



THE BRITISH WHEEL OF YOGA
QUALIFICATIONS

BWYQ Level 3 Technical Specialist in Adapting and Developing Mindbody Exercises for Older Adults (Award)

Qualification Number: 610/3867/2

Qualification Overview and Specification

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Welcome to the British Wheel of Yoga Qualifications Level 3 Technical Specialist in Adapting and Developing Mindbody Exercises for Older Adults (Award)

This booklet is written primarily for learners who have registered onto the qualification or who are interested in registering, but it may also be used by Centre staff.

It gives you a broad overview of the qualification and lets you know where you can get more detailed information.

You may copy this booklet for your own use when working towards a BWYQ qualification. Every effort has been made to ensure that the information is correct. However, the right is reserved to change this from time to time and the most up to date version will always be on our website.

Aim of the Qualification

The overarching aim of the BWYQ Level 3 Technical Specialist in Adapting and Developing Mindbody Exercises for Older Adults (Award) is to equip you with the knowledge, skills and behaviours to adapt, plan for and teach Mindbody activities to meet the specific needs of independently active older adults.

The specific learning outcomes and assessment criteria are detailed later in this booklet, along with notes to help you understand what you are expected to learn.

Potential Occupation

By achieving this qualification, you will meet the standards necessary to become a specialist teacher of Mindbody activities for independently active older adults in a community setting.

Links to National Occupational Standards

The qualification meets all of the standards within the IfATE Specialist Area, *Adapting and Developing Exercise (Older People)*.

Prerequisites for Learners

1. You must have a recognised teaching qualification at level 3 or above in a fitness area, for example yoga, Pilates or Tai Chi.
2. You must be insured to teach and hold a valid First Aid certificate which needs to be regularly updated (usually every three years).
3. You must be 19 years old or older.

Structure of the Qualification

The BWYQ Level 3 Technical Specialist in Adapting Mindbody Exercises for Older Adults (Award) is a two unit qualification. You will need to pass both units to receive the Award.

The qualification has a Total Qualification Time (TQT) of 66 hours of which 38 are Guided Learning Hours (GLH). Which makes the credit value 7 on the Regulated Qualification Framework (RQF).

Total Qualification Time (TQT) and Guided Learning Hours (GLH) are defined in Appendix A.

The specific TQT and GLH for each unit, are detailed below.

BWYQ Level 3 Technical Specialist in Adapting Mindbody Activities for Older Adults (Award)

	Unit TQT	Unit GLH
Unit 1: Physical activity, exercise and older adults	18	10
Unit 2: Planning for and teaching Mindbody activities to older adults	48	28

It is estimated that the qualification will take six to ten months to complete on a part-time basis. Guided learning hours with your tutor will take place throughout your course. In advance of enrolment, your centre will give you specific details of course dates and times. In addition to attending course dates, you should expect to spend an average of 30 to 90 minutes of additional time per week on independent study and completion of assignments. Please be aware that this is a rough guide, and that some weeks may require less time and others a bit more time. During the final unit you will be expected to plan and deliver a 4 to 6-week course of specialist classes to the special population group. Your teaching of one of these classes will be observed and assessed.

Levels of Attainment

This qualification has been developed to be at Level 3. The box below shows Ofqual’s descriptor of the knowledge and skills required to pass a typical level 3 qualification.

Please note that the descriptor is designed to fit all level 3 qualifications regardless of subject. You will be required to meet assessment criteria which are specific to the principles of adapting, planning for and teaching Mindbody activities for older adults. Those criteria are shown in the learning outcomes and assessment criteria table at the end of this booklet. The assessment criteria have been designed to fit with the descriptors below:

Knowledge descriptor	Skills descriptor
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<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>
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Assessors will assess your work against the assessment criteria which are underpinned by these descriptors. We will also provide supplementary guidance on assessment.

Learner Registration

You will register for **your course** using your Centre's learner registration system and sign a Centre Learner agreement.

To register for **the qualification** you will need to fill out a BWYQ Registration Form (H12). Your centre will provide this form and will be responsible for securely sending completed forms to us.

We will then issue you with a unique learner number (ULN). You will need to put this on all your assignments.

The information you provide on this form will be used to process your certificate, so if you change your name or contact details during your course, please let us know.

Ideally you should be registered before beginning your course, or within four weeks of starting.

Learner Support

Everyone who completes this qualification does so on a level playing field. If you have specific requirements, then you can apply for Special Considerations and/or Reasonable Adjustments at any time (see BWYQ 013 Special Considerations and BWYQ 012 Reasonable Adjustments policies for details).

Your fellow students will be a valuable source of mutual support. Other support and information will be available through your Centre's website and continuing professional development (CPD) events.

Assessment

To gain this qualification you must show that you have achieved all the Learning Outcomes and Assessment Criteria (LOAC) in the relevant units at level 3. You will

keep a portfolio of evidence showing achievement against the LOAC for each relevant unit. This evidence could be in the form of any of the following:

- Assessor observation and reports
- Evidence of Professional Discussion
- Learner assignments
- Records of oral and written questioning
- Teaching practice documentation and evidence
- Recognition of prior learning (RPL)
- Work products

This list is not exhaustive and other evidence may also be suitable.

Your tutor/assessor will also complete formative assessments. These are ongoing assessments that do not contribute directly to the qualification result, but they do help you to identify your strengths and weaknesses on the topics covered, to help you to plan for additional learning, if required, before you take the summative assessment. These will be assessed by your tutor/assessor and quality assured by your Centre's Internal Quality Assurance (IQA).

The outcomes of your summative assessments will determine your end result. These are the formal assessments at the end of the course or the end of a unit/section. These will be assessed by your tutor/assessor and quality assured by your Centre's Internal Quality Assurance (IQA). They will then be submitted to us for External Quality Assurance (EQA) before your certificate can be issued.

Summative assessment for this qualification will be as follows

Unit		Summative assessment
Unit 1 Physical activity, exercise and older adults		<ol style="list-style-type: none"> 1. Written assignment, audio or video presentation. 2. Marketing plan
Unit 2: Planning for and teaching Mindbody activities to older adults		<ol style="list-style-type: none"> 1. Scheme of Work, Course Plan, Lesson Plan, Pre-activity checklist/questionnaire, Risk Assessment 2. Evaluation sheet 3. Assessed Class Teaching (ACT) Record. 4. RPLE form or professional discussion
Assessment evidence	Who is it for	Where does it go
Formative assessment (all versions)	The Centre/tutor/assessor	Stored by the Centre/tutor/assessor Learner Portfolio
Assignments (draft or	The tutor/assessor as	Learner Portfolio

interim versions)	part of the learning process	
Assignments (final version) – the evidence for Summative assessment	BWYQ	Centre Portfolio storage system

Your course work will be graded Pass/Refer/Fail. Your tutor/assessor will give you constructive feedback on your work, including developmental points and agree any further action that may be necessary if it is not at Pass standard. If an assessment is 'referred' you can re-submit it for re-assessment when the necessary amendments have been made, subject to the rules for referral. Your tutor/assessor will give you more information about this. A piece of work can be referred no more than twice.

We aim to make assessment accessible and fair to everyone, following the principles outlined in the BWYQ 008 Equality, Diversity Policy, the BWYQ 012 Reasonable Adjustments Policy or the BWYQ 013 Special Considerations Policy. If you feel that an assessment decision was unfair or not correct, you may appeal the decision. You must first follow the procedure outlined in your Centre's Appeals Policy. If that does not resolve the issue, then the appeal can be escalated to us by following the procedures in BWYQ 020 Appeals Policy.

Where appropriate, you can apply for prior learning to be recognised (see BWYQ 025 Recognition of Prior Learning (RPL) Policy.) Your tutor/assessor will need to establish that this meets the Learning Outcomes and Assessment Criteria of the relevant Unit/section.

Holistic Competency

This qualification is designed to ensure that you are technically competent to progress in your teaching career. Whilst working towards this qualification you will have the opportunity to develop holistic competency that leads towards that goal.

These are where you are expected to 'put everything together' in a way that matches what you would be expected to do in the workplace. In other words, to work as a specialist Mindbody teacher for older adults.

Your qualification is structured in such a way that you will learn the foundational knowledge you will need to teach specialist Mindbody classes in Unit 1. You will be assessed on your understanding of these elements. Then in Unit 2 you will apply that knowledge within your planning and teaching. Unit 2 assessment, therefore, assesses your competence across the breadth of the learning outcomes for this qualification. In this way you will be able to demonstrate your occupational competence to be a specialist teacher of Mindbody exercises for older adults

Appendix 2 contains a summary of how the learning outcomes and assessment criteria in unit 1 are applied within unit 2.

Certification Procedure

Once you have achieved and evidenced all the LOACs at the specified level of attainment (3) for both units, your Centre will claim the qualification certificate for you.

If you get part way through and don't want to continue, then your Centre may be able to claim a unit completion certificate for any individual unit that you have already achieved. However, you should note that these are **NOT** qualification certificates.

Continuing your studies

After completing your qualification, you may wish to study for further BWYQ qualifications.

If you would like to continue to specialise in teaching older adults then the Level 4 Certificate in Teaching Gentle Years Yoga would give you more in-depth knowledge of adapting yoga for different conditions and is suitable for those who would also like to teach frailer older adults in community or care home settings.

You may also like to consider one of the other Level 3 Technical Specialist Qualifications available from BWYQ.

For more information on these qualifications please see the BWYQ website.

BWYQ Policies you should be aware of:

- **BWYQ Equality and Diversity Statement** (BWYQ 008)
- **BWYQ Equality and Diversity Policy** (BWYQ 009)
- **BWYQ Safeguarding Adults Statement** (BWYQ 010a)
- **BWYQ Reasonable Adjustment Policy** (BWYQ 012)
- **BWYQ Special Consideration Policy** (BWYQ 013)
- **BWYQ Malpractice and Maladministration Policy** (BWYQ 017)
- **BWYQ Sanctions Policy** (BWYQ 018)
- **BWYQ Complaints Policy** (BWYQ 019)
- **BWYQ Appeals Policy** (BWYQ 020)
- **BWYQ Recognition of Prior Learning Policy** (BWYQ 025)
- **BWYQ Plagiarism Policy and Guidance** (BWYQ 026)
- **BWYQ Data Protection Policy** (BWYQ 029)
- **BWYQ Privacy Statement**

All BWYQ policies are available as ['Fact Sheets'](#) on our website.

Learning Outcomes and Assessment Criteria (LOAC)

Unit 1: Physical activity, exercise and older adults (GLH – 10 hrs, TQT – 18 hrs)

Learning Outcome (Learners will ...)	Assessment Criteria	Level 3 indicators addressed	Expansion	Assessment summary
1.1 Understand how ageing impacts upon physical activity and exercise.	1.1.1 Define 'older adult' and 'ageing'. 1.1.2 Identify how ageing affects physical activity and exercise. 1.1.3 Explain the benefits of physical activity and exercise for independently active older adults.	<i>"Is aware of the nature of the area of study or work."</i> <i>"Can interpret and evaluate relevant information and ideas."</i>	Definitions will usually be no more than one or two paragraphs but could be longer where the content is relevant and advances understanding of the term. Use good quality, trusted sources. Consider ageing on the following systems: <ul style="list-style-type: none"> • musculoskeletal - muscle structure, bone structure, gait etc. • nervous - brain and memory, senses, vestibular system and balance, etc • cardiorespiratory -heart function, blood vessels, lungs, mechanics of breathing etc • endocrine -metabolic rate, sleep pattern, blood glucose etc Consider how these impact upon strength, flexibility, aerobic capacity, balance and perceived exertion during physical activity. Where relevant, differentiate between primary and secondary ageing. Whilst a detailed knowledge of the conditions common in older adults is not required, a general understanding of the most common conditions where practices will need to be adapted or modified is essential. This explicitly links to section 2.1. Consider physical, psychological and social-emotional benefits. Link these to the features of ageing identified in 1.1.2	Formative assessment may take the form of multiple choice questions. Summative assessment: 1. written worksheet, audio or video presentation 2. marketing plan
1.2. Identify the	1.2.1 Define 'Mindbody'	<i>"Is aware of the nature of</i>	Learners may come to this qualification with existing skills	

<p>scope of Mindbody activities suitable for older adults.</p>	<p>1.2.2 Identify common Mindbody practices. 1.2.3. Explain which Mindbody practices you would teach to older adults and which you would not. 1.2.4 Explain why it may be necessary to modify or adapt Mindbody activities for older adults</p>	<p><i>the area of study or work.”</i> <i>“Is aware of different perspectives or approaches within the area of study or work.”</i> <i>“Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.”</i> <i>“Can interpret and evaluate relevant information and ideas.”</i></p>	<p>and knowledge from a range of backgrounds. It is expected that they will draw on this as they develop their understanding of the scope of Mindbody activities.</p> <p>Identify the breadth of Mindbody activities including, but not limited to, meditation, relaxation techniques, conscious breathing practices, concentration techniques, mindful movement, mindful stretching, balance etc.</p> <p>A key part of this section is the investigation into different practices in order to get a sense of the different perspectives and approaches that could be brought to Mindbody activities.</p> <p>Understand which practices it would be appropriate to teach and where the boundaries of individual expertise are, as well as how appropriate they are for an older adults class (in general terms).</p>	
<p>1.3. Act professionally as a specialist teacher.</p>	<p>1.3.1 Describe why and how you would liaise with other professionals. 1.3.2 Explain how you would market a Mindbody class to older adults.</p>	<p><i>“Is aware of the nature of the area of study or work.”</i> <i>“Is aware of different perspectives or approaches within the area of study or work.”</i></p>	<p>Professionals including physiotherapists, other teachers, medical professionals, community links workers, community hub workers, local authority personnel, voluntary service workers etc.</p> <p>What would be an appropriate marketing strategy for this age group; where and how to advertise, what to emphasise, who to target, how to communicate the benefits of Mindbody activities for older adults etc.</p> <p>Be aware of barriers and motivators to Mindbody activities/physical activity and how to support students to overcome these. These could include accessing a class, perceptions of Mindbody practices, fears and concerns, positive reinforcement, developing confidence etc.</p> <p>Consider issues of sustainability in marketing classes – location, equipment used.</p>	

Unit 2; Planning for and teaching Mindbody activities to older adults (GLH - 28 hrs, TQT 48 hrs)

Learning Outcome (Learners will...)	Assessment Criteria	Level 3 Indicators addressed	Expansion	Assessment summary
2.1 Adapt Mindbody activities to meet the needs of independently active older adults.	2.1.1 Identify when and how to modify Mindbody activities to account for the ageing process. 2.1.2 Identify where Mindbody activities are contraindicated. 2.1.3 Evaluate the effectiveness of a chosen Mindbody practice for use with older adults.	<i>“Is aware of different perspectives or approaches within the area of study or work.”</i> <i>“Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.”</i> <i>“Use appropriate investigation to inform actions.”</i> <i>“Can interpret and evaluate relevant information and ideas.”</i>	This will build on the knowledge gained throughout Unit 1. Be aware of common conditions /issues within this age group for which Mindbody practices will need to be modified/adapted. An understanding of a range of practices and types of modification/adaptation is necessary to cover the breadth of this topic in a way that will ensure the safety of older adults in a class situation. These modifications can involve using supports such as a wall, a chair either to sit on or to hold, and/or equipment such as blocks, belts, balls, resistance straps, rings etc. The Mindbody practice chosen for evaluation should be explored in detail, including effects, benefits, suitability for older adults, ease of teaching, potential difficulties, areas of caution etc.	Formative assessment across a range of practices could be through practical activities and discussions. Summative assessment: 1. within Scheme of Work, Course plan, lesson plan. and ACT 2. Evaluation sheet
2.2 Plan Mindbody activities to meet the needs of independently active older adults.	2.2.1. Create a checklist for pre-activity consultations with independently active older adults. 2.2.2. Plan a progressive course plan and scheme of work for Mindbody activities for independently active older adults. 2.2.3 Describe how to manage risks when	<i>“Is aware of different perspectives or approaches within the area of study or work.”</i> <i>“Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.”</i>	Checklist - Consider the information that it would be necessary to know in order to ensure a safe and positive experience for an older adult engaging in Mindbody activities and the best way to get it. Also consider the legalities of gathering/recording information. This includes online security issues and data protection regulations when sending or storing student data online. Course plan - Plan a course of sessions lasting 4 to 6 weeks. Ensure that your plan: <ul style="list-style-type: none"> • Uses SMART Aims and Intended learning outcomes. • Covers a range of content with achievable progression and reinforcement. 	1. SoW, Course plan, lesson plan, risk assessment, pre-activity checklist

	teaching independently active older adults.	<p><i>“Use appropriate investigation to inform actions.”</i></p> <p><i>“Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.”</i></p>	<ul style="list-style-type: none"> • Is clearly linked to the needs of older adults and explicitly takes common conditions (secondary ageing) and primary ageing into account. • Identifies cautions. • Shows that you have selected appropriate adaptations and modifications. • Includes a rationale for teaching methods. • Plans for a suitable range of teaching aids and equipment. • Takes into account general risks as well as more specific risks linked to the venue/group. This could take the form of a completed risk assessment. 	
2.3 Teach Mindbody activities to independently active older adults safely and effectively.	<p>2.3.1 Conduct pre-activity consultations with independently active older adults.</p> <p>2.3.2 Teach safe and effective sessions for independently active older adults.</p> <p>2.3.3 Demonstrate how to support and motivate students during sessions.</p> <p>2.3.4 Evaluate the effectiveness of a session.</p>	<p><i>“Is aware of different perspectives or approaches within the area of study or work.”</i></p> <p><i>“Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.”</i></p> <p><i>“Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.”</i></p> <p><i>“Review how effective methods and actions have been.”</i></p>	<p>Evidence for pre-activity consultations will need to take into account privacy and data protection legislation. Redact identifying details as necessary depending on the format the consultation/assessment takes.</p> <p>Ensure that teaching methods such as changing teaching positions, asking questions, making adaptations and progressions, verbal and visual communications, mirroring etc are appropriate for the needs of the group and have been thoughtfully selected.</p> <p>Ensure that supportive approaches used are appropriate for the group e.g. meaningful and respectful interaction/relationship with students, developing a community of learners, supporting intrinsic motivation, providing extrinsic motivation etc</p> <p>Select appropriate modifications and use a staged approach to physical practices with longer/slower warm up of all areas. Selective and safe use of breathing activities.</p> <p>Have cautions in place and monitor students throughout. Promote safe alignment, strength and flexibility. Uses teaching aids and equipment safely and effectively.</p> <p>Incorporate student assessment and show appropriate self-evaluation. This evaluation can be written or verbal.</p>	<p>1. ACT</p> <p>2. PLRE sheet,</p>

			For online teaching: have knowledge of appropriate online communication platforms and be able to use your chosen one appropriately (inc. security considerations) to teach safely.	
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Useful Websites and Supporting Materials

You will find useful websites and supporting materials here:

BWYQ: www.bwyq.org.uk

Ofqual: www.ofqual.gov.uk

National Governing Body of

Yoga: www.bwy.org.uk

Frequently Asked Questions

What is a competence-based qualification?

The BWYQ Level 3 technical Specialist in Adapting and Developing Mindbody Exercises for Older Adults (Award) is a competency based and assessed qualification; evidenced through practical work and a portfolio. It means that you have been judged competent to perform the stated skills to the level required by the qualification specification.

What is a portfolio?

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

What books do I need for the qualification?

BWYQ does not specify this. However, your tutor will give you a recommended reading lists at the start of the qualification.

What does 'quality assured' mean?

This is the process used by BWYQ to check that assessments have been assessed fairly and to a consistent standard. Centres complete their own internal quality assurance (IQA) which is checked (externally verified) by the BWYQ External Quality Assurance (EQA) process.

When will I get my certificate?

This will usually be 6- 8 weeks after your Centre has sent us a completed certificate request form and a sample of your work. Sometimes it can take a little longer if additional evidence is needed or if something has to be checked with the Centre. Please also be aware of the time it will take your centre to complete the necessary end of course checks and paperwork **before** the send the request to us.

Appendix 1: Total Qualification Time (TQT) and Guided Learning Hours (GLH) Definition

Source: Ofqual General Conditions of Recognition February 2020

Total Qualification Time (TQT)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements:

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

Guided Learning

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

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

Immediate Guidance or Supervision

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

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

Appendix 2: BWYQ Safeguarding Adults Statement

The Care Act 2014 describes adult safeguarding as working with adults with care and support needs to keep them safe from abuse or neglect. This definition of an adult covers all people over 18 years of age. Abuse is a violation of an individual’s human and civil rights; it can take many forms.

The trustees and directors of British Wheel of Qualifications (BWYQ) are committed to promoting the welfare of adults who are at risk because of their care and support needs and safeguarding them from harm or neglect.

BWYQ personnel, including self-employed external quality assurers (EQAs), are responsible for ensuring that any recognised centre that delivers training for a BWYQ qualification that includes working with adults at risk must have, and abide by, an appropriate Safeguarding Adults Policy that develops awareness of the issues that can cause harm to adults at risk along with robust procedures for centre staff, tutors, quality assurers and learners to follow if they suspect that an adult at risk might be the victim of abuse or neglect. The procedures must clearly identify the process of how to report any concern to the centre’s safeguarding officer and to the appropriate statutory agencies.

It is the responsibility of experts to determine whether or not abuse has taken place, but it is everyone's responsibility to report any concerns.

BWYQ will ensure that EQAs have the appropriate safeguarding training and, as part of the EQA visit to a centre that trains teachers to work with adults at risk, EQAs will check to see that safeguarding officers, teaching staff, assessors, internal quality assurers and learners-in-training who come into contact with adults at risk have completed appropriate safeguarding training.

Everyone, whether in a paid or voluntary capacity, should be aware of safeguarding procedures and best practices.

Legal and Procedural Framework

The practices and procedures within BWYQ are based on the principles contained within the UK and International legislation and Government guidance and take into account:

- Disability Discrimination Act 1995
- No Secrets (Adult Protection) 2000
- Safeguarding Adults (ADASS) 2005
- Safeguarding Vulnerable Groups Act 2006 (Scotland 2007)
- Adult Support and Protection Act 2007
- Adult Safeguarding 2011
- Protection of Freedoms Act 2012
- Care Act 2014

Appendix 2: Summary of How Unit 1 Knowledge and Skills is Holistically Applied within Unit 2

Unit 1; Physical activity, exercise and older adults.		
Learning Outcome (Learners will ...)	Assessment Criteria	Holistic assessment of applied knowledge
1.1 Understand how ageing impacts upon physical activity and exercise.	1.1.1 Define 'older adult' and 'ageing' 1.1.2 Identify how ageing affects physical activity and exercise. 1.1.3 Explain the benefits of physical activity and exercise for independently active older adults.	1.1.1/1.1.2 are assessed for understanding in Unit 1, but holistic assessment of the <i>applied</i> knowledge is done in Unit 2 through: <ul style="list-style-type: none"> An informed selection of practices when completing the SoW, course plan, detailed lesson plan and screening checklist (2.1 and 2.2) Teaching points and modifications offered during the assessed class teaching. (2.3) 1.1.3 is assessed for understanding in Unit 1, but holistic assessment of the applied knowledge is done in Unit 2 through: <ul style="list-style-type: none"> Discussion during class inc. teaching points. (2.3) For some learners this will also be applied during their course planning dependent on their chosen course theme. (2.2)
1.2. Identify the scope of Mindbody activities suitable for older adults.	1.2.1 Define 'Mindbody' 1.2.2 Identify common Mindbody practices. 1.2.3 Explain which Mindbody practices you would teach to older adults and which you would not. 1.2.4 Explain why it may be necessary to modify or adapt Mindbody activities for older adults	Assessment of 1.2.2, and 1.2.3 takes places holistically in Unit 2 Assessment of 1.2.1 and 1.2.4 understanding is done in Unit 1, but holistic assessment of the applied knowledge is done in Unit 2 through <ul style="list-style-type: none"> An informed selection of practices when completing the SoW, course plan and detailed lesson plan.(2.2) Through discussion, teaching points and modifications offered during the assessed class teaching. (2.3)
1.3. Act professionally as a specialist teacher.	1.3.1 Describe why and how you would liaise with other professionals. 1.3.2 Explain how you would market a Mindbody class to older adults.	1.3.1 In some cases this will be applied naturally during the screening process for students joining the learner's class (2.3.1) and during the run of the course depending on the health of the students in the class. (2.3.2-2.3.4) For those learners who don't need to liaise with other professionals during the run of their course, the summative assessment conducted in Unit 1 will demonstrate that they understand the principles sufficiently to be able to apply this during their teaching. 1.3.2 Learner knowledge is assessed in Unit 1, but <i>applied</i> knowledge will be evidenced by successful recruitment of older adults to the course the learner teaches (2.3).

Document History		
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