BWY Diploma in Teaching Yoga

Course Overview and Guidance

PART 1: ‘PREPARING TO TEACH YOGA’

Unit 1:  Applied Anatomy and Physiology and the Teaching of Asana
Unit 2:  Yoga Breathing Practices and Relaxation
Unit 3:  Planning for Teaching and the Responsibilities of a Yoga Teacher
<table>
<thead>
<tr>
<th>PAGE NO.</th>
<th>CONTENTS (page 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Outline of Part One – Preparing to Teach Yoga</td>
</tr>
<tr>
<td></td>
<td>Portfolio of Evidence requirements</td>
</tr>
<tr>
<td>5</td>
<td>Unit 1 Key areas of Knowledge and Key Skills</td>
</tr>
<tr>
<td>6</td>
<td>Core asanas</td>
</tr>
<tr>
<td>7</td>
<td>Assignment 1.1a</td>
</tr>
<tr>
<td>8</td>
<td>Assignment 1.1b</td>
</tr>
<tr>
<td>9-11</td>
<td>1.1a front sheet</td>
</tr>
<tr>
<td>12-14</td>
<td>1.1b front sheet</td>
</tr>
<tr>
<td>15</td>
<td>Unit 2 Key areas of Knowledge and Key Skills</td>
</tr>
<tr>
<td>15</td>
<td>Assignment 2.1</td>
</tr>
<tr>
<td>16/17</td>
<td>Assignment 2.2</td>
</tr>
<tr>
<td>18/19</td>
<td>2.1 front sheet</td>
</tr>
<tr>
<td>20/21</td>
<td>2.2 front sheet</td>
</tr>
<tr>
<td>22</td>
<td>Unit 3 Key areas of Knowledge and Key Skills</td>
</tr>
<tr>
<td>22/23</td>
<td>Assignment 3.1</td>
</tr>
<tr>
<td>23/24</td>
<td>Assignment 3.2</td>
</tr>
<tr>
<td>25/26</td>
<td>Lesson Plan front sheet</td>
</tr>
<tr>
<td>27</td>
<td>Post Lesson Reflective Evaluation form</td>
</tr>
<tr>
<td>28/29</td>
<td>Lesson Plan Pro-forma</td>
</tr>
<tr>
<td>30/31</td>
<td>Assignment 3.2 worksheet</td>
</tr>
<tr>
<td>32</td>
<td>3.2 front sheet</td>
</tr>
<tr>
<td>33/38</td>
<td>Duty of care document</td>
</tr>
<tr>
<td>39/40</td>
<td>Student Health Questionnaire Template</td>
</tr>
<tr>
<td>41/43</td>
<td>Written work guidelines</td>
</tr>
<tr>
<td>44</td>
<td>Student’s reflective comments on written work</td>
</tr>
<tr>
<td>45/46</td>
<td>Rules for referral and resubmission</td>
</tr>
</tbody>
</table>

**Supporting Documents:**

| 47       | Record of Teaching |
| 48       | Yoga Class Attendance Form |
| 49       | Record of workshops or events |
| 50-52    | Student Development Profile |
| 53/54    | Course Evaluation Form |
| 55-56    | A Brief Overview and Guidance Notes for Student Teachers |
| 57       | Guidance Notes for Tutors |
Part One of the BWY Diploma in Teaching Yoga: ‘Preparing to Teach Yoga’.

Consisting of the following Units which are taught concurrently

Unit 1: Applied Anatomy and Physiology and the Teaching of Asana
Unit 2: Yoga Breathing Practices and Relaxation
Unit 3: Planning for Teaching and the Responsibilities of a Yoga Teacher

Plus additional course content (not formally assessed):

Philosophy: Non assessed discussions:
Discussions on topics of the tutor’s choice to introduce student teachers to aspect of the Upanishads, the Bhagavad Gita, Patanjali’s Yoga Sutra and the Hatha Yoga Pradipika; to include selected reading from each of the texts.

History of Yoga: An overview. Non assessed, tutor led talk

Minimum contact time for ‘Preparing to Teach Yoga’ is 100 hours.

Prerequisite Knowledge

Student teachers will have completed the BWY course Essential Anatomy and Physiology for Yoga prior to commencement of Diploma study or before the end of Part One of the Course.1 Student teachers with an existing anatomy and physiology qualification may be given credit for their prior learning subject to RPL Guidance.

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1 Tutors’ note: The BWY course in Essential Anatomy and Physiology for Yoga has been designed to be completed as home study by student teachers. Tutors who wish to teach material outside the scope of the Anatomy and Physiology Course are free to do so. The Anatomy and Physiology Course is intended to establish a base line of knowledge for all student teachers, upon which tutors can build and directly apply yoga specific principles. It is not a substitute for tutor led application of principles.
Portfolio Evidence for ‘Preparing to Teach Yoga’

Formally assessed tasks:

UNIT 1

1.1a  One detailed posture profile  
Completed assessment front sheet  
Student teacher’s reflective comment on what has been learned from this task

1.1b  Lesson plan for micro teaching of Asana in the required format  
Completed assessment front sheet  
Student teacher’s reflective evaluation of teaching

UNIT 2

2.1  Written work on Stress and Relaxation  
Completed assessment front sheet  
Student teacher’s reflective comment on what has been learned from this task

2.2  Teaching of basic breathing and relaxation  
Lesson plan  
Completed assessment front sheet for the lesson plan and for the assessment of teaching  
Student teacher’s reflective evaluation of teaching

UNIT 3

3.1  Lesson plans for 1.1b and 2.2

3.2  Written review of role and responsibility as a Yoga teacher together with associated documents: poster or flier advertising a yoga class; questionnaire for initial assessment of students’ interests and experience in yoga; handout suitable to give to students during the first session of a yoga course

    Checklist for a risk assessment
    Response to question on the student questionnaire
    Response to question on reporting accidents
    Response to question on child protection policy guidance
    Response to question on ethical issues and issues of equality in yoga teaching

Supporting Documents:

    Development profile completed by the student teacher with tutor comments
    First aid certificate
    Certificate of successful completion of ‘Essential Anatomy and Physiology for Yoga’ or evidence of RPL
    Record of classes attended
    Record of workshops attended
    Record of teaching
Unit 1
Applied Anatomy and Physiology and the Teaching of Asana

1.1 Key areas of knowledge and understanding and key skills:

1.1.1 Principles of Anatomy and Physiology and their Application to Asana.

a. Practical application of anatomical language of movement in asana
b. Practical application of joint action in asana; to include the nature and ranges of movement in specific asana
c. Practical application of muscular action in asana; to include the action of major muscle groups in specific asana
d. The effect of gravity on muscle action in practice; to include concentric and eccentric muscle action
e. Leverage in asana; to include application of principles and how to modify asana to reduce leverage
f. Promoting mobility/strength/flexibility in asana; to include:
g. The practical benefits of mobilising joints
h. The practical application of isometric and isotonic muscle action
i. Promoting strength through the range of movement of a muscle/muscle group; promoting strength in static posture
j. Practical principles of lengthening muscles and connective tissue in asana, including safety in stretching
k. Core strength and stability
l. Muscle reflexes and their role in promoting flexibility

1.1.2. The Teaching of Asana

a) Warming and mobilising
b) The static and dynamic use of posture
c) The use of the breath in dynamic and static posture
d) Preparation for specific asana
e) Teaching the phases of posture
   (placement/entry, static phase, coming out of posture)
f) Teaching posture in stages
g) Vulnerable areas and correct structural alignment
   (to be revisited and assessed in Units to follow)
h) Modification
i) Aids
j) Areas for caution: the application of theoretical knowledge from course study of anatomy and physiology
k) Common medical conditions: the application of theoretical knowledge from course study of anatomy and physiology
l) Areas for caution: less able students and pregnancy
m) Variations and extension practices
   (To be revisited and assessed in Units to follow)

n) Counterpose
o) Benefits
p) Observation and adjustment
   (to be revisited and assessed in the following Units)

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2 An understanding of how to encourage core strength and stability in asana does not imply teaching in any specific style or tradition and may be covered in a variety of ways according to the knowledge and style of teaching of the tutor.
1.1.3. Detailed Study of the Core Asanas

Core asanas to be covered in detail in this Unit are:

<table>
<thead>
<tr>
<th>Core Asanas</th>
<th>A</th>
<th>Tadasana; Savasana and Semi Supine; Vatnyasana/Apanasana; Vajrasana; Majariasana (cat); Sukkhasana; Dandasana; Warming and mobilising.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Uttanasana; Jathara Parivatanasana (Jathara Parivritti); Trikonasana; Vrksasana; Virabhadrasana I; Virabhadrasana II; Dwi Pada Pitham; Bhujangasana; Salabhasana; Adho Mukha Svanasana; Baddhakonasana (Bhadrasana); Suptapadangusthasana; Utkatasana</td>
</tr>
</tbody>
</table>

Asanas listed in B are suitable for student teachers’ assessed micro teaching of asana and posture profile. Suggested additional asanas that may, at the tutor’s discretion, be the chosen asana for student teachers’ assessed micro teaching of asana and posture profile are:

| Suggested Additional Asanas | C | Simple seated twist, such as Bharadvajasana; Prasarita Paddottanasana; Navasana; Ardha Chandrasana (simple standing lateral flexion, not balance) Chaturangadandasana (plank); Banarasana (lunge) |

Tutors may at their discretion substitute other postures for those listed in C, or include others, providing they include sufficient hours in their course.

1.1.4 Teaching Practice:

- Micro teaching of Asana
Formal Assessment and underpinning knowledge for Applied Anatomy and Physiology and the Teaching of Asana:

Assignment 1.1a: Asana Analysis and application of Principles of Anatomy, and Physiology to the teaching of Asana and Posture Profile.

Student teachers will demonstrate the application of their knowledge and understanding of the following:

- Joint movement and muscle action in Asana
- How to create a balance of strength and flexibility
- The principles of preparation for asana and counterpose
- Principles of modification
- Areas for caution in the practice and teaching of asana

by completing in detail a posture profile for one of the core asanas studied in this Unit or other related asana as negotiated between the tutor and student. The chosen posture will be the main posture for the student teacher's micro teaching of asana. The posture profile should include consideration of all the headings on the profile and specifically:

1) Analysis of the key joints, articulating bones and nature of movement involved in moving into the posture from its base starting position
2) Analysis of the key muscle groups involved. Discrimination should be demonstrated in choosing those muscle groups that most need to stretch, create strength or stability according to the specific posture
3) Preparation of key joints, and muscle groups to stretch or contract according to analysis of the posture
4) Stages leading to the main posture
5) At least one modification for a specified need and at least one aid
6) A way to ease the body and counterpose the posture
7) Areas of caution for conditions commonly encountered that might be adversely affected by the posture
8) Sources of information should be acknowledged and a bibliography included

Note: The posture profiled in detail by the student teacher will be the subject of their Unit teaching practice.

1.2.3 Underpinning Knowledge.

Underpinning knowledge and understanding of how to analyse a posture, and how to apply principles of anatomy and physiology to the correct preparation, detailed teaching of the posture, modification, aids, areas for caution and counterpose of the posture will be progressively built. The posture profile is intended to be used as a creative teaching and study tool to provide a framework for study of asana generally throughout the Unit. Course tutors will cover principles of the Core Asanas listed in 1.1.3 in detail and use the posture profiles to highlight areas of study and principles particularly relevant to specific asana.

Key areas of knowledge and understanding listed in 1.1.1 and 1.1.2 may be covered as an integral part of study of individual postures, or as separate sessions.

Tutor portfolios will show session planning and course materials evidencing how underpinning knowledge and understanding has been progressively built.

Consideration of appropriate modifications for the less able and for a pregnant woman attending a general yoga class should form an integral part of the study of asana.
1.1b Micro Teaching of Asana.

Student teachers will, within their peer group, teach a thirty minute³ micro teaching of Asana, based on the Asana for which they have completed a detailed posture profile (Task description paragraph 1.2.2). A lesson plan will be submitted by the student teacher to the tutor for approval in advance as negotiated between tutor and student teacher, with sufficient time to amend the plan if necessary. The lesson plan will be in proforma format shown at the end of Unit 3 and will be assessed in accordance with the criteria for assessing lesson plans contained in that Unit.

The teaching session will include the following elements:

- Preparation for the main posture including warming of muscles and mobilising of joints and preparatory postures which may take the form of modifications of the main posture. Preparation should be based on analysis of key joints and muscles identified in the posture profile.
- Integration of the breath either in breathing co-ordinated with movement or in static posture.
- A staged approach to teaching the posture including at least one stage suitable for beginners/the less physically able.
- Counterpose to ease and rebalance the body after the main posture.
- Areas for caution and common medical conditions that may be adversely affected by the posture (if any) and suggested modifications or alternatives.
- The use of at least one teaching aid should be explained or demonstrated.
- At least one benefit of the main posture. Discrimination should be shown in the choice of benefit which should be explained as part of teaching.

Teachers will demonstrate during the teaching:

- Clarity in giving instructions, teaching points and explanation of practices; audibility.
- Integrity of movement in demonstrations, according to the student teacher’s own physical capacity.

Whilst it is not an assessed aspect of the teaching practice, student teachers should be encouraged by their tutor:

- to ensure that demonstrations of key aspects of main posture(s) are watched by their peers.
- to observe their peers as part of developing their teaching skills.

The teaching should be followed by a feedback session involving the tutor and peers.

³ Tutors’ note: The teachings of Asana may, at the tutor’s discretion be longer than thirty minutes to reflect actual Yoga class teaching time.
**Assessment front sheets for Unit 1: ‘Applied Anatomy and Physiology and the Teaching of Asana’:**

**Task description paragraph 1.2.2**

### 1.1a Posture Profile

**Name of Student Teacher:**

**Date of submission of profile:**

<table>
<thead>
<tr>
<th>Name(s) of asana in Sanskrit</th>
<th>Diagram or picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal translation/derivation</td>
<td></td>
</tr>
<tr>
<td>Common English Name(s)</td>
<td></td>
</tr>
</tbody>
</table>

**Asana Analysis:**

- **Key joints/articulation/nature of movement**

- **Key factors involved in creating the movement from the starting point (prone, supine, semi-supine, sitting, kneeling, standing). Factors include muscular contraction, both concentric and eccentric as appropriate, and gravity. Key muscle groups that need to be able to lengthen and relax in the posture (will be stretched?)**

- **Key factors that may cause limitations (joint shape, body proportion, tightness or weakness of key muscles e.g. tight hamstrings in uttanasana; weak quads in utkatasana) Key muscle groups that need strength either to move into, hold, or exit the posture**
### Preparation
Give examples of specific preparation. Indicate areas the preparation is targeting from the factors identified above.

- Ways of mobilising key joints
- Ways of preparing key muscle groups that will lengthen and relax
- Ways of preparing key muscle groups that need strength either to move into, hold or exit the posture

### Areas for Caution

### Modifications to completed posture/Aids

### Stages leading to the posture, if appropriate, (using less challenging/modified versions to prepare for/lead into the final posture):
including teaching points to promote good structural alignment and core strength/stability as appropriate to the posture

### Teaching points while in the posture

### Bringing students out of the posture

### Variations/ways of developing the posture

### Counterposes
**Key benefits and effects:** (If esoteric, refer to source ancient texts)

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**References in source ancient texts** (if any)

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**Sources of information from modern teachers/bibliography**

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**Student teacher’s comments on what has been learned from this task**

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**Student teacher’s signature**

**Date**

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**Tutor’s comments:**

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**Tutor’s signature**

**Date**

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Notes for guidance: This template should be expanded in size to include detail as required. Diagrams may be used for explanation. All areas of the profile must be covered as relevant to the specific posture. Some aspects will be more applicable than others, depending on the posture. Tutors may ask for other information to be included.
Task description paragraph 1.3.

1.1 b Micro Teaching of Asana and Posture Profile Assessment Front Sheet.

Name of student teacher:

Date of Teaching:

All elements must be achieved to the required level for a Pass. Those that are not achieved will be referred for further assessment. Reasons for referral must be clearly stated in tutors’ comments. Tutors need not comment on all criteria but will comment on specific strengths and areas for development. In cases of referral only criteria not met will be reassessed and tutors will only comment on reassessed elements. The teaching practice description appears in full in the Unit guidance and teaching must be in accordance with it. The lesson plan will be assessed in advance in accordance with the requirements of Unit 3.
### 1.1 a Posture Profile.
### 1.1 b Micro Teaching of Asana

Student teachers will, within their peer group, teach a thirty minute session of an Asana for which they have completed a detailed posture profile. A lesson plan will be submitted for approval by the tutor in advance.

<table>
<thead>
<tr>
<th>The posture profile will contain all elements stated on the profile; understanding of anatomical principles will be demonstrated in explanations and application of principles to the teaching of Asana.</th>
<th>P/R</th>
<th>Tutor comments</th>
</tr>
</thead>
</table>

This task provides evidence for the following syllabus criteria: Unit 1: 1.1-1.4; 2.1-2.3; 3.1; 4.1-4.2; 5.1; 6.1 Unit 3: 2.1; 3.1-3.2; 4.1-4.2; 5.1

<table>
<thead>
<tr>
<th>The teaching session will include the following elements:</th>
<th>P/R</th>
<th>Tutor comments</th>
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</table>

Where an element of the session is missing or inadequately covered the assessor will make a judgement as to whether this significantly compromised the learners’ safety or ability to practice techniques/learn in deciding whether to pass or refer

<table>
<thead>
<tr>
<th>a) Preparation for the main asana, including warming of muscles and mobilising of joints and preparatory postures. Preparation should be based on analysis of the key joints and muscles identified in the posture profile.</th>
<th>P/R</th>
<th>Tutor comments</th>
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<tr>
<th>b) Integration of the breath either in breathing co-ordinated with movement or in static posture.</th>
<th>P/R</th>
<th>Tutor comments</th>
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</table>

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<tr>
<th>c) A staged approach to teaching the posture including at least one stage suitable for beginners or the less physically able. Stages should be explained on the posture profile and those taught referred to briefly on the lesson plan.</th>
<th>P/R</th>
<th>Tutor comments</th>
</tr>
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</table>

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<tr>
<th>d) Teaching points to promote alignment, strength and flexibility, based on analysis of the posture or preparation for the posture contained in the posture profile.</th>
<th>P/R</th>
<th>Tutor comments</th>
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</thead>
</table>

<table>
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<tr>
<th>e) Counterpose to ease and rebalance the body after the main posture.</th>
<th>P/R</th>
<th>Tutor comments</th>
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</thead>
</table>

<table>
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<tr>
<th>f) Areas for caution and common conditions that may be adversely affected by the posture (if any) should be explained in the posture profile and suggested modifications or alternatives should be given in teaching the posture.</th>
<th>P/R</th>
<th>Tutor comments</th>
</tr>
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<tr>
<th>g) The use of at least one teaching aid should be explained or demonstrated during the teaching practice.</th>
<th>P/R</th>
<th>Tutor comments</th>
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</table>

The student teacher will demonstrate:

Where instructions/explanations are inaudible, confused, disjointed, limited or inaccurate to the extent that learners’ ability to practice techniques/learn is significantly compromised,
The teaching practice will be referred.

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<tr>
<th></th>
<th>P/R</th>
<th>Tutor Comments</th>
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</thead>
<tbody>
<tr>
<td>h)</td>
<td>Clarity in giving instructions, teaching points and explanation of practices.</td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>Integrity of movement in demonstrations, according to the student teacher’s own physical capacity.</td>
<td></td>
</tr>
</tbody>
</table>

**General comments of tutor/assessor:**

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
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</table>

**A post lesson reflective evaluation should be completed by the student after peer and tutor feedback**
Unit 2

Yoga Breathing Practices and Relaxation

2.1 Key areas of knowledge and understanding and key skills:

2.1.1 Breath Awareness and Breathing Techniques.

- Breath awareness
- Techniques of breath control; that is techniques to develop familiarity with taking conscious control of the breath, to develop the breathing mechanism and enhance the effectiveness of respiration
- Teaching basic breathing techniques

To include a variety of techniques negotiated between course tutor and student teachers. The course tutor will show in their tutor portfolio evidence of the chosen techniques.

2.1.2 Stress and Relaxation.

- Relaxation, stress and the benefits of yoga relaxation
- Relaxation techniques
- Teaching relaxation

To include a variety of techniques negotiated between course tutor and student teachers. The course tutor will show in their tutor portfolio evidence of the chosen techniques.

2.1.3 Teaching Practice.

- Basic breathing techniques and relaxation

2.2. Formal Assessment and underpinning knowledge for Yoga Breathing Practices and Relaxation:

2.2.1: Stress and Relaxation.

Assignment 2.1

a) Define stress and explain the effects of stress.
b) Give every day examples from your own experience of how stress arises.
c) Explain what happens to the body during deep relaxation and the benefits of yoga relaxation techniques.

(Note: an explanation of the autonomic nervous system is not required)

The essay should:
1) Include a brief definition of stress, referring to the source of this definition
2) Distinguish between necessary levels of stress in life and unhealthy levels of stress
3) State some of the long term effects of unhealthy levels of stress on the body and mind.
4) Give examples from the students own experience of how stress arises in everyday life
5) Include a brief description of how the body responds in deep relaxation, referring to the source of this description
6) Discuss the beneficial effects of yoga relaxation techniques.
7) Include a bibliography with all sources correctly acknowledged and referenced.

Guideline word count: 1500-2500 words
2.2.2 Underpinning Knowledge for teaching Relaxation.

Student teachers will demonstrate knowledge/understanding of the following:

a) How to create a relaxed atmosphere in a class
b) Suitable postures for relaxation
c) The problems that may be encountered in teaching relaxation and how they might deal with them

2.2.3 Underpinning Knowledge for teaching Basic Breathing Techniques.

Student teachers will

a) demonstrate knowledge/understanding of the difference between breath awareness and techniques of breath control
b) be able to identify and practice a variety of techniques

Assessment of underpinning knowledge for teaching relaxation, breath awareness and breathing techniques is informal and may be as a result of group work, individual home study or practice, as negotiated between the course tutor and student teachers. It is within the tutor's discretion to set an informal breathing practice diary for student teachers if they so wish. Any written work should be informal and may be in the form of worksheets or diagrammatic representations, single word or single sentence answers or in list or diary form. Tutor portfolios will show session planning/course materials and assessment strategy.

2.3: Teaching of basic breathing techniques and relaxation.

Assignment 2.2: Basic breathing and relaxation teaching practice:

Student teachers will, within their peer group, teach a ten minute session of basic breathing followed by a fifteen minute guided relaxation. The session should be suitable for beginner or first year students. A lesson plan will be submitted by the student teacher to the tutor for approval in advance as negotiated between tutor and student teacher, with sufficient time for the plan to be amended if necessary. The lesson plan will be in proforma format shown at the end of Unit 3 and will be assessed in accordance with the criteria for assessing lesson plans contained in that Unit.

The teaching practice will include:

j) Settling the students into practice including comfort in posture and opening breath awareness
k) Teaching the breathing technique including explanation; teaching points, modified practice as appropriate to the chosen technique; areas for caution (if any).
l) Settling into relaxation, comfort in relaxation posture and focus for the mind.
m) Guided relaxation that includes use of pace and language to create focus and calm; a gradual return from relaxation.

Student teachers will demonstrate:

n) Clarity of instruction and explanation.
o) Knowledge and understanding of the chosen breathing practices through their explanation and teaching points.
The aims and learning outcomes of the session must be clearly stated on the lesson plan, they need not be verbally stated but should be clear from the teaching. The teaching itself should reflect how the student would teach in a class teaching situation. Any practical benefits stated should be realistic in terms of western science. Any esoteric benefits stated should be supported by reference to source yoga texts.

The teaching should be followed by a feedback session involving tutor and peers.
Task description 2.2.1

Written Work Assignment Front Sheet
2.1 Stress and Relaxation

Name of Student Teacher:

Date:

All criteria must be achieved for a Pass. Those that are not achieved will be referred for further assessment. Reasons for referral must be clearly stated in tutors’ comments. Tutors need not comment on all criteria but will comment on specific strengths or areas for development. The assignment description appears in full in the Unit guidance and answers must be in accordance with it.

<table>
<thead>
<tr>
<th>Title: Stress and Relaxation</th>
<th>Assessment Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Define stress and explain the effects of stress.</td>
<td></td>
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<tr>
<td>b) Give every day examples from your own experience of how stress arises.</td>
<td></td>
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<tr>
<td>c) Explain what happens to the body during deep relaxation and the benefits of yoga relaxation techniques. (Note: an explanation of the autonomic nervous system is not required)</td>
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<table>
<thead>
<tr>
<th>Criteria relevant to the Assignment.(With specific reference to all parts of Essay title)</th>
<th>Assessment Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Include a brief definition of stress, referring to the source of the definition.</td>
<td></td>
</tr>
<tr>
<td>2) Distinguish between necessary levels of stress in life, and unhealthy levels of stress.</td>
<td></td>
</tr>
<tr>
<td>3) State some of the long term effects of unhealthy levels of stress on the body and mind.</td>
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<tr>
<td>4) Give relevant examples from the students own experience of how stress arises in everyday life.</td>
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<tr>
<td>5) Include a brief description of how the body responds in deep relaxation, referring to the source of this information.</td>
<td></td>
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<tr>
<td>6) Discuss the beneficial effects of yoga relaxation techniques.</td>
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<tr>
<td>7) Written work meets the BWY general criteria for marking essays</td>
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<tr>
<td>8) Use and acknowledgement of sources correct referencing and bibliography.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Criterion no.</th>
<th>Tutor’s comments on the achievement of the above criteria. (See also comments made in the margins of coursework itself.)</th>
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<tbody>
<tr>
<td>Signed (tutor/assessor)</td>
<td>Date</td>
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<tr>
<th>Student teacher’s comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signed (student teacher)</th>
<th>Date</th>
</tr>
</thead>
</table>
Task description paragraph 2.3

2.2 Teaching of Basic Breathing and Relaxation Assessment Front Sheet.

Name of student teacher:

Date of Teaching:

All elements must be achieved to the required level for a Pass. Those that are not achieved will be referred for further assessment. Reasons for referral must be clearly stated in tutors' comments. Tutors need not comment on all criteria but will comment on specific strengths and areas for development. In cases of referral only criteria not met will be reassessed and tutors will only comment on reassessed elements. The teaching practice description appears in full in the Unit guidance and teaching must be in accordance with it. The lesson plan will be assessed in advance in accordance with the requirements of Unit 3.

<table>
<thead>
<tr>
<th>Teaching of basic breathing techniques and relaxation.</th>
<th>This task provides evidence for the following criteria: Unit 2: 1.1-1.2; 2.1-2.3; 3.1; 5.1 Unit 3: 2.1; 3.1-3.2; 4.1-4.2; 5.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The session will include the following elements:</td>
<td>Where an element of the session is missing or inadequately covered the assessor will make a judgement as to whether this significantly compromised the learners' ability to practice techniques/learn in deciding whether to pass or refer</td>
</tr>
<tr>
<td>a) Settling the students into the breathing practice, including comfort in posture and opening breath awareness; attention to any environmental factors which may affect practice. b) Teaching the breathing technique including explanation, teaching points, modified practice as appropriate to the chosen technique; areas for caution if any. c) Settling into relaxation, comfort in relaxation posture and focus for the mind. d) Guided relaxation that includes use of pace and language to create focus and calm; a gradual return from relaxation.</td>
<td></td>
</tr>
<tr>
<td>The student teacher will demonstrate:</td>
<td>Where instructions/explanations are inaudible, confused, disjointed, limited or inaccurate to the extent that learners' ability to practice techniques/learn is significantly compromised, the teaching practice will be referred.</td>
</tr>
<tr>
<td>d) Clarity of instruction and explanation.</td>
<td></td>
</tr>
<tr>
<td>f) Knowledge and understanding of the chosen breathing practices shown through explanation and teaching points.</td>
<td></td>
</tr>
</tbody>
</table>

P/R Tutor comments

a) Settling the students into the breathing practice, including comfort in posture and opening breath awareness; attention to any environmental factors which may affect practice.

b) Teaching the breathing technique including explanation, teaching points, modified practice as appropriate to the chosen technique; areas for caution if any.

c) Settling into relaxation, comfort in relaxation posture and focus for the mind.

d) Guided relaxation that includes use of pace and language to create focus and calm; a gradual return from relaxation.

The student teacher will demonstrate:

Where instructions/explanations are inaudible, confused, disjointed, limited or inaccurate to the extent that learners' ability to practice techniques/learn is significantly compromised, the teaching practice will be referred.

P/R Tutor comments
### General comments of tutor/assessor:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

A post lesson reflective evaluation should be completed by the student after peer and tutor feedback.
Unit 3: Planning for Teaching and the Responsibilities of a Teacher.

3.1 Key areas of knowledge and understanding and key skills:

3.1.1 Teaching and Learning.

a) How adults learn - Significance of learners’ existing attitudes beliefs and life experience
b) Initial and ongoing assessment
c) The role of self assessment by students of their own progress
d) Significance of achievable goals, appropriate challenge and praise
e) Different teaching and learning styles
f) Principles from Blooms Taxonomy of learning: psychomotor, cognitive and affective realms
g) Setting realistic, achievable, aims and learning outcomes for yoga class teaching
h) The significance of observation, questions, discussion and written feedback from students in knowing whether desired learning has taken place

3.1.2 Lesson Planning.

a) Content of a yoga class
b) Teaching methods
c) Aims
d) Learning outcomes
e) Associated assessment criteria
f) Evaluation
g) Formatting a class plan

3.1.3 Setting Up a Yoga Class

a) Role and responsibility of a yoga teacher
b) Practical considerations
c) Health and Safety
d) Legal considerations
e) Ethics of teaching yoga

3.2 Formal Assessment and underpinning knowledge for Planning for Teaching and the Responsibilities of a Teacher.

3.2.1 Formal Assessment for Planning for Teaching:

Assignment 3.1: Student teachers will be able to formulate lesson plans for the teaching of general yoga classes and specific practices:

The lesson plans will be in the proforma format shown at the end of this Unit and include:

a) Aims of the session. Aims should be concisely stated and reflect the teacher’s overall purpose for the session.
b) Learning outcomes. Those things which students will learn directly from the session. Learning outcomes should be realistic in terms of the experience of students and the time available to teach them.
c) Level of experience of the students for which the practice is intended. Where some experience is assumed it should be stated.

d) Outline of content including approximate timings; purpose or benefit of the practice; aids and modifications that will be offered to students; resources.

e) Assessment strategy. This may be in the form of a feedback session led by the student teacher. The content of the feedback session should be directly linked with stated learning outcomes.

f) Bibliography of sources of information.

Teaching will be followed by peer group feedback and reflective evaluation by the student teacher who will complete a reflective evaluation sheet in the required format.

Underpinning knowledge for this task appears in 3.1.1. and 3.1.2

Associated teaching practices:
- 1.1b micro teaching of Asana
- 2.2 basic breathing and relaxation

Detailed Assessment criteria for specific lesson plans appear in the front sheet for assessing lesson planning at the end of this Unit.

3.2.1
Assignment 3.2: The role and responsibilities of a yoga teacher and legal implications of yoga teaching.

This assignment consists of tasks/questions 1-6 set out in the ‘Duty of Care Guidance for Yoga Teachers in the Appendix to this Unit. The questions should be considered with direct reference to the text.4.

Assessment Criteria appear in the assignment front sheet.

3.2.2 Underpinning Knowledge for setting up a yoga class and role and responsibility of a Yoga teacher.

Student teachers will demonstrate knowledge/understanding of:

a) Considerations for choosing a time and venue for a yoga class
b) Considerations for setting charges for class teaching
c) Ways in which a yoga class may be advertised
d) The general advice students need before joining a yoga class and ways of providing this
e) The BWY Student Health Questionnaire Template including initial assessment of students' interest and experience in Yoga.
f) The need for record keeping including registers, self employed earnings and records of class teaching

g) Design a poster/flier advertising a yoga class, demonstrating a choice of appropriate information for students
h) Prepare a handout to give to students during the first session of a Yoga course, demonstrating an appropriate choice of information for students

4 Tutors’ note: The questions on legal implications of Yoga teaching have been placed within a text which is legally correct at time of writing. The questions should therefore be answered with direct reference to the text and, whilst other material may be considered, extraneous conflicting material should be avoided as other interpretations are not always correct.
The documents created by students, in accordance with f) and g) and h) will form part of student teachers’ portfolios.

Assessment of underpinning knowledge for Setting up a Yoga Class is informal and may be as a result of group work, individual home study or written work as negotiated between the course tutor and student teachers. Any written work should be informal and may be in the form of worksheets/diagrammatic representations, single word or single sentence answers or in the form of lists.

Tutor portfolios will show session planning/course materials and assessment strategy.
Assessment front sheets Unit 3: Planning for Teaching and Responsibilities of a Yoga Teacher

LESSON PLAN ASSESSMENT FRONT SHEET: 1.1 and 2.2
Name of Student Teacher:
Date of teaching practice:

All elements must be achieved to the required level for a ‘pass’. Those that are not achieved will be referred for further assessment. Reasons for referral must be clearly stated in tutors’ comments. Tutors need not comment on all criteria but will comment on specific strengths or areas for development. In cases of referral only criteria not met will be reassessed and tutors will only comment on reassessed elements. The teaching practice description appears in full in the Unit Plan. The description should be carefully considered and teaching must be in accordance with it.

<table>
<thead>
<tr>
<th>Teaching Practice Title:</th>
<th>This task provides evidence for the following syllabus criteria: Unit 3: 2.1; 3.1-3.2; 4.1-4.2; 5.1-5.4; 6.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson plan will include the following elements:</td>
<td>Assessment decision</td>
</tr>
<tr>
<td>a) Aim(s) of the session. Aims should be concisely stated and reflect the teacher’s overall purpose for the session.</td>
<td>a)</td>
</tr>
<tr>
<td>b) Learning outcomes. Those things which students will learn as a result of the session. Learning outcomes should be realistic in terms of the experience of the students and the time available to teach them.</td>
<td>b)</td>
</tr>
<tr>
<td>c) Level of experience of students for whom the practice is intended. Where some experience is assumed, it should be stated.</td>
<td>c)</td>
</tr>
<tr>
<td>d) Outline of content, clearly and logically stated including; approximate timings; purpose or benefit of the practice; aids and modifications that will be offered to students; resources.</td>
<td>d)</td>
</tr>
<tr>
<td>e) Assessment strategy. This may be in the form of observation, feedback from students or other strategy chosen by the student teacher.</td>
<td>e)</td>
</tr>
<tr>
<td>f) Evaluation strategy. This may be in the form of reflective evaluation or other strategy chosen by the student teacher.</td>
<td>f)</td>
</tr>
<tr>
<td>g) Bibliography of sources of information.</td>
<td>g)</td>
</tr>
</tbody>
</table>
### Assessment criterion letter and tutor comment:

<table>
<thead>
<tr>
<th>Tutor’s signature:</th>
<th>Date:</th>
</tr>
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</table>

<table>
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<tr>
<th>Student teacher’s comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date:</th>
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</thead>
</table>

Note: The front sheet may be enlarged to accommodate comments as required.
Post Lesson Reflective Evaluation

Name of Student Teacher:      Date:

Teaching practice subject:

<table>
<thead>
<tr>
<th>In this lesson did I:</th>
<th>Notes Upon Which to Base Future Development of Teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep to my lesson plan? If I made changes what was the reason?</td>
<td></td>
</tr>
<tr>
<td>Did these changes have any effect on the overall balance of the lesson or the intended learning?</td>
<td></td>
</tr>
<tr>
<td>Observe students’ practice and offer encouragement/assistance as needed?</td>
<td></td>
</tr>
<tr>
<td>Pitch the level appropriately for the student group?</td>
<td></td>
</tr>
<tr>
<td>Set the timing and pace appropriately for the students; give the right time to explanation and practice?</td>
<td></td>
</tr>
<tr>
<td>Create an atmosphere of interest and involvement?</td>
<td></td>
</tr>
<tr>
<td>Speak clearly? Give instructions and make teaching points students were able to follow.</td>
<td></td>
</tr>
<tr>
<td>Ensure students watched demonstrations of new postures/teaching points</td>
<td></td>
</tr>
<tr>
<td>Provide opportunities for all to participate fully</td>
<td></td>
</tr>
<tr>
<td>Include an underlying principle/philosophy of Yoga</td>
<td></td>
</tr>
</tbody>
</table>

Did anything go particularly well or not very well? If so what and what can I learn from it?

What changes would I make to the lesson if I were to teach it again?
Proforma

<table>
<thead>
<tr>
<th>LESSON PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUTOR:</td>
</tr>
<tr>
<td>SUBJECT/THEME:</td>
</tr>
<tr>
<td>LEVEL OF STUDENTS:</td>
</tr>
<tr>
<td>DATE:</td>
</tr>
<tr>
<td>TIME/DURATION:</td>
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<tr>
<td>RESOURCES:</td>
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<tr>
<td>AIMS:</td>
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<tr>
<td>LEARNING OUTCOMES:</td>
</tr>
<tr>
<td>ASSESSMENT METHODS:</td>
</tr>
<tr>
<td>EVALUATION METHODS:</td>
</tr>
<tr>
<td>BIBLIOGRAPHY:</td>
</tr>
<tr>
<td>TIME</td>
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<tr>
<td>------</td>
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<td></td>
</tr>
</tbody>
</table>
Assignment 3.2 Worksheet

The role and responsibilities of a yoga teacher and legal implications of yoga teaching.

Your answers should be based on the BWY Duty of Care Document in the Student Information Handbook, and the BWY Ethical Code of Conduct, Child Protection documents and policies and Equity Policy issued on the BWY website.

Answer the questions in the boxes provided, which will expand, being a Word Document.

Question 1: Read through the Code of Ethical Conduct for teachers in the BWY Equity Policy. Review and summarise your role and responsibility as a Yoga Teacher based on its content and what is written in the Duty of Care Document. (Guideline word count 200 words)

Question 2: Compile a simple checklist which you would be able to use for a risk assessment.

Question 3: Consider the BWY Student Questionnaire Template. Write a short statement regarding your views on its suitability, indicating if you would make any changes for use with your classes and why. State (1) how long will you keep questionnaire (2) how you will keep the information confidential (3) how you will store the questionnaire.

Question 4: You are employed as a yoga teacher. A student falls during your class, hits her head and passes out. She is taken to accident and emergency. What details do you record and who do you inform?

Question 5: One of your students wishes to bring her eleven year old child with her to the class. What do you take into account in deciding whether to agree? Would it have made a difference if the child was unaccompanied? (Note: note, this question should be answered from current policy guidance issued on BWY website and in Spectrum).

Question 6: Read through BWY Equity Policy and the Ethical Code of Conduct for teachers. Consider and list in summary issues of equality you need to be aware of in teaching a yoga class and how you would promote inclusion of students. (Guideline word count 200 words)

Supplementary documents to be attached for informal assessment of setting up a yoga class
1. *Poster or flier advertising a Yoga Class*

2. *Handout suitable to give to students during their first session of yoga*
Task Description paragraph 3.2.1

3.2 Written Work Assignment Front Sheet

Name of Student Teacher:
Date:

All criteria must be achieved for a Pass. Those that are not achieved will be referred for further assessment. Reasons for referral must be clearly stated in tutors’ comments. Tutors need not comment on all criteria but will comment on specific strengths or areas for development. Criteria not met will be reassessed in subsequent front sheets for this assignment. The assignment description appears in full in the Unit guidance and answers must be in accordance with it.

<table>
<thead>
<tr>
<th>The role and responsibilities of a yoga teacher and legal implications of yoga teaching. Note: This work is based on The BWY ‘Duty of Care Guidance for Teachers of Yoga’ and the BWY Policy and Guidance contained or referred to in Part 3 of the Course and Student Information Handbook.</th>
<th>This task provides evidence for the following syllabus criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 1.1-1.3; 6.1</td>
<td></td>
</tr>
</tbody>
</table>

Your work should demonstrate that you are able to

<table>
<thead>
<tr>
<th>Assessment Decision</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1) Review and summarise your role and responsibility as a Yoga Teacher (Guideline word count for this section 200 words)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2) Compile a simple checklist which you would be able to use for a risk assessment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3) Consider the BWY Student Questionnaire Template listing suitability, confidentiality, storage, when to be destroyed.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4) Demonstrate your understanding of recording and reporting accidents by applying guidance to assignment question 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5) Apply BWY Child Protection and policy guidance to assignment question 5 by explaining what you would take into account in deciding whether to accept a child into an adult class</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6) Consider and list in summary issues of equality you need to be aware of in Yoga teaching and how you would promote inclusion of students. (Guideline word count for this section : 200 words)</th>
</tr>
</thead>
</table>

Criterion no. | Tutor’s comments on the achievement of the above criteria (See also comments made in the margins of course work itself) |
| --- | --- |

Signed (tutor/assessor) | Date |

Student teacher’s comments

Signed (student teacher) | Date |
Appendix to Unit 3.

3.2 Assignment questions: The role and responsibilities of a yoga teacher and legal implications of yoga teaching.

BWYQ Diploma in Teaching Yoga syllabus learning outcomes:

   a) Review your role and responsibilities as a yoga teacher.

   b) Summarise key aspects of current legislative requirements and codes of practice that apply in yoga teaching

   c) Discuss issues of equality and diversity and ways to promote inclusion.

The guidance and questions set out below are intended as discussion topics from which student teachers can review and summarise legislative requirements and policy issues that relate to them in their Yoga teaching.

Duty of Care – Guidance for Teachers of Yoga

As a teacher of Yoga you have a responsibility to take all reasonable steps to ensure the safety and well being of those you teach, according to the standards of a reasonably competent Yoga Teacher. This BWY document is for guidance purposes. It provides a basic explanation of the Duty of Care and some suggestions of useful steps that teachers of Yoga can take to evidence that they have attempted to comply with that duty. It is not intended to be an exhaustive statement of the law in this area.

As a self employed teacher of Yoga you are personally responsible for complying with the Duty of Care to your students and you will be personally liable in the event of a breach of that Duty.

1. If your training is the BWY Diploma in Teaching Yoga, the standard applied is that of the reasonably competent Diploma holder. If however you hold yourself out as having specialist expertise, for instance teaching classes specifically for pregnant women, children, or as yoga therapy, the standard is respectively that of the reasonably competent pregnancy yoga teacher, children’s yoga teacher or yoga therapy teacher.

Your duty of care includes:

- Teaching to the level of experience and physical capacity of your students.
- Offering modified practice appropriate to individual students and explaining areas for caution relevant to individual medical conditions.
- Teaching within your training and experience and where a student attending your class is suffering from a medical condition outside your knowledge seeking further training or expert advice and referring your student to their doctor or other health professional.
- Recognising that where you do not have the knowledge to safely teach a student you should not do so.
- Ensuring your students can progressively take responsibility for their own safety by giving them the information they need to do so. This does not absolve you from your own responsibility but it acknowledges that adults also take responsibility for themselves.
If you teach groups of students with specific needs, for instance pregnancy classes, children’s classes, or classes for special needs students you must have the training/experience to do so safely.

**Question 1:** Read through the Code of Ethical Conduct for teachers in the BWY Equity Policy. Review and summarise your role and responsibility as a Yoga Teacher based on its content and what is written above. (Guideline word count 200 words)

**2. Risk Assessment:**

2.1. Your duty of care extends to:

- Seeking the information you need to teach your students in an informed way. This includes asking for information about the level of students experience, physical capacity and health. It also includes observing students as you teach and adjusting your teaching according to your observations.
- Taking all reasonable steps to ensure a safe practice environment.

2.2. These together form the basis of ‘risk assessment’ in yoga, namely the factors specific to individual students that may create a risk of injury to them and the factors in the external environment that could do so. Risk assessment is an ongoing responsibility. Students’ personal circumstances change, as do environmental factors and you need to be aware of these changes. However you are not responsible for risks you could not have reasonably foreseen in accordance with your professional knowledge and training.

2.3. Where you identify a risk to your students it is your responsibility to take steps to remove it. This may be as simple as re-stacking furniture in your practice venue or ensuring that the heating is turned on early enough to ensure the room is adequately heated. Where you identify a serious risk that cannot be removed, you should not continue to teach in that environment. Your responsibility is the same whether you are employed or self-employed. If you are employed and there are environmental risks that you cannot address, you should report them to your employing organisation and if they do not take steps to remove the risk you should cease to teach in the venue provided.

2.4. A simple checklist compiled for yourself provides evidence of the factors you have considered. Where a risk is identified a note of steps taken to reduce it should be kept as evidence.

**Question 2:** Compile a simple checklist which you would be able to use for a risk assessment.

**3. Health questionnaires:**

- Are a source of information enabling you to adjust your teaching to meet the needs of individual students.
- Give students the opportunity to inform you of medical conditions, injuries or structural problems that may be adversely affected by some aspects of Yoga practice.
- Provide evidence that you have sought the information requested in the questionnaire.
3.1. It is not the purpose of health questionnaires to list every conceivable medical condition. Asking questions about conditions about which you have no knowledge serves no purpose and gives the impression that you have knowledge that you do not. You should seek information about the conditions covered in your Yoga training, or that are within your own expertise if you have other training. You should also include an open question asking students whether they are receiving treatment or are suffering from any condition or injury that could be adversely affected by Yoga practice. Health questionnaires should also include a clause stating that where students are receiving medical treatment, or suffer from serious illness or injury, or are in any doubt as to their state of health, they should seek the advice of their doctor or other health professional before practicing yoga.

3.2. You should keep a note (perhaps using a tick box on the questionnaires themselves) that you have considered the responses and make a note of any further action you have taken arising from the responses, for instance in the form of modifications on lesson plans.

Question 3: Consider the BWY Student Questionnaire Template. Write a short statement regarding your views on its suitability, indicating if you would make any changes for use with your classes and why. State (1) how long will you keep questionnaire (2) how you will keep the information confidential (3) how you will store the questionnaire.

4. Reporting Incidents and Accidents:

4.1. If a student suffers an injury, or symptoms of an illness show themselves during a yoga class, you must make a contemporaneous record of it (at the time or immediately after the class). BWY have an accident report form which indicates the information to be recorded. If you are employed, your employer will have their own procedures for reporting accidents and you should be aware of and comply with these. You should always keep a register of those attending your class. Registers serve several purposes, one of which is to record witnesses of the circumstances of an incident or accident.

The Health and Safety Executive have also stipulated that some serious injuries must be reported under ‘RIDDOR’

4.2. The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), place a legal duty on employers, self-employed people and people in control of premises to report a range of serious injuries, diseases and occurrences by the quickest means possible. Hopefully you will never find yourself in this situation but you should be aware that it is your responsibility to report a death or major injury which leads to a student being taken from the venue in which you are teaching to hospital.

4.3. You must also keep a record of any reportable injury. This must include the date and method of reporting; the date, time and place of the event; personal details of those involved; and a brief description of the nature of the event. You can keep the record in any form you wish.

4.4. Details of reportable major injuries are appended to this guidance with the current contact number for the Incident Contact Centre.

4.5. There is also a duty to report ‘dangerous occurrences that do not result in injury but could have done’. You should familiarise yourself with the nature of these dangerous occurrences by looking on the RIDDOR website.
Question 4: You are employed by adult education as a yoga teacher. A student falls during your class, hits her head and passes out. She is taken to accident and emergency. What details do you record and who do you inform?

5. **Emergency Procedures:**

If you are employed your employer should have a procedure in place in the event of an emergency. If you are self employed you should put in place your own. Students should be aware of emergency exits from the building and meeting points. Checking the register will ensure that everyone is accounted for. A simple checklist provides evidence of what action you would take in an emergency.

6. **Keeping Records:**

Records are evidence of the steps you have taken to discharge your duty of care. The records you should keep include:

- Registers
- Records of the experience and physical capacity of students/health questionnaires
- Schemes of work for terms of teaching together with class plans showing the practices taught and modifications offered. If changes are made during teaching these should be noted
- Records of accidents/incidents
- Checklist for emergency procedures
- Checklist for risk assessment

7. **Duty of Care: Child Protection/ ‘Safeguarding’ Children. (A child in this context refers to any young person under the age of 18)**

7.1. As a student teacher with the BWY you agree to read the current BWY Child Protection Policy, abide by its principles and obligations and ensure you have appropriate training undergo the BWY Safeguarding vetting procedures (via the Equity & Welfare Manager).

7.2. If you wish to teach yoga classes for children, you need knowledge and training beyond that contained in the BWY Diploma Course. This training includes:

- Child Protection: How to recognise, record and report child abuse and how to support a child who has made a disclosure without interfering with a child protection investigation.
- The steps you need to take in teaching children, to safeguard yourself from criticism or allegations being made against you.
- Stages in children’s development and how to teach effectively and safely according to a child’s physical and emotional maturity.
- Ethical considerations in teaching children.

7.3. BWY gives additional guidance which is published on BWY website and in Spectrum, including advice on what you need to take into account if you are asked to accept a child into an adult class, or if you are asked to teach a ‘taster’ children’s class. The detail of Child Protection Policy is an area in which you may need further advice and is the responsibility of BWY’s Lead Child Protection Officer, who should be contacted, rather than your Diploma Course Tutor.
Question 5: One of your students wishes to bring her eleven year old child with her to the class. What do you take into account in deciding whether to agree? Would it have made a difference if the child was unaccompanied? (Note: note, this question should be answered from current policy guidance issued on BWY website and in Spectrum).

8. Insurance

8.1. It is your responsibility to ensure that you are insured at all times when you teach. This means that you must keep your BWY teaching membership up to date as your insurance premium is included in your membership. If you teach uninsured and a student suffers injury as a result of your proven negligence you are personally liable to pay compensation and you could lose your personal assets. If you are unable to pay compensation an injured person will go uncompensated.

8.2 You should be aware of the risk for which you are covered under the BWY insurance policy and any specific exclusions from cover. Coverage is subject to change according to the policy of the insurance company but broadly you are insured to teach:

- In accordance with the training you have received and your own expertise. It follows that if you teach outside your training and expertise and a student suffers injury as a result of your negligence the insurance company may refuse to pay out on the claim made against you.
- The insurance company will reach its decision based on an investigation of the circumstances of each individual case, so it cannot be said with certainty when a claim for compensation will be denied, however a non exhaustive list of factors that will be taken into account are:
  - Whether you have complied with the policy guidance issued by BWY
  - Whether you have taught within your professional Yoga training and other relevant training/experience
  - Whether you have complied with post Diploma continuing professional development requirements
  - You should also note that BWY stipulates that all its teachers must hold a current first aid certificate at all times when they teach.

Equity Policy – Recognising the Equality and Diversity of students in Yoga classes and promoting Inclusion

- You should have read the BWY Equity Policy and Ethical Code of Conduct for Teachers and have regard to of the ethical issues and issues of equality you need to be aware of in teaching Yoga.

Question 6: Read through BWY Equity Policy and the Ethical Code of Conduct for teachers. Consider and list in summary issues of equality you need to be aware of in teaching a yoga class and how you would promote inclusion of students. (Guideline word count 200 words)

Appendix to ‘Duty of Care – guidance for teachers of Yoga’:
Reportable major injuries under RIDDOR are:
- fracture, other than to fingers, thumbs and toes;
- amputation;
- dislocation of the shoulder, hip, knee or spine;
- loss of sight (temporary or permanent);
- chemical or hot metal burn to the eye or any penetrating injury to the eye;
- injury resulting from an electric shock or electrical burn leading to unconsciousness, or requiring resuscitation or admittance to hospital for more than 24 hours;
- any other injury: leading to hypothermia, heat-induced illness or unconsciousness; or requiring resuscitation; or requiring admittance to hospital for more than 24 hours;
- unconsciousness caused by asphyxia or exposure to harmful substance or biological agent;
- acute illness requiring medical treatment, or loss of consciousness arising from absorption of any substance by inhalation, ingestion or through the skin;
- acute illness requiring medical treatment where there is reason to believe that this resulted from exposure to a biological agent or its toxins or infected material.

Currently the easiest way to report is by calling the Incident Contact Centre (ICC) on 0845 300 99 23 (local rate). You will be sent a copy of the information recorded and you will be able to correct any errors or omissions.

**Duty of Care and Associated Documents** originated July 2009
Reviewed and revised May 2011
STUDENT QUESTIONNAIRE
to be filled in when joining yoga class

All information given will be treated in the strictest confidence and stored in accordance with Data Protection legislation.

Name ........................................................................................................................................
Address ....................................................................................................................................
Telephone number  Home ............................................. Mobile .......................................... 
e-mail ........................................................................................................................................

Emergency contact name and tel. no ..........................................................................................

Have you attended a yoga class before? ..................................................................................

If yes, how long have you practiced yoga? .............................................................................

If yes, what style of yoga have you practiced?  (if known) ....................................................

How did you hear about this class? ..........................................................................................

Do you participate in any other physical activity, e.g. gym work, jogging, swimming, aerobics, badminton, cycling, walking or other?

...................................................................................................................................................

How regularly do you do this? ..................................................................................................

The following information is required to ensure your safety. Whilst yoga may be practised safely by the majority of people, there are certain conditions which require special attention. If you are unsure please consult your GP before commencing class. Please tick the boxes below if you have any of the following medical conditions.

These conditions require specific modifications to your yoga practice. If yes, please give details.

- abdominal disorder or recent surgery □
- arthritis (osteo or rheumatoid) □
- back pain (if known cause please state) □
- knee problems □
- hip problems □
- shoulder or neck problems □
- heart disorders □
- high blood pressure □
- low blood pressure □
These conditions may affect your practice and so provide useful information for your tutor.

- asthma
- diabetes
- auto-immune disorder (e.g. M.E. M.S. Lupus etc)
- epilepsy
- anxiety/depression
- sensory disorder affecting eyes or ears
- balance affecting disorder
- other (to be discussed with tutor)

Are you /could you be, pregnant, or have you given birth in the last six weeks? Yes/No

Do you have any old injuries that still trouble you? Or any other medical conditions not covered above that might be adversely affected by yoga practice?

Yes/No
If yes, please provide details.

Have you had any recent operations (in the last two years)? Yes/No
If yes, please advise what the operation was.

DECLARATION
I confirm the above information is correct. I understand that it is my responsibility to:-

- check with my doctor if I have any difficulties or concerns about my ability to participate in the yoga class.
- advise the yoga tutor of any change in my medical information
- follow the advice given by my doctor and/or yoga tutor.

Name (please print)…………………………………………….
Signed…………………………………………………. …….. Date………………………………..
Written Work Guidelines

General Criteria for marking essays.

These are the general criteria tutors will apply in marking written work. Some criteria will be more relevant than others to particular essays depending on the subject matter and tutors will use their professional judgment in applying criteria. *Words in italics indicate the nature of learning outcomes being assessed.*

- Have all parts of the question been understood and answered? *(Analysis and comprehension)*
- Is material presented relevant to the question(s) asked? *(Discernment, analysis and comprehension)*
- Is material presented clearly, reflecting a good grasp of thoughts and ideas and a coherent discussion of them? *(Comprehension)*
- Are facts/opinions supported by informed expert opinion, by course set texts, or commentaries on the texts? *(Evaluation/application of ideas)*
- Is discrimination shown in the choice of material selected to support views presented; where facts are stated, are they objectively correct according to informed expert opinion? *(Comprehension/discernment/evaluation)*
- Is there evidence of depth of thought and assimilation of the material presented through well considered comment/conclusion or is the work a presentation of the ideas of others? *(Comprehension, application, evaluation)*
- Where views and opinions of others are presented, have they been acknowledged; failure to do so is plagiarism.
- Do conclusions flow logically from the material presented? *(Comprehension, application, evaluation)*

---

Writing an Essay

- It begins with a title which sets out the issues it will deal with.
- It takes the form of a discussion which leads the reader from the title at the beginning to a conclusion at the end.
- There are no absolute rules of writing essays, [there may be different requirements, different forms and styles according to their subject matter].

What does it do?

- It enables assessment of your progress.
- It deepens your learning of the subject you are studying.
- It strengthens your general powers of self expression.

What makes a good essay?

- You answered the question in the title.
- You referred to the relevant parts of the course for the main content of the essay.
- You showed a good grasp of the ideas you have been studying in the course.
- You presented a coherent argument.
- You wrote in an objective, analytical style, with appropriate use of evidence.
- The essay is well written (it is easy to read).
Hints on how to write essays

- Think of writing as a practical craft which can be refined by practise.
- Consider the stages of writing an essay.
- Before you begin, select and collect together notes drawn from the course.
- Give careful thought to the question(s) in the title – address each of the words or phrases.
- PLAN – think in broad strategic terms and work towards a sequence of points that get you to the conclusion you wish to draw.
- If you tend to have too much material, select what can be managed in the space you have.
- If you think you don’t have enough material pay more attention to note-taking.
- Explaining and making connections is important – allow space for an introduction, linking words and phrases and a conclusion.
- Give your own examples and show how points link up with each other.
- Ideally, spread the writing over several days, breaking the task down into stages and moving flexibly between them.

How to make writing flow

- Don’t worry too much about writing beautifully straight away……
- Use words and phrases to take you from one sentence to the next……
- Signposting reminds your reader from time to time where you have reached in the argument and points out the direction you are heading.
- Write clearly and simply for the intelligent ‘person’ in the street.

Academic writing – References

- In an essay, you often have to discuss other people’s ideas. You are expected to acknowledge where the ideas come from e.g. ‘as Smith argues’ and then give the reference.
- Quotations – everything between quotation marks, including punctuation, should be exactly as in the original text. If you deliberately add or omit something, signal the changes with square brackets or with dots.
- If you rely heavily on another’s words, and fail to use quotation marks to acknowledge your borrowings, you will be accused of plagiarism.
- How much of your own experience should be included? This varies between subjects……
- When you make a claim about the way things are in the world, you must offer evidence and say where it comes from.

(Taken from Study Skills 29.10.94 Lancaster University Department of Continuing Education)

Guideline Word Counts.

Word counts are there to assist you. They give you information as to the level of detail required to answer a question. If you write too little you are not writing in sufficient depth, if you write too much it may be that your writing is not sufficiently focussed. Writing more than required is not completely prohibited but you should be aware that if the work is confused, rambling or shows a lack of discrimination in your choice of material it may be referred back to you. Writing in depth when you are specifically asked to summarise will result in referral.
The Form of Written Work.

Some of your written work will be in essay form. Where subject matter permits, written work may include information presented in list or diagrammatic form; or evidence of personal experience or personal practice in the form of worksheets or summary charts. Written material in such forms will be taken into account in word counts. Your tutor will advise as to appropriate methods of presentation of information.

Plagiarism and indiscriminate use of the internet.

Deliberate Plagiarism is unacceptable at any stage of the course as it is simply cheating. It also detracts from the academic and personal development aspects of the course.

Plagiarism is defined as:

• Copying another person’s ideas and/or works, whether intentional or not, in whole or in part, from a print or non-print source, and using those ideas or works as one’s own.

• Deliberate and/or consistent lack of proper documentation and citation in the project or paper.

• Using -text documentation that is not in the referencing of an assignment

Sometimes students do not realise that they are plagiarising and this can cause unnecessary distress, therefore it is important that you follow your tutor’s guidelines on how to write assignments: cite and reference sources so that you do not plagiarise and check that you are clear of the definitions above.

Internet usage

A common cause of Plagiarism is cutting and pasting from the Internet. It is not acceptable to cut and paste chunks of information off the Internet and present it as your own, nor is it acceptable to use another students’ work as your own that may have been found on a website or elsewhere. All work must be cited, fully referenced and placed in quotation marks or set out as indented paragraphs. Remember your tutor will guide you how to do this, if necessary.

BWY wants its students to grow their own powers of research and presentation, to develop discernment in the materials included in assignments and to evidence that they are able to study a range of ideas and pull together your own thoughts from the various points of view, presented in different texts without stealing the ideas of another.

More details can be found in the BWY Plagiarism policy, which also guides the tutor how to deal with incidents of this kind.
Student teacher’s reflective comment on completed written work.

You are asked to give written comment on all the written work tasks you complete. This is part of your reflective evaluation on your development as a practitioner and teacher of yoga and relates not only to the task, but also to all the learning that underpins it. Your comment may be on any aspect of your developmental learning in any area of knowledge, understanding or skill relevant to the particular area of study. You may record your comments on this sheet and append it to the assessment front sheet for the task, or you may record your comments in your own format directly onto the front sheet itself.

Subject Area/written work title:

<table>
<thead>
<tr>
<th>What was your level of knowledge, understanding and/or skill in this subject area at the beginning of study?</th>
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<tbody>
<tr>
<td>How has it developed?</td>
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<td>What are the most important aspects of learning you have gained?</td>
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<tr>
<td>How will what you have gained inform your personal practice and your teaching?</td>
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<tr>
<td>Is there anything that could have helped you further or have been done differently?</td>
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<tr>
<td>Any other comments?</td>
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</table>

Student teacher signature: _______  Date: _______
Rules for referral and resubmission of written work.

Written work will be referred if there is a significant omission or failure in understanding required by the task description or if there is a significant departure from the criteria for marking written work. Omissions, errors or failures to organise material that are not central to the work and could be addressed by discussion or slight amendment without the need for further research or study should not be referred. A note should be kept by the course tutor (or other A1 assessor) on the assessment front sheet of any aspects addressed in this way.

A written work assignment or any part of it may be referred on two occasions for amendment. The course verifier should be notified if work is referred for a second time, or at any stage if there are disagreements between tutor and student teacher as to the tutor’s decision. If on the third submission all parts of the essay do not achieve pass it will constitute a fail. The course verifier will moderate any such decision. At all stages, consideration of the merits of the case will be based on the application of criteria for marking written work set out in the assignment front sheet and the BWY general criteria for marking written work in Part 1 of the Diploma Course.

The timescales for resubmission of written work should be negotiated between tutor and student teacher and the tutor must keep a written record of resubmission dates. All written work must be completed by the end of the part of the course in which it appears, except where there is evidence of Reasonable Adjustments or Special Considerations.

Rules for Referral of Formally Assessed Teaching.

Teaching should be assessed according to the level of experience of the student teacher based on the training they have received at that stage of the Diploma course. Teaching should be referred if there is a failure to meet criteria that significantly affects the safe or effective teaching of the session. Where a mistake has been made and it is possible for the tutor (or other A1 assessor) to satisfy him/herself through discussion with the student teacher that the nature of the mistake is understood and the mistake will not be repeated, the teaching should not be referred. Omissions, errors or failures in teaching skills that are not central to the teaching and could be addressed by discussion without the need for further study should not be referred. A note should be kept by the tutor on the assessment front sheet of any aspects addressed in this way.

A formally assessed teaching session, or any aspect of it, may be referred on two occasions. Reasons for referral and the date must be clearly recorded by the tutor. Referral may not necessitate repeating the whole teaching, depending on the nature and extent of the aspect referred. The tutor will make a professional judgement as to whether the whole teaching practice was fundamentally below the pass standard, or whether only part did not reach the standard required:

- Where the nature of the referral permits, a short teaching session demonstrating competence in the specific aspect that caused the referral will be sufficient.
- It may be possible for the tutor to satisfy him/herself of the student teacher’s competence through observation of other informal group work. If so, the tutor must record how and when reassessment took place.

In all cases of referral, reassessment should take place in a timescale negotiated between tutor and student teacher. The tutor must keep a written record of reasons for referral and
the date, as well as the date for reassessment of teaching practice. The course verifier should be notified in cases of referral for a second time, or at any stage if there is disagreement between tutor and student teacher as to the tutor’s decision. If on the third assessed teaching the student teacher does not achieve the required level for a pass it will constitute a fail. Reasons for fail must be recorded by the tutor. At all stages consideration of the merits of the case will be based on the criteria set out in the assessment front sheet for the assessed teaching session.

All teaching assessments must be completed by the end of the part of the course in which they appear except where there is evidence of Reasonable Adjustments or Special Considerations.
Student Teacher Record of Teaching

During the Diploma Course you must record at least thirty hours yoga teaching. 15 hours are formal class teaching and detailed requirements for this are in the course description for Part Two of the Diploma. The remaining 15 hours may be accumulated flexibly and this includes one to one or small group teaching, teaching sessions or teaching practice of short duration, including peer group teaching, or longer workshops and the teaching may be on any specific area of yoga studied during the course. Details of your teaching during the Diploma should be included below and at least thirty hours (including the 15 hour formal class teaching) must be recorded together with reflective evaluation of at least thirty hours either in the form of required reflective evaluation sheets or a personal reflective log.

<table>
<thead>
<tr>
<th>Date</th>
<th>Length of teaching</th>
<th>Venue</th>
<th>Own class/cover/other</th>
<th>Short description of students – number (or one to one) and level</th>
<th>Brief description of content (general/asana/relaxation/breathing/meditation/other)</th>
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Signature of student teacher:

Date:

Part ...... of Diploma Course

The table should be enlarged and rows added as necessary. A record should be included in the student teachers' portfolio for each part of the course together with reflective evaluations of teaching.
BWY Diploma in Teaching Yoga
Yoga Class Attendance Form

Dear tutor

(Name of student teacher).................................is currently training as a yoga teacher on a BWY recognised course. It is expected that trainee teachers maintain class attendance to continue their personal development and they are required to keep the record of attendance set out below. Please would you complete the attendance record by signing it and adding your own requested details. Thank you for your assistance and I hope that you will not object to being contacted should the need arise.

Signed...............................Diploma Course Tutor

Details of Class (Please enter a single line for a term of classes, OR separate lines for one-to-one sessions)

<table>
<thead>
<tr>
<th>Date or start date</th>
<th>Finish date (if appropriate)</th>
<th>Class location</th>
<th>B-beginners</th>
<th>I-intermediate</th>
<th>A-advanced</th>
<th>M-mixed ability</th>
<th>Sp-special needs</th>
<th>Term or session e.g Autumn</th>
<th>Length of class</th>
<th>Time of day</th>
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</table>

NAME OF YOGA TEACHER (please print clearly):

Address:

Telephone number:

Style of yoga taught (for instance BWY, Iyengar, Krishnamacharya Tradition, Ashtanga, Sivananda):

Teaching qualification(s):

BWY membership (if appropriate):

Signed (class tutor)      Date:
**BWY Diploma in Teaching Yoga**

**Record of yoga workshops or events attended**

<table>
<thead>
<tr>
<th>Date</th>
<th>No. of hours</th>
<th>Venue</th>
<th>Name of tutor</th>
<th>Title and brief details of content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Signature of tutor where possible</td>
</tr>
</tbody>
</table>

I confirm the above details are an accurate statement of the workshops/yoga events I have attended.

Signature of student teacher:  
Date:
BWY Diploma in Teaching Yoga  
Student Development Profile Part 1

NAME…………………………………………………………DATE…………………………………..

<table>
<thead>
<tr>
<th>Self Assessment</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Any other comments. Highlight particular strengths or areas for development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the questions below to identify your strengths and any areas where you may need further development</td>
<td></td>
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</tbody>
</table>

<p>| Written work | I am able to answer questions in a logical order and know how to acknowledge any sources of information. |         |       |      |                                                                             |
| Meeting deadlines | I can organise my time and study schedule to ensure that deadlines are adhered to under normal circumstances. |         |       |      |                                                                             |
| Groupwork | I am comfortable working in groups of differing sizes and contribute to the work of the group. |         |       |      |                                                                             |
| Discussions | I am comfortable taking part in discussions and happy to volunteer my opinion. |         |       |      |                                                                             |
| Practical | I feel confident enough to teach my peers, family and friends the techniques required by this stage of the course. |         |       |      |                                                                             |
| Personal practice | I continue to develop my own practice of asana, breathing and relaxation |         |       |      |                                                                             |
| Anatomy &amp; Physiology | I have sufficient basic knowledge to practice and teach Yoga safely and sensibly. I understand the areas of caution detailed in the A&amp;P booklet and am able to give simple modifications for yoga practices accordingly. |         |       |      |                                                                             |</p>
<table>
<thead>
<tr>
<th>Lesson Planning</th>
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<tbody>
<tr>
<td>1) I understand the basic principles of setting aims and learning outcomes and assessment and evaluation.</td>
</tr>
<tr>
<td>2) I understand the basic principles of preparation, pose, counter pose and the vinyasa curve.</td>
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<table>
<thead>
<tr>
<th>Learning support</th>
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<tbody>
<tr>
<td>I am happy with the amount of support given to me by my tutor(s) in preparing for practical and written assessments.</td>
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<table>
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<tr>
<th>Classes attended</th>
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<tbody>
<tr>
<td>My attendance record is up to date</td>
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</table>

<table>
<thead>
<tr>
<th>Workshops attended</th>
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<tbody>
<tr>
<td>My attendance record is up to date</td>
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</table>

<table>
<thead>
<tr>
<th>Teaching log (if applicable)</th>
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<tbody>
<tr>
<td>My teaching log is up to date</td>
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</table>

<table>
<thead>
<tr>
<th>Details of regular class teaching (if applicable)</th>
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<tbody>
<tr>
<td>Type of class</td>
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</tbody>
</table>

---

I have read and understood the BWY complaints and appeals procedures detailed in the Students’ Information Booklet | YES | NO |

I have read and understood the BWY policies on Special considerations and Reasonable adjustments as detailed in the Students’ Information Handbook | YES | NO |

Signed Student | Date |
<table>
<thead>
<tr>
<th>Areas for development</th>
<th>Agreed support and arrangements for meeting development needs</th>
<th>Review Date</th>
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Signed Tutor

Date
The British Wheel of Yoga continually seeks to review and improve the quality of its teaching and learning. The responses that you make will be reviewed and where appropriate acted upon to improve the student learning experience. To make it more straightforward, the majority of questions are fixed choice but there is space to comment. Overleaf there are open questions that invite your constructive and honest comment about this Part of the Diploma.

<table>
<thead>
<tr>
<th>Please state how you would rate your satisfaction with the following aspects of this Part of the Diploma</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Any other comments: You need only comment where you have something specific to highlight.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Quality of Teaching</strong>&lt;br&gt;Including standard of teaching; variety of teaching methods; tutors’ knowledge of subject areas</td>
<td></td>
<td></td>
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<tr>
<td><strong>2. Support of your learning</strong>&lt;br&gt;Inclusion of underpinning knowledge for the subject areas in this Part of the Diploma; support in preparing for written and practical assessments; accessibility of tutor(s)</td>
<td></td>
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<tr>
<td><strong>3. Quality of assessment</strong>&lt;br&gt;Arrangements for assessment; quality of feedback including areas of strength and weakness; constructive comment and support in addressing areas of weakness</td>
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<tr>
<td><strong>4. Teaching environment</strong>&lt;br&gt;Including standard of venue; size related to student numbers; appropriateness</td>
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<tr>
<td><strong>5. Resources</strong>&lt;br&gt;Quality and variety of resources; quality of handouts; use of visual aids (flip chart /OHP/powerpoint); suggested reading</td>
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<tr>
<td><strong>6. Overall Satisfaction with this Part of the Diploma</strong></td>
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</table>
7. I found the best features of this Part of the Diploma to be:

8. I would like to see the following changes:

9. General Comments:
Please use this space to make any comments about your course or the way in which the BWY administers it.

Signature of student teacher (optional): Date:
GUIDANCE NOTES
A brief overview for student teachers

Welcome to the British Wheel of Yoga Diploma Course in Teaching Yoga. The aim of this overview is to provide you with an overall picture of what the course involves. Please read it through and raise questions you have with your tutor.

Structure.

The British Wheel of Yoga Diploma in Teaching Yoga consists of required Units which together lead to a full Diploma in Teaching Yoga. The course is a combination of tutor led contact days and home study. In addition there is a requirement for a qualification in anatomy and physiology either by completion of the BWY home study course ‘Essential Anatomy and Physiology for Yoga’ or other equivalent study.

Ethos.

The aim of the course is to equip you both professionally and practically to teach yoga asanas, breathing practices, pranayama, relaxation and concentration/meditation to students with a wide variety of capacity and experience; with an underlying knowledge and understanding of yoga principles and philosophy. You are also expected to continue to deepen your understanding and knowledge through your own personal practice.

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

Assessment.

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 your work is referred, you can resubmit the assignment when the necessary amendments have been made, subject to the rules for referral and resubmission of written work. Your tutor will support and advise you through this process.

As well as completing assignments, you will be observed on your teaching practice. This can feel a stressful experience, but please see it as a way of improving your teaching and enhancing the knowledge, understanding and skill you need to be a good 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 you will receive a ‘pass or refer’. If you are referred, you can be re-observed, subject to the rules for referred teaching practice. Your tutor will support and advise you.

Along with the formally assessed assignments, your tutor will set informally assessed tasks that may be in the form of group work, pair work or individual home study. Integral to this will be to evaluate your own practice and progress through your own reflective self assessment and through the feedback of your peers. You are required to keep a portfolio showing your learning progress.
During the course you are required to record at least 30 hours of teaching, planning, content, assessment and reflective evaluation. Your general class teaching begins to be assessed in Part 2 of the course, so you will need to be teaching classes by then. You may choose to begin teaching earlier and this should be discussed with your course tutor. It will greatly benefit your learning and teaching to teach from the end of the first year for the rest of the course. You are expected to keep a record of all teaching you do.

Also for at least three months during the middle part of the course you 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 your teaching. Your tutor may set other home practice tasks and may ask you to record specified details.

As a foundation for study you will be asked to buy a selection of books. BWY has a list of recommended texts and your tutor will give you guidance on those preferred for their course. As a minimum you 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.

**Student Support.**

Your tutor is there to help and support you throughout your learning and to give feedback on your progress. Your peer group will also become a source of support, shared experience and shared learning. Other support and information is available through your BWY student teacher representative, through the BWY website, In Service Training events and regional events held by the BWY.

**Attendance Requirements**

You are expected to attend all course days and you should only be absent for good reason. Except where Special Considerations are in evidence, you are required to register 80% attendance for each Part of the course. If you miss course days it is your responsibility to make up the content. This may be done in a variety of ways including extra tutorial time, or attendance at BWY recognised training days. Your tutor will advise you on what is most appropriate in the circumstances.

You are also required to continue your regular yoga class attendance and to keep a record of this. As part of your personal development you are expected to attend yoga workshops by teachers and tutors other than your diploma course tutor and to keep a record of workshops attended.

**Other Requirements**

As a BWY student teacher you must hold a first aid certificate from the commencement of your class teaching.
GUIDANCE NOTES
General Guidance for Tutors

Course Duration.
The maximum duration of the course is four years, or where a student teacher establishes evidence of Special Considerations or there is a transfer between courses, five years.
The minimum course duration is two years.

Course Contact Time.
The minimum contact time between tutor and student teachers is 245 hours. This is the time when the student teachers are present with the tutor. Contact hours are intended to cover Key Areas of Learning. Tutors may choose to extend areas of learning or teach additional related material, but if they do so they may need to add supplementary hours.

Basic Unit Guidelines

- The content of Units may be taught by the course tutor in any order
- Assessment of key areas of knowledge, understanding and associated skills will take several forms which may include, practical teaching tasks, written work and home practice/home study tasks
- Evidence of completion of key subject areas for each Unit will be in the form of formally assessed practical and written tasks and in the form of individual student portfolios
- The course tutor will keep their own teaching portfolio showing how key subject areas have been taught. This may be in the form records of planning, worksheets/tasks set for students, tutor handouts or other records of material taught
- Written work guidelines and General Criteria for marking are set out below.
- Assessment front sheets for each Unit appear at the end of the Unit description.

Key Areas Knowledge and Understanding and Key Skills
Units are described in terms of key areas of knowledge and understanding and key practical or teaching skills according to the subject matter of each Unit. Course tutors will show through detailed course planning, session plans and/or teaching materials that key subject areas have been taught. This will be subject to verification.

Formal Assessment and Underpinning Knowledge
Course content sets out formal assessment and the underpinning skills, knowledge and understanding for each assessed task. Assessment criteria appear in assessment front sheets for each task.

The numbering adopted for the course and assessment front sheets is as follows:
Paragraphs are numbered so any paragraph can immediately be referred to. The first number of each paragraph refers to the specific unit number of the course.
Assessment front sheets track to paragraph numbers of task descriptions and underpinning knowledge that relate directly to the particular assessment and therefore signpost evidence of formative assessment as well as summative assessment.
The reference to syllabus criteria on front sheets is not for action by tutors, but to show that the assessment satisfies the related BWYQ syllabus assessment criteria.