, punctuality, communication, relationships and levels of engagement will ensure a more successful journey through the programme and, more importantly, provide you with the opportunities to develop your potential and achieve your professional and personal goals.

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15b Structure Diagram
Level 4

SEMESTER ONE	SEMESTER TWO
Core EDU4160: Introduction to The Central Nervous System and Motor Disorders (20 credits) EDU4164: Principles of Conductive Pedagogy (20 credits)	Core EDU4165: Developing Understanding of Conductive Facilitation as a Pedagogical Tool (20 credits) EDU4162: Conductive Education and Theories of Motor Learning (20 credits)
Core EDU4163: Applying Observation in Practice (20 credits) EDU4161: Practice Based Learning: Block 1 (20 credits)	

Level 5

Core EDU5162: Developing Insight into the Impact of Motor Disorders on Children (20 credits) EDU5163: Conductive Education within a Social Constructionist Paradigm (20 credits)	Core EDU5166: Developing Insight into the Impact of Motor Disorders on Adults (20 credits) EDU5167: Introduction to research methods (20 credits)
Core EDU5164: Analysis and Evaluation of Conductive Pedagogy (20 credits) EDU5165: Developing Professional Competence: Block 2 (20 credits)	

Level 6

Core EDU6275: Critical Evaluation of Pedagogical Skills (20 credits) EDU6276: Multi-Professional Approaches to Conductive Education (20 credits)	Core EDU6279: Application and Analysis of Conductive Education (20 credits) EDU6280: The Emerging Conductor: Work based skills (20 credits)
Core EDU6277: Application of Research Methods (20 credits) EDU6278: The Developing Conductive Pedagogue: Block 3 (20 credits)	

16	Overall Student Workload and Balance of Assessment
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Level 4
Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	32%= 384hrs
Directed Learning	23%= 276 hrs
Private Study	45%= 540 hrs
Total Hours	1200 hrs

Balance of Assessment

Assessment Mode	Percentage
Coursework	33% (2 modules)
Exam	
In-Person	66% (4 Modules including Professional Competencies for QCS)

Level 5
Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	32%=384 hrs
Directed Learning	25%=300 hrs
Private Study	43%=516 hrs
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	66% (4 modules)
Exam	
In-Person	33% (2 Modules including Professional Competencies for QCS)

Level 6
Workload
% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	22%=264 hrs
Directed Learning	35% =420 hrs
Private Study	43% =516 hrs
Total Hours	1200 hrs

Balance of Assessment

Assessment Mode	Percentage
Coursework	33% (2 Modules)
Exam	
In-Person	66% (2 Modules including Professional Competencies for QCS)