

YMCA Level 3 Diploma in Teaching Yoga (600/1227/4)

Qualification Specification



YMCA Awards

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Level 3 Award in Teaching Yoga

Qualification Specification

Qualification number: 600/1227/4

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or are simply wishing to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

Ofqual
CCEA (Council for Curriculum, Examinations and Assessment)
QIW (Qualifications Wales)

Qualification aim

This qualification is aimed at learners who want to pursue a career in the health and fitness industry as a yoga instructor. It recognises the skills, knowledge and competence required of an individual to work in an unsupervised capacity to plan, instruct and evaluate a safe and effective yoga session.

Overview of knowledge, skills and understanding

Learners will cover:

- understanding anatomy and physiology for exercise and health
- understanding the philosophy and fundamentals of yoga
- how to programme a yoga session
- how to instruct a yoga session.

Target group and age range

Learners need to be 16 or above to complete this qualification.

Qualification structure

To achieve the YMCA Level 3 Diploma in Teaching Yoga, learners are expected to achieve all 7 mandatory units. The total credit value for this qualification is 40.

This qualification is made up of 7 mandatory units:

Unit reference number	Unit title	Level	Credit
A/600/9051	Anatomy and physiology for exercise and health	3	6
T/600/9016	Health, safety and welfare in a fitness environment	2	2
A/600/9017	Principles of exercise, fitness and health	2	4
M/600/9015	Know how to support clients who take part in exercise and physical activity	2	2
Y/503/0317	Philosophy and fundamentals of yoga	3	9
H/503/0319	Programming a yoga session	3	8
D/503/0318	Delivering a yoga session	3	9

The Total Qualification Time (TQT) for this qualification is 400. The Guided Learning Hours (GLH) assigned are 213 minimum.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor

- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to give feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

There are no formal pre-requisites. YMCA Awards recommend learners have basic understanding of Level 2 anatomy and physiology.

Opportunities for progression

- Level 3 Diploma in Teaching Pilates
- Level 3 Diploma in Personal Training and Instruction
- Specialist yoga courses including antenatal and postnatal yoga

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

England and regulated by Ofqual

Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment)

Wales and regulated by QiW (Qualifications Wales).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquires and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website:

www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures

www.ymcaawards.co.uk/centres/centre-guidance

The YMCA Awards Level 3 Diploma in Teaching Yoga is assessed through a combination of internal and external assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

There is a Learner Assessment Record available for this qualification, so please make sure you are logged in to the centre home on the website and follow this link: <http://www.ymcaawards.co.uk/download-resources/lars>

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports/presentations
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)
- summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods see the suggested example in the 'Qualification content' section of this specification.

External assessment

There are externally set and marked multiple choice theory papers for both the Anatomy and Physiology unit and Principles of Exercise unit. Mock papers can be found by clicking the link here:

<http://www.ymcaawards.co.uk/download-resources/mock-papers>

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the internal quality assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the external quality assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods

Anatomy and physiology for exercise and health (A/600/9051)

Unit aim

This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for a range of clients

Unit content

The learner will:

1. Understand the heart and circulatory system and its relation to exercise and health

The learner can:

1.1 Explain the function of the heart valves

1.2 Describe coronary circulation

1.3 Explain the effect of disease processes on the structure and function of blood vessels

1.4 Explain the short and long term effects of exercise on blood pressure, including the Valsalva effect

1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training

1.6 Define blood pressure classifications and associated health risks

The learner will:

2. Understand the musculoskeletal system and its relation to exercise

The learner can:

2.1 Explain the cellular structure of muscle fibres

2.2 Describe the sliding filament theory

2.3 Explain the effects of different types of exercises on muscle fibre type

2.4 Identify and locate the muscle attachment sites for the major muscles of the body

2.5 Name, locate and explain the function of skeletal muscle involved in physical activity

2.6 Identify the anatomical axis and planes with regard to joint actions and different exercises

2.7 Explain the joint actions brought about by specific muscle group contractions

2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk

2.9 Describe joint movement potential and joint actions

2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments

The learner will:

3. Understand postural and core stability

The learner can:

3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine

3.2 Describe local muscle changes that can take place due to insufficient stabilisation

3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency

3.4 Explain the potential problems that can occur as a result of postural deviations

3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems

3.6 Explain the benefits, risks and applications of the following types of stretching:

- Static (passive and active)
- Dynamic
- Proprioceptive neuromuscular facilitation

The learner will:

4. Understand the nervous system and its relation to exercise

The learner can:

4.1 Describe the specific roles of:

- The central nervous system (CNS)
- The peripheral nervous system (PNS) including somatic and autonomic systems

4.2 Describe nervous control and transmission of a nervous impulse

4.3 Describe the structure and function of a neuron

4.4 Explain the role of a motor unit

4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres

4.6 Explain the function of muscle proprioceptors and the stretch reflex

4.7 Explain reciprocal inhibition and its relevance to exercise

4.8 Explain the neuromuscular adaptations associated with exercise/training

4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance

The learner will:

5. Understand the endocrine system and its relation to exercise and health

The learner can:

5.1 Describe the functions of the endocrine system

5.2 Identify the major glands in the endocrine system

5.3 Explain the function of hormones including:

- Growth hormone
- Thyroid hormones
- Corticosteroids
- Catecholamines
- Insulin
- Glucagon

The learner will:

6. Understand energy systems and their relation to exercise

The learner can:

6.1 Identify the contribution of energy according to:

- Duration of exercise/activity being performed
- Type of exercise/activity being performed
- Intensity of exercise/activity being performed

6.2 Identify the by-products of the 3 energy systems and their significance in muscle fatigue

6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise

Assessment

Externally set multiple choice theory paper

Health, safety and welfare in a fitness environment (T/600/9016)

Unit aim

This aim of this unit is to provide the learner with the knowledge and understanding that instructors need to maintain health, safety and welfare in a variety of fitness environments, including the safeguarding of children and vulnerable adults.

Unit content

The learner will:

1. Understand emergency procedures in a fitness environment

The learner can:

- 1.1 Identify the types of emergencies that may occur in a fitness environment
- 1.2 Describe the roles that different staff and external services play during an emergency
- 1.3 Explain the importance of following emergency procedures calmly and correctly
- 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people

The learner will:

2. Understand health and safety requirements in a fitness environment

The learner can:

- 2.1 Outline why health and safety is important in a fitness environment
- 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment
- 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups
- 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation
- 2.5 Describe the types of security procedures that may apply in a fitness environment
- 2.6 Describe the key health and safety documents that are relevant in a fitness environment

The learner will:

3. Understand how to control risks in a fitness environment

The learner can:

3.1 Identify possible hazards in a fitness environment relating to:

- Facilities
- Equipment
- Working practices, including lifting and handling of equipment
- Client behaviour
- Security
- Hygiene

3.2 Describe how to risk assess the types of possible hazards in a fitness environment

3.3 Describe how to control risks associated with hazards in a fitness environment

3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally

The learner will:

4. Understand how to safeguard children and vulnerable adults

The learner can:

4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults

4.2 Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults

4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual

4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual

4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures

4.6 Describe the procedures to follow to protect oneself from accusations of abuse

4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults

4.8 Explain when it may be necessary to contact statutory agencies

4.9 Describe how to maintain the confidentiality of information relating to possible abuse

Assessment

Assessment workbook:

The assessment workbook is available in the following formats:

- Paper-based document (download and print)
- Y-Mark (auto-marking) via Moodle.

Principles of exercise, fitness and health (A/600/9017)

Unit aim

This unit covers knowledge an instructor needs to programme safe and effective exercise for a range of clients, the health benefits of physical activity and the importance of healthy eating.

Unit content

The learner will:

1. Understand the effects of exercise on the body

The learner can:

- 1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training
- 1.2 Identify the short- and long-term effects of exercise on blood pressure
- 1.3 Describe the 'blood pooling' effect following exercise
- 1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise
- 1.5 Describe delayed onset of muscle soreness (DOMS)
- 1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness
- 1.7 Describe the short- and long-term effects of different types of exercise on muscle
- 1.8 Describe different exercises that can improve posture

The learner will:

2. Understand the components of fitness

The learner can:

- 2.1 Define the components of health-related fitness
- 2.2 Define the components of skill-related fitness
- 2.3 Identify the factors that affect health- and skill-related fitness

The learner will:

3. Understand how to apply the principles and variables of fitness to an exercise programme

The learner can:

3.1 Describe the physiological implications of:

- Specificity
- Progressive overload
- Reversibility
- Adaptability
- Individuality
- Recovery time

3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)

3.3 Explain the principles of a progressive training programme in developing components of fitness

3.4 Explain how to recognise when and how to regress a training programme

3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type)

3.6 Describe the effect of speed on posture, alignment and intensity

3.7 Describe the effect of levers, gravity and resistance on exercise

3.8 Describe the differences between programming exercise for physical fitness and for health benefits

The learner will:

4. Understand the Exercise contraindications and key safety guidelines for special populations

The learner can:

4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)

4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients

4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14–16)

4.4 Describe the key safety considerations for working with disabled people

The learner will:

5. Understand how to safely monitor exercise intensity

The learner can:

5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity, including:

- The talk test
- Rate of Perceived Exertion (RPE)
- Heart rate monitoring and the use of different heart rate zones

The learner will:

6. Understand the health benefits of physical activity

The learner can:

6.1 Describe the health benefits of physical activity

6.2 Describe the effect of physical activity on the causes of certain diseases, including:

- Coronary heart disease
- Some cancers
- Type 2 diabetes
- Hypertension
- Obesity
- Osteoporosis

The learner will:

7. Understand the importance of healthy eating

The learner can:

7.1 Describe the national food model/guide

7.2 Describe key healthy eating advice that underpins a healthy diet

7.3 Explain the importance of adequate hydration

7.4 Explain professional role boundaries in relation to offering nutritional advice

7.5 Explain the dietary role of the key nutrients

7.6 Identify the common dietary sources of the key nutrients

7.7 Describe the energy balance equation

7.8 Explain the health risks of poor nutrition

Assessment

Externally set multiple choice theory paper

Know how to support clients who take part in exercise and physical activity (M/600/9015)

Unit aim

This unit covers the learner's ability to have the necessary knowledge and skills required to communicate with their clients effectively, and motivate their clients to adhere to an exercise programme. Learners will apply the knowledge and skills they have learned to provide a more client focused approach to their training.

Unit content

The learner will:

1. Understand how to form effective working relationships with clients

The learner can:

- 1.1 Explain why it's important to form effective working relationships with clients
- 1.2 Explain why it's important to present oneself and the organisation positively to clients
- 1.3 Describe how different communication skills can be used to assist clients with motivation
- 1.4 Explain the importance of valuing equality and diversity when working with clients

The learner will:

2. Understand how to address barriers to exercise/physical activity that clients experience

The learner can:

- 2.1 Identify the typical barriers to exercise/physical activity that clients experience
- 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence
- 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence
- 2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity

The learner will:

3. Understand how to support clients to adhere to exercise/physical activity

The learner can:

3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation

3.2 Describe how to assist clients to develop their own strategy for motivation and adherence

3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity

3.4 Describe how to set short-, medium- and long-term SMART goals

3.5 Describe how to review and revise short-, medium- and long-term SMART goals

The learner will:

4. Understand how to provide ongoing customer service to clients

The learner can:

4.1 Explain the importance of client care both for the client and the organisation

4.2 Explain why it is important to deal with clients' needs to their satisfaction

4.3 Identify where to source relevant and appropriate information to meet clients' needs

4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively

4.5 Give examples of how to exceed customer expectations, when appropriate

4.6 Explain the importance of handling client complaints positively following an organisation's procedure

Assessment

Assessment workbook:

The assessment workbook is available in the following formats:

- Paper-based document (download and print)
- Y-Mark (auto-marking) via Moodle.

Philosophy and fundamentals of yoga (Y/503/0317)

Unit aim

This unit provides the core underpinning knowledge that is essential for yoga instructors.

Unit content

The learner will:

1. Define yoga

The learner can:

1.1 Describe the meaning and aims of yoga

The learner will:

2. Understand the history of yoga

The learner can:

2.1 Describe the history of yoga from ancient to modern times

2.2 Describe the Bhagavad Gita and its relevance to modern day yoga

2.3 Describe the four paths of yoga and their relevance to modern life

2.4 Explain the three gunas

The learner will:

3. Understand Raja Yoga

The learner can:

3.1 Describe the historical and philosophical background of Raja Yoga

3.2 Explain what is known of the author of the Yoga Sutras

3.3 List and summarise the 4 chapters of the Yoga Sutras Patanjali

3.4 Describe the yogic concepts

3.5 Summarise the eight limbs of yoga from the Yoga Sutras Patanjali

3.6 Describe the five subsections of the first 2 limbs

3.7 Describe the Samyama and how it can be introduced into a yoga class

The learner will:

4. Understand the theory and principles of meditation

The learner can:

4.1 Describe meditation

4.2 Describe different ways of meditating

4.3 Describe the preferred posture for meditation

4.4 Describe the preferred time and conditions for meditation

4.5 Explain when meditation may be introduced to a yoga class

The learner will:

5. Understand Mantra

The learner can:

5.1 Explain the theory and practice of Mantra

5.2 Describe the possible outcomes of the practice of Mantra

5.3 Describe Om and its significance

The learner will:

6. Understand Hatha Yoga

The learner can:

6.1 Describe the modern day practices and principles of Hatha Yoga

6.2 Describe a range of Hatha Yoga lineages

The learner will:

7. Understand the yogic concept of prana and the pranic body

The learner can:

7.1 Define prana

7.2 Describe the pranic body and list the 5 koshas

7.3 Describe the 5 divisions of the pranamaya kosha and their functions

7.4 Describe what are the Nadis

7.5 Describe the 3 main Nadis and their functions

7.6 Describe what are Chakras

7.7 List and describe the 7 main Chakras

7.8 Describe what is Kundalini

7.9 Describe what are the Granthis and explain the importance of them within the practice

The learner will:

8. Understand the theory and principle of pranayama

The learner can:

8.1 Describe Pranayama

8.2 Describe the possible outcomes of Pranayama

8.3 List and describe the practice and purpose of three different Pranayama techniques

The learner will:

9. Understand the theory of mudra

The learner can:

9.1 Describe mudras giving reference to a text

9.2 Describe why mudras are practiced

9.3 Describe how mudras are practiced

9.4 Describe the time to introduce mudras to a class

The learner will:

10. Understand Bandhas

The learner can:

10.1 Describe Bandhas giving reference to text

10.2 Describe the three main Bandhas

10.3 Describe the possible outcomes of the practice of Bandhas

10.4 Describe the time to introduce Bandhas into a class

The learner will:

11. Understand Kriyas

The learner can:

11.1 Describe Kriyas

11.2 List the 6 main Kriyas giving reference to text

11.3 Describe how to perform the 6 main Kriyas

11.4 Describe the possible outcomes of the 6 main Kriyas

11.5 Describe the precautions of Kriyas

The learner will:

12. Understand the purpose of Asana

The learner can:

12.1 Describe the possible outcome of posture taking, giving reference to texts

12.2 Describe the most common asanas taught

12.3 Describe any reasons for deferral of an asana

12.4 Describe the importance of a balance of strength and flexibility asanas within a yoga class

The learner will:

13. Understand Counterpose

The learner can:

13.1 Describe the terms precaution and prohibition

13.2 Describe the reason for counterpose

13.3 Describe the timings of counterpose

The learner will:

14. Understand the health conditions encountered within a yoga class

The learner can:

14.1 Describe the terms precaution and prohibition

14.2 Describe the common health conditions encountered within a yoga class

14.3 List any precautions, prohibitions and modifications to the yoga practice

Assessment

Worksheet, Yoga practice journal

Programming a Yoga Session (H/503/0319)

Unit aim

This unit covers the knowledge and skills a learner needs to design, manage and adapt a progressive programme of yoga with apparently healthy adults of all ages. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual or older adults, ante and postnatal clients and disabled clients, provided the relevant contraindications and key safety guidelines are observed.

Unit content

The learner will:

1. Understand how to prepare a yoga session

The learner can:

1.1 Describe the range of resources required to deliver a yoga session

1.2 Explain how to work in environments that are not specifically designed for yoga sessions

The learner will:

2 Understand how to plan the aims and objectives of a yoga session

The learner can:

2.1 Describe the aims of the session

2.2 Describe the outcomes of the session

The learner will:

3 Understand how to design a progressive programme of yoga

The learner can:

3.1 Summarise the key principles of designing a progressive programme of yoga practices including the order and structure of sessions

3.2 Describe a range of safe and effective yoga activities

3.3 Describe activities for all phases of the yoga session to include suitable opening, main and closing phase

3.4 Explain how to design programmes that can be run in environments not designed specifically for yoga

3.5 Identify when it might be appropriate to share the programme with other professionals

The learner will:

4 Understand how to identify personal goals with participants

The learner can:

4.1 Explain how to identify participant's short, medium and long term goals

The learner will:

5 Be able to collect information about participants

The learner can:

5.1 Establish a rapport with the participants

5.2 Explain own role and responsibilities to participants

5.3 Collect the information needed to adapt a programme using appropriate methods

5.4 Show sensitivity and empathy to participants and the information they provide

5.5 Record the information using appropriate formats in a way that will aid analysis

5.6 Treat confidential information correctly

The learner will:

6 Be able to plan a progressive yoga programme

The learner can:

6.1 Plan specific outcome measures, stages of achievement and yoga activities

6.2 Plan a balanced programme that comprises flexibility, muscular strength and motor skills

6.3 Ensure the demands of the programme allows for different levels of experience of participants

6.4 Plan a progressive programme at a mixed ability level

6.5 Agree appropriate evaluation methods of the yoga programme

6.6 Identify the resources needed for the programme, including the use of environments not designed for yoga

Assessment

Health and safety planning document and session plan, Progressive programme and Viva

Delivering a Yoga Session (D/503/0318)

Unit aim

This unit covers the knowledge and skills a learner needs to deliver yoga practices as part of a programme for apparently healthy adults of all ages. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual or older adults, ante and postnatal clients and disabled clients, provided the relevant contraindications and key safety guidelines are observed. This unit, however, does not cover running specialist whole classes for young people, older adults, ante and postnatal and disabled participants.

Unit content

The learner will:

1 Understand how to instruct a yoga session

The learner can:

- 1.1 Explain the importance of non-verbal communication when teaching a yoga session
- 1.2 Describe how to adapt communication to meet participant needs
- 1.3 Explain the importance of correcting participant's technique

The learner will:

2 Understand how to adapt yoga practices to meet participant needs during a yoga session

The learner can:

- 2.1 Explain why it is important to monitor individual progress during the session
- 2.2 Describe different methods of monitoring participant progress during a yoga session
- 2.3 Explain when it may be necessary to adapt planned practices to meet participant needs
- 2.4 Explain how to adapt yoga asanas/asana positions as appropriate to individual participants and conditions
- 2.5 Explain how to modify the intensity of yoga practices according to the needs and response of the participants

The learner will:

3 Understand how to review yoga sessions with participants

The learner can:

3.1 Explain why yoga teachers should give participants feedback on their performance during a session

3.2 Explain why participants should be given the opportunity to ask questions, provide feedback and discuss their performance

3.3 Explain why participants should be given the opportunity to ask questions, provide feedback and discuss their performance

3.4 Explain why participants need information about future sessions and yoga practices, both supervised and unsupervised

The learner will:

4 Be able to plan and prepare yoga sessions

The learner can:

4.1 Plan a range of yoga practices to help participants achieve their objectives and goals

4.2 Identify, obtain and prepare the resources needed for planned yoga activities, improvising safely where necessary

The learner will:

5 Be able to prepare participants for yoga sessions

The learner can:

5.1 Help participants feel at ease in the yoga environment

5.2 Explain the planned objectives and yoga practices to participants

5.3 Explain to participants how objectives and yoga activities support their goals

5.4 Explain the physical and technical demands of the planned yoga session activities to participants

5.5 Explain to participants how planned yoga activities can be progressed or regressed to meet their goals

5.6 Assess participant state of readiness and motivation to take part in the planned yoga session activities

5.7 Negotiate and agree with participants any changes to the planned yoga session activities

The learner will:

6 Be able to instruct and adapt planned yoga activities

The learner can:

- 6.1 Demonstrate appropriate motivational teaching styles
- 6.2 Explain the purpose and value of a warm up to participants
- 6.3 Provide warm-ups appropriate to the participants and planned activities
- 6.4 Make the best use of the environment in which participants are practicing
- 6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective
- 6.6 Adapt verbal and non-verbal communication methods to make sure participants understand what is required
- 6.7 Analyse participants' performance, providing positive reinforcement throughout
- 6.8 Correct techniques at appropriate points
- 6.9 Progress or regress yoga activities according to participants' performance

The learner will:

7 Be able to bring yoga sessions to an end

The learner can:

- 7.1 Allow sufficient time for the closing phase of the session
- 7.2 Explain the purpose and value of cool-down activities to participants
- 7.3 Select closing activities according to the type and intensity of yoga activities and participants' needs and level of practice
- 7.4 Provide participants with feedback and positive reinforcement
- 7.5 Leave the environment in a condition suitable for future use

The learner will:

8 Be able to reflect on teaching yoga sessions

The learner can:

- 8.1 Review the outcomes of the yoga session including feedback
- 8.2 Identify how well the sessions met planned activities
- 8.3 Identify how to improve personal practice
- 8.4 Explain the value of reflective practice

Assessment	Observation of performance
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