



THE BRITISH WHEEL OF YOGA
QUALIFICATIONS

BWYQ Level 4

DIPLOMA IN TEACHING YOGA

Qualification Overview and Specification

QAN 501/0828/1

Welcome to the British Wheel of Yoga Qualifications

Level 4 Diploma in Teaching Yoga (RQF)

This booklet gives you a broad overview of the BWYQ Level 4 Diploma in Teaching Yoga qualification which is on the Regulated Qualification Framework (RQF) 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. BWYQ cannot accept liability for anything arising from the use of this information.

Aim of the Qualification

To enable you to teach yoga asanas, breathing practices/ pranayama, relaxation, meditation and concentration to clients with a range of capacities, capabilities and experiences.

The Ofqual-regulated qualification will equip you with an underlying knowledge and understanding of yoga principles and philosophy, but you are also expected to deepen this through personal practice and reflection.

Potential Job Occupations

Yoga teacher: including teacher of Hatha Yoga, Relaxation, Pranayama and Meditation

Prerequisites for Learners

- At least two years regular class attendance before beginning the qualification.
- A good understanding of anatomy and physiology equivalent to Level 3. This could be through the 'BWY Essentials of Anatomy and Physiology for Yoga' online learning course or another appropriate course.
- A current First Aid certificate or evidence that one will be undertaken.
- BWYQ Ofqual Regulated Qualifications are currently offered to 18+ (age) learners

Your training centre may recommend that you do an introductory course and/or an introduction day prior to application.

Structure of the Qualification

You will be expected to spend **500 hours** completing this qualification (i.e. the Total Qualification Time – TQT), this includes **255 Guided Learning Hours (GLH)** – see Appendix 1 for more details. It is worth **50 credits**.

The BWYQ Level 4 Diploma in Teaching Yoga qualification (QAN 501/0828/1) is made up of the following units;

Unit Title	GLH
Unit A1 Professional Responsibilities of a Yoga Teacher (Foundational Knowledge Unit)	20
Unit A2 Basic Breathing and Relaxation (Foundational Knowledge Unit)	20
Unit A3 Preparing for Asana (Foundational Knowledge Unit)	30
Unit B Approaching Asana, Basic Breath Control and Relaxation (Foundational Skills Unit)	60
Unit C Effective Planning, Teaching, Assessment and Evaluation (Foundational Skills Unit)	30
Unit D The Classical Foundations of Modern Yoga (Advanced Knowledge Unit)	40
Unit E Incorporating Philosophy, Pranayama, Meditation and Advanced Asana (Advanced Skills Unit)	55

Levels of Attainment

The BWYQ Diploma in Teaching Yoga is published as a Level 4 Qualification on the Regulated Qualification Framework (RQF). This means that when you achieve the qualification you will have provided evidence that you met the following level 4 descriptors:

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.

Your work will be assessed against these descriptors and the supplementary guidance provided by BWYQ (BWYQ Assessment Guidance is available on the BWYQ website).

Learner Registration

You will enrol on a course provided by a BWYQ-recognised centre that delivers the training for the qualification. Once BWYQ receives the BWYQ registration fee and learner registration form, you will be registered to study for the BWYQ Level 4 Diploma in Teaching Yoga qualification.

The name you register with BWYQ will be what is printed on your certificate.

BWYQ will store your information securely and use it for the purposes outlined in the BWYQ Privacy Notice.

Ideally you should be registered before beginning the qualification, or as soon as possible afterwards. You will also need to complete a learning agreement which confirms that you have read the BWYQ policies listed on page 9 of this document.

Learner Support

Everyone who completes this qualification does so on a level playing field. If you have specific requirements, then you can apply for a Reasonable Adjustment at the time of registration and for a Special Consideration at any time (see BWYQ Special Consideration and BWYQ Reasonable Adjustment policies for details).

Your fellow students will be a valuable source of mutual support. Other support and information will be available through your training centre's website and through Continuing Professional Development (CPD) training and other events held by your training centre.

Assessment

To gain the qualification you must show that you have achieved all the Learning Outcomes and Assessment Criteria (LOAC). You will keep a portfolio of evidence showing achievement against the LOAC for each unit. This evidence could be in the form of:

- 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

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

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:

FOUNDATIONAL + ADVANCED SUMMATIVE ASSESSMENTS

Diploma QAN 501/0828/1	255 GLH	50 credits
Knowledge Assignment 1 (Foundational)	Roles and Responsibilities of a Yoga Teacher	
Knowledge Assignment 2 (Foundational)	Stress, Breath and Relaxation	
Knowledge Assignment 3 (Foundational)	Asana	
Skills Assignment 1 (Foundational)	Assessed Class Teaching <ul style="list-style-type: none"> • Examination of Scheme of Work and Course Plan • Examination of Detailed Lesson Plan • Observation of Assessed Class Teaching 	
Knowledge Assignment 4 (Advanced)	Hatha Yoga Pradipika	
Knowledge Assignment 5 (Advanced)	Bhagavad Gita or Upanishads Presentation	
Knowledge Assignment 6 (Advanced)	Yoga Sutras	
Skills Assignment 2 (Advanced)	Final Assessed Class Teaching <ul style="list-style-type: none"> • Examination of Supplementary Progression of Students Documents • Examination of Detailed Lesson Plan • Observation/Professional Discussion of Assessed Class Teaching 	

For more information about the assessments you will complete, please see the course handbook developed by your training centre.

Assessment evidence	Who is it for	Where does it go
Formative Assessment (all versions)	Training centre/tutor-assessor	Stored by the centre/tutor-assessor
Assignments (draft or interim versions)	The tutor-assessor as part of the learning process	Stored by the centre/tutor-assessor
Summative Assessment (final version) Assignments required in portfolio of evidence for the qualification	BWYQ	Stored by the centre/tutor-assessor and made available to BWYQ
Summative Assessment Portfolio	BWYQ	Stored by the centre/tutor-assessor and made available to BWYQ

BWYQ qualifications are not graded. The 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 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 in your centre assessment handbook.

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

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 LOAC of the Unit/section.

Learning Outcomes and Assessment Criteria (LOAC)

Learning Outcomes	Assessment Criteria	Guidance (Amplification)	Summative Assessment
Units A – C, The Foundational Units			
Unit A1- Professional Responsibilities of a Yoga Teacher (Foundational Knowledge Unit) GLH - 20			
A1. Understand the scope of the role and responsibilities of a yoga teacher.	<ol style="list-style-type: none"> 1. Explain how the historical background of yoga can inform the role of a modern yoga teacher. 2. Describe how current legislation and codes of practice apply to the teaching of yoga. 3. Describe what records should be kept, how and why. 4. Outline key considerations and tasks when setting up a yoga class. 	<p><i>Examples are given for guidance purposes, they are neither exhaustive nor mandatory.</i></p> <ul style="list-style-type: none"> • recognise the broad historical/philosophical foundations upon which modern yoga is based • identify concepts applicable in a contemporary context, for example, Yama and Niyama. • compare and contrast historical and modern approaches to yoga, for example, preparations for asana as described in HYP. • recognise that yoga is diverse and evolving, for example, that some common asana taught today are not found in the classical texts and others in the texts have no modern counterparts. • begin to recognise the scope of the role, using relevant industry Codes of Conduct, Ethics statements and policies, key legislation (Health and Safety at Work, Equality Act, Data Protection etc) to understand ethical/legal obligations and professional boundaries. • understand practical considerations, health and safety, marketing, social media etc. 	<p>Knowledge Assignment 1</p> <p>One of; Worksheet Audio Presentation Video Presentation</p>
Unit A2 – Basic Breathing and Relaxation (Foundational Knowledge Unit) GLH – 20			
A2. Understand the relationship between the breath, relaxation, stress and the individual.	<ol style="list-style-type: none"> 1. Define stress and describe the effects. 2. Explain how relaxation and conscious breathing techniques can help reduce stress. 3. Evaluate the need to adapt breathing and relaxation techniques for different individuals. 	<ul style="list-style-type: none"> • select a suitable definition from a reputable source • offer own explanation, demonstrating relevant research and analysis. • understand that stress can be ‘good’ and ‘bad’, and have an awareness of key theories and concepts, for example Benson’s Relaxation Response. • relate this to personal experience and everyday examples of stress. • understand how yoga relaxation and breathing techniques impact upon stress • analyse when a technique may need to be adapted for individuals. 	<p>Knowledge Assignment 2</p> <p>One of; Worksheet OR written essay Video presentation Audio presentation</p>
Unit A3 – Preparing for Asana (Foundational Knowledge Unit) GLH - 30			
A3. Understand the key principles of anatomy, physiology and movement	<ol style="list-style-type: none"> 1. Use appropriate vocabulary to describe how the body moves. 2. Identify ways in which asana can be modified for vulnerable areas of the body and common health conditions 	<ul style="list-style-type: none"> • Understand and apply correct technical and anatomical vocabulary • break down and analyse the demands a posture places on the body, using this to identify areas for modification. For example, the action of the pelvis/knees in Trikonasana. • recognise key vulnerable areas and understand how to protect them. Broadly understand the implications of common conditions. 	<p>Knowledge Assignment 3</p> <p>Worksheet or Posture Profile</p>

Unit B – Approaching Asana, Basic Breath Control and Relaxation (Foundational Skills Unit) GLH - 60			
B1. Use key principles of anatomy, physiology and movement to teach safely and effectively.	<ol style="list-style-type: none"> 1. Teach a given asana using a staged approach. 2. Apply ways of using the breath within asana. 	<ul style="list-style-type: none"> • break down an asana to determine what will adequately prepare the body to perform it safely, how it can be taught in progressive stages, and what the body will need to do to rebalance after the asana (counterpose/ restorative postures). • understand how to structure a well-rounded lesson, for example using a vinyasa approach. • recognise the naturally different capabilities of students and how a staged approach to teaching asana can begin to accommodate this. • understand how the breath can be used to support asana in different ways. • Demonstrate an ability to protect vulnerable areas such as hips, knees, shoulders and spine throughout your teaching 	Skills Assignment 1 - ACT <i>Lesson plan</i> ; overall structure and choices, teaching points for specific asana, vocabulary used. <i>Observation</i> ; vocabulary used, teaching point given
B2. Modify and adapt asana to suit different needs and abilities.	<ol style="list-style-type: none"> 1. Use teaching points and aids that support the safe practice of modified asana. 	<ul style="list-style-type: none"> • make informed choices about when, how and why to modify asana. • select and safely use resources and aids such as straps, blocks, chairs etc. with a rationale for their use. 	Skills Assignment 1 - ACT <i>Lesson plan</i> ; rationale, areas for caution, teaching points, resources identified <i>Observation</i> ; teaching points,
B3. Teach breath control and relaxation techniques effectively.	<ol style="list-style-type: none"> 1. Plan and teach a simple breath control practice and guided relaxation session. 2. Identify possible areas of caution and suggest ways to modify for them. 	<ul style="list-style-type: none"> • make an informed selection from common breath control practices and guided relaxation techniques that account for the needs and ability of the target group, for example, beginners. • use an appropriate staged approach that allows students to practice safely and to the best of their ability. • recognise cautions, with appropriate suggestions for modifications/means of addressing them that show an understanding of the demands of the practice and the consequences of common conditions. 	Skills Assignment 1 – ACT <i>Lesson plan</i> ; rationale, areas for caution, teaching points, resources identified <i>Observation</i> ; teaching points.
Unit C – Effective Planning, Teaching, Assessment and Evaluation (Foundational Skills Unit) GLH - 30			
C1. Produce effective plans for teaching.	<ol style="list-style-type: none"> 1. Devise a scheme of work, course plan and detailed lesson plan that meet the needs of a range of students within a class setting. 	<p>To purpose of this LO is to begin to apply what has been explored in Units A2 and B in a ‘work setting’.</p> <ul style="list-style-type: none"> • devise plans that include Aims, Intended Outcomes, assessment and evaluation, resources, teaching points, rationale and areas of caution. • demonstrate an ability to make an informed selection of appropriate practices and develop these across lessons in a safe and coherent manner. 	Skills Assignment 1 - ACT SoW, Course plan and detailed lesson plan
C2. Teach in different ways in response to the needs of students.	<ol style="list-style-type: none"> 1. Teach a course of lessons using relevant teaching methods and techniques to meet the needs of a range of students. 	<ul style="list-style-type: none"> • make an informed selection of teaching techniques; including, but not restricted to demonstration, discussion, description, partner work etc. • recognise when adjustment (verbal and/or hands on with consent) is and is not appropriate, what forms it could take and how to approach it safely and sensitively. Where appropriate, link this to the needs of different groups. • Adapt teaching to meet the different needs/abilities of students 	Skills Assignment 1 - ACT <i>Lesson Plan</i> ; description of planned teaching, <i>Observation</i> ; teaching points, actions.

	2. Observe class students and adapt instructions to meet the needs of individuals.	<ul style="list-style-type: none"> • teach audibly, making clear, relevant and technically correct teaching points. 	
C3. Use assessment, reflection and evaluation to develop personal and student learning.	<ol style="list-style-type: none"> 1. Use assessment and evaluation to support student learning- 2. Reflect upon and evaluate the effectiveness of own teaching, suggesting how this can inform future planning and teaching. 	<ul style="list-style-type: none"> • consider how assessment can be used to move your students forward in a positive way. • plan for assessment and evaluation within a scheme of work, justifying why you have chosen these methods • understand the difference between initial, formative and summative assessment and how each can be used. • identify different ways of assessing; formal and informal, ongoing observation, discussion, questioning, feedback etc. • understand why it is helpful to reflect upon teaching and how to do this effectively. 	Skills Assignment 1 - ACT <i>Lesson plans and SoW;</i> assessment format and opportunities identified <i>Observation;</i> evidence of assessment in teaching points given. <i>Post Lesson;</i> reflective comments

Units D and E, The Advanced Units for the full Diploma

Unit D – The Classical Foundations of Modern Yoga (Advanced Knowledge Unit) GLH - 40

D. Place modern yoga in its historical and philosophical context		<ul style="list-style-type: none"> • Become familiar with the key classical texts, and by extension historical developments, as a way to understand the richness of yoga. • explain key themes and concepts clearly and succinctly, with an awareness of how these could relate to everyday life, i.e. that these are living texts and not simply the fossilised products of a past time. • make an informed selection of a theme to give a presentation that combines understanding of the material with an ability to communicate this in a clear and concise manner to the target audience. 	A Suite of Knowledge assignments 4-6 With options of - Worksheet OR written essay Video presentation Audio presentation Academic poster or infographic Project
D1. Hatha Yoga Pradipika	<ol style="list-style-type: none"> 1. Explain key concepts of Hatha yoga as contained in the <i>Hatha Yoga Pradipika</i>. 2. Describe their significance to contemporary teaching 	<ul style="list-style-type: none"> • Key concepts include Shatkarma (kapalabhati, trataka, nauli, jiva shodhana and jalaneti), Pranayama (Nadi Shodhana, Ujjayi, Surya Bhedana, Sitali, Sitkari, Bhastrika and Bhramari, Mudra, Bandha. • Descriptions of contemporary significance can be in written format or presented via any presentation medium 	Knowledge Assignment 4
D2. Bhagavad Gita or The Upanishads	<ol style="list-style-type: none"> 1. Present a key theme from the <i>Bhagavad Gita</i> or the <i>Upanishads</i>. 2. Describe how a philosophical concept can be integrated in the teaching of a general yoga class 	<ul style="list-style-type: none"> • Theme can be chosen from a wide range, including the Soul or Self, the mantra Om, states of consciousness, karma and reincarnation, non-duality/Brahman, the paths of yoga such as Karma, Bhakti, Jnana, Raja Yoga or related tutor-agreed topic. • Descriptions of ways to weave philosophy into general yoga class can be made verbally during the presentation, visually with a handout or by any presentational medium. 	Knowledge Assignment 5
D3. Patanjali's Yoga Sutras	<ol style="list-style-type: none"> 1. Explain key concepts from Patanjali's <i>Yoga Sutras</i> 	<ul style="list-style-type: none"> • Concepts can include purpose of Patanjali's system, yama/ niyama, dharana/dhyana/samadhi, abhyasa/vairagya, klesha, kriya yoga, 	Knowledge Assignment 6

	<ol style="list-style-type: none"> Describe their significance in a contemporary context. Describe how a philosophical concept can be integrated in the teaching of a general yoga class 	<p>vikshepa, Ishwara, prakriti/purusha, concept of mind or any related tutor-agreed topic.</p> <ul style="list-style-type: none"> Descriptions of contemporary significance can be in written format or presented via any presentation medium. Descriptions of ways to weave philosophy into general yoga class can be made verbally during the presentation, visually with a handout or by any presentational medium. 	
Unit E – Incorporating Philosophy, Pranayama, Meditation and Advanced Asana (Advanced Skills Unit) GLH - 55			
E1. Understand and use pranayama, kriya, mudra and bandha safely and effectively	<ol style="list-style-type: none"> Evaluate a personal pranayama practice. Plan and teach an appropriate pranayama practice, including mudra and bandha if appropriate. Outline how a selected pranayama or kriya practice may be developed over a series of lessons. Identify areas of caution, suggesting modifications and stating when a given practice is inappropriate. 	<ul style="list-style-type: none"> Under tutor guidance Learners will agree a personal pranayama practice to practice regularly over a minimum of ten weeks (daily practice is possible, but a minimum of 4 days per week). Learners keep a reflective journal (format of their choice) which will not be formally assessed but will inform the reflective summary. make an informed selection of a relevant pranayama/mudra/kriya/bandha, showing an awareness of matching the demands of the practice with the level/ability of students. Key here is an understanding of appropriateness and safety. understand how to develop a practice over time; splitting into achievable stages and progressing students in a controlled and informed manner. 	Skills Assignment 2 - Final ACT Lesson Plan; cautions, teaching points, broad outline for 1.3 <i>Observation</i> ; teaching points Professional Discussion or written reflective summary sheet for 1.1
E2. Understand and use appropriate meditation techniques safely.	<ol style="list-style-type: none"> Plan and teach a suitable guided concentration or meditation, explaining the rationale for the choice. Identify possible areas of caution and suggest modifications. 	<ul style="list-style-type: none"> make an informed selection of a relevant concentration/meditation practice to teach, showing an awareness of matching the demands of the practice with the level/ability of students. Recognise when and why particular practices may be inappropriate/need modification 	Skills Assignment 2 - Final ACT Lesson Plan; teaching points, rationale, areas of caution <i>Observation</i> ; teaching points,
E3. Know when, how and why to progress students	<ol style="list-style-type: none"> Demonstrate ways in which students may be progressed through physical challenge or subtle aspects of practice in a class setting. Select teaching points based on sound principles of when and how to progress individuals safely. 	<ul style="list-style-type: none"> recognise different ways of progressing in a safe and appropriate manner. demonstrate a systematic approach based on sound practical and pedagogical principles. use teaching points that facilitate the progression of their students 	Skills Assignment 2 - Final ACT Professional Discussion <i>Observation</i> ; teaching points
E4. Select and use relevant historical and philosophical concepts and communicate them effectively.	<ol style="list-style-type: none"> Plan and teach a key philosophical or yoga concept 	<p>This leads on from Knowledge Unit D and will allow learners to explicitly consider the practical implications/issues surrounding communicating these ideas in a class setting.</p> <ul style="list-style-type: none"> make an appropriate selection of concept and recognise that different groups may need different approaches. 	Skills Assignment 2 - Final ACT Lesson Plan; interweaving/ development of theme/concept <i>Observation</i> ; how introduced/developed – vocabulary, props.

		<ul style="list-style-type: none"> demonstrate in their planning and teaching that they have considered how to communicate their chosen concept/philosophical idea clearly and appropriately for the level of the group. 	
Minimum core specifications			
Apply relevant minimum core specifications to their role	Apply relevant minimum core specifications in literacy, language, numeracy and ICT in planning and teaching, research and record keeping.	ongoing	

BWYQ Policies you should be aware of:

- **BWYQ Complaints Policy** (BWYQ 019)
- **BWYQ Appeals Policy** (BWYQ 020)
- **BWYQ Equality and Diversity Policy** (BWYQ 008)
- **BWYQ Data Protection Policy and Privacy Notice** (BWYQ 009)
- **BWYQ Safeguarding Adults Policy and BWYQ Safeguarding Children Policy** (BWYQ 010)
- **BWYQ Whistleblowing Policy** (BWYQ 011)
- **BWYQ Malpractice and Maladministration Policy** (BWYQ 017)
- **BWYQ Plagiarism Policy** (BWYQ 026)
- **BWYQ Sanctions Policy** (BWYQ 018)
- **BWYQ Recognition of Prior Learning Policy** (BWYQ 025)
- **BWYQ Reasonable Adjustment Policy** (BWYQ 012)
- **BWYQ Special Consideration Policy** (BWYQ 013)
- **BWYQ Remote Assessment Policy** (BWYQ 27)

All BWYQ policies are available as 'Fact Sheets' at www.bwyq.org.uk

Certification Procedures

Once you have achieved and evidenced all the LOAC at the specified level of attainment (4) for all the units, your training centre can submit a claim for certification.

If you are part way through the qualification and don't want to continue, then your training centre can claim certification for the individual unit(s)/credit(s) that you have already achieved. 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:

Regulatory Body: www.ofqual.gov.uk

Ofqual Regulated Awarding Body: www.bwyq.org.uk

Governing Body for Sports England: www.bwy.org.uk

Frequently Asked Questions

What is a competence-based qualification?

The BWYQ Level 4 Diploma in Teaching Yoga (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.

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 completed fairly and to a consistent standard. Centres complete their own internal quality assurance (IQA) i.e. verification, which is moderated 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

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 Hours (GLH)

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, assessor 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, assessor 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, assessor 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.

Document History		
Date	Author	Action
16.11.17	BWYQ Head of Operations and Responsible Officer Amanda Buchanan	Reviewed and revised
21.11.17	BWYQ Chair, Mila Bogen BWYQ Directors for Quality and Curriculum	Approved
2.4.19	BWYQ Operations Coordinator with working party including consultant Hilary Read	Reviewed and revised
2.4.19	BWYQ Directors	Approved for piloting
18.12.2020	BWYQ Operations Coordinator	Reviewed and revised
18.12.2020	BWYQ Directors	Approved

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