

January 8, 2020

EM105: EBTA Basic Level Course: The Rehabilitation of Cerebral Palsy and Similar Neurological Conditions - Bobath Concept



SARAH CAPELOVITCH

Pt, PhD, Neurodevelopmental Therapist, EBTA Senior Instructor (Israel)



TALI ASHKENAZI

Pt, EBTA Senior Instructor (Israel)

The Bobath Concept is a problem-solving rehabilitative approach, aimed at the evaluation and treatment of children with disorders of function, movement and postural control caused by damage to the central nervous system.

In particular, the current intervention is enriched by the contribution of new discoveries on motor control and learning, on neuromuscular plasticity and on biomechanics. The goal of treatment is to optimize the function. The typical / efficient and atypical motor behavior after injury is currently interpreted in the light of systemic, ecological and action-oriented models. The Bobath Concept is a manual approach where the facilitation of movement is the "complex therapeutic tool" to improve the child's interaction with the environment. Spasticocentric vision and inhibition of pathological movement patterns as a treatment target is currently outdated. The close relationship between postural control and selective motion for motor control is considered a key aspect of functional recovery. Repetition in variable contexts and with diversified strategies for solving problems is an equally fundamental element to induce a stable and generalizable change. To induce this change, mainly proprioceptive and kinesthetic tact channels are used. Feedback is fundamental to learning processes, but the Bobath Concept recognizes, of course, the importance of pro-active anticipation processes. Error and error reprocessing are recognized as important elements of the learning process.

The Bobath Concept also provides for a global involvement of all the reference figures that revolve around the patient (family, medical specialists, care givers, rehabilitation professionals) in this way the treatment takes on a multidisciplinary and continuous dimension in the day by not limiting itself exclusively to the treatment session. In fact, it extends to the multiple aspects of the patient's relationship life by taking care of the daily life activities (family, school and connected to all the other experiential fields of the child) so that the results obtained with the therapy can be transferred with profit in daily life and contribute to the full development of evolutionary potential.

Objectives of the course:

The aim of the course is to provide a solid theoretical and practical training for the clinical evaluation and treatment of the child affected by PCI in order to identify the priority and essential needs for development and growth. Through a sensorimotor approach and a suitable context / activity the operator will be able to guide the child in the development of the fundamental prerogatives for his growth path avoiding secondary damages that could aggravate the starting clinical picture.

Specific teaching:

Theoretical bases of the Bobath Concept, Neural organization of movement and perception, Motor control and motor learning, Neuro-evolutionary growth, The role of postural control in functional activities, Pathophysiology of PCI and related neurological conditions for the treatment, processing of PRI and patient management, Meeting points between Bobath Concept and ICF classification, Demonstration of clinical cases by teachers, Working groups for the evaluation and treatment of children with central damage, Practical laboratory for the acquisition of manual skills and basic techniques.

The teaching activity will be articulated in: magisterial lessons; series of reports on a preordained theme; presentation of clinical cases in plenary session; direct execution by all participants of practical and / or technical activities, treatment of clinical cases by the participants. The course is internationally recognized and enables access to advanced EBTA training courses.



15 Seats



€3,965.00



320 Hours



50 ECM

INTENDED FOR

Doctors,
Physiotherapists, TNPEE
(Italy), Occupational
Therapists, Speech
Therapists

PAYMENTS

Deposit €793.00 within 7
days from the
registration

Deposit €793.00 by date
November 19, 2019

Deposit €793.00 by date
January 8, 2020

Deposit €793.00 by date
October 1, 2020

Balance €793.00 by date
May 1, 2021

Total: €3,965.00

CALENDAR

23 - 27 June 2021 from 28
June to 02 July 2021 08 -
09 July 2021 ONLINE 06 -
08 September 2021 from
29 September to 03
October 2021

LANGUAGE

English with continuous
italian translation

The course is internationally recognized and enables access to advanced EBTA training courses.

SCHEDULE

EBTA course Basic level: Re-education of childhood cerebral palsies and related neurological conditions - Bobath concept

Program:

First Module

First day:

8.30-9.00 Registration of participants and presentation of course objectives

9.00-10.45 Lesson: The antigravity response and the budget

10.45-11.00 Coffee break

11.00-13.00 Guide to observation: analysis of the posture and movement of the child with normal neuromotor development.

13.00-14.00 Lunch

14.00- 16.30 Guide to the analysis of movement in work pairs

16.30-16.45 Coffee break

16.45-17.45 Summary and discussion of the main inverse problems in small groups and conclusion of the day

Second day:

8.30-10.45 Lesson: Neural organization of movement

10.45-11.00 Coffee break

11.00-13.00 Guide to observation: Analysis of some activities of daily life

13.00-14.00 Lunch

14.00 - 16.30 Guide to the analysis of functional movement in work pairs - observation of clinical examples live or through videos

16.30-16.45 Coffee break

16.45-17.45 Summary and discussion of the main problems that emerged in the work in small groups and the end of the day

Third day:

8.30-10.45 Lesson: Theories of learning and motor control

10.45-11.00 Coffee break

11.00-13.00 Guide to observation: Analysis of some activities of daily life

13.00-14.00 Lunch

14.00 - 16.30 Guide to the analysis of functional movement in work pairs - observation of clinical examples live or through videos

16.30-16.45 Coffee break

16.45-17.45 Summary and discussion of the main problems that emerged in the work in small groups and the end of the day

Fourth day:

8.30-10.45 Lesson: History and evolution of the Bobath Concept

10.45-11.00 Coffee break

11.00-13.00 Guide to observation: Analysis of some activities of daily life

13.00-14.00 Lunch

14.00 - 15.30 Lecture: Theoretical bases of the Bobath Concept today. Discussion

15.30-15.45 Coffee break

15.45-17.15 Guide to the analysis of functional movement in work pairs - observation of clinical examples live or through videos

17.15-17.45 Presentation of the work to be carried out between the first and second module. Discussion

Fifth day:

8.30-10.45 Lecture: The congruence between the clinical model of the Bobath Concept and the ICF

10.45-11.00 Coffee break

11.00-13.00 Lesson - Rehabilitation project management: from evaluation to prognosis

13.00-14.00 Lunch

14.00 - 16.00 Lesson: Evaluation tools in pediatric age

16.00-16.15 Coffee break

16.15-17.30 Discussion of a clinical case proposed by the teacher

17.30-17.45 Latest and deliveries and conclusion of the form

Program: Second ModuleFirst day:

8.30-10.45 Lesson - From fetal life to birth: the skills of the fetus

10.45-11.00 Coffee break

11.00-13.00 Guide to observation: videos and clinical experiences proposed by the teacher - Discussion

13.00-14.00 Lunch

14.00 - 16.30 Guide to analyzing the movement of the newborn and infant with supervision by the teacher

16.30-16.45 Coffee break

16.45-17.45 Discussion and theoretical study of the problems emerged in the works presented by the participants and conclusion of the day

Second day:

8.30-10.45 Lesson: The first trimester of life

10.45-11.00 Coffee break

11.00-13.00 Guide to observation: videos and clinical experiences proposed by the teacher - Discussion

13.00-14.00 Lunch

14.00 - 16.30 Guide to the analysis of the movement: observation of a newborn by the teacher in collective session

16.30-16.45 Coffee break

16.45-17.45 Summary of the topics discussed, discussion and conclusion of the day

Third day:

8.30-10.45 Lesson: The second quarter of life

10.45-11.00 Coffee break

11.00-13.00 Observation of a newborn by the teacher in collective session

13.00-14.00 Lunch

14.00 - 16.30 Presentation and compilation of an evaluation sheet proposed by the teacher

16.00 - 16.15 Coffee break

16.15-17.45 Work in small groups - therapeutic settings for specific problems proposed by the teacher

Fourth day:

8.30-10.45 Lesson: The third trimester of life

10.45-11.00 Coffee break

11.00-13.00 Observation of an infant by the teacher in collective session - Discussion

13.00-14.00 Lunch

14.00 - 15.30 Laboratory: Neonatal handling

15.30-15.45 Coffee break

15.45-17.15 Therapeutic settings and specific facilities for the newborn and infant

17.15-17.45 Presentation of the work to be carried out between the second and third module.

Fifth day:

8.30-10.45 Lesson: The fourth quarter of life

10.45-11.00 Coffee break

11.00-12.00 Lesson: From 12 to 18 months of life

12.00-13.00 Lesson: From 18 to 36 months of life

13.00-14.00 Lunch

14.00 - 16.00 Demonstration of a clinical case by the teacher in collective session

16.00-16.15 Coffee break

16.15-17.30 Summary of clinical reasoning, discussion, ECM test and conclusion of the module

Program: Third Module

First day:

8.30-10.45 Lesson: Postural control and feedback and feedforward: specific considerations for the developmental age

10.45-11.00 Coffee break

11.00-12.00 Lesson: Facilitation in neuromotor treatment

12.00-13.00 Laboratory: Examples of clinical facilitation

13.00-14.00 Lunch

14.00 - 16.00 Lesson: postural control and muscle tone

16.00-16.15 Coffee break

16.15 -17.45 Workshop: Problem solving related to the subject matter

Second day:

8.30-10.45 Lesson: Definition of PCI

10.45-11.00 Coffee break

11.00-13.00 Lesson: Classification of PCI - Etiology - Epidemiology

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical

reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Third day:

8.30-11.00 Observation guide: spontaneous and interactive behavior of the oldest child

11.00-11.15 Coffee break

11.15-13.00 Evaluation form for the clinical case treated by the participants (work pairs) with supervision of the teacher

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fourth day:

8.30-10.45 Lesson: The child with spastic tetraparesis and features of the motor picture

10.45-11.00 Coffee break

11.00-13.00 Lesson: Evolution of the motor picture in children with spastic tetraparesis and essential elements to be considered in the treatment

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fifth day:

8.30-10.45 Lesson: The child, the family, the therapist in the rehabilitation project

10.45-11.00 Coffee break

11.00-13.00 Presentation of a clinical case (video) by the teacher and discussion of the problems. Training in clinical reasoning

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.15 Evaluation and treatment of clinical cases by participants in work pairs with supervision of the teacher

17.15-17.30 Discussion in work pairs

17.30-17.45 Latest deliveries and completion of the form

Program: Fourth ModuleFirst day:

8.30-10.45 Lesson - The child with diplegia: characteristics of the motor picture

10.45-11.00 Coffee break

11.00-13.00 Lesson: Natural evolution of the motor picture and essential elements to be considered in the treatment

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Second day:

8.30-10.45 Lesson - The child with hemiparesis: characteristics of the motor picture

10.45-11.00 Coffee break

11.00-13.00 Lesson: Natural evolution of the motor picture and essential elements to be considered in the treatment

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Third day:

8.30-10.45 Lesson - The "floppy" child: characteristics of the motor picture

10.45-11.00 Coffee break

11.00-13.00 Natural evolution of the motor picture and essential elements to be considered in the treatment

13.00-14.00 Lunch

14.00 - 16.30 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fourth day:

8.30-10.45 Lesson: Physiology of swallowing - The child with swallowing problems

10.45-11.00 Coffee break

11.00-13.00 Evaluation form for the clinical case treated by the participants (work pairs) with supervision of the teacher

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fifth day:

8.30-10.45 Lesson: The correct positioning for the feeding of the pathological child

10.45-11.00 Coffee break

11.00-13.00 Laboratory: Nutrition techniques

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.15 Evaluation and treatment of clinical cases by participants in work pairs with supervision of the teacher

17.15-17.30 Discussion in work pairs

17.30-17.45 Latest deliveries and completion of the form

Program: Fifth Module

First day:

8.30-10.45 Lesson - The child with atetosis: characteristics of the motor picture

10.45-11.00 Coffee break

11.00-13.00 Lesson: Natural evolution of the motor picture and essential elements to be considered in the treatment

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Second day:

8.30-10.45 Lesson - The child with ataxia: characteristics of the motor picture

10.45-11.00 Coffee break

11.00-13.00 Lesson: Natural evolution of the motor picture and essential elements to be considered in the treatment

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Third day:

8.30-10.45 Lesson - The manipulative and praxic functions in neuromotor development

10.45-11.00 Coffee break

11.00-13.00 Lesson - The development of the upper limbs in children from 0 to 3 years

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fourth day:

8.30-10.45 Lesson: The manipulative and praxic functions in the child with PCI

10.45-11.00 Coffee break

11.00-13.00 Lesson: Therapeutic indications and aids for manipulative functions in the child with PCI

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fifth day:

8.30-10.45 Lesson: Functional assessment card for upper limbs

10.45-11.00 Coffee break

11.00-13.00 Lesson: Clinical examples (video) of rehabilitation projects for the upper limbs in the different forms of PCI

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.15 Evaluation and treatment of clinical cases by participants in work pairs with supervision of the teacher

17.15-17.30 Discussion in work pairs

17.30-17.45 Latest deliveries and completion of the form

Program: Sixth Module

First day:

8.30-10.45 Lesson - The preterm infant

10.45-11.00 Coffee break

11.00-12.00 Guide to observation / evaluation of neuromotor problems of the preterm child

12.00-13.00 Evaluation sheet of the clinical case treated by the participants

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Second day:

8.30-10.45 Lesson - The family of the preterm infant

10.45-11.00 Coffee break

11.00-12.00 Lesson: The interactive process between the family of the disabled child and the rehabilitator

12.00-13.00 Evaluation sheet of the clinical case treated by the participants

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Third day:

8.30-10.45 Lesson - Visual impairment of central origin in PCI

10.45-11.00 Coffee break

11.00-13.00 Lesson: Evaluation of visual impairment in different forms of PCI

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fourth day:

8.30-10.45 Lesson: New orientations of orthopedic surgery in PCI

10.45-11.00 Coffee break

11.00-13.00 Lesson: Treatment of spasticity in the pre-surgical era

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fifth day:

8.30-10.45 Lesson: Pre and post-surgical orthoses in PCI

10.45-11.00 Coffee break

11.00-13.00 Laboratory: Advantages and disadvantages of the main aids / orthoses used in the treatment of PCI in pre and post-surgical age

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.15 Evaluation and treatment of clinical cases by participants in work pairs with supervision of the teacher 1

17.15-17.30 Discussion in work pairs

17.30-17.45 Latest deliveries and completion of the form

Program: Seventh Module

First day:

8.30-10.45 Analysis and discussion of the papers prepared by the course participants

10.45-11.00 Coffee break

11.00-13.00 Laboratory: implementation of treatment techniques related to the elaborate / clinical case presented in the morning.

13.00-14.00 Lunch

14.00 - 15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Second day:

8.30-10.45 Analysis and discussion of the papers prepared by the course participants

10.45-11.00 Coffee break

11.00-13.00 Laboratory: implementation of treatment techniques related to the elaborate / clinical case presented in the morning.

13.00-14.00 Lunch

14.00-15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Third day:

8.30-10.45 Analysis and discussion of the papers prepared by the course participants

10.45-11.00 Coffee break

11.00-13.00 Laboratory: implementation of treatment techniques related to the elaborate / clinical case presented in the morning.

13.00-14.00 Lunch

14.00-15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fourth day:

8.30-10.45 Analysis and discussion of the papers prepared by the course participants

10.45-11.00 Coffee break

11.00-13.00 Laboratory: implementation of treatment techniques related to the elaborate / clinical case presented in the morning.

13.00-14.00 Lunch

14.00-15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fifth day:

8.30-10.45 Analysis and discussion of the papers prepared by the course participants

10.45-11.00 Coffee break

11.00-13.00 Laboratory: implementation of treatment techniques related to the elaborate / clinical case presented in the morning.

13.00-14.00 Lunch

14.00-15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Latest deliveries and completion of the form

Program: Eighth Module

First day:

8.30-10.45 Analysis and discussion of the papers prepared by the course participants

10.45-11.00 Coffee break

11.00-13.00 Laboratory: implementation of treatment techniques related to the elaborate / clinical case presented in the morning.

13.00-14.00 Lunch

14.00-15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Second day:

8.30-10.45 Analysis and discussion of the papers prepared by the course participants

10.45-11.00 Coffee break

11.00-13.00 Laboratory: implementation of treatment techniques related to the elaborate / clinical case presented in the morning.

13.00-14.00 Lunch

14.00-15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Third day:

8.30-10.45 Analysis and discussion of the papers prepared by the course participants

10.45-11.00 Coffee break

11.00-13.00 Laboratory: implementation of treatment techniques related to the elaborate / clinical case presented in the morning.

13.00-14.00 Lunch

14.00-15.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fourth day:

8.30-10.45 Analysis and discussion of the papers prepared by the course participants

10.45-11.00 Coffee break

11.00-13.00 Laboratory: implementation of treatment techniques related to the elaborate / clinical case presented in the morning.

13.00-14.00 Lunch 2.00- 3.45 pm Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

15.45-16.00 Coffee break

16.00-17.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

17.30-17.45 Discussion in work pairs and end of the day

Fifth day:

8.30-10.45 Analysis and discussion of the papers prepared by the course participants

10.45-11.00 Coffee break

11.00-12.00 Laboratory: implementation of treatment techniques related to the elaborate / clinical case presented in the morning.

12.00-13.00 Lunch

13.00-14.45 Treatment of a clinical case by the teacher in collective session and discussion of clinical reasoning

14.45-15.00 Coffee break

15.00-16.30 Evaluation and treatment of clinical cases by participants in work pairs with teacher supervision

16.30-17.00 ECM test, delivery of certificates and completion of the course.