



BWYQ Level 3 Technical Specialist in Teaching Yoga (Certificate)

Qualification Number: 610/3869/6

Qualification Overview and Specification

Welcome to the British Wheel of Yoga Qualifications Level 3 Technical Specialist in Teaching Yoga (Certificate)

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 Teaching Yoga (Certificate) is to equip you with the knowledge, skills and behaviours to teach yoga safely to a general adult class.

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 general yoga teacher.

Links to National Occupational Standards

The qualification meets all of the standards within the IfATE Specialist Area, *Teaching Yoga*.

Prerequisites for Learners

Learners must be 19 years or over at the time of enrolment.

You may find it helpful if you have completed an introductory yoga course such as the BWY Yoga Foundation course, the BWYQ Level 2 Certificate in the Principles and Practices of Yoga for Personal Practice, or an equivalent course. However, this is **not a prerequisite**.

Once you begin your course you will need to complete an appropriate first aid course if you do not already have a first aid certificate. Your tutor will give you more information about this.

Structure of the Qualification

The BWYQ Level 3 Technical Specialist in Teaching Yoga (Certificate) is a four unit qualification. You will need to pass all of the units to receive the Certificate.

The qualification has a Total Qualification Time (TQT) of 320 hours of which 175 are Guided Learning Hours (GLH). It has a Credit value of 32 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 Teaching Yoga (Certificate)

Unit	TQT	GLH	Unit Credit value
Unit 1; Your responsibilities as a yoga teacher	20	10	2
Unit 2; Applied anatomy and physiology	50	35	5
Unit 3; Preparing to teach yoga	160	95	16
Unit 4; Planning and teaching yoga	90	35	9

It is estimated that the qualification will take approximately twelve to eighteen 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 2 to 3 additional hours per week on independent study and completion of assignments. Please be aware that this is a rough guide, and that some weeks may require a little less and others a little more.

You will also be teaching yoga under the supervision of your tutor and in the final unit you will be planning and delivering a course of yoga classes to the public. 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 general yoga to 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
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. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.	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. Review how effective methods and actions have been.

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

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). An electronic copy is available on the [BWYQ website](#). Your centre can also give you a copy of this form.

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 all of the 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
- 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. These 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 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; Your responsibilities as a yoga teacher	1. Written assignment, audio or video presentation 2. Work product – marketing plan 3. Work product – Risk assessment
Unit 2; Applied anatomy and physiology	1. Written workbook, audio or video presentation 2. Presentation to peers 3. Work product – Assessed class teaching (ACT)
Unit 3; Preparing to teach yoga	1. Written workbook/reflective journal, audio or video presentation 2. Presentation to peers 3. Timeline
Unit 4; Planning and teaching yoga	1. Work product assessed class teaching (ACT) and PLRE sheet. 2. Work product – scheme of work, course plan, risk assessment detailed lesson plan.

		3. Written assignment 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 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 Competency

This qualification is designed to ensure that you are technically competent to begin your yoga 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 technical specialist in teaching yoga.

Your qualification is structured in such a way that you will learn the foundational

knowledge you will need to teach yoga to adults in a general class in Units 1, 2 and 3. You will be assessed on your understanding of these elements. Then in Unit 4 you will apply that knowledge within your planning and teaching. Unit 4 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 yoga teacher.

Appendix 2 contains a summary of how the learning outcomes and assessment criteria in units 1, 2 and 3 are applied within unit 4. Additionally, the table below gives examples of how holistic competency is embedded in each unit:

Unit	Holistic Competency
Unit 1; Your responsibilities as a yoga teacher	Complete a risk assessment for a venue. Managing risk is one of the key tasks you'll need to complete to fulfil your legal and ethical responsibilities. (AC 1.2.1 and 1.2.2)
Unit 2; Applied anatomy and physiology	Within this section you will demonstrate an asana to your peers, which will give you the opportunity to develop the communication skills you will use as you teach your students. (AC 2.4.2 and AC 2.4.3)
Unit 3; Preparing to teach yoga	You will have a further opportunity to develop your communication and teaching skills as you teach mudras to your peers. (AC 3.6.1 and AC 3.6.2)
Unit 4; Planning for and teaching yoga	This is the unit where you will apply everything you have learnt in the previous units as you plan for and teach a course of lessons to your students.

Certification Procedure

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

If you get part way through and are unable 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** teaching qualification certificates, and as such do not qualify you to teach yoga.

Continuing your studies

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

If you wish to study general population yoga teaching in more depth then you might

want to think about the BWYQ Level 4 Diploma in Teaching Yoga.

Should you wish to specialise in teaching a specific group such as those who are pregnant or older adults, you may like to consider one of the other Level 3 Technical Specialist Qualifications available from BWYQ. You could also study the BWYQ Level 4 Certificate in Teaching Gentle Years Yoga.

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: Your responsibilities as a yoga teacher (10 GLH, 20 hrs TQT))

Learning Outcome (Learners will ...)	Assessment Criteria	Level 3 indicators addressed	Expansion	Assessment summary
1.1 Identify ethical and legal requirements relevant for teaching yoga.	1.1.1 Summarise current legislation as it relates to yoga teaching. 1.1.2 Describe industry codes of conduct that relate to yoga teaching. 1.1.3 Describe the process for reporting a safeguarding concern.	<i>"Is aware of the nature of the area of study or work."</i>	Throughout this unit learners should be aware of the scope of the role of a professional yoga teacher and how to act professionally in that role. Be familiar with relevant industry codes of conduct, ethics statements and policies, key legislation (Health and Safety at Work, Equality Act, Data Protection etc) Safeguarding, to understand ethical/legal obligations and professional boundaries. Be aware of online risks and threats. Understand security and procedures you will need to put in place when handling documents such as student health questionnaires securely and in line with data protection regulations. Consider: • Computer and network security inc. multiple, strong passwords, two-factor authentications and using up to date software, malware etc. • Secure transmission of data • Secure storage of data, including what to store and for how long. Understand the scope of safeguarding and how to raise a safeguarding concern. We expect that most learners will have student membership of a yoga body. Where this is the case they should base this on the processes of this body. Where this is not the case learners should follow the procedures set out in the BWYQ safeguarding	Summative assessment: 1. Written assignment, audio or video presentation 2. Work product – marketing plan 3. Work product – risk assessment for 1.2.1/1.2.2

			policies (BWYQ 010a and 010b)	
1.2 Explain how to manage risk when teaching yoga.	1.2.1 Complete a risk assessment for a local venue. 1.2.2 Summarise the emergency procedures in operation at a local venue.	<i>"Is aware of the nature of the area of study or work."</i>	When completing the risk assessment, where relevant identify general risks that could occur during exercise alongside the risks specific to yoga. These should include, but not be limited to, risks associated with: • the venue • use of equipment • practices within a session • security • current community health guidance • issues around lone working.	
1.3 Understand how to act professionally as a yoga teacher.	1.3.1 Summarise the qualities an effective yoga teacher should possess. 1.3.2 List the things that need to be taken into account when setting up a yoga class. 1.3.3 Devise a marketing plan to promote your class. 1.3.4 Describe the features of an appropriate relationship with other professionals and with students taught.	<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>	Consider topics including communications skills, teaching skills, interpersonal skills, subject knowledge, practical skills, administration and business awareness, conduct, CPD etc. Understand the expectations and boundaries of working relationships with other professionals (fellow yoga teachers, health professionals, other fitness professionals etc) as well as boundaries and balance within relationships with students. Be aware of barriers and motivators to yoga and how to support students to overcome these. These will include: • accessing a class • perceptions of yoga • fears and concerns • positive reinforcement, developing confidence • self-efficacy • adopting a healthy lifestyle inc. eating Consideration of sustainability issues when selecting a venue for classes or purchasing equipment etc. Marketing plan realistic. Include: where and how to advertise, what to emphasise, who to target, how to communicate the benefits yoga, barriers and concerns, motivators	

--	--	--	--	--

Unit 2; Applied anatomy and physiology (35 GLH, 50 hrs of TQT)

Learning Outcome (Learners will...)	Assessment Criteria	Level 3 Indicators addressed	Expansion	Assessment summary
2.1 Understand the role of posture and core stability in yoga.	2.1.1 Demonstrate the use of core stability principles and optimal posture when teaching yoga. 2.1.2 Describe the causes and effects of common postural deviations. 2.1.3 Describe the effects of yoga on posture and core stability.	<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>	The explicit links between anatomy and physiology and yoga practices and theory should be emphasised throughout this unit. Consider at a minimum kyphosis, flat-back, sway-back, forward head posture. Be aware of the link between posture and core stability.	Formative assessment through discussion, practical activities and multiple choice questioning. Summative assessment: 1. Written workbook, audio or video presentation 2. Presentation to peers
2.2 Relate the structure and function of the cardiorespiratory system to yoga.	2.2.1 Summarise the structure and functions of the cardiorespiratory system. 2.2.2 Summarise the process of breathing. 2.2.3 Summarise how the cardiorespiratory system responds to physical activity and rest. 2.2.4 Identify when a blood pressure reading would be considered outside the normal range. 2.2.5 Describe the effects of yoga on the cardiorespiratory system.	<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>	Have a broad overview of the cardiorespiratory system as well as a more detailed knowledge of key structures. This will include; • structure of the heart • structure of the lungs • structure of veins, arteries, capillaries • how blood circulates through the body • cardiac cycle • the cardiac cycle • blood pressure • mechanics of breathing • gaseous exchange The focus here is on how this knowledge can be applied within a yoga context.	3. Work product – Assessed class teaching (ACT)
2.3 Relate the structure and functions of the endocrine system to yoga.	2.3.1. Identify the key endocrine organs. 2.3.2. Describe the functions of key endocrine organs.	<i>"Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address</i>	Have a broad overview of the endocrine system including a high level understanding of what each endocrine organs does. Consider the role of yoga in hormonal balance,	

	2.3.3 Describe the effects of yoga on the endocrine system.	<i>problems that while well-defined, may be complex and non-routine."</i>	mood etc. Whilst the effects of yoga on specific endocrine organs is more suited to specialised courses, it will be relevant to understand in very general terms how yoga can support diabetes, thyroid conditions etc.	
2.4 Relate the structure and functions of the musculoskeletal system to yoga.	2.4.1 Compare the structure and function of different muscle types 2.4.2 Describe the structure and primary functions of the skeletal system. 2.4.3 Demonstrate the muscles employed during a specified asana. 2.4.4 Describe how muscles facilitate movement within asana. 2.4.5 Use correct technical vocabulary to describe movement during asana. 2.4.6 Describe the structure of synovial joints and identity the types of movement they allow. 2.4.7 Compare different types of stretches. 2.4.8 Describe the effects of yoga on the musculoskeletal system.	<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>	This section has explicit links with Unit 3, section 3.2. Have a basic understanding of skeletal, smooth and cardiac muscle which includes the difference between the three types and where they can be found. 2.4.3, 2.4.4 and 2.4.5 will be assessed during the asana presentation. Whilst learners should have a basic knowledge of sliding filament theory, 2.4.4 is focussed on how muscles are deployed when moving. Learners should be able to explain muscle movement using terms such as agonist, antagonist, synergist and fixator within specific asana, linking this to movement at joints (flexion, extension etc) Be able to name and locate different bones, with an emphasis on different types and what each does, including long, short, irregular, sesamoid and flat bones. Understand different stretches, including if, when and how to use them. This will include: • dynamic • active • passive (or relaxed) • static (inc. isometric) • PNF Identify which are most suited to yoga. Link work on stretching to section 2.5 – stretch reflex, reciprocal inhibition etc.	

2.5 Relate the structure and functions of the nervous system to yoga.	2.5.1 Summarise the structure and functions of the nervous system. 2.5.2 Describe how different parts of the nervous system interact. 2.5.3 Describe the effect of yoga on neuromuscular connections. 2.5.4 Explain how yoga can reduce stress.	<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>	Have a broad overview of the different parts of the nervous system. Understand: • Structure of nerve cells • How nerve cells relay impulses (a high level understanding) • The difference between motor and sensory nerves • How these relate to yoga	
2.6 Understand the classification and functions of energy systems.	2.6.1 Identify the energy systems linked to exercise. 2.6.2 Describe how energy systems are utilised during exercise. 2.6.3 Describe how knowledge of energy systems could be useful in a yoga context.	<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>	Have a broad understanding of the following energy systems. This does not need to be an in depth knowledge of the chemical processes, but rather a high level understanding of what each does and why it is important: • ATP-PC (high intensity-short duration) • Glycolytic (medium) • Oxidative/aerobic (low intensity-endurance) The primary system relevant to yoga is the oxidative, although a high intensity yoga practice will also utilise the glycolytic system. Be aware of how this can be applied to yoga, including areas such as class structuring, minimising fatigue and the impact on technique/safety. In addition to the three energy systems of exercise in 2.6.3, learners may also consider the energy systems of yoga, linking this to Unit 3.	
2.7 Understand the impact of exercise as it relates to yoga.	2.7.1 Summarise the effects of exercise on the body. 2.7.2 Identify the physical, psychological	<i>“Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address</i>	Recognise physical and psychological effects of exercise both during exercise and in the longer term (heart health, increased strength, mental wellbeing etc). Be able to link this explicitly to yoga practice for	

	and emotional benefits of yoga practice.	<i>problems that while well-defined, may be complex and non-routine."</i>	example. what happens to the body during yoga, the effects of different types of practice etc.	
--	--	---	--	--

Unit 3; Preparing to teach yoga (95 GLH, 160 hrs of TQT)

Learning Outcome (Learners will...)	Assessment Criteria	Level 3 Indicators addressed	Expansion	Assessment Summary
3.1 Understand the philosophical and historical context of yoga.	3.1.1 Define Hatha Yoga and Raja Yoga with reference to classical sources. 3.1.2 Create an overview of the limbs of yoga. 3.1.3 Create an overview of some of the key yoga concepts within hatha yoga. 3.1.4 Construct a timeline for the history of yoga.	<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>	Throughout this unit definitions will usually be no more than a few paragraphs and provide an overview of the term. However, they must cover all key aspects of the term defined and include relevant quotation(s) or explanations taken from classic sources directly or via secondary sources. These should be referenced appropriately. Students will be expected to have an ongoing personal practice that incorporates the topics explored in this unit. Texts covered should include <i>Hatha Yoga Pradipika</i> and Patanjali's <i>Yoga Sutras</i>. Reference can also be made to other texts where appropriate, such as <i>Bhagavad Gita</i>, <i>Gheranda Samhita</i>, <i>Shiva Samhita</i> or <i>Yoga Yajnavalka etc.</i> When considering the limbs of yoga be aware of sustainability in relation to the yamas (ahimsa)- and the part personal choices can play. Focus on key aspects of the history of yoga and produce high level summaries of the items included. If learning within a specific tradition, then an emphasis can be place on that tradition, but other aspects of the history of yoga should not be ignored.	Formative assessment through discussion, group activities, practical activities, quizzes etc Summative assessment: 1. Written workbook/reflective journal, audio or video presentation 2. Presentation to peers 3. Timeline
3.2 Understand	3.2.1 Define asana with	<i>"Is aware of the nature of</i>	Introduce an appropriate range of asana over the	

the role of asana within yoga.	reference to classical sources. 3.2.2 Categorise common asana. 3.2.3 Describe the effects of different asana. 3.2.4 Review a personal asana practice. 3.2.5 Evaluate a chosen asana.	<i>the area of study or work.”</i> <i>“Review how effective methods and actions have been.”</i>	course of study, including some of the asana described in classic texts as well as common asana encountered in modern postural yoga classes. Categories to include beginner-intermediate-advanced (with a brief definition of each) as well as seated-prone-supine-inversions-standing-twists-balances etc. Understand the principle of counterposes. The asana chosen for evaluation should be explored in detail, including effects, benefits, suitability for different groups of students, ease of teaching, potential difficulties, areas of caution etc. This will probably be a focus asana from 3.2.4, could be something different.	
3.3 Understand the role of prana and pranayama within yoga	3.3.1 Define prana and pranayama with reference to classical sources. 3.3.2 Explain the difference between basic breathing practices and pranayama. 3.3.3 Describe the effects of different pranayama practices. 3.3.4 Explain how you would prepare students before teaching pranayama practices. 3.3.5 Review a personal pranayama or basic breathing practice. 3.3.6 Evaluate a chosen pranayama or breathing practice. 3.3.7 Describe how a	<i>“Is aware of the nature of the area of study or work.”</i> <i>“Review how effective methods and actions have been.”</i>	This section should be clearly linked to Unit 4, section 4.1 throughout. Understand the knowledge and skills that need to be in place before teaching pranayama in a general yoga class. It is important to emphasise that basic breathing practices are an essential first step before pranayama because they lay down the foundations for safe practice. Introduce an appropriate range of pranayama practices suitable for a mixed ability general class. Learners should understand the intended effects as well as possible problems. It is important that learners approach pranayama in a way that is suitable for them, which will be dependent on their level of experience and capabilities. So, whilst they should be able to teach pranayama safely and responsibly, their personal practice may focus on/begin with introductory breathing techniques if that is the	

	pranic concept could be introduced to a general yoga class.		stage they are at during their studies. The pranayama or breathing practice chosen for evaluation should be explored in detail, including effects, benefits, suitability for different groups of students, ease of teaching, potential difficulties, areas of caution etc. This will usually be the main practice developed in 3.3.4, but could be a different practice.	
3.4 Understand the role of meditation within yoga	3.4.1 Define meditation with reference to classical sources. 3.4.2 Describe the purpose of meditation. 3.4.3 Summarise different meditation practices. 3.4.4 Review a personal meditation practice. 3.4.5 Evaluate a chosen meditation practice.	<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> <i>“Review how effective methods and actions have been.”</i>	Introduce an appropriate range of meditation techniques suitable for a mixed ability general class. These should include different types of practices such as breath practices, mindfulness, mandala, mantra, moving meditations etc. The meditation practice chosen for evaluation should be explored in detail, including effects, benefits, suitability for different groups of students, ease of teaching, potential difficulties, areas of caution etc. This will in all likelihood be the main practice used in 3.4.4, but could be a different one.	
3.5 Understand the role of kriya within yoga.	3.5.1 Define kriya with reference to classical sources. 3.5.2 Evaluate a chosen kriya or aspect of kriya practice. 3.5.3 Describe how kriya can be taught in a modern yoga class.	<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>	Be aware of the different interpretations of kriya in <i>Hatha Yoga Pradipika</i> and Patanjali’s <i>Yoga Sutras</i>. Understand what is and is not appropriate in a general, mixed ability yoga class. The focus should be on effectiveness, applicability and safety.	
3.6 Understand the role of mudra and bandha within yoga.	3.6.1 Demonstrate common mudras. 3.6.2 Describe the function of mudra within yoga. 3.6.3 Describe the function of bandha.	<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>	Learners should demonstrate a minimum of two different mudras. They may demonstrate the mudras themselves or by talking another person through the process. Be aware of the common categories of mudra and be able to demonstrate mudras from more than one category. N.B. categories can relate to body	

	3.6.4 Explain when bandha would and would not be appropriate in a general yoga class.		part, such as hasta mudras etc, function, such as creating strength etc or where they are used, e.g during asana, dharana etc. Be aware of the effect of different mudras. Know the main bandhas and have an awareness of how to use them appropriately, and when to teach them. This should be linked to Unit 4, Section 4.1.	
3.7 Understand the role of mantra within yoga.	3.7.1 Define mantra. 3.7.2 Describe the role of mantra within yoga. 3.7.3 Select one mantra and describe how it could be introduced to a general yoga class.	<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>	Introduce a range of basic mantras that would be suitable for a general, mixed ability yoga class and/or personal practice. Be aware of similarities and differences between mantra and kirtan/bhajan. When looking at how to introduce a manta to class have an understanding of how and when to use them, including any cultural concerns that could arise in a general class. Also consider such things as, - the class experience of yoga to date - how comfortable (or not) they may feel with the practice - possible effects (good and bad) of the practice etc.	

Unit 4; Planning for and teaching yoga (35 GLH, 90 hrs of TQT)

Learning Outcome (Learners will...)	Assessment Criteria	Level 3 Indicators addressed	Expansion	Assessment Summary
4.1 Adapt yoga to meet the needs of students.	4.1.1 Explain some of the common health conditions that may be encountered within a general yoga class. 4.1.2 Identify when and how to modify yoga practices to meet the	<i>“Use appropriate investigation to inform actions.”</i> <i>“Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address</i>	Unit 4 Section 4.1 could be taught alongside Units 2 and 3. Understand common conditions /issues for which yoga practices will need to be modified/adapted. Focus on what may be encountered within a general, mixed ability yoga class.	Formative assessment through microteaching, group discussion, practical activities, quizzes etc. Summative

	needs of students in a general class. 4.1.3 Identify where yoga practices are contraindicated.	<i>problems that while well-defined, may be complex and non-routine."</i>	Understand how to go about adapting any practice in an appropriate manner and also know when a practice is contraindicated, however learners are not expected to have specialist knowledge of specific populations.	assessment: 1. Work product assessed class teaching (ACT) and PLRE 2. Work product – scheme of work, course plan, risk assessment detailed lesson plan.
4.2 Plan for and teach yoga safely and effectively.	4.2.1 Design a progressive course plan and scheme of work that meets the needs of a specified yoga class. 4.2.2 Create a lesson plan that meets the needs of a specified yoga class. 4.2.3 Summarise how knowledge of the effects of exercise/yoga on the body has informed planning. 4.2.4 Teach safe and effective yoga classes. 4.2.5 Demonstrates how to support students as they begin and continue with yoga.	<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." "Use appropriate investigation to inform actions." "Can interpret and evaluate relevant information and ideas." "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>	This section brings together everything taught in the previous units and section 4.1, so learners will need to demonstrate that they can apply what they have learned in a practical/real world situation. Learners will be expected to demonstrate through their planning, teaching, venue set up and interaction with their students that they are applying knowledge of relevant operational and legislative procedures, including safeguarding, where relevant, to every aspect of their professional practice. Complete health questionnaires for all students in line with Centre practice. Devise plans that include aims, intended learning outcomes, assessment and evaluation, resources, teaching points, rationale, areas of caution, and which apply the principles of yoga throughout. Demonstrate an ability to make an informed selection of appropriate practices and develop these across lessons in a safe and coherent manner. The assessed class teaching should be a lesson lasting 75 – 90 minutes. Within a lesson show that the class has been structured to: • support safe progression • provide a suitable warm up that matches the peak posture(s) • include a counterpose/counterposes	

			• include a suitable wind-down • make practices accessible to as many students as possible through adaptation and modification were necessary and though the ordering of practices • offer challenge to more able students • consider the effects of the practices on the body. 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. Demonstrate how to prepare and maintain the yoga environment. Show an awareness of student needs and expectations during lessons. Adapt teaching to meet the different needs/abilities of students and teach audibly, making clear, relevant and technically correct teaching points. Be aware of barriers and motivators to yoga and how to support students to overcome these. These will include: • accessing a class • perceptions of yoga • fears and concerns • positive reinforcement, developing confidence • self-efficacy • adopting a healthy lifestyle inc. eating	
--	--	--	--	--

			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.	
4.3 Reflect on your planning and teaching.	4.3.1 Evaluate your planning and teaching. 4.3.2 Review sessions with students.	<i>“Review how effective methods and actions have been.”</i>	Show how evaluating planning and teaching will aid development as teachers and also help inform what and how to teach students next. Demonstrate how to use assessment with students to find out if intended aims and outcomes were successful/appropriate and to gauge how the students have coped with the session. Plan for opportunities for feedback/questions, verbally and/or as a formal evaluation form for students to complete. Consider how to provide feedback sensitively to students.	

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 Teaching Yoga (Certificate) 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, 3 and 3 Knowledge and Skills is Applied Holistically within Unit 4

Unit 1; Your Responsibilities as a Yoga Teacher		
Learning Outcome (Learners will ...)	Assessment Criteria	Assessment of applied understanding
1.1 Identify ethical and legal requirements relevant for teaching yoga.	1.1.1 Summarise current legislation as it relates to yoga teaching. 1.1.2 Describe industry codes of conduct that relate to yoga teaching. 1.1.3 Describe the process for reporting a safeguarding concern.	LO 1.1 will be applied through actions/behaviours observed as the student teacher plans for and teaches their course of lessons in Unit 4. Explicitly it will be observed by the assessor during the assessed class teaching. It is expected that for the majority of student teachers 1.1.3 will not need to be applied during the teaching of their course and issues of confidentiality may prevent them evidencing details if they do have to. However, the unit 1 assessment of this will ensure that they will know what to do should they have a safeguarding concern during their teaching career.
1.2 Explain how to manage risk when teaching yoga.	1.2.1 Complete a risk assessment for a local venue. 1.2.2 Summarise the emergency procedures in operation at a local venue.	LO 1.2 is only assessed within Unit 4
1.3 Understand how to act professionally as a yoga teacher.	1.3.1 Summarise the qualities an effective yoga teacher should possess. 1.3.2 List the things that need to be taken into account when setting up a yoga class. 1.3.3 Devise a marketing plan to promote your class. 1.3.4 Describe the features of an appropriate relationship with other professionals and with students taught.	1.3.1/1.3.2 will be applied when completing the SoW, course plan, detailed lesson plan and risk assessment. It will also be applied through the behaviours/actions observed during the assessed class teaching. 1.3.3 This requires applied knowledge during the Unit 1 summative assessment. 1.3.4 This will be demonstrated during the assessed class teaching.
Unit 2; Applied Anatomy and Physiology		
Learning Outcome (Learners will ...)	Assessment Criteria	Assessment of applied understanding
2.1 Understand the role of posture and core stability in yoga.	2.1.1 Demonstrate the use of core stability principles and optimal posture when teaching yoga. 2.1.2 Describe the causes and effects of common postural deviations.	2.1.1 is assessed during the Unit 4 assessed class teaching 2.1.2/2.1.3 application of this knowledge will be demonstrated through an informed selection of practices

	2.1.3 Describe the effects of yoga on posture and core stability.	within the course plan, within the detailed lesson plan and through teaching points during the assessed class teaching.
2.2 Relate the structure and function of the cardiorespiratory system to yoga.	2.2.1 Summarise the structure and functions of the cardiorespiratory system. 2.2.2 Summarise the process of breathing. 2.2.3 Summarise how the cardiorespiratory system responds to physical activity and rest. 2.2.4 Identify when a blood pressure reading would be considered outside the normal range. 2.2.5 Describe the effects of yoga on the cardiorespiratory system.	Knowledge gained through LO 2.2 will be applied in Unit 4 through an informed selection of practices within the course plan and lesson plan, the rationale/modifications on the detailed lesson plan and through discussion/teaching points within the assessed class teaching. Explicit applications could include, but are not limited to: • Recognising when a blood pressure will preclude a student from participating or require modifications to practice. • Summarising the effects on the body of a selected breathing practice • Selecting a practice that triggers the vagus nerve to slow the heart rate.
2.3 Relate the structure and functions of the endocrine system to yoga.	2.3.1. Identify the key endocrine organs. 2.3.2. Describe the functions of key endocrine organs. 2.3.3 Identify the effects of yoga on the endocrine system.	Knowledge gained through LO 2.3 will be applied in Unit 4 through an informed selection of practices within the course plan and lesson plan, the rationale/modifications on the detailed lesson plan and through discussion/teaching points within the assessed class teaching. Explicit applications could include, but are not limited to: • Applying knowledge that thyroxine increases the heart rate to select appropriate practices/modifications for a student with hyperthyroidism • Applying knowledge about the pancreas/diabetes to support a student with diabetes.
2.4 Relate the structure and functions of the musculoskeletal system to yoga.	2.4.1 Compare the structure and function of different muscle types 2.4.2 Describe the structure and primary functions of the skeletal system. 2.4.3 Demonstrate the muscles employed during a specified asana.	Knowledge gained through LO 2.4 will be applied in Unit 4 through an informed selection of practices within the course plan and lesson plan, the rationale/modifications on the detailed lesson plan and through discussion/teaching points within the assessed class teaching. Explicit applications could include, but are not limited to:

	2.4.4 Describe how muscles facilitate movement within asana. 2.4.5 Use correct technical vocabulary to describe movement during asana. 2.4.6 Describe the structure of synovial joints and identity the types of movement they allow. 2.4.7 Compare different types of stretches. 2.4.8 Describe the effects of yoga on the musculoskeletal system	• Selecting specific stretching techniques to support a yoga class for cyclists. • Apply knowledge of the hip joint to explain to students why some people have a greater range of movement than others. • Select teaching points to protect the knee joint. • Select teaching points that explain to students how to safely move into and out of an specific asana. • Apply knowledge of the skeletal system to devise safe gentler modifications to specific asana
2.5 Relate the structure and functions of the nervous system to yoga.	2.5.1 Summarise the structure and functions o the nervous system. 2.5.2 Describe how different parts of the nervous system interact. 2.5.3 Describe the effect of yoga on neuromuscular connections. 2.5.4 Explain how yoga can reduce stress.	Knowledge gained through LO 2.5 will be applied in Unit 4 through an informed selection of practices within the course plan and lesson plan, the rationale/modifications on the detailed lesson plan and through discussion/teaching points within the assessed class teaching. Explicit applications include, but are not limited to: • Apply knowledge of the relationship between the sympathetic and parasympathetic systems to structure a lesson. • Apply knowledge of the vestibular system when giving teaching points during a balance asana (vestibular ocular reflex) • Use knowledge of muscle memory during teaching points.
2.6 Understand the classification and functions of energy systems.	2.6.1 Identify the energy systems linked to exercise. 2.6.2 Describe how energy systems are utilised during exercise. 2.6.3 Describe how knowledge of energy systems could be useful in a yoga context.	Knowledge gained through LO 2.6 will be applied in Unit 4 through an informed selection of practices within the course plan and lesson plan, the structuring of the lesson plan and through discussion/teaching points within the assessed class teaching.
2.7 Understand the impact of exercise as it	2.7.1 Summarise the effects of exercise on the body.	Knowledge gained through LO 2.7 will be applied in Unit 4 through an informed selection of practices within the course

relates to yoga.	2.7.2 Identify the physical, psychological and emotional benefits of yoga practice.	plan and lesson plan, the structure of the detailed lesson plan and through discussion/teaching points within the assessed class teaching.
Unit 3; Preparing to Teach Yoga		
Learning Outcome (Learners will ...)	Assessment Criteria	Assessment of applied understanding
3.1 Understand the philosophical and historical context of yoga.	3.1.1 Define Hatha Yoga and Raja Yoga with reference to classical sources. 3.1.2 Create an overview of the limbs of yoga. 3.1.3 Create an overview of some of the key yoga concepts within hatha yoga. 3.1.4 Construct a timeline for the history of yoga.	Knowledge gained during LO 3.1 will be applied during Unit 4 in the selection of themes for the Unit 4 course plan and the way the theme is developed in the detailed lesson plan and taught during the assessed class teaching.
3.2 Understand the role of asana within yoga.	3.2.1 Define asana with reference to classical sources. 3.2.2 Categorise common asana. 3.2.3 Describe the effects of different asana. 3.2.4 Review a personal asana practice. 3.2.5 Evaluate a chosen asana.	LO 3.1 is directly correlated to LO 2.4 so application of the two learning outcomes will go hand in hand. Knowledge gained during LO 3.2 will be applied during Unit 4 through an informed selection of asana in the course plan and detailed lesson plan. It will also be applied in selecting the aims and intended learning outcomes for the Scheme of Work(SoW). It will also be applied during the assessed class teaching through teaching points and selected modifications to taught asana.
3.3 Understand the role of prana and pranayama within yoga	3.3.1 Define prana and pranayama with reference to classical sources. 3.3.2 Explain the difference between basic breathing practices and pranayama. 3.3.3 Describe the effects of different pranayama practices. 3.3.4 Explain how you would prepare students before teaching pranayama practices. 3.3.5 Review a personal pranayama or basic breathing practice. 3.3.6 Evaluate a chosen pranayama or breathing practice. 3.3.7 Describe how a pranic concept could be	LO 3.3 is directly correlated to LO 2.2 so application of the two learning outcomes will go hand in hand. Knowledge gained during LO 3.2 will be applied during Unit 4 through an informed selection of breathing practices and/or pranayama in the course plan and detailed lesson plan. It will be applied in selecting the aims and intended learning outcomes for the SoW. It will also be applied during the assessed class teaching through teaching points and selected modifications to taught practices. It may also be applied through the selection of a course theme for some students,

	introduced to a general yoga class.	
3.4 Understand the role of meditation within yoga	3.4.1 Define meditation with reference to classical sources. 3.4.2 Describe the purpose of meditation. 3.4.3 Summarise different meditation practices. 3.4.4 Review a personal meditation practice. 3.4.5 Evaluate a chosen meditation practice.	Knowledge gained during LO 3.4 will be applied during Unit 4 through an informed selection of meditation and concentration practices in the course plan and detailed lesson plan. It may be applied in selecting the aims and intended learning outcomes for the SoW. It will also be applied during the assessed class teaching through teaching points and selected modifications to taught practices. It may also be applied through the selection of a course theme for some students,
3.5 Understand the role of kriya within yoga.	3.5.1 Define kriya with reference to classic sources. 3.5.2 Evaluate a chosen kriya or aspect of kriya practice. 3.5.3 Describe how kriya can be taught in a modern yoga class.	Depending on the theme chosen by a given student, knowledge gained during LO 3.5 will be applied during Unit 4 through an informed selection of practices in the course plan and detailed lesson plan. It may be applied in selecting the aims and intended learning outcomes for the SoW for some students. Where relevant it will be applied to teaching points and discussion during the assessed class teaching. We recognise that some students may choose not to include kriya in their course planning, however the assessment within Unit 3 will ensure that they will be able to teach it during their subsequent teaching career.
3.6 Understand the role of mudra and bandha within yoga.	3.6. 1 Demonstrate common mudras. 3.6.2 Describe the function of mudra within yoga. 3.6.3 Describe the function of bandha. 3.6.4 Explain when bandha would and would not be appropriate in a general yoga class.	Depending on the theme chosen by a given student and the class they are teaching, knowledge gained during LO 3.6 will be applied during Unit 4 through an informed selection of mudra and/or bandha to support practices in the course plan and detailed lesson plan where appropriate. It may be applied in selecting the aims and intended learning outcomes for the SoW for some students. Where relevant it will be applied to teaching points during the assessed class teaching. We recognise that some students may choose not to include mudra or bandha in their course planning, however the assessment within Unit 3 will ensure that they will be

		able to teach it during their subsequent teaching career.
3.7 Understand the role of mantra within yoga.	3.7.1 Define mantra. 3.7.2 Describe the role of mantra within yoga. 3.7.3 Select one mantra and describe how it could be introduced to a general yoga class.	Depending on the theme chosen by a given student and the class they are teaching, knowledge gained during LO 3.7 will be applied during Unit 4 through an informed selection of mantra in the course plan and detailed lesson plan where appropriate. It may be applied in selecting the aims and intended learning outcomes for the SoW for some students. Where relevant it will be applied to teaching points and discussion during the assessed class teaching. We recognise that some students may choose not to include mantra in their course planning, however the assessment within Unit 3 will ensure that they will be able to teach it during their subsequent teaching career.

Document History		
Date	Author	Action
14/07/2023	BWYQ Operations Coordinator Jenny Howsam	Created for review and approval by BWYQ directors
17/10/2023	BWYQ Operations Coordinator Jenny Howsam	Reviewed and revised
11/01/2024	BWYQ Operations Coordinator Jenny Howsam	Reviewed and revised
11/11/2025	BWYQ Operations Coordinator Jenny Howsam	Minor edit for clarity
02/08/2026	BWYQ Operations Coordinator Jenny Howsam	Reviewed and revised

The British Wheel of Yoga Qualifications
 25 Jermyn Street, Sleaford, Lincs NG34 7RU
 Phone: 01529 306851
 Email: bwyqcoordinator@gmail.com
www.bwyq.org.uk

Registered Charity: 1140747 Company Number: 07371206

Copyright © 2024 [British Wheel of Yoga Qualifications]. All Rights Reserved.