



THE BRITISH WHEEL OF YOGA  
QUALIFICATIONS

# **BWYQ Level 3 Technical Specialist in Adapting and Developing Antenatal Yoga Exercise (Award)**

Qualification Number: 610/3865/9

## **Qualification Overview and Specification**

# Welcome to the British Wheel of Yoga Qualifications

## Level 3 Technical Specialist in Adapting and Developing Antenatal Yoga Exercise (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 Antenatal Yoga Exercise (Award) is to equip you with the knowledge, skills and behaviours to adapt, plan for and teach antenatal yoga safely and effectively. The specific learning outcomes and assessment criteria are detailed later in this booklet.

### Potential Occupation

By achieving this qualification you will meet the standards necessary to become a specialist teacher in antenatal yoga. You will be able to teach classes designed specifically for pregnancy, as well as pregnant students in general classes.

### Links to National Occupational Standards

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

### Prerequisites for Learners

1. You must have a recognised yoga teaching qualification at level 3 or above
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 of age or older.

### Structure of the Qualification

The BWYQ Level 3 Technical Specialist in Adapting and Developing Antenatal Yoga Exercise (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 64 hours of which 36 are Guided Learning Hours (GLH). It has a credit value of 6 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 and Developing Antenatal Yoga Exercise (Award)**

	<b>Unit TQT</b>	<b>Unit GLH</b>
<b>Unit 1: Physical activity, exercise and pregnancy</b>	16	8
<b>Unit 2: Planning for and teaching antenatal yoga</b>	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 antenatal yoga. 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:

<b>Knowledge descriptor</b>	<b>Skills descriptor</b>
<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>

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 LOACs 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 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 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 BWYQ 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 pregnancy		<ol style="list-style-type: none"> <li>1. Written assignment, audio or video presentation.</li> <li>2. Marketing plan</li> </ol>
Unit 2: Planning for and teaching antenatal yoga		<ol style="list-style-type: none"> <li>1. Scheme of Work, Course Plan, Lesson Plan, Screening checklist, Risk Assessment</li> <li>2. Activity evaluation worksheet</li> <li>3. Assessed Class Teaching (ACT) Record.</li> <li>4. PLRE form or professional discussion</li> </ol>
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 interim versions)	The tutor/assessor as part of the learning process	Learner Portfolio
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 (LOAC) of the relevant Unit/section.

## Holistic Competencies

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 antenatal yoga 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 antenatal yoga.

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 this area then the BWYQ Level 3

Technical Specialist in Adapting and Developing Postnatal Yoga Exercise for Mums and Babies. (Award) will allow you to continue to your teach students after the birth, and possibly bring along their new babies!

You may also like to consider one of the other 'special population' 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 pregnancy (GLH – 8 hrs, TQT – 16 hrs)

Learning Outcome (Learners will ...)	Assessment Criteria	Level 3 indicators addressed	Expansion	Assessment summary
1.1 Understand how pregnancy impacts upon physical activity and exercise.	1.1.1 Identify changes that occur to the body during each trimester of pregnancy. 1.1.2 Describe the physical and mental well-being benefits of physical activity and exercise during pregnancy. 1.1.3 Describe some of the areas for caution and potential risks of physical activity and exercise during pregnancy.	<i>“Is aware of the nature of the area of study or work.”</i> <i>“Can interpret and evaluate relevant information and ideas.”</i>	Key changes during pregnancy, should include reference to the following areas; <ul style="list-style-type: none"> <li>• Hormonal</li> <li>• Thermoregulatory</li> <li>• Cardiovascular</li> <li>• Respiratory</li> <li>• Metabolic</li> <li>• Gastrointestinal</li> <li>• Postural/muscular</li> <li>• Psychological including the impact of miscarriage or stillbirth</li> </ul> <p>Use an evidence-based approach to the benefits of physical activity/exercise. Benefits including, but not limited to, reduced/alleviated symptoms of pregnancy, maintaining bone density, decreased risk of diabetes, social, increased energy, reduced weight gain (fat), improved digestion, reduced back pain.</p> <p>Risks including, but not limited to, joint injury, hyperthermia, miscarriage, hypotension, umbilical cord problems.</p> <p>Be aware of current physical activity guidelines.</p>	Formative assessment may take the form of multiple choice questions.  Summative assessment: 1. written worksheet, audio or video presentation 2. marketing plan
1.2 Understand the importance of nutrition, healthy eating and what should be avoided during	1.2.1 Explain why it is important to have a healthy diet during pregnancy	<i>“Is aware of the nature of the area of study or work.”</i> <i>“Can interpret and evaluate relevant information and ideas.”</i>	Learners should be aware of how nutritional requirements change during pregnancy. <b>However, learners completing this course are not expected to have nutritional expertise and should not make nutritional recommendations without appropriate training.</b>	



pregnancy	1.2.2 List the foods, beverages and herbs to avoid during pregnancy		Signposting to relevant general information.	
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 yoga for pregnancy.	<i>“Is aware of the nature of the area of study or work.”</i> <i>“Can interpret and evaluate relevant information and ideas.”</i>	Professionals including physiotherapists, other teachers, medical professionals, local authority personnel, voluntary service workers etc. Be aware of when and how you might need to signpost students to any of these professionals. What would be an appropriate marketing strategy for this group; where and how to advertise, what to emphasise etc. This will include knowing the barriers to engagement your students may need to overcome. Consider issues of sustainability in marketing classes – location, equipment used.	

## Unit 2; Planning for and teaching antenatal yoga (GLH - 28 hrs, TQT 48 hrs)

Learning Outcome (Learners will...)	Assessment Criteria	Level 3 Indicators addressed	Expansion	Assessment summary
2.1. Adapt yoga to meet the needs of pregnant students.	2.1.1 Select practices and modifications to practice suitable for each trimester of pregnancy. 2.1.2 Identify contraindications to yoga for pregnant students. 2.1.3 Evaluate a chosen modification to yoga practice for pregnant students.	<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>	Use understanding of physiology from unit 1 to recognise practices that need to be adapted, explaining the rationale behind the adaption.  Recognise which practices are beneficial and which are contraindicated.  The practice chosen for evaluation should be explored in detail, including effects, benefits, suitability or not for pregnancy during each trimester, 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 worksheet

<p>2.2 Plan safe and effective yoga classes and courses for pregnant students.</p>	<p>2.2.1 Create a scheme of work and course plan that supports pregnant students. 2.2.2. Create a screening checklist to determine appropriate adjustments and variations that can be offered to students throughout their pregnancy'. 2.2.3 Create a session plan that meets the needs of pregnant students. 2.2.4 Show how information gathered from pregnant students has informed your planning. 2.2.5 Describe how you will manage risk within a class.</p>	<p><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>“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>Plan a course of sessions lasting a minimum of 4 weeks.</p> <ul style="list-style-type: none"> <li>• Use of SMART Aims and Intended learning outcomes.</li> <li>• Plan covers range of content with achievable progression and reinforcement for each trimester</li> <li>• Planning clearly linked to needs of pregnant students.</li> <li>• Identifies cautions and contraindications</li> <li>• Selects appropriate adaptations and modifications.</li> <li>• Includes rationale for teaching methods.</li> <li>• Plans for a suitable range of teaching aids and equipment.</li> <li>• Takes into consideration information collected about participants in order to monitor and manage risk.</li> </ul> <p>Be aware of current screening tools and also online security issues and data protection regulations when sending or storing screening data online.</p> <p>A completed risk assessment may be used to meet 2.2.5.</p>	<p>1. SoW, Course plan, lesson plan, risk assessment, screening checklist</p>
<p>2.3 Teach yoga to pregnant students safely and effectively.</p>	<p>2.3.1 Teach safe and effective sessions to pregnant students. 2.3.2 Identify signs which indicate a student should modify or stop what they are doing. 2.3.3 Evaluate the effectiveness of a session.</p>	<p><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>“Identify, select and use appropriate cognitive and practical skills, methods and</i></p>	<p>Ensure that the class environment is suitable for pregnant students, such as temperature, humidity, availability of water etc.</p> <p>Demonstrate 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>Selects appropriate modifications and where relevant identified contraindications for specific students or groups within the class.</p> <p>Has cautions in place and monitors students</p>	<p>1. ACT 2. PLRE sheet,</p>

		<p><i>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>throughout, knowing the signs to look out for that indicate a student should modify or stop what they are doing.</p> <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.</p> <p>Appropriate self-evaluation evident.</p>	
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## Useful Websites and Supporting Materials

You will find useful websites and supporting materials here:

BWYQ: [www.bwyq.org.uk](http://www.bwyq.org.uk)

Ofqual: [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

National Governing Body of

Yoga: [www.bwy.org.uk](http://www.bwy.org.uk)

## Frequently Asked Questions

### **What is a competence-based qualification?**

The BWYQ Level 3 technical Specialist Adapting and Developing Antenatal Yoga Exercises (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, new mums and babies		
Learning Outcome (Learners will ...)	Assessment Criteria	Holistic Assessment of applied knowledge
1.1 Understand the needs of new mums and babies as related to physical activity and exercise.	1.1.1 Define 'postnatal'. 1.1.2 Identify changes that occur to the body and mental health during the postnatal period. 1.1.3 Describe the benefits and risks of physical activity and exercise during the postnatal period.	<b>1.1.1/1.1.2</b> are assessed for understanding in Unit 1, but holistic assessment of the <i>applied</i> knowledge is done in Unit 2 through: <b>1/1.1.2</b> Informed selection of practices when completing the course plan, detailed lesson plan and screening checklist. Teaching points and modifications offered during the assessed class teaching. (LO 2.1/LO 2,2/LO2.3) <b>3</b> is assessed for understanding in Unit 1, but holistic assessment of the applied knowledge is done in Unit 2 through: Discussion during class inc. teaching points and safety information. (2.3)
1.2. Understand the importance of nutrition, healthy eating and what to avoid during the postnatal period.	1.2.1 Explain why it is important to have a healthy diet during the postnatal period. 1.2.2 List the foods, beverages and herbs to avoid during the postnatal period.	<b>1.2.1/1.2.2</b> are assessed for understanding in Unit 1, but holistic assessment of the <i>applied</i> knowledge is done in Unit 2 through: discussion and comments during the assessed class teaching/notes on detailed lesson plan and the screening checklist <b>For some learners this will also be applied during their course planning dependent on their chosen course theme.</b>
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 why and how you would market postnatal yoga.	<b>1.3.1</b> 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. <b>1.3.2</b> 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).

<b>Document History</b>		
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