

YMCA Level 3 Diploma in Teaching Yoga (Practitioner) (603/3617/1)

Qualification Specification



YMCA Awards

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Level 3 Award in Teaching Yoga (Practitioner)

Qualification Specification

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner; whether they are taking their first steps into fitness or are simply wishing to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

Ofqual
CCEA (Council for Curriculum, Examinations and Assessment)
QIW (Qualifications Wales)

Qualification aim

This qualification is aimed at learners who want to pursue a career in the health and fitness industry as a yoga instructor. It recognises the skills, knowledge and competence required of an individual to work in an unsupervised capacity to plan, instruct and evaluate a safe and effective yoga session.

Overview of knowledge, skills and understanding

Learners will cover:

- Anatomy and Physiology required when exercise programming and designing for a range of clients.
- Importance of professionalism, customer service, effective communication and interpersonal skills.
- Knowledge and understanding of commonly occurring medically controlled diseases and health conditions.
- Understanding the philosophy and fundamentals of yoga.
- How to programme a yoga session.
- How to instruct a yoga session.

Target group and age range

Learners need to be 16 or above to complete this qualification. YMCA Awards recommend learners have a basic understanding of Level 2 anatomy and physiology.

Qualification structure

This qualification is made up of 6 mandatory units and 1 optional unit. To further support learners who don't have any previous anatomy and physiology knowledge the Level 2 Anatomy and physiology for exercise and fitness instructors unit has been introduced as an optional unit.

This qualification is made up of 6 mandatory units:

Unit reference number	Unit title	Level	Credit
M/616/7824	Providing a positive customer experience in the exercise environment	2	5
K/616/7949	Lifestyle management and health awareness	2	2
A/616/4747	Applied anatomy and physiology	3	5
Y/503/0317	Philosophy and fundamentals of yoga	3	9
R/617/1395	Principles of planning and delivering group exercise	2	5
A/617/3044	Plan and deliver a yoga session	3	11

The Total Qualification Time (TQT) for this qualification is 367. The Guided Learning Hours (GLH) assigned are a minimum of 217 hours.

Optional Unit

For learners without prior anatomy and physiology knowledge it would be beneficial for them to complete the 'Level 2 Anatomy and physiology for exercise and fitness instructors' optional unit. YMCA Awards has eLearning and a manual to support this unit.

Unit reference number	Unit title	Level	Credit
K/616/7823	Anatomy and physiology for exercise and fitness instructors	2	6

The Total Qualification Time (TQT) for this optional unit is 60. The Guided Learning Hours (GLH) assigned are 41.

Total Qualification Time (TQT)

This is an estimate of the total amount of time (measured in hours) that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

(a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), 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. This includes 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)

This is:

- Face to face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team).
- E-learning with a lecturer, teacher or tutor present/available in real time (the co-presence of learner and tutor can be either remote or in the same physical place).
- Invigilated assessment (external tests sat under controlled or open-book conditions).
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real time support from a lecturer, teacher or tutor.
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real time e.g. completing a Learner Assessment Record (LAR) at home.
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to give feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: awards.support@ymca.co.uk

Entry requirements

Learners need to be 16 or above to complete this qualification. YMCA Awards recommend learners have basic understanding of Level 2 anatomy and physiology.

Opportunities for progression

- Level 3 Diploma in Teaching Pilates.
- Level 3 Diploma in Personal Training and Instruction.
- Specialist yoga courses including antenatal and postnatal yoga.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved then you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

Registration

All learners must be registered within the first 10% of the duration of their course e.g. for a course that lasts 10 days the learners should be registered on the first day of their course at the latest. For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual.
- Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment).
- Wales and regulated by QiW (Qualifications Wales).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency based learning outcomes (be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

'Knowledge based learning outcomes (know or understand) can be assessed in a number of different ways e.g. worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures. Details can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance

The YMCA Awards Level 3 Diploma in Teaching Yoga (Practitioner) is assessed through a combination of internal and external assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

There is a Learner Assessment Record available for this qualification. Please make sure you are logged in to the centre home on the website and follow this link: <https://www.ymcaawards.co.uk/centre-resources/specifications-syllabuses-and-lars>

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports/presentations
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)
- summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the External Quality Assurer (EQA) before delivery.

You can use the suggested example in the 'Qualification content' section of this specification as a guide to selecting appropriate assessment methods.

External assessment

There is external assessment in the form of a multiple choice theory paper for the Anatomy and physiology for exercise and fitness instructors unit (K/616/7823). To view mock papers, please log into the centre home page and see link here: <https://www.ymcaawards.co.uk/centre-resources/sample-assessment-materials>

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show that they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods:

Mandatory Units

Providing a positive customer experience in the exercise environment (M/616/7824)

Unit aim

This unit develops the knowledge and skills an exercise and fitness instructor needs to present themselves in a professional manner, provide excellent customer service and demonstrate effective communication skills. Above all, to provide a positive customer experience an exercise and fitness instructor needs to ensure the exercise environment meets health and safety requirements.

Unit content

The learner will:

1. Understand customer needs and expectations

The learner can:

- 1.1 Identify the types of customers attending a local exercise and fitness facility
- 1.2 Identify the different requirements of customers attending a local exercise and fitness facility
- 1.3 Identify how a local exercise and fitness facility meets different types of customer requirements
- 1.4 Describe how to identify and confirm a customer's expectations
- 1.5 Explain the importance of gathering feedback to meet customer expectations
- 1.6 Identify methods of gathering customer feedback
- 1.7 Explain the importance of responding promptly to a customer seeking assistance
- 1.8 Identify ways in which an exercise and fitness instructor could build social support and inclusion in an exercise environment

The learner will:

2. Understand the principles of customer service

The learner can:

- 2.1 Describe the products and services in a local exercise and fitness facility that may be available to customers
- 2.2 Describe the personal attributes required to display a high level of customer service in an exercise environment
- 2.3 Identify the ways in which an exercise and fitness instructor could present themselves in a professional and approachable manner
- 2.4 Describe how an exercise and fitness instructor could contribute to improving customer retention
- 2.5 Explain how to influence a 'customer journey' in an exercise environment

The learner will:

3. Know how to engage with customers

The learner can:

- 3.1 Describe different methods of engaging with customers
- 3.2 Explain the importance of regular communication with customers
- 3.3 Describe different methods of building rapport with customers
- 3.4 Explain the importance of being visible and approachable within an exercise environment
- 3.5 Explain the importance of giving health, safety and exercise etiquette information to customers

The learner will:

4. Be able to prepare and maintain the exercise environment

The learner can:

- 4.1 Clean the exercise environment as required to maintain hygiene levels using appropriate cleaning substances
- 4.2 Utilise appropriate signage to identify potential hazards whilst cleaning
- 4.3 Demonstrate effective communication with customers and colleagues regarding cleaning

The learner will:

5. Understand the importance of professionalism in the health and fitness sector

The learner can:

- 5.1 Identify governing and/or professional bodies for the health and fitness sector
- 5.2 Outline the essential principles, values or ethical codes of practice laid out by governing and/or professional bodies for the health and fitness sector
- 5.3 Describe how an exercise and fitness instructor can keep knowledge and skills up to date
- 5.4 Describe how to identify opportunities and requirements for career progression in the health and fitness sector

The learner will:

6. Understand operational and legislative procedures within an exercise and fitness facility

The learner can:

- 6.1 Identify the types of emergencies that may occur in an exercise and fitness facility
- 6.2 Summarise the procedures and recording documents that should be in place in an exercise and fitness facility to maintain health and safety of staff and customers
- 6.3 Suggest types of cleaning materials and equipment that would be suitable for maintaining health and hygiene in an exercise environment
- 6.4 Identify the typical roles of individuals responsible for health and safety in an exercise and fitness facility
- 6.5 Explain the importance of following emergency procedures calmly and correctly
- 6.6 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people
- 6.7 Outline why health and safety are important in an exercise and fitness facility
- 6.8 Identify the legal and regulatory requirements for health and safety relevant to working in an exercise and fitness facility
- 6.9 Describe duty of care and professional role boundaries in relation to special population groups
- 6.10 Describe the types of security procedures within an exercise and fitness facility

The learner will:

7. Understand how to control risks in an exercise and fitness facility

The learner can:

- 7.1 Identify possible hazards in an exercise and fitness facility
- 7.2 Describe how to carry out a risk assessment in an exercise environment

- 7.3 Describe how to control risks associated with hazards in an exercise environment
- 7.4 Identify the appropriate person/position to contact within an exercise and fitness facility when hazards and risks cannot be controlled personally

The learner will:

8. Understand how to safeguard children and vulnerable adults

The learner can:

- 8.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults
- 8.2 Describe the responsibilities and limitations of an exercise and fitness instructor in regard to safeguarding children and vulnerable adults
- 8.3 Identify the types of abuse an exercise and fitness instructor may encounter
- 8.4 Identify possible signs of abuse
- 8.5 Describe an exercise and fitness facility's typical reporting procedures for safeguarding children and vulnerable adults
- 8.6 Describe the procedures to follow to protect oneself from accusations of abuse
- 8.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults
- 8.8 Explain when it may be necessary to contact statutory agencies
- 8.9 Describe how to maintain the confidentiality of information relating to possible abuse

The learner will:

9. Understand processes to support a health and fitness business

The learner can:

- 9.1 Identify the components of financial planning for a health and fitness business
- 9.2 Identify a typical product offer within an exercise and fitness facility and how an exercise and fitness instructor may be able to support this
- 9.3 Describe the use of social media within a health and fitness business
- 9.4 Identify how to set up a social media/digital profile

Assessment specification

Assessment workbook

Observation of performance/session evaluation

Lifestyle management and health awareness (K/616/7949)

Unit aim

This unit develops the knowledge an exercise and fitness instructor needs to promote a healthy and active lifestyle. This includes the importance of healthy eating and offering behaviour change strategies to support clients to adopt behaviours that will help them to prevent a range of health conditions.

Unit content

The learner will:

1. Understand how to promote a healthy lifestyle

The learner can:

1.1 Define the components of health and skill related fitness

1.2 Describe the benefits of a healthy and active lifestyle

1.3 Describe the implications of obesity in the UK

1.4 Describe how physical activity/exercise can help prevent common health conditions.

Chronic conditions include:

- coronary heart disease
- stroke
- some cancers
- type 2 diabetes
- hypertension
- obesity
- musculoskeletal conditions
- mental health conditions

1.5 Identify ways in which an exercise and fitness instructor could communicate the benefits of a healthy lifestyle to clients

1.6 Identify when an exercise and fitness instructor should refer a client to another professional regarding their health and wellbeing

1.7 Identify the relevant professionals an exercise and fitness instructor could refer a client to regarding their health and wellbeing

1.8 Describe how technology can assist in a client's journey towards a healthy lifestyle

The learner will:

2. Understand the importance of healthy eating

The learner can:

- 2.1 Describe the national food model/guide
- 2.2 Describe key healthy eating advice that underpins a healthy diet
- 2.3 Explain the importance of adequate hydration
- 2.4 Explain professional role boundaries in relation to offering nutritional advice
- 2.5 Describe the energy balance equation
- 2.6 Explain the health risks of poor nutrition

The learner will:

3. Understand how to support clients to adhere to exercise/physical activity

The learner can:

- 3.1 Identify typical barriers to exercise/physical activity
- 3.2 Explain why it is important for a client to take personal responsibility for their own fitness and motivation
- 3.3 Identify behaviour change approaches/strategies to encourage adherence to exercise/physical activity
- 3.4 Describe how to set short, medium and long term SMART goals
- 3.5 Identify how to review and revise short, medium and long term SMART goals

Assessment specification

Assessment workbook

Applied anatomy and physiology (A/616/4747)

Unit aim

This unit covers essential Anatomy and Physiology knowledge an exercise Instructor requires for application to exercise programming and design for a range of clients.

Unit content

The learner will:

1. Understand optimal posture, causes of postural deviations and spinal conditions and the impact of exercise

The learner can:

1.1 Define 'Optimal Posture'

1.2 Identify the causes of postural deviations

1.3 Identify the structure and function of the stabilising ligaments and muscles of the spine

1.4 Identify the structure and function of core and pelvic floor muscles

1.5 Differentiate between local (deep) and global (superficial) muscles that support posture

1.6 Explain 'local' core muscular changes that can occur due to poor postural awareness and stability

1.7 Identify the potential medical conditions and spinal disorders that can occur as a result of postural deviations

1.8 Describe the impact of core stabilisation exercise on posture and the potential for injury/aggravation of problems

1.9 Clarify when stretching and strengthening protocols should be used to improve postural deviations

The learner will:

2. Understand the structure and function of the musculoskeletal system

The learner can:

2.1 Identify the anatomical terms of location

2.2 Recognise the anatomical planes of motion for joint actions and associated exercises

2.3 Describe the classification of levers and their effect on joints/joint action. To include:

- first class levers
- second class levers
- third class levers

2.4 Demonstrate knowledge of anterior skeletal muscles and the joints they cross

2.5 Demonstrate knowledge of posterior skeletal muscles and the joints they cross

The learner will:

3. Understand the effects of exercise on the musculoskeletal system and disease processes

The learner can:

3.1 Explain the short and long term effects of exercise on the musculoskeletal system

3.2 Explain what is meant by the term 'Delayed Onset of Muscular Soreness' (DOMS)

3.3 Compare the effects of different types of exercise on the prevention and treatment of

- osteoporosis
- osteoarthritis

The learner will:

4. Understand the structure and function of the cardiorespiratory system

The learner can:

4.1 Describe coronary circulation

4.2 Describe the effect of disease processes on the structure and functions of blood vessels

4.3 Identify blood pressure classifications and associated risks

4.4 Explain the following terms:

- cardiac cycle
- stroke volume
- cardiac output

4.5 Identify the short and long term effects of exercise on the cardiorespiratory system

The learner will:

5. Know the structure and function of the nervous system and the effect of exercise on neuromuscular connections

The learner can:

5.1 Describe the specific roles and functions of:

- central nervous system (CNS)
- peripheral nervous system (PNS) including somatic and autonomic nervous system

5.2 Describe the process of muscle contraction. To include:

- transmission of a nervous impulse
- process of motor unit recruitment and muscle fibre innervation

5.3 Identify the structure and function of proprioceptors, to include:

- muscle spindles
- golgi tendon organs

5.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness

5.5 Determine how plyometric exercise can utilise the stretch shortening cycle

The learner will:

6. Know the structure and function of the Endocrine system

The learner can:

6.1 Describe the structure of the endocrine system

6.2 Identify major glands in the endocrine system

6.3 Identify the function of key hormones which are secreted by the endocrine glands

6.4 Describe hormonal responses to training and overtraining

The learner will:

7. Know the classifications of energy systems and how they are utilised during exercise

The learner can:

7.1 Identify which energy systems are used according to type, duration and intensity of exercise and how they may interact

7.2 Explain how the by-products of the three energy systems can affect performance

7.3 Explain the effect of different types of training on the production of fuel for exercise

Assessment specification

Multiple choice theory paper (Externally assessed)

Philosophy and fundamentals of yoga (Y/503/0317)

Unit aim

This unit provides the core underpinning knowledge that is essential for yoga instructors.

Unit content

The learner will:

1. Define yoga

The learner can:

1.1 Describe the meaning and aims of yoga

The learner will:

2. Understand the history of yoga

The learner can:

2.1 Describe the history of yoga from ancient to modern times

2.2 Describe the Bhagavad Gita and its relevance to modern day yoga

2.3 Describe the four paths of yoga and their relevance to modern life

2.4 Explain the three gunas

The learner will:

3. Understand Raja Yoga

The learner can:

3.1 Describe the historical and philosophical background of Raja Yoga

3.2 Explain what is known of the author of the Yoga Sutras

3.3 List and summarise the four chapters of the Yoga Sutras Patanjali

3.4 Describe the yogic concepts

3.5 Summarise the eight limbs of yoga from the Yoga Sutras Patanjali

3.6 Describe the five subsections of the first 2 limbs

3.7 Describe the Samyama and how it can be introduced into a yoga class

The learner will:

4. Understand the theory and principles of meditation

The learner can:

4.1 Describe meditation

4.2 Describe different ways of meditating

4.3 Describe the preferred posture for meditation

4.4 Describe the preferred time and conditions for meditation

4.5 Explain when meditation may be introduced to a yoga class

The learner will:

5. Understand Mantra

The learner can:

5.1 Explain the theory and practice of Mantra

5.2 Describe the possible outcomes of the practice of Mantra

5.3 Describe Om and its significance

The learner will:

6. Understand Hatha Yoga

The learner can:

6.1 Describe the modern day practices and principles of Hatha Yoga

6.2 Describe a range of Hatha Yoga lineages

The learner will:

7. Understand the yogic concept of prana and the pranic body

The learner can:

7.1 Define prana

7.2 Describe the pranic body and list the 5 koshas

7.3 Describe the 5 divisions of the pranamaya kosha and their functions

7.4 Describe what are the Nadis

7.5 Describe the 3 main Nadis and their functions

7.6 Describe what are Chakras

7.7 List and describe the 7 main Chakras

7.8 Describe what is Kundalini

7.9 Describe what are the Granthis and explain the importance of them within the practice

The learner will:

8. Understand the theory and principle of pranayama

The learner can:

8.1 Describe Pranayama

8.2 Describe the possible outcomes of Pranayama

8.3 List and describe the practice and purpose of three different Pranayama techniques

The learner will:

9. Understand the theory of mudra

The learner can:

9.1 Describe mudras giving reference to a text

9.2 Describe why mudras are practiced

9.3 Describe how mudras are practiced

9.4 Describe the time to introduce mudras to a class

The learner will:

10. Understand Bandhas

The learner can:

10.1 Describe Bandhas giving reference to text

10.2 Describe the three main Bandhas

10.3 Describe the possible outcomes of the practice of Bandhas

10.4 Describe the time to introduce Bandhas into a class

The learner will:

11. Understand Kriyas

The learner can:

11.1 Describe Kriyas

11.2 List the 6 main Kriyas giving reference to text

11.3 Describe how to perform the 6 main Kriyas

11.4 Describe the possible outcomes of the 6 main Kriyas

11.5 Describe the precautions of Kriyas

The learner will:

12. Understand the purpose of Asana

The learner can:

12.1 Describe the possible outcome of posture taking; giving reference to texts

12.2 Describe the most common asanas taught

12.3 Describe any reasons for deferral of an asana

12.4 Describe the importance of a balance of strength and flexibility asanas within a yoga class

The learner will:

13. Understand Counterpose

The learner can:

13.1 Describe the terms precaution and prohibition

13.2 Describe the reason for counterpose

13.3 Describe the timings of counterpose

The learner will:

14. Understand the health conditions encountered within a yoga class

The learner can:

14.1 Describe the terms precaution and prohibition

14.2 Describe the common health conditions encountered within a yoga class

14.3 List any precautions, prohibitions and modifications to the yoga practice

Assessment specification

Worksheets

Yoga practice journal

Principles of Planning and Delivering Group Exercise (R/617/1395)

Unit aim

This unit covers the knowledge and skills a group exercise instructor needs to be able to plan, deliver and review group exercise sessions for a range of participants, within their scope of practice. This includes demonstrating effective communication to engage and fully support participants.

Unit content

The learner will:

1. Understand how to plan a group exercise session for a range of participants within scope of practice

The learner can:

1.1 Identify different group exercise class types/genres

1.2 Identify methods for screening participants prior to a group exercise session

1.3 Identify risk stratification models that can be utilised by a group exercise instructor

1.4 Explain what is meant by low, medium and high risk

1.5 Understand how to apply the principles and variables of fitness to a group exercise session

1.6 Explain why it is important to agree goals and objectives for a group exercise session with participants

1.7 Ensure group exercise sessions are balanced according to individual goals in order for adaptations to occur

1.8 Identify the importance of reviewing programmes at regular intervals and setting review dates accordingly

The learner will:

2. Understand how to use participant information to plan a group exercise session

The learner can:

2.1 Give examples of how participant information affects the planning of a group exercise session

2.2 Outline how to plan and adapt a group exercise session to meet the needs of participants with different objectives, including

- Apparently healthy adults
- Older people (50+)
- Young people (13-18 years)
- Ante/Post-natal

2.3 Identify methods of adapting group exercise sessions to ensure appropriate progression and/or regression

2.4 Describe the differences between programming exercise for physical fitness and for health benefits

The learner will:

3. Be able to plan a group exercise session for a range of participants within scope of practice

The learner can:

3.1 Plan a safe and effective group exercise session for a range of participants using appropriate equipment and methods

3.2 Identify a range of exercises and methods of training, including:

- cardiovascular training methods
- cardiovascular equipment (if appropriate)
- resistance training methods
- resistance equipment (if appropriate)
- functional exercise
- flexibility and range of motion training methods
- motor skills

3.3 Plan realistic timings and sequences for each component within the group exercise session

3.4 Plan how to minimise any risks relevant to the session

3.5 Record programme plans in an appropriate format

3.6 Suggest other activities available within a health and fitness facility to complement the programme according to interests of participants'

The learner will:

4. Understand how to use music to enhance group exercise

The learner can:

4.1 Describe the psychological effects of using music in a group exercise session

4.2 Identify the legalities of using music in group exercise

4.3 Describe how music assists in the planning of group exercise sessions

The learner will:

5. Be able to prepare activity area and equipment for group exercise sessions

The learner can:

5.1 Prepare the environment and equipment as appropriate to participants'' communicating with other staff/team members as needed

5.2 Carry out a risk assessment in an exercise environment

5.3 Identify how to control risks associated with hazards in an exercise environment

5.4 Identify the appropriate person/position to contact within an exercise and fitness facility when hazards and risks cannot be controlled personally

5.5 Provide safe and appropriate equipment sufficient for the participants

5.6 Organise sufficient space for safe exercise performance

5.7 Follow the correct procedures for checking and dealing with any equipment used

The learner will:

6. Be able to introduce group exercise sessions to participants

The learner can:

6.1 Engage participants' from the outset using effective communication to help participants' feel welcome and at ease

6.2 Perform a verbal health check prior to starting a session

6.3 Advise participants' of the facility's emergency procedures

6.4 Confirm or revise plans with participants' as appropriate

6.5 Explain the purpose of each component of a group exercise session

6.6 Demonstrate effective communication and behaviour at all times in order to provide a professional positive participant experience on behalf of self and the facility

The learner will:

7. Be able to instruct group exercise sessions

The learner can:

7.1 Instruct safe and effective exercises for all components of a group exercise session (including safe lifting and spotting where required) to cover:

- Warm-up (including mobility and/or appropriate stretches)
- CV exercises
- Bodyweight exercises
- Small equipment (e.g. use of mats for core/abdominal exercise)
- Functional exercise (e.g. exercises that address the movement patterns/muscle actions/components of fitness required for activities of daily living)
- Cool-down – (including flexibility – maintenance/developmental stretching)

7.2 Adapt exercises with suitable progressions and regressions according to participants' needs

7.3 Check participants' understanding at regular intervals

7.4 Communicate as appropriate to participants' need

7.5 Use appropriate methods to correct and reinforce technique for safety and effectiveness

7.6 Adopt appropriate positions to observe participants and respond to their needs

7.7 Use motivational styles appropriate to the participants' and the exercise format

7.8 Use volume, pitch and voice projection relative to the music, with or without a microphone

7.9 Use cool down activities that are safe and effective for the participants

7.10 Keep to the planned timings for the session

7.11 Establish and maintain appropriate exercise intensity for the component

The learner will:

8. Be able to bring a group exercise session to an end

The learner can:

8.1 Allow sufficient time to end the session according to participants' level of experience

8.2 Give the participants' an accurate summary of feedback on the session

8.3 Give the participants' the opportunity to:

- reflect on the session
- ask questions
- provide feedback
- identify further needs

8.4 Leave the environment in a condition acceptable for future use

The learner will:

9. Be able to reflect on providing a group exercise session

The learner can:

9.1 Review the outcomes of working with participants' taking into consideration client feedback

9.2 Identify:

- how well the exercises met participants' needs
- the effectiveness of session structure and equipment for meeting participant needs
- how effective and motivational the relationship with the participants was
- how well the instruction and communication style matched participants' needs
- the safety and effectiveness of programme and exercises
- things that went well as well as things to improve

9.3 Identify how to improve personal practice

9.4 Explain the value of reflective practice

Assessment specification	
	Principles of planning and delivering group exercise knowledge questions (written)
	Session planning documents (written)
	Progressive programme and viva
	Observation of performance/session evaluation

Plan and deliver a yoga session (A/617/3044)

Unit aim

This unit covers the specific knowledge and skills a learner needs to design, manage, adapt and deliver a progressive programme of yoga with apparently healthy adults of all ages. This may include young people in the 14-16 age range, provided they are part of a larger adult group. However, this unit does not cover running specialist whole classes for young people, older adults, ante and postnatal and disabled participants.

Unit content

The learner will:

1. Understand how to plan the aims and objectives of a yoga session

The learner can:

1.1 Describe the aims of the session

1.2 Describe the outcomes of the session

The learner will:

2. Be able to commence a personal yoga practice

The learner can:

2.1 Commit to a personal yoga practice

2.2 Record all personal yoga practice sessions

2.3 Reflect on all personal yoga practice sessions

The learner will:

3. Understand how to design a progressive programme of yoga

The learner can:

3.1 Summarise the key principles of designing a progressive programme of yoga practices including the order and structure of sessions

3.2 Describe a range of safe and effective yoga activities

3.3 Describe activities for all phases of the yoga session. To include suitable opening, main and closing phase

3.4 Explain how to design programmes that can be run in environments not designed specifically for yoga

The learner will:

4. Be able to plan a progressive yoga programme

The learner can:

4.1 Plan specific outcome measures, stages of achievement and yoga activities

4.2 Plan a balanced programme that comprises flexibility, muscular strength and motor skills

4.3 Ensure the demands of the programme allows for different levels of experience among participants

4.4 Plan a progressive programme at a mixed ability level

The learner will:

5. Understand how to adapt yoga practices to meet the participants' needs during a yoga session

The learner can:

5.1 Explain when it may be necessary to adapt planned practices to meet participant needs

5.2 Explain how to adapt yoga asanas/asana positions as appropriate to individual participants and conditions

5.3 Explain how to modify the intensity of yoga practices according to the needs and response of the participants

The learner will:

6. Understand how to review yoga sessions with participants

The learner can:

6.1 Explain why yoga teachers should give participants feedback on their performance during a session

6.2 Explain why participants should be given the opportunity to ask questions, provide feedback and discuss their performance

6.3 Explain why participants need information about future sessions and yoga practices (both supervised and unsupervised)

The learner will:

7. Be able to deliver a yoga sessions

The learner can:

7.1 Help participants feel at ease in the yoga environment

7.2 Explain the planned objectives and yoga practices to participants

7.3 Explain to participants how objectives and yoga activities support their goals

7.4 Explain the physical and technical demands of the planned yoga session activities to participants

7.5 Explain to participants how planned yoga activities can be progressed or regressed to meet their goals

7.6 Progress or regress Yoga activities according to need

7.7 Deliver safe, appropriate and effective Yoga activities for all phases of the session

Assessment specification

Yoga practice journal

Session planning documents (written)

Progressive programme and viva

Observation of performance/session evaluation

Optional unit

Anatomy and physiology for exercise and fitness instructors (K/616/7823)

Unit aim

This unit develops the learner's knowledge of anatomy and physiology and how it relates to exercise and fitness.

Unit content

The learner will:

1. Know the structure and function of the circulatory system

The learner can:

- 1.1 Identify the location and function of the heart
- 1.2 Describe the structure of the heart
- 1.3 Describe how blood moves through the four chambers of the heart
- 1.4 Describe systemic and pulmonary circulation
- 1.5 Describe the structure and functions of blood vessels
- 1.6 Define blood pressure
- 1.7 Identify blood pressure classifications

The learner will:

2. Understand the structure and function of the respiratory system

The learner can:

- 2.1 Identify the location and function of the lungs
- 2.2 Describe the structure of the lungs
- 2.3 Identify the main muscles involved in breathing
- 2.4 Describe the passage of air through the respiratory tract
- 2.5 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs

The learner will:

3. Understand anatomical terminology

The learner can:

3.1 Identify movements/exercises that occur in each anatomical plane

3.2 Identify anatomical terms of location

The learner will:

4. Understand the structure and function of the skeleton

The learner can:

4.1 Describe the basic functions of the skeleton

4.2 Identify the structures of the axial skeleton

4.3 Identify the structures of the appendicular skeleton

4.4 Explain the classification of bones

4.5 Explain the structure of long bone

4.6 Explain the stages of bone growth

4.7 Describe posture in terms of curves of the spine

The learner will:

5. Understand joints in the skeleton

The learner can:

5.1 Describe the classification of joints

5.2 Describe the structure of synovial joints

5.3 Describe the types of synovial joints and their range of motion

5.4 Describe joint movement potential and joint actions

The learner will:

6. Understand the muscular system

The learner can:

6.1 Identify the three types of muscle tissue

6.2 Define the characteristics and functions of the three types of muscle tissue

6.3 Describe the basic structure and function of skeletal muscle

6.4 Name and locate major superficial and deep skeletal muscles

6.5 Describe the structure and function of the pelvic floor muscles

6.6 Describe the different types of muscle action

6.7 Identify the joint actions brought about by specific muscle actions

6.8 Identify skeletal muscle fibre types and their characteristics

The learner will:

7. Understand the life-course of the musculoskeletal system and its implications for special populations exercise

The learner can:

7.1 Describe the life-course of the musculoskeletal system, including implications for special populations exercise:

- young people in the 13-18 age range
- older people (50 plus)
- antenatal and postnatal

The learner will:

8. Understand the structure and function of the digestive system

The learner can:

8.1 Identify the function of the following in the digestive process:

- mouth (tongue, teeth, salivary glands)
- pharynx
- oesophagus
- stomach
- pancreas
- gallbladder and bile ducts
- liver
- small intestine
- large intestine (colon)

8.2 Describe how the main nutrient groups are broken down and absorbed in the digestive system

8.3 Identify the role of fibre in the digestive process

8.4 Identify the role of the liver and pancreas in assisting digestion

8.5 Identify the timescales for the digestive process to take place

8.6 Describe the importance of fluid intake in the digestive process

The learner will:

9. Understand energy systems and their relation to exercise

The learner can:

9.1 Describe how carbohydrates, fats and proteins are used in the production of energy

9.2 Explain the use of the three energy systems during exercise

The learner will:

10. Understand the nervous system and its relation to exercise

The learner can:

10.1 Describe the role and functions of the nervous system

10.2 Describe the principles of muscle contraction

10.3 Describe the 'all or none law'/motor unit recruitment

10.4 Describe how exercise can enhance neuromuscular connections and improve motor skills

Assessment specification

Multiple choice theory paper (Externally assessed)
Assessment workbook



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