IBITA AGM 2025

This document has been developed to allow 'online' interaction between members prior to the AGM
If you wish to submit a question or comment on the motions, you can write in the sections below and other members can read the document. This may clarify your understanding or raise further questions.

The document will be reviewed regularly by the EC, and we will pass on your questions to the committee who submitted the motion if they have not replied directly on the document.

This document will be open for you to add your comments / questions until the 16th of August 2025

If you have any comments or questions about the reports in the Agenda, please email them directly to the IBITA Secretary – victorurquizo@ibita.org

9 Amendments to the Byelaws.

9.1. Motion to amend Byelaws, Article VII, Organs, Section I, General Meeting

Proposed by the Executive Committee
THAT

Section 1 General meeting, 2. Conduct 2.1 will now read as

2.1. At least one general meeting will be held annually. Place, date and time of the next meeting are to be finalized at the close of each annual general meeting (AGM). Within each three-year period AGM's will be conducted in at least 2 continents.

Motivation
Due to discussions in the previous AGM about the appropriate wording of the proposed motion, a more acceptable wording is proposed.

	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		

9.2. Motion to amend Byelaws, Article VI, Section II Duties of members

Proposed by the Executive Committee
THAT

Section II Duties of members, point 6 now will read as:
"All full members have the duty to attend an Annual General meeting at least once every four years, including: Basic Course Instructors, Advanced Course Instructors, Senior Instructors, Honorary Life Members, and Retired Members. All instructors must attend at least one AGM on a continent, other than the continent where they reside, once every six years."

Motivation

This proposal converts the existing rule into a more acceptable wording

Ask a question	Name and country	Date
1. Would it be an idea to exempt honorary life members and retired members from this regulation?	Sigrid Tscharntke, Germany	30.07.2025
2. Thank you for bringing this up, Sigrid. I'd like other members to join in this discussion. Personally I agree with the motion on the agenda because I feel strongly that I want to keep up with changes and new ideas. Having attended the meeting in Sweden, I realised what I have missed in the years in which I only joined online. The interaction with other members is immensely valuable. I feel that I need this input to justify the choices which I may take in voting. I am sure that an exemption would be allowed if age, disability, etc. prevent a member from attending.	Sheena Irwin-Carruthers South Africa.	15.08.2025

3.		
RESPONSE from author		
1. Retired members can ask an exemption and/or follow hybrid AGM	EC	4 Aug
2. Thank you for your comments, Sheena.	Marc Michielsen	
3.		
Comments		
For some retired members, it may not be possible to attend an AGM outside their continent due to cost. They no longer have the opportunity to earn money through IBITA recognised courses and retirement benefits are generally lower than a normal income. Has any thought been given to allowing these colleagues to apply for an exemption?	Doris Kutscher-Meurer GErmany	30.07.2025
Yes. I agree, but they should still be required to attend a hybrid AGM once every 4 years.	Sheens Irwin-Carruthers	15.08.1925

9.3. Motion to amend Byelaws, Article VII, Organs

Proposed by the Executive Committee
THAT

Section XII, Social Media Committee will be added.

Section XII Social Media Committee
1. Purpose

1.1 Th**e Social Media Committee exists to support and promote the mission, values, and activities of IBITA through the strategic use of social media platforms. Our goal is to strengthen communication, foster engagement, and increase visibility within the global neurorehabilitation community, with a particular focus on the Bobath Concept.**
1.2 To share clear and accessible information about the **Bobath Concept** and **IBITA's activities** to engage both the public and neurorehabilitation professionals. Our content highlights **evidence-based practices**, **clinical applications**, and **instructional insights** to support learning and promote best practices in the field.
1.3 To broaden IBITA's international reach by showcasing the diversity of **instructors**, **courses**, and **research**. Our efforts promote active engagement and collaboration among **members**, **clinicians**, **students**, and **partner organizations** worldwide.
1.4 To support communication across the network. Share updates from IBITA, such as courses, conferences, publications and internal initiatives
1.5 To establish and maintain a consistent and professional online presence. Cultivate and uphold IBITA's identity across various social media platforms. Guarantee uniform branding, tone, and quality in all published content.

1.6 To highlight member contributions and achievements. Promote the work of instructors, researchers, and clinical projects from within the IBITA community. Acknowledge significant milestones, events, and collaborative efforts
1.7 To foster connections between **IBITA members**, **professional bodies**, and the broader **healthcare community**. Through social media, we promote **discussion**, **knowledge-sharing**, and opportunities for **collaboration** across the neurorehabilitation field.
1.8 Track engagement and improve strategy. Check analytics to assess social media activity. Adjust strategies based on feedback and data.

2. Composition

2.1. The members of the Social Media Committee will be elected at the Annual General Meeting. Additional members may be co-opted if deemed necessary.
2.2. The Social Media Committee will consist of 5 members with voting rights.
2.3. The term of office will be four years.
2.4. A member of this committee may be re-elected, but may serve no more than three consecutive terms of office.

3. Conduct

3.1. The committee will meet as required.
3.2. The committee will submit a report to the Executive Committee mid-year meeting and atthe Annual General Meeting.
3.3. The committee will submit a projected budget annually, as well as a statement of actual expenses incurred each year.

Motivation:

During the AGM in Verona, it was recognized that IBITA currently lacks adequate visibility on social media. To address this gap, we propose the establishment of a Social Media Committee. This committee will strengthen IBITA's global presence by promoting its educational mission, disseminating evidence-based practices, and encouraging international collaboration through the strategic and consistent use of digital platforms.
A social media task force has already begun preliminary discussions and planning to improve our online presence and will continue to guide these efforts throughout the coming year.

Ask a question	Name and country	Date
1. Good idea! will the first members already be elected at the agm in Tokyo? Is there a call for possible members if this motion is adopted?	Maarten, Belgium	30/07/2025
2. Why is the maximum of terms in this committee 3 times and not 2 times as in other committees?	Maarten, Belgium	30/07/2025
3. I really disagree with the name proposed for the committee! Can we not find something more professional? Many people are not open to accepting material on "social media".	Sheena I-C.	15.08.2025
RESPONSE from author		
1. The working group will continue to work in 2025-2026. Election of the formal committee will be at the AGM 2026	EC	4 Aug 2025
2. Members require technical skills which might not be commonly available amongst IBITA members	EC	4 Aug 2025
3. Thank you Sheena, We will discuss this at the AGM	Marc Michielsen	

Comments		
Good idea and very important!	Sigrid Tscharntke, Germany	30.07.2025
Branding, strategies to increase engagement and visibility, as well as a calendar of content need to be an important discussion in this group. Great initiative!	Camila Torriani-Pasin	09.08.2025
I agree with the need for action, but think more discussion is needed, especially the selection of reputable social media outlets.	Sheena I-C	15.08.2025

9.4. Motion to amend Byelaws, Article VII, Organs, Section X, Instructor Training Committee, item 3.2. Composition, include the additional text (in blue font)

Proposed by the ITC
THAT

3.2. The Instructor Training Committee members will include ~~two~~ three Advanced Course Instructors actively teaching advanced courses. At least one advanced course instructor will have a minimum of five Advanced Courses. Basic Course Instructors will have taught a minimum of 5 Basic Courses. Only one member of the Committee can have this minimum of 5 Basic Courses

Motivation:

Teaching a Module, ACIC, and BCIC demands the highest level of skill and knowledge compared to any other teaching. It is far more demanding than an Advanced Course. The level of instruction on an ITC Module dictates the future level of Instructors of the Bobath Concept around the globe.
The motivation of this motion is to enable the BCIC Modules to be led by an Advanced Course instructor and the ACIC Modules to be taught by Advanced Course instructors. In order for this to be viable, we require a minimum of three Advanced Course Instructors on the ITC. We value the role of Basic Course Instructors on the ITC, but they do not have the skill set to lead a Module or to teach an Advanced Module.
We appreciate the concern that this motion may limit applications for vacancies on ITC, as there are fewer Advanced Course instructors in IBITA. Based upon the number of nominations for the vacancy this year and our strong belief this motion is essential to continue providing high level instruction we feel confident a minimum of three Advanced Course Instructors will put themselves forward for nomination for ITC

Ask a question	**Name and country**	**Date**
1.		
2.		
3.		

RESPONSE from author		
1.		
2.		
3.		
Comments		

10. Amendments to the Rules and Regulations.

10.1. Motion to amend 2. Rules and regulations: Courses, Art I Course definitions

Proposed by the Executive Committee
THAT

Point 3 will be read as:
All IBITA-recognized courses must be advertised on the IBITA website and clearly indicated as such on all relevant documents, including certificates and evaluations. This requirement is in addition to the listing of IBITA-recognized instructors.

Motivation

As an organization, we are committed to enhancing the market positioning of our brand (IBITA) and its products (courses). Alongside our presence on social media platforms, it is imperative that the courses are advertised consistently and uniformly. This approach reinforces the global teaching and application of the Bobath-concept in treating patients with acquired brain injuries.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		

1.		
2.		
3.		
Comments		
That is a very good idea.	Sigrid Tscharntke, Germany	30.07.2025

10.2. Motion to amend 2. Rules and regulations : Courses, Article III Basic Course

Proposed by the Executive Committee
THAT

Point 3. Certificate will be read as:

All participants who successfully complete the basic course on "The Assessment and Treatment of Adults with Neurological Conditions - The Bobath Concept" will receive the official IBITA certificate (template).

Motivation:

As an organization, we are committed to enhancing the market positioning of our brand (IBITA) and its products (courses). Issuing an official standardized certificate ensures that all certified practitioners are trained to consistent international standards in the application of the Bobath Concept for individuals with neurological conditions. This certification validates a recognized level of competence, offering reassurance to patients, employers, and peers. It often serves as a gateway to further training, teaching opportunities, or specialization within the field of neurological rehabilitation. Certified professionals also contribute to the ongoing research, development, and dissemination of the Bobath Concept. Most importantly, standardized certification helps ensure that only properly trained professionals apply the concept in clinical practice, promoting more consistent and effective outcomes for patients.

Ask a question	Name and country	Date
1. I agree, but, please, can the official template look more contemporary and stylish?	Maarten, Belgium	30/07/2025

2. I agree but would it make sense to number the certificates so in case someone loses his/ her she can receive a duplicate????	Doris Germany	30.07.2026
3.Strengthening the IBITA trademark is always a good idea. We all use a uniform IBITA stamp on all certificates. Who should be responsible for managing the certificates? I want to point out the upcoming work involved in this management! This should be carefully considered.	Sigrid Tscharntke, Germany	30.07.2025
RESPONSE from author		
1. We will work on it. The main goal is to discuss the content.	EC	4 Aug 2025
2. The EC is providing a standardised template. It remains the organisers responsibility to issue the certificate. Therefore eventual numbering of the certificate is the responsibility of the Organiser/Instructor	EC	4 Aug 2025
3. See 2		
4. Thank you for your comment, Sheena	Marc Michielsen	
Comments		
I agree that the official IBITA certificates should be standardised and look forward to proposals from the EC. The numbering process must be well controlled to be useful. If it is just a number, it needs to be organised globally. Otherwise it would need identification of other information. Good luck to whoever takes this on!	Sheena I-C	15.08.2025

10.3. Motion to amend 2. Rules and regulations : Courses, Article IV Advanced Course

Proposed by the Executive Committee
THAT

Point 3. Certificate will be read as:

Physiotherapists and Occupational Therapists who attend and complete the advanced course will receive the official IBITA certificate (template).

Motivation:

As an organization, we are committed to enhancing the market positioning of our brand (IBITA) and its products (courses). Issuing an official standardized certificate ensures that all certified practitioners are trained to consistent international standards in the application of the Bobath Concept for individuals with neurological conditions. This certification validates a recognized level of competence, offering reassurance to patients, employers, and peers. It often serves as a gateway to further training, teaching opportunities, or specialization within the field of neurological rehabilitation. Certified professionals also contribute to the ongoing research, development, and dissemination of the Bobath Concept. Most importantly, standardized certification helps ensure that only properly trained professionals apply the concept in clinical practice, promoting more consistent and effective outcomes for patients.

Ask a question	Name and country	Date
1. Same remark as 10.2	Maarten, Belgium	30/07/2025
2. see remark above!	Doris	30.07.2026
3. Same comments as 10.2	Sheena I-C	15.08.2025
RESPONSE from author		
1. Same answer		
2. Same Answer		
3.		
Comments		

11. Amendments to the Procedural Manual.

11.1. Motion to amend Procman 1.8 Financial procedures and duties of the treasurer., Point 2 expenditure, dot 5

Proposed by the EC
THAT

Dot 5 will be read as follows:
Full reimbursement of expenses incurred during the AGM for travelling, accommodation and meals will be made to one member (preferably the Chairperson) of each of the following Committees: Education Committee, the Instructor Training Committee, the Qualification Committee and the Research Committee to attend the AGM each year. 1.8.1.4 Expense form will be adapted accordingly.

Motivation

Over the past decade, the aforementioned committees have seen a significant increase in their importance. Consequently, it is essential that at least one member from each committee attends the Annual General Meeting (AGM) in person to ensure that any matters pertaining to their respective committee are addressed efficiently.

Ask a question	Name and country	Date
1. Would it be clearer if it read "…. to one member from each of the following committees: ……..preferably the chairperson…" ?	Sheena I-C S. Africa.	
2.		
3.		
RESPONSE from author		
1. This can be discussed at the AGM	Marc Michielsen	
2.		
3.		
Comments		

11.2 Motion to amend Procman 1.8 Financial procedures and duties of the treasurer., Point 2 expenditure, dot 6

Proposed by the EC
THAT

Dot 6 will be read as follows:
Members of the Education Committee and Instructor Training Committee will receive full reimbursement annually for expenses related to travel, accommodation, and meals incurred during the midyear meetings of their respective committees.

Motivation

For the past decade, the ITC has held in-person MYM to discuss and develop module content, with annual EC approval. These meetings are crucial for enhancing the modules and maintaining a consistent approach within the ITC group. Therefore, the annual MYM must be included in the procedural manual.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		
good that this will be formalised! Thank you ITC for the valuable work.	Maarten Bossuyt, Belgium	30/07/2025

11.3. Motion to amend ProcMan 3.1.3 Basic Course Core Curriculum – practical content: General remarks

Proposed by the Education Committee
THAT

Theoretical learning objectives are changed per addendum to Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: General remarks

Motivation

The learning objectives are intended to provide a frame of reference for IBITA Instructors to develop their individual practical sessions. They support consistent content and structure, providing guidance rather than dictating content. Thanks to the input of many instructors, we were able to highlight what is important to address in the different practical components. The practical learning objectives are not necessarily separate practical sessions but can be addressed during the course in several ways. It is acknowledged that the depth of content covered shall vary depending upon the prior knowledge of the course participants.
The Education committee has developed learning objectives for several practical parts of the basic course core curriculum as a starting point for discussion and reflection on the content that we are teaching in the Basic Course. We propose to structure it into several aspects of movement control. In the practical learning objectives, some aspects are applicable to all practical sessions and will always be considered. This is why we propose to introduce a new section of general remarks for the practical sessions.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		

11.4. Motion to amend ProcMan 3.1.3 Basic Course Core Curriculum – practical content: Analysis of functional tasks.

Proposed by the Education Committee
THAT

Practical learning objectives are changed per addendum to Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: Analysis of functional tasks.

Motivation

The learning objectives are intended to provide a frame of reference for IBITA Instructors to develop their individual practical sessions. They support consistent content and structure, providing guidance rather than dictating content. Thanks to the input of many instructors, we were able to highlight what is important to address in the different practical components. The practical learning objectives are not necessarily separate practical sessions but can be addressed during the course in several ways. It is acknowledged that the depth of content covered shall vary depending upon the prior knowledge of the course participants.
The Education committee has developed learning objectives for several practical parts of the basic course core curriculum as a starting point for discussion and reflection on the content that we are teaching in the Basic Course.

Ask a question	Name and country	Date
1. HOW should the course participants demonstrate that they "understand"? How will their "understanding" be evaluated by the examiners? Sorry - I know that I've brought this up before, but it has never been answered 🥺	Sheena I-C South Africa	15.08.2025
2.		
3.		
RESPONSE from author		
1. We base our terminology on the blooms taxonomy. Therefore we choose to describe the learning objectives as precisely as possible. The testing is open to the instructor to determine if the participants meet the criteria.	Marc Michielsen	
2.		
3.		

Comments		

11.5. Motion to amend ProcMan 3.1.3 Basic Course Core Curriculum – practical content

Proposed by the Education Committee
THAT

Practical learning objectives are changed as follows – practical content: Acquisition of single leg stance and activation of lower limb and foot with respect to stepping, locomotion, stairs, dressing etc. to five separate items:
Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: Acquisition of single leg stance
Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: Activation of lower limb and foot with respect to stepping, locomotion, stairs, dressing etc.
Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: Locomotion: Analysis of Locomotion
Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: Specific Components of the assessment and treatment of locomotion: Creation of the first step
Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: Specific Components of the assessment and treatment of locomotion: Facilitation of locomotion (could include walking, running, stairs, ...)

Motivation

The learning objectives are intended to provide a frame of reference for IBITA Instructors to develop their individual practical sessions. They are to support consistent content and structure, providing guidance rather than dictating content. Thanks to the input of many instructors, we were able to highlight what is important to address in the different practical components. The practical learning objectives are not necessarily separate practical sessions but can be addressed during the course in several ways. It is acknowledged that the depth of content covered shall vary depending upon the priorknowledge of the course participants. The structure of this component is not sufficient any more to cover the broad spectrum of practical components in relation to the analysis and treatment of locomotion.

Ask a question	Name and country	Date
1.		
2.		

3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		

11.6. Motion to amend ProcMan 3.1.3 Basic Course Core Curriculum – practical content: activation of lower limb and foot with respect to stepping, locomotion, stairs, dressing, etc

Proposed by the Education Committee
THAT

Practical learning objectives are changed per addendum to Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: activation of lower limb and foot with respect to stepping, locomotion, stairs, dressing, etc

Motivation

The learning objectives are intended to provide a frame of reference for IBITA Instructors to develop their individual practical sessions. They support consistent content and structure, providing guidance rather than dictating content. Thanks to the input of many instructors, we were able to highlight what is important to address in the different practical components. The practical learning objectives are not necessarily separate practical sessions but can be addressed during the course in several ways. It is acknowledged that the depth of content covered shall vary depending upon the prior knowledge of the course participants.
The Education committee has developed learning objectives for several practical parts of the basic course core curriculum as a starting point for discussion and reflection on the content that we are teaching in the Basic Course.

Ask a question	Name and country	Date

1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		

11.7. Motion to amend ProcMan 3.1.3 Basic Course Core Curriculum – practical content: Analysis of Locomotion

Proposed by the Education Committee
THAT

Practical learning objectives are added per addendum to Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: Locomotion: Analysis of Locomotion

Motivation

The learning objectives are intended to provide a frame of reference for IBITA Instructors to develop their individual practical sessions. They are to support consistent content and structure, providing guidance rather than dictating content. Thanks to the input of many instructors, we were able to highlight what is important to address in the different practical components. The practical learning objectives are not necessarily separate practical sessions but can be addressed during the course in several ways. It is acknowledged that the depth of content covered shall vary depending upon the prior knowledge of the course participants.
The Education committee has developed learning objectives for several practical parts of the basic course core curriculum as a starting point for discussion and reflection on the content that we are teaching in the Basic Course.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		

11.8. Motion to amend ProcMan 3.1.3 Basic Course Core Curriculum – practical content: Specific components of the assessment and treatment of locomotion: creation of the first step.

Proposed by the Education Committee
THAT

Practical learning objectives are added per addendum to Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: Specific components of the assessment and treatment of locomotion: creation of the first step.

Motivation

The learning objectives are intended to provide a frame of reference for IBITA Instructors to develop their individual practical sessions. They are to support consistent content and structure, providing guidance rather than dictating content. Thanks to the input of many instructors, we were able to highlight what is important to address in the different practical components. The practical learning objectives are not necessarily separate practical sessions but can be addressed during the course in several ways. It is acknowledged that the depth of content covered shall vary depending upon the prior knowledge of the course participants.

The Education committee has developed learning objectives for several practical parts of the basic course core curriculum as a starting point for discussion and reflection on the content that we are teaching in the Basic Course.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		

11.9. Motion to amend ProcMan 3.1.3 Basic Course Core Curriculum – practical content: Specific components of the assessment and treatment of locomotion: Facilitation of locomotion (could include walking, running, stairs, ...)

Proposed by the Education Committee
THAT

Practical learning objectives are added per addendum to Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: Specific components of the assessment and treatment of locomotion: Facilitation of locomotion (could include walking, running, stairs,...)

Motivation

The learning objectives are intended to provide a frame of reference for IBITA Instructors to develop their individual practical sessions. They are to support consistent content and structure, providing guidance rather than dictating content. Thanks to the input of many

instructors, we were able to highlight what is important to address in the different practical components. The practical learning objectives are not necessarily separate practical sessions but can be addressed during the course in several ways. It is acknowledged that the depth of content covered shall vary depending upon the prior knowledge of the course participants. The Education committee has developed learning objectives for several practical parts of the basic course core curriculum as a starting point for discussion and reflection on the content that we are teaching in the Basic Course.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		

11.10. Motion to amend ProcMan 3.1.3 Basic Course Core Curriculum – practical content: Optimising activity in lying.

Proposed by the Education Committee
THAT

Practical learning objectives are added per addendum to Procedural Manual 3.1.3 Basic Course Core Curriculum – practical content: Optimising activity in Lying

Motivation

The learning objectives are intended to provide a frame of reference for IBITA Instructors to develop their individual practical sessions. They are to support consistent content and

structure, providing guidance rather than dictating content. Thanks to the input of many instructors, we were able to highlight what is important to address in the different practical components. The practical learning objectives are not necessarily separate practical sessions but can be addressed during the course in several ways. It is acknowledged that the depth of content covered shall vary depending upon the prior knowledge of the course participants. The Education committee has developed learning objectives for several practical parts of the basic course core curriculum as a starting point for discussion and reflection on the content that we are teaching in the Basic Course.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		

11.11 Motion to amend Procman Part 4. Instructor training and development

Proposed by EC and ITC
THAT

4.6.3.2. Advanced course instructor candidate (ACIC) Training Modules will be changed to Advanced Training Modules.

Motivation:

It is important to note that IBITA members should be aware that the ACIC module can be

taken by Advanced Course instructors and by Basic Course Instructors who have instructed 5 Basic Courses. The name is changed to Advanced Training Module to emphasize that this module is open for full members. An ACIC is still required to complete this module before qualifying.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		

11.12. Motion to amend Proc Man 4.1.3 - MEI Desirable Requirements

Proposed by the Qualification Committee
THAT

Successful new MEI's are strongly recommended to attend a BCIC/ACIC module within 2 years of being registered as an MEI, if they have not yet completed a BCIC or ACIC Training Module.
New text to be added in blue to section 4.1.3.1 of the Procedural Manual:
-
-
-
4.1.3.1 Evidence to be submitted to the Qualification Committee by the "more experienced" instructor
The Instructor should provide evidence of all the Essential requirements and two of the three Desirable requirements.

● Essential requirements
- Full member of IBITA for a minimum of five years
- Taught a minimum of five Basic Bobath Courses since qualification
- Experience in evaluating Instructor Candidates on Basic Courses in the previous 5 years.
- Experience of mentoring Instructor Candidates
● Desirable requirements
Can provide evidence of positive feedback from a BCIC on completion of their assistantships
Can provide detailed evaluation / documentation of the BCIC, written in English.
Should have completed a BCIC or ACIC Training Module or commit to attendance at a BCIC or ACIC Training Module within 2 years of being registered as an MEI

Motivation:

It is imperative that IBITA members involved in mentoring Instructor Candidates (IC), particularly towards the end stages of the Qualification Process, have an awareness and understanding of the clinical standard and necessary components that the Instructor Training Committee regard as essential for IC development, and hence are taught in the ITC modules. This will enable MEI's to be able to specifically assist in the ongoing development of the IC and comprehensively evaluate the IC's readiness for qualification.

Ask a question	Name and country	Date
1. Is there a reason why you don't say "is required" to attend a training module instead of "should have" or will "commit to" attendance if you find the attendance to be important for the MEI?	Louise Rutz-LaPitz	7-23-2025
2. I want to support Louise as this is really essential for the Trainees	Doris Germany	30.07.25
3. I also support Louise's comments. It is essential to attend the modules. 4. I also agree.	Camila Torriani-Pasin Sheena I-C	19.08.2025 15.08.2025
RESPONSE from author		
1. Dear Doris and Louise, thank you for your comments. The Qual Com agrees entirely about the importance of MEI's attending the ITC modules in order to ensure they are offering both comprehensive support and evaluation for their IC's. It is a difficult requirement however for there to be a mandated timeframe for which this should occur, given the travel and financial implications of attendance. We feel that strong recommendation was the most appropriate terminology for the current time, knowing that in the future this aspect will no longer be an issue, because all new MEI's will have attended both BCIC modules as		

part of their training process.		
2.		
3.		
Comments		
it should not only be required for the MEI even for the Panel members!!!	Doris Germany	30.07.25
Agree with Dori's comments.	Camila Torriani-Pasin	09.08.2025

11.13. Motion to Amend Proc Man 4.1.4 of Portfolio of evidence (POE)

Proposed by the Qualification Committee
THAT

i) The relevant text should be amended to remove the requirement for theoretical lesson plan:
TWO Theoretical packages from the last assistantship
Each package must include
a. Lesson Plan
b. Handout of theoretical session (ACIC should be extended core curriculum)
c. Video of theoretical session (15 to 20 minutes)
d. IC reflection –Theoretical Session Self-Reflection Form
ii) Text should be added to inform BCIC's that they must submit AGM certificate of attendance as part of their POE in addition to the certificates of attendance form the ITC modules
iii) Text should be added to inform ACIC's that the MEI review of contents form is not required.
iv) the relevant text should be amended to correct an error regarding the word count of the Annotated Bibliography (Pg 58b)
The motion will require amending the documents below related to POE content that are utilised by IC's, MEI's and QPanel members. These documents also require renumbering to align with the new BCIC Evaluation Form and Rubric documents
- 4.1.2.2 Template for Organization of POE_BCIC & ACIC.docx (Link)
- 4.1.2 MEI Review of POE Contents Form.docx (Link)
- 4.1.2.3 POE Components to be Evaluated by Panel Members_BCIC & ACIC.docx (Link)
- 4.1.2.1 Portfolio content for Instructor Candidates at all levels in the Proc Man

Motivation:

The stand alone lesson plan of the Theoretical session is not required as evaluating tutors and panel receive the entirety of the lecture in the form of handouts of the

presentation.		
Ask a question	Name and country	Date
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RESPONSE from author		
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Comments		

11.14. Motion to Amend Procman 4.1.1.2 The Qualification Process for Advanced Course Instructor Candidates - ACIC POE passing rate

Proposed by the Qualification Committee
THAT

The POE passing rate for ACIC's is amended to 70% in order to align with the current ACIC Pre-qualification course passing rate which is 70%.
Please see below for amended text in blue for section 4.1.1.2 of the Procedural Manual:
4.1.1.2 The Qualification Process for Advanced Course Instructor Candidates
Advanced Course Instructor Candidate Passing Requirements
- SECOND ADVANCED COURSE/ PRE-QUALIFICATION ASSISTANTSHIP
  - 70% passing score using the ACI Candidate evaluation form is required on this assistantship to progress forward
- PORTFOLIO OF EVIDENCE (POE): The POE is then submitted to the QPanel for evaluation
  - 70% passing score using portfolio rubrics is required on the POE to progress forward
  - If the POE is incomplete or fails to score 70% then two resubmissions are

permitted.
○ If the third submission does not score 70% the ACIC must repeat their second Advanced Course assistantship
● QUALIFICATION EVENT:
○ 75% passing score using the ACI Candidate evaluation form is required to PASS the qualification event
This motion will also require the amendment of 4.1.4.7 Guidelines for the Qualification Panel in preparation for and during the Qualification Event.docx. See document accompanying this motion. (Link)

Motivation:
Currently ACIC POE passing rate is specified as 60% and therefore not aligned with the passing rate required on the pre-qualification course which is 70%. Improvement, rather than reduction in scores is necessary to reflect improvement and progress of the ACIC during the Qualification process.

Ask a question	Name and country	Date
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RESPONSE from author		
1. Dear Doris, thank you for your comment. The BCIC pass rate has traditionally been 60% to take into account the growth and development of the IC that occurs between the pre-qual and qual courses. And of course as you are aware, progressing to a Qual course is also dependent on the opinion of the MEI who must feel confident of the IC's ability to attain the necessary standard before writing the letter of recommendation. However the Qual Com does agree with your point about the large discrepancy in passing rates between the pre-qual and Qual courses and we will review this further, now that the 'new' process is so well established, by undertaking a review of the BCIC evaluation scores from pre-qual events over recent years and use this information to support change to the BCIC pass requirements should it be indicated. Thank you again for highlighting this issue.	Alena Australia	05/08
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Comments: I think this adaptation is very valuable. However, it is not clear to me why the qualification process for the BCICs is assessed so differently. This adaptation would also be necessary here. At the moment, a trainee with 60% pre-qualification and POE can go to the life event where he/she should then have a pass rate of 75%. In my opinion, the 70 or at least the 65% (as in the past) must also be adapted here. The jump over this difference is simply too big.	Doris Germany	30.07.25
Usually, there is a time frame from Pre qualification and qualification event. This gives the candidate enough time to improve his/her skills. But, improving from 60 to 75% will be hard.	Camila Torriani-Pasin	09.08.2025
Agreed!	Sheena I-C	15.08.2025

11.15. Motion to Amend Proc Man 4.1.4.3 and 4.1.3 "More Experienced" Instructors to specify the level of experience necessary for Course Leaders on Qualifications Events.

Proposed by the Qualification Committee
THAT

Proc Man 4.1.4.3 and **4.1.3 "More Experienced" Instructors** are amended to specify that Course Leaders on Qualification events have a sufficient level of experience as determined by having MEI status. (In exceptional circumstances, where options for potential Course Leaders are limited, an exemption can be requested from the Qualification committee. In this instance, the Qual Com may appoint a third panel member to attend virtually for full transparency).
Please see the accompanying attached documents with updated text in blue for sections **4.1.4.3 (Link)** and **4.1.3 "More Experienced" Instructors (Link)** of the Procedural Manual.

Motivation:
In light of the formal inclusion of the Course Leader evaluation form (with a 75% Pass rate) as a requirement for passing the Qualification Course, Course Leaders on these events should have a sufficient level of experience teaching, evaluating and mentoring Instructor Candidates.

Ask a question	Name and country	Date
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RESPONSE from author		
1. Hi Doris, yes the role of the MEI in the qualification process will still stand ie the IC has to undertake their pre-qual course with an MEI, and the MEI has to recommend they proceed to qualification. This exemption has been added only to cover the exceptional circumstances where a qual course has been able to be organised at an appropriate time and location for the IC, but the only available course leader is not an MEI. Therefore to not delay the IC who is deemed ready, the Qual Com will still have the ability to organise the Qual Event with extra support for IC evaluation eg an extra panel member. We are envisaging this circumstance will be quite rare.	Alena Australia	05/08
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Comments		
If an exemption can be granted for countries where it is difficult, I think that would be good. But shouldn't at least 1 assistant be included in an MEI as part of the training?	Doris Germany	30.07.25

11.16. Motion to amend Proc Man 4.1.4.4 Qualification Panel – Person Specification and **Rules and Regulations - 3. Instructor Criteria, Article V, Qualification Panel - Item 2 Composition**

Proposed by the Qualification Committee
THAT

Proc Man 4.1.4.4 Qualification Panel – Person Specification and **Rules and Regulations - 3. Instructor Criteria, Article V, Qualification Panel - Item 2 Composition** both be amended to allow the possibility of exemptions to be granted to current Qualification Panel members to extend past the 3 consecutive 3-year terms currently specified as the maximal term of office. Exemption will be considered on request in extraordinary circumstances eg COVID pandemic, or personal circumstances which have prevented the Qualification Panel member participating in Qualification events for an extended (>2 year) period of time.
New text to be added in blue:
Proc Man 4.1.4.4 Qualification Panel – Person Specification
The Qualification Committee will select Panel members via an application process (see Recruitment Process below). The term of office will be three years and a member of the Qualification Panel may serve no more than three consecutive terms of office [maximum of nine years]. Exemptions to the maximum term of office may be granted on application to the Qualification Committee in extraordinary circumstances eg COVID pandemic, or personal circumstances, which have prevented the Qualification Panel member participating in Qualification events for an extended (>2 year) period of time.
The Qualification Panel will report to the Qualification Committee and work closely with the Instructor Training Committee and the Executive Committee. Recruitment to the panel will be rolling to ensure stability and continuity. The Qualification Committee will regularly review the composition of the Qualification Panel
Rules and Regulations - 3. Instructor Criteria, Article V, Qualification Panel - Item 2 Composition
2.1. The Panel will consist of 24 Instructors who are divided proportionally according to the number of members, representing Europe/ Africa, North/South America andAsia/Pacific who are currently teaching IBITA courses and with previous experience of mentoring and evaluating Instructor- Candidates.
2.2. The Instructor-trainee Secretary may not be a member of the Qualification Panel
2.3. All instructors in good standing are eligible and will be selected via an application process by the Qualification Committee.
2.4. The term of office will be three years.
2.5. A member of this Panel may serve no more than three consecutive terms of office however exemptions to the maximum term of office may be granted on application to the Qualification Committee in extraordinary circumstances eg COVID pandemic, or personal circumstances, which have prevented the Qualification Panel member participating in Qualification events for an extended (>2 year) period of time.

Motivation:

During the period of 2020-2022, Qualification events were significantly limited due to the effects of the COVID pandemic. This has prevented many Qualification Panel members gaining what would be considered a standard number of opportunities to participate in Qualification events and hence gain valuable experience as a Panel member. The above amendments have been proposed to allow Qualification panel members affected by these circumstances, or in the future, other circumstances that have prevented participation in Qualification events for an extended period of time, be allowed to apply for membership for a further 3 year term.

Ask a question	Name and country	Date
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RESPONSE from author		
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Comments		

11.17. Motion to amend Proc Man 4.3.4. BCIC Evaluation Form and 4.1.5.1 BCIC_Rubric_ Evaluation Form and include an addition BCIC POE Evaluation Form

Proposed by the Qualification Committee
THAT

4.3.4. BCIC Evaluation Form and 4.1.5.1 BCIC_Rubric_ Evaluation Form be amended
- to align the evaluation of POE's with the BCIC Course Evaluation criteria
- to generate (one) evaluation rubric instead of five (5)
- to add additional rubric text for a more complete document
- to reflect the refinements to the evaluation of Instructor Candidates over the last 5-6 years

To have available one (1) BCIC POE Evaluation Form in the procedural manual for use by Qualification panel that aligns with the above forms and discontinue the use of the below forms for POE evaluation

1. Rubric_Lesson plan and handout for theoretical session (4.1.5.3)
2. Rubric_Lesson plan for practical session (4.1.5.3)
3. Rubric_Video of practical session (4.1.5.3)
4. Rubric_Video of theoretical session (4.1.5.3)

The POE Evaluation spreadsheet will guide the assessment of POE's by the Qualification panel and contains the same items for the assessment of Theoretical and

Practical components as the BCIC Course Evaluation form with minor exceptions for criteria that cannot be captured in the POE format (ie the use of video's).

The proposal will result in:

- One BCIC Evaluation form for evaluating BCIC assistantships
- One BCIC POE Evaluation form for evaluating BCIC POE's (for use by Qual Panel)
- One rubric used for BOTH the BCIC course evaluation form and the POE evaluation form, containing informative text ensuring greater simplicity and clarity.

Please see the documents attached to this motion:
Amended 4.3.4. BCIC Evaluation Form (Link)
Amended 4.1.5.1 BCIC_Rubric_ Evaluation Form BCIC POE Evaluation Form (Link)

Motivation:

Based on feedback from Qualification panel members and discussion with other relevant committees (ITC and Ed Com), it was decided that Instructor Candidates should have greater consistency in their evaluations, regardless of the format in which they are being evaluated. Ie they should be assessed by the same criteria in the POE evaluation as in the course evaluation as much as possible.
In addition to this, since the onset of the current Qualification Process, Qual Panel members have requested supporting documents to facilitate POE evaluation. Likewise, Instructor Candidates have consistently fed back that they would like more specific detailed feedback from their POE evaluations. The POE Evaluation Form allows the scores and comments of all 3 panel members to be recorded on the 1 form, which automatically calculates combined scores. These forms are particularly time-saving for the Panel Coordinator, who's role it is to collate the feedback and scores, and previously had to do so using manual calculation. Variations of the POE Evaluation form have been in use and supported by the Qualification Panel since 2023. Inclusion in the procedural manual will allow Qual Panel members to access the form to complete POE evaluations, and for transparency of the qualification process.

Issues with current documentation:
Course Evaluation

Current Course Evaluation form (4.3.4) and accompanying rubric (4.1.5.1)
only items weight 2 had accompanying rubric text
some items required clarifying or deepening in order for the evaluations to capture the nuances of teaching

POE Evaluation
Evaluating panel currently use 4 separate rubric forms when evaluating POE's.
This results in an 'artificial separation of the lesson plan vs video components and some duplication. These items should be assessed as one 'package' for a more holistic assessment of the IC's abilities.

This will also involve updating of 4.1.4.7 Guidelines for the Qualification Panel (Link).

Ask a question	Name and country	Date
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RESPONSE from author		
1.		
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Comments		
Ask a question	Name and country	Date
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2.		
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RESPONSE from author		
1.		
2.		
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Comments		

11.18 Motion to amend 4.3.3 Components instructed by BCIC on each level of Assistantship

Proposed by the Qualification Committee
THAT

The document 4.3.3 (Link) is updated to align with the current Core Curriculum

Motivation:

Document 4.3.3 is used by BCIC's to record the components of the core curriculum that they have taught during their training, and to ensure that they have met the requirement of having taught 85% of the core curriculum before attempting qualification.
This document needs to be updated on an ongoing basis to reflect the updates to the Core Curriculum proposed by the Education Committee.

Ask a question	Name and country	Date
1.		
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RESPONSE from author		
1.		
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Comments		
This document may have an additional editing after the next AGM because then, the total core curriculum will be updated.	Maarten Bossuyt, Belgium	30/07/2025

11.19. to request an exemption giving details of their individual situation.**Motion to amend 4.1. Qualification of Instructors, 4.1.1.1. The Qualification Process for Basic Course Instructor Candidates**

Proposed by the EC, ITC and QualCom

THAT

The following will be added to:
- The Basic Course Instructor Candidate (BCIC) must attend both BCIC International Training Modules (Locomotion and Upper Limb) before their final assistantship. The BCIC can ask an exemption of having the qualification event before completing the BCIC Module. In that case:

- The second BCIC module has to be completed within three years of the qualification date (The IC has to inform the EC about completing the module). If the candidate doesn't complete the BCIC module within three years after the qualification dates, the status of BCI will be withdrawn.
- Between qualifying and completion of the second BCIC module, the qualified BCIC is only allowed to teach basic courses together with another recognized course instructor. They may not teach alone even where course participant numbers are small. This rule will be monitored through SIS and all members need to be aware of this rule. The status of BCI will be withdrawn if this rule isn't followed.

The IC must contact the EC

Motivation
This rule was decided during the COVID era but was never formally incorporated into the Procman. The EC, ITC, and QualCom consider it appropriate to incorporate this already agreed-upon rule into the Procman.

Ask a question	Name and country	Date
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RESPONSE from author		
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Comments		

12. Matters for Discussion

Ask a question	Name and country	Date
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RESPONSE from author		
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