



THE BRITISH WHEEL OF YOGA
QUALIFICATIONS

BWYQ Level 4

DIPLOMA IN TEACHING YOGA (QCF)

Qualification Overview and Specification

QAN 501/0828/1

www.bwyq.org.uk

Introduction

Welcome to the British Wheel of Yoga Qualifications Level 4 (QCF) Diploma Course in Teaching Yoga. This qualification overview and specification gives an explanation of the expectations and requirements of the course. Any queries should be referred via the contact details within this document or BWYQ course tutor (if appropriate).

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Qualification Objective

The aim of the Diploma Course is to equip learners, both professionally and practically, to teach yoga asanas, breathing practices/ pranayama, relaxation, meditation and concentration to clients that have a wide variety of capacities, capabilities and experiences. The course will equip students with an underlying knowledge and understanding of yoga principles and philosophy but students are also expected to continue to deepen their understanding and knowledge through personal practice and reflection.

The BWYQ Level 4 Diploma in Teaching Yoga (QCF) can be studied as a progression route from the Level 4 Certificate in Yoga Teaching (QCF); which is comprised of the first 5 units of the Diploma.

Prerequisites for Learners

- Learners must have at least two years prior regular class attendance.
- It is highly recommended that Learners have completed a BWY Foundation Course or have equivalent prior learning.
- Learners are expected to have an understanding of anatomy and physiology equivalent to Level 3. This may be achieved via the 'BWY Essentials of Anatomy and Physiology for Yoga' distance learning course which is accessed and assessed online at the BWY website. Students will be asked to visit the website to complete the 'BWYT Essential Anatomy and Physiology for Yoga' course either before they begin the Diploma Course, or during the first three months of the course. Alternatively, students can apply for previous learning to be recognised via the RPL process.
- BWYQ student teachers must hold a First Aid certificate from the moment they start teaching yoga classes and this must be regularly updated there after (usually every three years).
- BWY registration is a prerequisite to acceptance on all courses.

Student Registration

All students must complete a learner registration form and will receive a unique learner number (ULN). The Centre will take all reasonable steps to confirm the identity of learners and will request sufficient personal data to complete the Ofqual compliant learner registration form and process. The information printed on the learner registration form will be that which is printed on the certificate. Ideally learners should be registered within two weeks of the course commencing or as soon as possible thereafter.

Students will also be required to sign a learning agreement that outlines their commitment to learn and the Centre/ BWYQ commitment to its learners. Withdrawal from the course will require a signature to terminate this learning agreement from both the tutor and the student.

Attendance Requirements

Students are expected to attend all course days and should only be absent for good reason. Except where Special Considerations are in evidence, learners are required to register 80% attendance in each year of training. It is the students' responsibility to make up the content for missed course days. This may be done in a variety of ways including extra tutorial time, or attendance at BWY recognised training days. Tutors will advise on what is most appropriate in the circumstances.

Students are also required to continue their regular yoga class attendance and to keep a record of this signed by

their teacher. Students are also expected to attend yoga workshops by teachers and tutors other than their Diploma Course Tutor as part of their professional development, and to keep a record of this additional training.

Structure of the Qualification

The BWYQ Level 4 Diploma in Teaching Yoga (QCF) course is a combination of tutor-led contact days, practical experience and home study.

The Total Qualification Time (TQT) is 500 hours and of this 255 hours are allocated for Guided Learning (GLH). Guided Learning Hours are defined by Ofqual at the end of this document in Appendix 2.

The Qualifications and Credit Framework (QCF)

The BWYQ Level 4 Diploma in Teaching Yoga was designed to map against the Qualification and Credit Framework (QCF). The Qualifications and Credit Framework (QCF) is a way of recognising skills and qualifications. It does this by awarding credit for qualifications and units (small steps of learning). Whilst the QCF was replaced by the Regulated Qualification Framework (RQF) in 2015 BWYQ Qualification Specifications still reference the QCF.

In the QCF, every unit and qualification has a credit value and a level. One credit represents ten 'notional' hours of learning and shows how much time the qualification takes to complete.

The BWYQ Level 4 Diploma in Teaching Yoga takes 500 hours to complete at Level 4 attainment and comprises 50 credits. This should be delivered over a minimum of 18 months but usually takes 2/3 years. The credits for each unit of the qualification are detailed below.

The route to the BWYQ Level 4 Diploma in Teaching Yoga qualification can be achieved by completing the following eight units which are taught concurrently**:

Unit 1: Applied Anatomy and Physiology and the Teaching of Asana

Unit reference: Y/601/9232

Level 4

Guided Learning Hours: 50

Unit Credit Value: 8

Unit 2: Yoga Breathing Practices and Relaxation

Unit reference: H/601/9234

Level 4

Guided Learning Hours: 25

Unit Credit Value: 5

Unit 3: Planning for Teaching and the Responsibilities of a Yoga teacher

Unit reference: F/601/9371

Level 4

Guided Learning Hours: 25

Unit Credit Value: 5

Unit 4: Planning and Delivering a Yoga Course

Unit Reference - J/601/9372

Level 4

Guided Learning Hours: 30

Unit Credit Value: 7

Unit 5: Teaching Asana: Observation, Adjustment and Protection of Vulnerable Areas of the Body

Unit Reference - L/601/9373

Level 4

Guided Learning Hours: 30

Unit Credit Value: 4

Unit 6: Hatha Yoga and Pranayama

Unit Reference - R/601/9374

Level 4

Guided Learning Hours: 30

Unit Credit Value: 8

Unit 7: The Teaching and Philosophy of Meditation

Unit Reference - Y/601/9375

Level 4

Guided Learning Hours: 40

Unit Credit Value: 8

Unit 8: Progression in Yoga

Unit Reference - D/601/9376

Level 4

Guided Learning Hours: 25

Unit Credit Value: 5

** Learners are also expected to have completed the study outlined in the pre-requisites section of this guide.

Full detail on Learning Outcomes and Assessment Criteria for each Unit can be found from page 9 onwards.

Progression

Completion of the first 5 units to achieve the BWYQ Level 4 Certificate in Yoga Teaching (QCF) forms the progression route on to the full 8 units to achieve the BWYQ Level 4 Diploma in Teaching Yoga (QCF). Further unregulated modular training with specific professional themes are available after this via the BWY.

Potential Job Occupations

Yoga teacher: including teacher of Hatha Yoga, Relaxation, Pranayama and Meditation

Ethos

Whilst course teaching is tutor-led students are expected to develop as a reflective self-evaluative practitioner and teacher of yoga. As a consequence students will be actively involved throughout the course, in the teaching and learning process, in group work, and in their own home study and practice. Students will be asked to reflect upon their teaching and practice and develop evaluative skills to build on their strengths and address areas for improvement as needed. In this way BWYQ students can develop as autonomous yoga teachers.

Levels of attainment

The BWYQ Level 4 Diploma in Teaching Yoga is published as a QCF (Qualification Credit Framework) Level 4 Qualification on the Ofqual Register. The QCF was replaced by the RQF (Regulated Qualification Framework) in 2015 and Ofqual issued the following attainment Level 4 descriptor:

New Level Descriptor for Level 4 Qualifications as per Ofqual New Regulatory Qualifications Framework (RQF) publications September 2015. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461637/qualification-and-component-levels.pdf	
Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.

The Learning Outcomes and Assessment Criteria specified from page 9 onwards require this level 4 attainment throughout the student assessed work as learners are required to demonstrate their knowledge and skills whilst analysing and evaluating information and ideas that they have studied and interpreted.

Tutors assess student work for the BWYQ Level 4 Diploma in Teaching Yoga (QCF) against this level four descriptor throughout the course. Further guidance on the expectation of submitted work to attain QCF/ RQF level four standards is available in the qualification course and assessment handbooks and from tutors.

Student Support

Students should be made aware of their entitlement to apply for Special Considerations and Reasonable Adjustments at induction and throughout the course; refer to the centre's policies and BWYQ 012 Reasonable Adjustment Policy and BWYQ 013 Special Considerations Policy.

Tutors are there to help and support learners throughout their study and to give feedback on learning and progress. Class members and the peer group also become a valuable source of support, shared experience and shared learning. Other support and information is available through the BWY website, In Service Training (IST) events and regional events held by the BWY.

As a foundation for study learners will be asked to buy a selection of books. BWY has a list of recommended texts and tutors will give guidance on those preferred for their course. As a minimum learners will need copies of the Yoga Sutra of Patanjali, the Hatha Yoga Pradipika, the Upanishads and the Bhagavad Gita, as well as books on asana, and books which contain information on breathing practices, pranayama, relaxation and meditation.

Assessment

The BWYQ Level 4 Diploma in Teaching Yoga is internally assessed and quality assured through IQA and EQA processes. Each learner is required to create portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit (as outlined from page 9 onwards).

The main pieces of evidence for the portfolio could include:

- Assessor observation
- Assessor reports and front sheets
- Eye witness testimony
- Worksheets
- Learner assignments / projects / reports
- Records of oral and written questioning
- Learner and peer reports
- Teaching practice documentation and evidence
- Recognition of prior learning (RPL)

The course is non-graded with the emphasis on competence to teach yoga. All written assignments will be either 'pass or refer'. If a piece of work is referred, the assignment can be resubmitted when the necessary amendments have been made, subject to the rules for referral and resubmission of written work. Tutors will support and advise students through this process.

As well as completing assignments, learners will be observed on their teaching practice. This can feel a stressful experience, but it should be viewed as a method of developing teaching styles and enhancing the knowledge, understanding and skills needed to be a good yoga teacher. All who teach, however experienced, can benefit from review of what they do. Some of the teaching practice is informally assessed, but where it is a formal teaching practice observation, students will receive a 'pass or refer'. If a learner is referred, they can be re-observed, subject to the rules for referred teaching practice; for which the tutor will advise and support.

Along with the formally assessed assignments, tutors will set informally assessed tasks that may be in the form of group work, paired work or individual home study. Integral to this will be the need to for students to evaluate their own practice, and progress through reflective self-assessment and through peer review and feedback. Students are required to keep a portfolio showing all learning progress.

During the course learners are required to record at least 30 hours of teaching, planning, content, assessment and reflective evaluation. BWYQ student tutors may choose to begin teaching when they feel ready to do so but this should be discussed with the course tutor first. Learners are expected to keep a record of all teaching that they do for their portfolios.

Also for at least three months during the middle part of the course students must keep a pranayama diary and establish a regular practice of pranayama. This need not be lengthy or difficult, but will form a foundation of understanding for future teaching. Tutors will set suitable home practice tasks and may ask learners to record specified details.

Templates to record all of assessments are available in the course and assessment handbooks.

Details concerning the competencies required from assessors and tutors are detailed in the centre and course delivery handbooks.

Policies students should be aware of:

Tutors will explain the following policies during induction, which students should ensure that they are familiar with. Any queries should be raised with tutors:

- Centre and BWYQ Complaints and Appeals Policy
- Centre and BWYQ Equalities Policy (BWYQ 008 and 009)
- Centre and BWYQ Safeguarding Policy (BWYQ 010)
- Centre and BWYQ Malpractice and Maladministration Policy (BWYQ017)
- Plagiarism policies and guidance
- Centre and BWYQ Recognition of Prior Learning Policy
- BWYQ Level 4 (QCF) Diploma Course in Teaching Yoga supporting documentation
- Centre course handbooks and supporting documentation
- BWYQ and centre Reasonable Adjustment Policy
- BWYQ and centre Special Consideration Policy

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Learning Outcomes and Assessment Criteria

A full range of assessment methods can be used to achieve these criteria including:

Posture profile, micro teaching, peer assessment, observation, case study, projects, oral and written questions, personal statements, expert witness statements, professional discussions, schemes of work, lessons plans, assignments/ essays and formal class teaching. Assessment front sheets indicate which learning outcomes are being assessed and further guidance is available in qualification handbooks.

Further information is provided in the course and assessment handbooks.

Unit 1: Applied Anatomy and Physiology and the Teaching of Asana

Aim: Applied anatomy and physiology and the teaching of asana aims to equip learners in theory and practice to effectively and safely teach yoga postures and plan for their teaching with an understanding of their role and responsibilities as a yoga teacher.

Learning Outcome	Assessment Criteria	Assessment Strategy
<p>1. Know and understand how to apply principles of anatomy and physiology to the safe and effective teaching of Asana</p>	<p>1.1 Analyse posture in terms of the movements involved in key joints and key muscle actions</p> <p>1.2. Give teaching points that promote alignment, strength and flexibility</p> <p>1.3. Identify and teach appropriate modification according to student need</p> <p>1.4. Explain areas of caution applied to the teaching of specific postures</p>	<p>A full range of assessment methods can be used to achieve these criteria including:</p> <p>Observation</p> <p>Written – posture profile</p> <p>Oral with feedback from peers/ tutor</p> <p>Micro teaching session</p>

<p>2. Understand the principles of preparation for Asana and counter-pose</p>	<p>2.1 Demonstrate examples of warming and mobilising</p> <p>2.2 Choose preparatory movements according to principles of posture analysis, to prepare the body for main postures</p> <p>2.3 Choose counter-pose to ease and rebalance after the main postures</p>	<p>A full range of assessment methods can be used to achieve these criteria including:</p> <p>Observation</p> <p>Written – posture profile</p> <p>Oral with feedback from peers/tutor</p> <p>Micro teaching session</p>
<p>3. Understand how to sequence a balanced practice of Asana</p>	<p>3.1. Design a sequence around a specific posture</p>	<p>A full range of assessment methods can be used to achieve these criteria including:</p> <p>Micro teaching session</p> <p>Observation</p> <p>Written – posture profile</p> <p>Oral with feedback from peers/tutor</p> <p>Micro teaching session</p>
<p>4. Understand how to differentiate according to differing physical capacity and experience of students</p>	<p>4.1 Explain and demonstrate how a posture may be taught in stages</p> <p>4.2 Explain the use of a teaching aid/resource</p>	<p>A full range of assessment methods can be used to achieve these criteria including:</p> <p>Observation</p> <p>Written – posture profile</p> <p>Oral with feedback from peers/tutor</p> <p>Micro teaching session</p>
<p>5. Be able to use verbal instruction and physical demonstration to teach Asana</p>	<p>5.1. Demonstrate clarity of instruction and integrity of movement in teaching a variety of postures</p>	<p>A full range of assessment methods can be used to achieve these criteria including:</p> <p>Observation</p> <p>Oral with feedback from peers/tutor</p> <p>Micro teaching session</p>
<p>6. Know how to integrate the breath in Asana</p>	<p>6.1. Demonstrate ways of using the breath in static or dynamic posture</p>	<p>A full range of assessment methods can be used to achieve these criteria including:</p> <p>Micro teaching session</p>

Unit 2: Teaching Yoga Breathing Practices and Relaxation

Teaching yoga breathing practices and relaxation aims to equip learners in theory and practice to effectively and safely teach yoga breathing practices and relaxation and plan for their teaching

Learning Outcome	Assessment Criteria	Assessment Strategy
1. Understand the practice and teaching of breath awareness	1.1 Recognise and explain the nature of breath awareness 1.2 Identify ways in which breath awareness can be cultivated in class teaching	A full range of assessment methods can be used to achieve these criteria including: Micro teaching and observation
2. Know and understand techniques of breath control	2.1 Explain techniques that develop familiarity with taking conscious control of the breath 2.2 Explain techniques that develop the breathing mechanism and enhance the effectiveness of respiration 2.3 Explain areas of caution	A full range of assessment methods can be used to achieve these criteria including: Micro teaching and observation
3. Be able to structure and teach breathing practices	3.1. Teach a session of breath awareness and breath control	A full range of assessment methods can be used to achieve these criteria including: Micro teaching and observation
4. Know and understand relaxation techniques	4.1. Recognise and explain the benefits of relaxation techniques in relation to stress	A full range of assessment methods can be used to achieve these criteria including: Essay Micro teaching and observation
5. Be able to structure and teach a relaxation practice	5.1. Teach a guided relaxation	A full range of assessment methods can be used to achieve these criteria including: Micro teaching and observation

Unit 3: Planning for Teaching and the Responsibilities of a Yoga teacher

Planning for teaching and the responsibilities of a yoga teacher aims to equip learners in theory and practice to effectively and safely teach yoga and plan for their teaching with an understanding of their role and responsibilities as a yoga teacher.

Learning Outcome	Assessment Criteria	Assessment Strategy
1. Understand own role and responsibilities in relation to teaching	1.1. Review own role and responsibilities as a teacher 1.2. Summarise key aspects of relevant current legislative requirements and codes of practice within the context of teaching Yoga 1.3. Discuss issues of equality and diversity and ways to promote inclusion	A full range of assessment methods can be used to achieve these criteria including: Observation Written Oral with feedback from peers/tutor Lesson plans
2. Understand and demonstrate knowledge of the minimum core specifications for teachers in the National Framework and how these apply in Yoga teaching	2.1. Apply relevant minimum core specifications in literacy, language, numeracy and ICT in their planning and delivery of teaching, in their research and record keeping as appropriate to Yoga	A full range of assessment methods can be used to achieve these criteria including: Lesson planning Task: Setting up a Yoga Class
3. Understand appropriate teaching and learning approaches in Yoga	3.1 Identify and use relevant approaches to teaching and learning in relation to Yoga 3.2 Evaluate the teaching and learning approaches for a specific session	A full range of assessment methods can be used to achieve these criteria including: Lesson plans and delivery
4. Demonstrate session planning skills	4.1 Plan a teaching and learning session which meets the needs of individual students 4.2 Evaluate how the planned session meets the needs of individual students	A full range of assessment methods can be used to achieve these criteria including: Lesson planning and delivery Micro teaching Session: Asana and Basic Breathing

<p>5. Understand how to deliver inclusive sessions that motivate students</p>	<p>5.1 Use a range of appropriate teaching and learning approaches to engage and motivate students</p> <p>5.2 Demonstrate good practice in giving feedback</p> <p>5.3 Communicate appropriately and effectively with students</p> <p>5.4 Reflect on and evaluate the effectiveness of own teaching making recommendations for modification as appropriate</p>	<p>A full range of assessment methods can be used to achieve these criteria including:</p> <p>Lesson planning and delivery</p> <p>Peer group feedback</p> <p>Reflective evaluation of own practice</p>
<p>6. Understand the use of different assessment methods and the need for record keeping</p>	<p>6.1. Design and use a variety of assessment tools including initial assessment record keeping</p>	<p>A full range of assessment methods can be used to achieve these criteria including:</p> <p>Lesson planning and delivery</p> <p>Task: Setting up a Yoga Class</p>

Unit 4: The Planning and Delivery of a Yoga Course

The planning and delivery of a yoga Course aims to equip learners in theory and practice to effectively and safely teach yoga in a class situation through planning, delivering and evaluating their teaching.

Learning Outcome	Assessment Criteria	Assessment Strategy
1. Understand appropriate teaching and learning approaches in Yoga	1.1 Apply own role and responsibility as a Yoga teacher 1.2 Identify, adapt and use relevant approaches to teaching and learning in planning and delivery of Yoga classes and courses 1.3 Evaluate the teaching and learning approaches for a specific session	A full range of assessment methods can be used to achieve these criteria including: Planning and delivery of scheme of work. One detailed lesson plans Observation Reflective evaluation sheets
2. Understand the use and purpose of assessment in Yoga	2.1. Recognise and use appropriate methods of initial and ongoing assessment in Yoga	A full range of assessment methods can be used to achieve these criteria including: Schemes of work and lesson plans
3. Demonstrate session planning skills	3.1. Plan teaching and learning sessions which meet the identified needs of individual students 3. 2. Evaluate how the planned sessions meet the needs of students 3.3. Choose the appropriate resources for a specific session	A full range of assessment methods can be used to achieve these criteria including: Schemes of work and lesson plans

<p>4. Understand how to plan for inclusive learning</p>	<p>4.1 Devise a scheme of work that meets students' needs</p> <p>4.2 Devise session plans which meet the aims and needs of individual students and/or groups</p> <p>4.3 Identify and include ways in which session plans can be adapted to the individual needs of students</p> <p>4.4 Plan the appropriate use of a variety of teaching methods (for instance theory, practice, verbal explanation/talk through, demonstration, reflection during rest/relaxation) justifying the choice.</p> <p>4.5 Identify opportunities for students to provide feedback to inform teaching</p>	<p>A full range of assessment methods can be used to achieve these criteria including: Planning and delivery of scheme of work Observed Teaching Practice Peer group feedback</p>
<p>5. Understand how to deliver inclusive sessions which motivate students</p>	<p>5.1 Identify and include in planning and delivery ways to promote inclusion</p> <p>5.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate students</p> <p>5.3 Establish and maintain an inclusive learning environment</p> <p>5.4 Demonstrate good practice in giving feedback</p> <p>5.5 Communicate appropriately and effectively with students</p>	<p>A full range of assessment methods can be used to achieve these criteria including: Planning and delivery of scheme of work Observed Teaching Practice Peer group feedback</p>
<p>6. Understand how reflection, evaluation and feedback can be used to develop own good practice</p>	<p>6.1. Reflect on and evaluate the effectiveness of own teaching, identifying areas of strength and areas for improvement</p>	<p>A full range of assessment methods can be used to achieve these criteria including: Reflective evaluation sheets</p>

Unit 5: Teaching Asana: Observation, Adjustment and Protection of Vulnerable Areas of the Body

Teaching Asana; observation, adjustment and protection of vulnerable areas of the body aims to equip Learners in theory and practice to effectively and safely teach yoga.

* Home study will include research on anatomy and physiology and how to teach posture to protect vulnerable areas, as well as how to adjust students in posture plus the time to research in detail the anatomy and physiology of two postures and how to teach them in this context.

Learning Outcome	Assessment Criteria	Assessment Strategy
1. Know and understand the principles and practical application of observation, analysis and adjustment in the teaching of Asana	1.1 Demonstrate observation skills 1.2 Identify and explain adjustments required to meet the needs of students 1.3 Explain how to make adjustments in any of the following ways ï Verbally ï Or by demonstrating particular teaching points ï Or by guiding students through touch	A full range of assessment methods can be used to achieve these criteria including: Observation of informal peer group teaching and formal class teaching Written work task
2. Know areas of the body that are vulnerable and understand how to protect them	2.1. Identify areas of vulnerability in specific postures 2.2 Explain the nature of the vulnerability 2.3 Give teaching points to protect these areas 2.4. Suggest appropriate modifications or props to assist students 2.5. Demonstrate application of principles in teaching	A full range of assessment methods can be used to achieve these criteria including: Written work task. Peer group and class teaching

Unit 6: Hatha Yoga and Pranayama

Hatha Yoga and Pranayama aims to equip learners in theory and practice to teach Hatha Yoga and Pranayama effectively and safely.

* On the basis that there will be thirty hours involved in the practice and recording of a pranayama diary and there will be much research, reading and preparation for written work and teaching practice including reading the Hatha Yoga Pradipika and selected Upanishads

Learning Outcome	Assessment Criteria	Assessment Strategy
1. Know and Understand the principles of Hatha Yoga	1.1. Describe the principles of Hatha Yoga with reference to the Hatha Yoga Pradipika	A full range of assessment methods can be used to achieve these criteria including: Written work Practical work throughout the Unit Pranayama teaching and diary
2. Know and understand Prana and the Pranic System and the Pancha Maya Koshas	2.1. Explain in detail aspects of Prana, the Pranic System or the Pancha Maya Kosha 2.2. Explain how to introduce aspects of Prana, the Pranic system or the Pancha Maya Kosha in Yoga class teaching	A full range of assessment methods can be used to achieve these criteria including: Written work Pranayama diary
3. Know and understand Pranayama, Mudra, Bandha and Kriya	3.1 Explain in detail a central aspect of the energetic or purificatory nature of Hatha Yoga 3.2 Describe the theory, practice and teaching of the chosen aspect with areas for caution	A full range of assessment methods can be used to achieve these criteria including: Written work Pranayama diary Micro teaching

<p>4. Know and understand the practice and teaching of Pranayama</p>	<p>4.1 Review the effects of an established practice of Pranayama either from personal experience or from review of Yoga texts</p> <p>4.2 Plan a session of Pranayama appropriate to the needs of students</p> <p>4.3 Teach a Pranayama, with or without prolonged retention but observing all four stages of breathing and either a Kriya, Mudra or Bandha</p> <p>4.4 Give purpose and effects of the chosen practice, distinguishing between esoteric and physical effects and stating areas for caution, if any</p>	<p>A full range of assessment methods can be used to achieve these criteria including:</p> <p>Diary</p> <p>Micro teaching and observation of Pranayama, Mudra and Bandha (Revisited in teaching practice observations in next Unit)</p>
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Unit 7: The Teaching and Philosophy of Meditation

The teaching and philosophy of meditation aims to integrate Yoga philosophy into class teaching and equip Learners to lead a guided meditation.

Learning Outcome	Assessment Criteria	Assessment Strategy
1. Know and understand Patanjali's Yoga Sutras	1.1. Recognise and discuss the purpose of Patanjali's System of Yoga 1.2 Identify, consider and explain key aspects of Patanjali's system 1.3 Consider and discuss the Yamas and Niyamas and discuss their relevance in the modern western world 1.4 Identify, consider and discuss objects of meditation 1.5 Consider and explain the meaning of Dharana, Dhyana and Samadhi	A full range of assessment methods can be used to achieve these criteria including: Written work Group work Talk Application in planning for teaching
2. Know and understand aspects of the Upanishads and the Bhagavad Gita	2.1. Consider and discuss a central theme from the Bhagavad Gita or the Upanishads	A full range of assessment methods can be used to achieve these criteria including: Written work Group work Talk Application in planning for teaching
3. Know and understand how to integrate philosophical principles into class teaching	3.1. Explain how to integrate a philosophical principle into the teaching of a general Yoga class	A full range of assessment methods can be used to achieve these criteria including: Written work Group work Talk Application in planning for teaching Peer group assessment and feedback

<p>4. Understand how to plan the teaching of principles of Yoga for inclusive learning</p>	<p>4.1 Consider how to include principles at a level appropriate to individual students and/or the group.</p> <p>4.2 Consider how to interpret philosophical principles in a way that is relevant and appropriate to individual students and/or the group</p>	<p>A full range of assessment methods can be used to achieve these criteria including: Written work Group work Talk Application in planning for teaching Peer group assessment and feedback</p>
<p>5. Be able to weave underlying principles of Yoga into class teaching</p>	<p>5.1. Describe or demonstrate how to weave a principle of Yoga into general class teaching</p>	<p>A full range of assessment methods can be used to achieve these criteria including: Written work Group work Talk Application in planning for teaching</p>
<p>6. Know and understand how to plan for inclusive teaching of meditation</p>	<p>6.1 Choose an object or focus for concentration or meditation practice suitable for individual students and/ or the group</p> <p>6.2 Plan a practice of meditation that meets the needs of students</p>	<p>A full range of assessment methods can be used to achieve these criteria including: Lesson Plan</p>
<p>7. Know and understand how to lead a guided meditation</p>	<p>7.1. Teach a guided meditation that includes explanation of the focus chosen for practice, settling into practice, guided meditation and gradual return</p>	<p>A full range of assessment methods can be used to achieve these criteria including: Peer group teaching</p>

Unit 8: Progression in Yoga

Progression in Yoga aims to ensure learners are equipped to plan and teach advanced Asana or subtle points of practice safely.

*BWYQ recommends the student teachers will need to plan for an observed class teaching in the workplace.

Learning Outcome	Assessment Criteria	Assessment Strategy
1. Know and understand progression in Yoga	1.1. Identify and consider ways to progress students towards more advanced practice of Yoga	A full range of assessment methods can be used to achieve these criteria including: Group work Peer assessment Written Observation
2. Know and understand planning for teaching that includes working towards more advanced Asana or subtle points of practice	2.1. Plan an inclusive session of Yoga that meets the needs of individual students and includes either working towards more challenging Asana or subtle points of practice	A full range of assessment methods can be used to achieve these criteria including: Lesson plan
3. Know and understand how to deliver class teaching that gives the opportunity for practice towards more advanced Asana or subtle points of practice	3.1. Demonstrate in teaching the ability to teach either towards a posture or variation of posture for the more physically able, or subtle teaching points to encourage specific focus or awareness according to the needs of the group/individual students	A full range of assessment methods can be used to achieve these criteria including: Class teaching

Certification Procedures

Only when the centre is satisfied that a Learner has completed the relevant assessments and have reached the specified level of attainment for the units and qualification should a centre make a claim for certification to BWYQ to claim the full qualification certificate. Alternatively, if Learners do not wish to continue with the full qualification centres may claim certificates for the individual unit(s)/credit(s) they have achieved to date. Centres can apply for the full qualification or a unit certificate, using the same form. Further detail regarding certification and the issue of certificates is available in the centre handbooks

Review Process

Teaching and learning material/ course documentation undergo annual reviews to ensure that they are fit for purpose; valid, reliable, comparable, and manageable and adhere to equal opportunities in addition to being appropriate to the yoga sector. Student and tutor feedback is sought as part of this process; which feeds in to the annual self-assessment and statement of compliance. Revised documents are issued to all tutors and students and available via the BWYQ web page and BWY Training website, tutors and administrative staff.

Feedback on this publication can be made to tutors or via the British Wheel of Yoga Central Office as per contact details at the end of the document.

Appendix 1: Frequently Asked Questions: FAQs

What is a competence-based qualification?

The BWYQ Level 4 Diploma in Teaching Yoga (QCF) is a competency based and assessed qualification; evidenced through practical work and a portfolio. This type of qualification, confirms that the holder is fully competent to perform the stated skills to the level required by the qualification specification.

What is a portfolio?

Student portfolios contain assessed evidence of the achievement of the learning outcomes and assessment criteria outlined from page 9 in this specification. The portfolio is a record of supporting information to confirm that learners have the skills and knowledge necessary to complete the qualification. At the end of the course, student portfolios become their personal record of achievement to show to potential employers.

What is the BWYQ Level 4 Diploma in Teaching Yoga (QCF)?

The Diploma in Yoga Teaching is offered at level 4 on the National Qualification Framework (NQF) and is designed for people who are interested in becoming a yoga teacher. See page 6 for a description on this level of attainment.

What are the entrance requirements for BWYQ qualifications?

See page 3 for details on the pre-requisites for studying the BWYQ Level 4 Diploma in Teaching Yoga (QCF).

How long will my course be?

The centre delivering the BWYQ course will advise on this, taking into account the guided learning hours required to complete the course, see page 4 for more details on Total Qualification Time (TQT) and Guided Learning Hours (GLH).

Do I get a separate BWYQ registration for every additional to every qualification I take?

No, learners get a lifetime registration number. Learners are given a unique number and this appears on all certificates awarded to the individual by BWYQ. It is important that students quote this number when contacting the BWYQ and at any induction to a new course they may undertake with us.

What books do I need to buy for the course?

BWYQ make no specification regarding books and this is an individual matter for each centre or Learner.

What does 'assessed and verified' mean?

Because this qualification is based upon practical performance and knowledge, BWYQ use a system in which learners are **assessed** (judged) continuously against the requirements as laid down in this qualification specification and specifically against the learning outcomes and assessment criteria from page 9 onwards.

Assessment can be judged as pass or fail i.e. 'P' or 'F'; although more commonly assessments not meeting the criteria will be judged as 'R' for referral rather than 'F' - fail. This means that the work will be returned with feedback and recommendations so that further actions can be taken to ensure that the learning outcomes and assessment criteria for that unit are being met.

If a student is formally assessed and the assessor believes they are not yet competent, the assessor/ tutor will be feedback to the student and advise what needs to be achieved prior to re-assessment, this will be recorded so that the student has a record of any extra areas of work requiring development prior to the assessment. Further information on pass and referral criteria are set out in the assessment handbooks. Learners must achieve 100% competence in a particular skill and at a particular level.

Verification is the process used by BWYQ to check that the assessments have been undertaken properly and in accordance with our requirements. Centres undertake their own internal quality assurance (IQA)/ verification which is then moderated by the BWYQ External Quality Assurance (EQA) process. It is only when the BWYQ EQA is satisfied that all the proper procedures have been undertaken that a certificate can be issued.

Appendix 2: Guided Learning Hours Definition (GLH)

Source: Ofqual General Conditions of Recognition September 2015

Guided Learning

The activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes the activity of ‘participating in education or training’ shall be treated as including the activity of being assessed if the assessment takes place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Immediate Guidance or Supervision

The guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –

- (c) with the simultaneous physical presence of the Learner and that person, or
- (d) remotely by means of simultaneous electronic communication.

For these purposes, the activity of Invigilation is to be regarded as a form of guidance or supervision.

Document History		
Date	Author	Action
August 2016	BWYQ Operations Coordinator and Responsible Officer Amanda Buchanan	Reviewed and revised
	Governor Approval	

The British Wheel of Yoga Qualifications Publication 2016
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