



THE BRITISH WHEEL OF YOGA
QUALIFICATIONS

BWYQ Level 4 Certificate in Teaching Gentle Years Yoga

Qualification Number; 603/7528/0

Qualification Overview and Specification

Welcome to the British Wheel of Yoga Qualifications

Level 4 Certificate in Teaching Gentle Years Yoga

This booklet gives you a broad overview of the qualifications and lets you know where you can get more detailed information.

You may copy this document for your own use when working towards a BWYQ qualification. Every effort has been made to ensure that the information in the booklet 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. BWYQ cannot accept liability for anything arising from the use of this information.

Aim of the Qualifications

The aim of the BWYQ Level 4 Certificate in Teaching Gentle Years Yoga qualification is to equip learners, both professionally and practically, to teach specialist yoga classes safely to older adults (over 65), including those with common and oftentimes multiple age-related health conditions such as cardiovascular disease, dementia, Parkinson's Disease, MS, COPD, osteoporosis, osteoarthritis, hip/knee replacements, etc.

Potential Job Occupations

BWYQ Level 4 Certificate in Teaching Gentle Years Yoga:

The certificate qualification enables learners to meet the standards for being a yoga teacher for specialist older adult classes in community, care home and hospice settings.

Links to National Occupational Standards

The qualifications link to the Skills Active Exercise and Fitness National Occupational Standards (SKAEF 1, SKAEF 25)

The BWYQ Level 4 Certificate in Teaching Gentle Years Yoga qualification fully meets the National Occupational Standards to adapt, plan and deliver a physical activity programme to meet the requirements of participants with specific needs: older adults (SKAEF 1, SKAEF 25).

Prerequisites for Learners

1. You must have a yoga teaching qualification, which must be:
 - a Level 4 BWYQ Certificate or Diploma qualification, or
 - a BWY (Level 3 equivalent) qualification, or
 - a BWY-Accredited Group (Level 3 equivalent) qualification, or
 - a Level 3 or 4 yoga teaching qualification from any recognised awarding organization.
2. You must be insured to teach yoga and hold a valid First Aid certificate which needs to be regularly updated (usually every three years).

Structure of the Qualifications

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

The BWYQ Level 4 Certificate in Teaching Yoga qualification is divided into two mandatory units. Unit 1 must be passed before moving onto Unit 2. You will need to pass both units to be awarded the BWYQ Level 4 Certificate in Teaching Gentle Years Yoga qualification. If you successfully complete Unit 1 without continuing to Unit 2, you will not receive the BWYQ Level 4 Certificate in Teaching Gentle Years Yoga, but you will be able to claim the BWYQ Level 4 Award in Understanding the Principles of Adapting Yoga for Older Adults. The TQT of the BWYQ Level 4 Certificate in Teaching Yoga is 126 hours, including 26 Guided Learning Hours (GLH) plus 100 hours of

online or distance learning, class teaching and home study/reflective writing. This time will include the time that you will be required to set up, deliver and reflect upon a 6 week Gentle Years Yoga course, teaching yoga to older adults who have age-related conditions so that you can prepare two case studies. The qualification has a Credit value of 13 on the RQF.

The credits for each unit of the qualifications and the estimated times for completion are detailed below. The credits for the qualifications and the estimated times for completion are detailed below.

BWYQ Level 4 Certificate in Teaching Gentle Years Yoga (6 -18 months)

Unit 1: Understanding the principles of adapting yoga for older adults Y/618/1362	4 Credits
Unit 2: Planning and teaching Gentle Years Yoga to older adults D/618/1363	9 Credits

Levels of Attainment

The BWYQ Level 4 Certificate in Teaching Gentle Years Yoga and is published as Level 4 qualifications on the Regulated Qualification Framework (RQF). The box below shows Ofqual’s descriptor of the knowledge and skills required to pass a typical level 4 qualification.

Please note that the descriptor is designed to fit all level 4 qualifications regardless of subject. Learners will be required to meet assessment criteria which are specific to the principles of adapting yoga for older adults and where appropriate also to teaching Gentle Years Yoga, and those criteria are shown in the units in this specification. The assessment criteria have been designed to fit with the descriptors below:

Knowledge descriptor	Skills descriptor
Have practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.

Assessors will assess your work against the assessment criteria which are underpinned by these descriptors. BWYQ will also provide supplementary guidance on assessment.

Learner Registration

This is completed online using your Centre’s learner registration system with a unique learner number (ULN) for each learner. The information you add to your Centre’s learner registration system will be what is printed on your certificate. You will also complete an online learning agreement.

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

Learner Support

Everyone who completes these qualifications 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 Special Considerations and 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 one of the qualifications you must show that you have achieved all the Learning Outcomes and Assessment Criteria (LOAC) in the relevant units at level 4. 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
- Eye witness testimony
- Evidence of Professional Discussion
- Learner assignments
- Records of oral and written questioning
- Learner and peer reports
- Teaching practice documentation and evidence
- Recognition of prior learning (RPL)
- Work products

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

The evidence you produce for the formative and summative assessments, as outlined in your Centre’s course handbook, will be assessed by your tutor/assessor. The assessments will be quality assured by your Centre’s Internal Quality Assurance (IQA).

The formative assessments 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.

The outcomes of your summative assessments will contribute to the qualification. Only the summative assessments will be submitted to BWYQ for External Quality Assurance (EQA) processes. These are the formal assessments at the end of the course or the end of a unit. BWYQ have divided these into ‘packages’ as follows:

BWYQ Level 4 Award in Understanding the principles of adapting yoga for older adults

	Summative assessment
Unit 1 Understanding the principles of adapting yoga for older adults (Knowledge Unit)	1. The Impact of Ageing 2. Barriers and Motivators to Exercise 3. Ethical and Legal responsibilities 4. Primary ageing and common conditions
Unit 2 Planning and Teaching Gentle Years Yoga to older Adults (Skills unit)	1. Scheme of work, 6-week course plan, student evaluation questionnaire and risk assessment. 2. 1 x detailed lesson plan 3. 3 x Post lesson reflective evaluations 4. Assessed class teaching 5. 2 x Case studies

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

BWYQ qualifications are graded Pass/Refer. Your tutor-assessor makes a judgement of 'pass' or 'refer'. Your tutor-assessor will give you constructive feedback and agree any further action that may be necessary if it is not at Pass standard. If an assessment is 'referred' then you can re-submit it for re-assessment when the necessary amendments have been made, subject to the rules for referral (see your Assessment Handbook for more information).

We aim to make assessment accessible and fair to everyone, following the principles outlined in the BWYQ Equality, Diversity and Safeguarding policies and the Reasonable Adjustments and Special Considerations Policies. You may appeal an assessment decision by following the procedures outlined in the BWYQ Appeals Policy.

For the Certificate, as part of your summative assessment you will be observed teaching a Gentle Years Yoga class. This can feel like a stressful experience, but it should be viewed as a method of developing teaching styles and enhancing the knowledge, understanding and skills needed to be a good yoga teacher. Everyone who teaches, however experienced, can benefit from reviewing what they do. At the end of the observation you will receive a 'pass or refer'. If you are referred, then you can be re-observed, subject to the rules for referred teaching practice; for which the tutor will advise and support.

Where appropriate, you can apply for prior learning to be recognised (see 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.

Learning Outcomes and Assessment Criteria (LOAC)

Unit 1: Understanding the principles of adapting yoga for older adults (Knowledge Unit)

Learning Outcome	Assessment Criteria	Amplification	Methods of Assessment
1.1 Understand the effects of ageing on world and UK population and how these effects may be addressed.	1.1.1 Analyse how the world and UK demographic has changed over time with regard to age.	Population trends in the last 50 years; older population living longer, growth of the 85+ age brackets, decrease in fertility rates (below replacement rate), age-dependency ratio increasing, 'super-ageing society' etc.	Worksheet, Infographic, Audio or Video Presentation, Written Essay.
	1.1.2 Explain key issues that emerge from this changing demographic.	Consequences of this (economic, social etc.) linking this to benefits of yoga.	
	1.1.3 Explain ways in which yoga could help tackle some of the issues raised by an ageing population.	Generic and specific benefits of exercise for the individual and society.	
	1.1.4 Describe key physical, psychological and social benefits of exercise for an ageing population.		
1.2 Understand why older adults may or may not be motivated to participate in physical activities including yoga.	1.2.1 Determine common barriers to participation and suggest how they might be addressed in a yoga class.	What is motivation? How psychology of ageing/exercise psychology as well as studies with older adults can identify common barriers and motivators such as perception of exercise, perception of health/ability, venue, travel etc. What motivational strategies could be applicable for students in a yoga class? What are the incentives and rewards of physical activity?	Worksheet, Infographic, Audio or Video Presentation, Written Essay.
	1.2.2 Explain possible motivators to participation and suggest how these could apply to a yoga class.	Apply relevant theory to older adults coming to a class and continuing in that class. For example, Bandura; self-efficacy theory and social learning theory (social cognitive theory). Self-determination theory (Deci and Ryan), Models of behavioral change (stages of change - pre-contemplation, contemplation, preparation, action, maintenance, termination, health belief, theory of reasoned action)	
1.3 Understand ethical and legal responsibilities when working with older adults.	1.3.1 Explain the key principles of adult safeguarding, relating this to a yoga context.	Recognise who is/could be a vulnerable adult. Knowledge of the Centre's Safeguarding Adults policy, teacher responsibilities and what to do in the case of a safeguarding concern.	Worksheet, Infographic, Audio or Video Presentation, Written Essay.
	1.3.2 Describe when and how students should be referred to health professionals.	Awareness of relevant legislation including; Care Act 2014, Mental Capacity Act 2005, Data Protection Act 2018, Human Rights Act 1998 (Article 8), Safeguarding Vulnerable Groups Act 2006, Fraud Act 2006 etc.	
	1.3.3 Describe when and why gathering student information and consent is necessary and how this could be obtained.	Awareness of ethical and legal considerations when gathering and storing student information. When and how to destroy it. What is necessary information in a Gentle Years Yoga class context.	

1.4 Understand key processes of ageing and common age-related conditions, relating this to yoga.	1.4.1 Recognise what are natural processes of ageing (primary ageing).	Broad introduction to common conditions, primary ageing, social factors, and other aspects that impact on physical and mental health. Relate this to a yoga teaching setting.	Worksheet, Multiple Choice Questions, Infographic.
	1.4.2 Analyse the key features of common age-related conditions (secondary ageing).	Areas/conditions covered should include; musculoskeletal system and conditions, falls, frailty, nervous system, dementia, stroke, MS, Parkinson's disease, senses, cardiovascular system and conditions, pulmonary system and conditions, cancer, renal system and incontinence, digestive system, mental health (including sleep disturbances), end of life.	
	1.4.3 Extrapolate how the ageing process and common age-related conditions could impact upon yoga teaching.	Recognise the differences between primary ageing (for example, needing reading glasses) and secondary ageing (for example, macular degeneration).	
	1.4.4 Analyse ways in which older adults can be included in yoga classes.	Consider the specific needs of older adults attending a class; appropriate asana, pranayama and other practices as well as cautions and contra-indications. Consider the health, welfare and safety of vulnerable older adults and those with disabilities and how they can be met in a yoga class	

Unit 2: Planning and teaching Gentle Years Yoga to older adults (skills unit)

Learning Outcome	Assessment Criteria	Amplification	Assessment
2.1 Use relevant planning and learning approaches to design safe and effective older adults course plans and lessons.	2.1.1 Create a Scheme of Work that considers the specific needs of older adults.	Use of SMART Aims and Intended learning outcomes linked to domains of learning (Cognitive, affective and psychomotor)	SoW, Course plan, student evaluation form and risk assessment. Detailed lesson plan for Assessed Class Teaching (ACT).
	2.1.2 Construct an older adults course plan that motivates and progresses older adults with a range of age-related conditions	Plan covers range of content and shows appropriate range of practices with achievable progression and reinforcement. Planning clearly linked to needs of older adults and explicitly takes common conditions (secondary ageing) and primary ageing into account.	
	2.1.3 Plan an inclusive yoga session that motivates older adults and modifies yoga for age-related conditions	Identifies cautions. Selects appropriate adaptations and modifications. Includes rationale for teaching methods. Shows how student attainment and progress will be assessed.	
	2.1.4 Select relevant assessment and evaluation strategies to determine the effectiveness of the course and sessions.	Plans for a suitable range of teaching aids and equipment.	
	2.1.5 Describe how you will assess, monitor and manage risk within a class.	Takes into consideration analyses of recorded information collected about participants in order to monitor and manage risk.	

2.2 Teach dedicated yoga for older adults effectively.	2.2.1 Use a range of teaching and communication methods to meet the needs of the class.	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.	Assessed Class Teaching (ACT), Post Lesson reflection. Professional discussion.
	2.2.2 Assess if learning outcomes have been achieved.	Motivational styles 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	
	2.2.3 Evaluate the delivery of a session	<p>Selects appropriate Modifications and uses a staged approach to asana with longer/slower warm up of all areas. Selective and safe use of pranayama. Has cautions in place and monitors students throughout. Promote safe alignment, strength and flexibility.</p> <p>Uses teaching aids and equipment safely and effectively.</p> <p>Incorporates student assessment. Appropriate self-evaluation evident. Recognises when and how to monitor progress against agreed goals.</p> <p>Recognises specific requirements, considerations and adaptations for teaching online.</p>	
2.3 Integrate and apply knowledge and principles of yoga to teach older adults, evaluating the result.	2.3.1 Analyse the effects of ageing and age-related conditions on the yoga practice.	Application and evaluation of knowledge developed through Unit 1 – focus on two conditions. Appropriate research of conditions, and application of this to yoga.	Case studies Written assignment, Audio or Video Presentation.
	2.3.2 Describe the effects of prescription medication on yoga practice.	Show evidence of relevant research into the effects of medication and that this has been selected and analysed thoughtfully.	
	2.3.3 Interpret information from students, personal experience and secondary research.	Application of behavioural change models/motivational strategies. Interview/gather/select relevant information from subjects and show how this is used to determine yoga programme/course and individual goals in short (session), medium (course) and long term (year+).	
	2.3.4 Reflect on the effectiveness of a yoga course for older adults.	Evaluation of programme/course – lessons learnt, analyse what was effective and why.	

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)

All BWYQ policies are available as 'Fact Sheets' on: http://www.bwyq.org.uk/information/74/About_the_BWYQ.htm

Certification Procedures

Once you have achieved and evidenced all the LOACs at the specified level of attainment (4) for the required unit(s), your Centre will claim the qualification certificate for you.

If you are part way through the Certificate and don't want to continue, then your Centre can claim certificates for any individual unit(s)/credit(s) that you have already achieved. However, you should note that these are unit certificates and not qualification certificates. A student withdrawal, transfer or changes form must also be completed as part of this process.

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 4 Certificate in Teaching Gentle Years Yoga qualification (RQF) 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. The BWYQ Level 4 Award in understanding the principles of adapting yoga for older adults is not a competency-based qualification as there is no practical work.

What is a portfolio?

Student portfolios contain assessed evidence of the achievement of the learning outcomes and assessment criteria outlined from page 6 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 'verified' mean?

Verification 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) i.e. internal verification, which is checked (externally verified) by the BWYQ External Quality Assurance (EQA) process.

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

Document History		
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