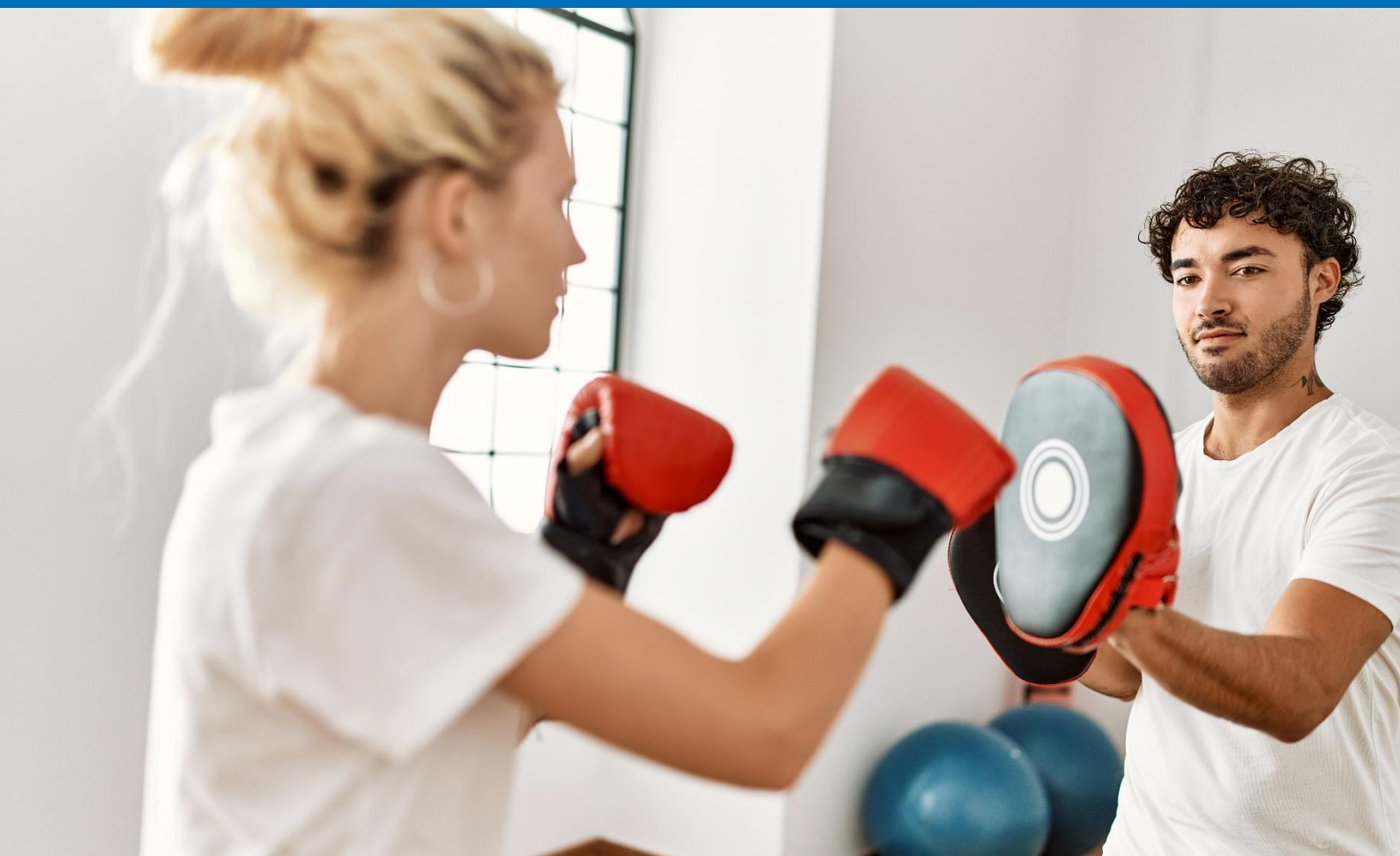


# YMCA Level 2 Award in Instructing Padwork (610/4411/8)

Operational start date: 01/09/2024

## Qualification Specification



Blank Page

YMCA Awards  
112 Great Russell Street  
London  
WC1B 3NQ  
020 3994 9500  
[www.ymcaawards.co.uk](http://www.ymcaawards.co.uk)

# YMCA Level 2 Award in Instructing Padwork (610/4411/8)

## Qualification Specification

Copyright © YMCA Awards 2024

The content of this document remains the intellectual property of and is copyright to Central Young Men's Christian Association (YMCA Awards). No part of these materials may be reproduced, stored, copied, edited, or distributed in any form or by any means including photocopying, publishing, recording, or by any other electronic or mechanical methods, without the explicit written permission of YMCA Awards. YMCA Awards reserves the right to seek legal remedies for any such infringement.

Blank Page

# Contents

<b>Introduction</b> .....	<b>1</b>
<b>Aim</b> .....	<b>1</b>
<b>Progression opportunities</b> .....	<b>2</b>
<b>Stakeholder engagement</b> .....	<b>3</b>
<b>Entry requirements, prerequisites, and availability</b> .....	<b>4</b>
<b>Reasonable adjustments and special consideration</b> .....	<b>4</b>
<b>Grading and structure</b> .....	<b>5</b>
<b>Using this document</b> .....	<b>6</b>
<b>Assessment overview</b> .....	<b>7</b>
<b>Qualification content</b> .....	<b>10</b>
Plan, deliver and evaluate padwork sessions (H/651/2259) .....	11
<b>Guidance for training providers</b> .....	<b>19</b>

# Introduction

YMCA Awards is part of Central YMCA – the world’s first YMCA – a national charity that has been helping people make positive changes in their lives since 1844.

We are experts in education, health, and wellbeing with over 25 years of experience developing UK regulated and globally recognised qualifications.

We work closely with industry experts, employers, and training providers to make sure that our products and services deliver life-changing opportunities. With over half a million qualifications awarded, 350,000 people have advanced their careers with YMCA Awards.

## Aim

By completing this qualification, learners will meet industry requirements to plan, deliver and evaluate padwork sessions within scope of practice and existing occupational (qualification) competence. This may include, for example:

- A group exercise padwork session.
- A one-to-one personal training session.

# Progression opportunities

This qualification is a technical specialism. This means learners will have completed an occupational entry qualification and are developing their knowledge and skills to work with specific equipment or perform additional roles within the workplace.

Learners taking this qualification may also be interested in further training at other levels to specialise and increase scope of practice. For example:

- **Occupational qualifications** (to deliver other types of exercise):
  - YMCA Level 2 Certificate in Exercise and Fitness: Group Exercise Instructor (610/2791/1).
  - YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4).
  - YMCA Level 3 Diploma in Exercise and Fitness: Gym Instructor and Personal Trainer (610/2789/3).
- **Population specialisms** (to work with a broader range of clients):
  - YMCA Level 3 Award in Supporting Participation in Physical Activity: Perinatal (610/0829/1).
  - YMCA Level 3 Award in Supporting Participation in Physical Activity: Disability and Impairments (610/1559/1).
  - YMCA Level 3 Award in Supporting Participation in Physical Activity: Older Adults (610/1668/8).
  - YMCA Level 3 Certificate in Supporting Participation in Physical Activity: Long-Term Health Conditions (610/4227/4).
- **Environment specialisms** (to work in more settings):
  - YMCA Level 2 Award in Developing Sustainable Physical Activity Programmes Within Community Settings (603/7343/X).
  - YMCA Level 3 Award in Delivering Physical Activity in Different Environments: Outdoors (610/4041/1).
- **Technical specialisms** (to work with specific equipment or perform additional roles within the workplace):
  - YMCA Level 2 Award in Instructing Kettlebell Training (603/7186/9).
  - YMCA Level 2 Award in Instructing Suspended Movement Training. (603/7187/0).
  - YMCA Level 2 Award in Mental Health Awareness and Understanding Approaches to Support Individuals (603/7146/8).
  - YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9).
  - YMCA Level 3 Award in Emergency First Aid at Work (603/1902/1).
  - YMCA Level 3 Award in First Aid at Work (603/1903/3).

# Stakeholder engagement

This qualification is partially mapped to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Professional Standards

Qualification	CIMSPA professional standard
Level 2 Award in Instructing Padwork (610/4411/8)	<ul style="list-style-type: none"><li>• Core group exercise</li></ul>



# Entry requirements, prerequisites, and availability

This qualification has been designed for learners who are aged 16 years and older, learners must be at least 16 to be certificated.

Before starting this qualification, learners must hold one of the following qualifications or equivalent:

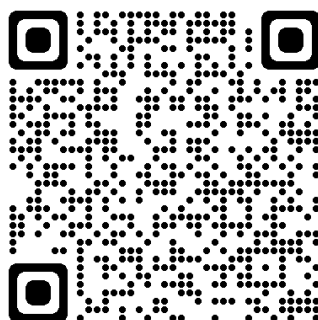
- YMCA Level 2 Certificate in Exercise and Fitness: Group Exercise Instructor (610/2791/1)
- YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4)
- YMCA Level 3 Diploma in Exercise and Fitness: Personal Trainer (610/2787/X)

Learners can take this qualification in:

Location	Regulated by
England	Ofqual
Wales	Qualifications Wales
Northern Ireland	CCEA Regulation
Other UK regions and outside of the UK	Ofqual

## Reasonable adjustments and special consideration

In making this qualification available, YMCA Awards has 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 consideration policy on our website:



[ymcaawards.co.uk/centres/policies-and-procedures](https://ymcaawards.co.uk/centres/policies-and-procedures)

# Grading and structure

This qualification is graded Pass or Refer.

To achieve a pass for the **YMCA Level 2 Award in Instructing Padwork (610/4411/8)** learners must achieve:

- One mandatory unit.

---

## Mandatory units

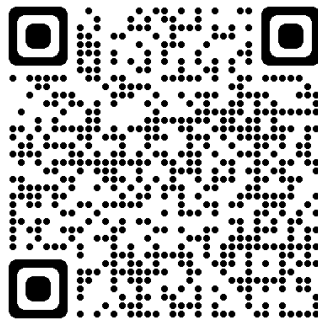
---

UN	Unit title	Level	GLH	TQT
H/651/2259	Plan, deliver and evaluate padwork sessions	2	13	26

**Guided learning hours (GLH): 13**

**Total qualification time (TQT): 26**

Find out more about GLH and TQT on our website:



[ymcaawards.co.uk/qualifications/glh-and-tqt](https://ymcaawards.co.uk/qualifications/glh-and-tqt)

# Using this document

The following pages provide the unit content for this qualification. Each unit includes learning outcomes, assessment criteria, and relevant content for delivery. These are set out below.

Learning outcome ('the learner will')	
<b>Assessment criteria</b> (‘the learner can’) What a learner is expected to know, understand, or be able to do following their learning.	<b>Relevant content</b> (additional delivery guidance) Suggestions on the depth and breadth of content to cover.

At the end of each unit, the assessment specification outlines how we expect to measure or confirm the learner has met the standard set in the learning outcomes and assessment criteria.

# Assessment overview

There is one assessment task.

Assessment stage and task	Details	Unit(s) assessed
<p>1.1 Plan, deliver and evaluate a padwork session with professional discussion</p>	<p>Learners need to plan for, deliver and evaluate a padwork training session, incorporating relevant striking (punching and kicking) exercises and equipment.</p> <p>There are three parts to this assessment:</p> <ol style="list-style-type: none"> <li>1. planning</li> <li>2. delivery and evaluation</li> <li>3. professional discussion.</li> </ol> <p><b>Planning</b></p> <p>Learners will be required to plan a padwork training session incorporating relevant striking (punching and kicking) exercises. The genre of session delivered must be within their occupational scope of practice and existing qualification competence, e.g. personal trainer, group exercise etc.</p> <p>The session must:</p> <ul style="list-style-type: none"> <li>• Be planned for a duration of 45-60 minutes.</li> <li>• Be structured to include:               <ul style="list-style-type: none"> <li>○ Warm-up (mobility, pulse-raising and muscle lengthening).</li> <li>○ Main section (identifying the required equipment and including a minimum of six striking techniques both punching and kicking).</li> <li>○ Cooldown (including maintenance and at least one developmental stretch).</li> </ul> </li> <li>• List all relevant teaching points, exercise modifications, alternatives and progressions.</li> </ul>	<p>Plan, deliver and evaluate padwork sessions (H/651/2259)</p>

- Detail the music tempo and breakdown (where appropriate).
- Be delivered in a real exercise environment.

All planned and delivered exercises are the learner's choice. However, they must be appropriate for the participant(s) and should provide a balanced training approach covering all components of physical fitness.

Written or electronic session plans, detailing all proposed activities, must be supplied to the assessor in preparation for the observed delivery and professional discussion. The assessor will provide feedback on these records within two weeks.

### **Delivery**

Learners are required to deliver the planned session.

This session must be assessed live (face to face or online), in a real exercise environment.

Where possible, real clients should be used for this assessment. However, where this is not practicably possible, peers can be used for this assessment.

The submission of pre-recorded evidence is not permitted for this assessment.

### **Evaluation**

Following the delivery, learners will be given 30 minutes to complete a written evaluation of the session.

### **Professional discussion**

The assessor will contact the learner to arrange a professional discussion of 10 minutes ( $\pm 10\%$ ). This will consist of one broad open-ended question and up to three additional open-ended questions covering topics listed within the underpinning knowledge and understanding requirement, outlined below.

The professional discussion will be planned to happen within two weeks of the planning records and practical assessment being signed off. It may be conducted on the same day (and within four hours) of the observed practical session if this is practicable.

The aim of the professional discussion is to authenticate learner work and confirm the learner's knowledge and understanding (as listed below).

Learners may refer to their planning records during the professional discussion. No other notes are permitted.

The assessor will ask one broad overarching question to start the professional discussion and a maximum of three open-ended questions relating to the underpinning knowledge listed below.

### **Underpinning knowledge and understanding**

During this assessment, learners will be assessed on their underpinning knowledge of the following:

- The benefits, advantages, and disadvantages of padwork training.
- A range of padwork exercises and equipment.
- Different ways padwork training can be delivered.
- How training variables can be modified to accommodate different objectives.
- Health and safety considerations when planning and delivering padwork training.

The planning, delivery, evaluation, and professional discussion will be centre assessed by an assessor using the checklist provided by YMCA Awards.

Further information can be found in the YMCA Level 2 Award in Instructing Padwork Learner Assessment Record (LAR).

The estimated time required by an assessor to mark and provide feedback for this assessment is 60 minutes per learner.

# Qualification content

# Plan, deliver and evaluate padwork sessions (H/651/2259)

## Unit aim

To develop the knowledge and skills required to plan, deliver, and evaluate padwork sessions, within scope of practice.

Learners will:

- Plan, deliver and evaluate sessions using appropriate striking techniques.
- Instruct a variety of safe striking techniques.
- Demonstrate effective communication and instructional skills.

## Content

### 1. Understand principles for planning and designing padwork sessions

**1.1 Outline** the benefits, advantages, and disadvantages of padwork training

- Origins and different styles (martial and fighting arts, karate, boxing, kick boxing, Thai boxing, kung fu, Brazilian capoeira, taekwondo), with consideration that various styles do sometimes strike differently using the same parts of the body.
- Benefits and advantages:
  - Variety and enjoyment.
  - Physical and mental challenge.
  - Discipline.
  - Stress release.
  - All components of fitness trained – cardiovascular, strength and endurance, motor skills (power, speed, agility, reaction time, coordination, balance).
  - Increased self-esteem and confidence.
  - Social wellbeing through connecting with others.
- Disadvantages:
  - Risks of contact/injury even though non-intentional.
  - High intensity and higher risk compared to other session types, so excludes some populations (e.g. pregnancy – do not bump the bump).
  - Correct technique needed to minimise injury risk.
  - Hygiene issues if not using own equipment.



**1.2 Explain** a range of punching, kicking, and padwork exercises and equipment

- Exercise selection should be appropriate to participants identified needs.
- Main punching and elbow strikes:
  - jab
  - cross
  - hook (lead hook and rear hook)
  - uppercut (lead uppercut and rear uppercut)
  - elbow striking techniques (various).
- Stance, guard, and footwork:
  - The need to work on both sides (changing from left to right side lead) for bilateral balance in a health, wellbeing, and fitness context, which is not always applied in a sport specific context.
- Straight shots and outside slip and the duck.
- Hooks and rolls.
- Uppercuts and push away.
- Main kicking and knee strikes:
  - low kicks – front, side, and roundhouse
  - high kick – front, side, and roundhouse
  - knee techniques (various).
- Equipment:
  - Gloves.
  - Straps/wraps.
  - Spot mitt or focus pads.
  - Muay tai boxing pads.
  - Kick shields.
  - Bags.
  - Skipping rope.
  - How to use hands instead of pads for speed, accuracy and coordination, e.g. is someone forgets pads.
  - The use of string for footwork, ducking, weaving, uppercut and hook drills.
  - Focus sticks – for accuracy, speed, and coordination.

<p><b>1.3 Describe</b> different ways that padwork training can be delivered.</p>	<ul style="list-style-type: none"> <li>• Work to current scope of practice and qualifications.</li> <li>• Group size: <ul style="list-style-type: none"> <li>○ large group (6+)</li> <li>○ small group (less than 5)</li> <li>○ personal training and one-to-one</li> </ul> </li> <li>• Inclusion of: <ul style="list-style-type: none"> <li>○ Partner work with consideration to group size and working with odd numbers and numbers divisible by three: <ul style="list-style-type: none"> <li>▪ Participant numbers that are not divisible by two or three always leaves an odd participant; a circuit type approach can be adopted if this happens.</li> <li>▪ Participant numbers that are divisible by three can have one pad holder and two strikers, OR with two pad holders, “challenging” the striker.</li> </ul> </li> <li>○ Shadow work.</li> </ul> </li> <li>• Session type: <ul style="list-style-type: none"> <li>○ Full session focus – themed.</li> <li>○ Component of another exercise and training session.</li> <li>○ Boxing and padwork circuits.</li> <li>○ HITT.</li> <li>○ Choreographed.</li> </ul> </li> </ul> <p>NB: There are a variety of gloves that could be used when integrating punching with other session types, e.g. fingerless MMA gloves that can be used with resistance equipment.</p>
<p><b>1.4 Describe</b> how training variables can be modified to accommodate different objectives</p>	<ul style="list-style-type: none"> <li>• For different components of fitness – cardiovascular, endurance and strength, motor skills (power, speed, coordination, reaction time, agility, balance).</li> <li>• With consideration to the American College of Sports Medicine (ACSM) evidence-based guidelines for fitness components.</li> <li>• Frequency, intensity, time, type/specificity, volume, progression (FITT-VP).</li> <li>• Progressive overload, reversibility, adaptability, individuality, recovery time.</li> <li>• Total session time.</li> <li>• Timing of each component, e.g. warm-up, main workout, cooldown.</li> <li>• With consideration to participant objectives and goals.</li> <li>• Progressions/regressions/adaptations/alternatives.</li> </ul>

<p><b>1.5 Outline</b> essential health and safety considerations when planning and delivering padwork training</p>	<ul style="list-style-type: none"> <li>• Plan session structure based on participant(s) goals and objectives for both effectiveness and enjoyment.</li> <li>• Structure and appropriate exercises to achieve aims and purpose of each component: <ul style="list-style-type: none"> <li>○ warm-up and skill rehearsal</li> <li>○ main component</li> <li>○ cooldown and flexibility.</li> </ul> </li> <li>• Preparation of environment, equipment, and resources needed to deliver the session.</li> <li>• Pre-screening considerations.</li> <li>• Risk assessment of individuals, environment, and equipment.</li> <li>• Contraindications, e.g. pregnancy – ‘don’t bump the bump’ and some chronic health conditions).</li> <li>• Health and safety: <ul style="list-style-type: none"> <li>○ Hand wrapping.</li> <li>○ Hygiene of equipment.</li> <li>○ Protective clothing even with non-contact (gum shield, box, body protection).</li> <li>○ Footwear and clothing.</li> <li>○ Checking for wear and tear of clips and chains on bags, wall fittings, splits in sticks, bags, gloves and pads.</li> </ul> </li> <li>• Considerations for using music (if used), e.g. legalities and choice.</li> <li>• Considerations for group management if working with larger groups/multiple participants.</li> <li>• Relevant teaching and instructional skills and their application throughout the session: <ul style="list-style-type: none"> <li>○ demonstration</li> <li>○ voice – tone, volume, language, and instructions</li> <li>○ teaching position</li> <li>○ observation and correction</li> <li>○ alternatives and teaching points.</li> </ul> </li> </ul>
--	---

2. Be able to plan a padwork training session	
<p><b>2.1 Plan</b> a safe and effective padwork session</p>	<ul style="list-style-type: none"> <li>• Session structure and exercise selection appropriate to participants identified needs.</li> </ul>
<p><b>2.2 Provide</b> suitable adaptations including progressions and regressions where appropriate</p>	<ul style="list-style-type: none"> <li>• Frequency, intensity, time, and type of exercise.</li> <li>• Adaptions for relevant components of fitness (current ACSM) guidelines.</li> <li>• Adaptations for all session components.</li> <li>• Adaptions dependent on participants' ability and skill and specific needs.</li> <li>• Different learning styles, goals, needs, likes/dislikes, etc. and how these should be reflected in planning.</li> </ul>
<p><b>2.3 Record</b> programme plans in an appropriate format</p>	<ul style="list-style-type: none"> <li>• In accordance with general data protection regulation (GDPR) and data protection act (DPA) guidance.</li> </ul>

3. Be able to prepare to instruct a padwork training session	
<p><b>3.1 Prepare</b> self, the environment, and equipment as appropriate to the session</p>	<ul style="list-style-type: none"> <li>• Self: <ul style="list-style-type: none"> <li>○ Professional demeanour, e.g. uniform and personal attributes, positive first impressions.</li> </ul> </li> <li>• Environment and equipment risk assessment: <ul style="list-style-type: none"> <li>○ Carry out relevant risk assessments showing appropriate safety considerations for the environment.</li> <li>○ Select appropriate equipment for the specific activity area and session type.</li> <li>○ Ensure cleanliness of the environment and equipment. If required, clean the area using appropriate products prior to the session (or work with colleagues to support with cleaning).</li> <li>○ Appropriate layout and preparation of the area.</li> <li>○ Storing participants' belongings in a safe place.</li> </ul> </li> </ul>
<p><b>3.2 Verbally screen</b> participants and use information to provide guidance</p>	<ul style="list-style-type: none"> <li>• Importance of verbal screening and how to conduct it.</li> <li>• Other health screening and risk stratification methods.</li> <li>• Check readiness to participate – verbal screen.</li> <li>• Reasons for temporary deferral of exercise, or referral.</li> <li>• Opportunities for questions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Health and safety advice, e.g. drinking water etc.</li> <li>• Confirm or revise plans with participants as appropriate.</li> <li>• Adapting the planned session, based upon any revised information.</li> </ul>
--	--

4. Be able to instruct a padwork training session	
<p><b>4.1 Engage</b> participants from the outset using effective communication to help participants feel welcome and at ease</p>	<ul style="list-style-type: none"> <li>• Effective communication skills and group management.</li> <li>• Giving clear and concise explanations for equipment and exercises (avoiding jargon).</li> <li>• Being available to participants immediately before and after the allotted session time.</li> </ul>
<p><b>4.2 Demonstrate and explain</b> safe and effective exercise technique for all exercises</p>	<ul style="list-style-type: none"> <li>• All exercises listed in 1.2 and for all components of the session.</li> </ul>
<p><b>4.3 Deliver</b> a safe and effective warm-up for a padwork session</p>	<ul style="list-style-type: none"> <li>• Warm-up – whole-body approach including mobility, warming and appropriate muscle lengthening and range of motion exercise to achieve objectives.</li> <li>• Establish and maintain appropriate exercise intensity.</li> <li>• Consideration to: <ul style="list-style-type: none"> <li>○ Participant fitness and skill levels and experience of padwork.</li> <li>○ Appropriate modifications and teaching skills.</li> <li>○ Intensity of workout.</li> <li>○ Temperature/environmental conditions.</li> </ul> </li> </ul>
<p><b>4.4 Deliver</b> a safe and effective main workout for a padwork session</p>	<ul style="list-style-type: none"> <li>• Main section: <ul style="list-style-type: none"> <li>○ Whole-body approach.</li> <li>○ Aim for muscle balance and striking lead balance.</li> </ul> </li> <li>• Establish and maintain appropriate exercise intensity.</li> <li>• Consideration to: <ul style="list-style-type: none"> <li>○ Participant fitness and skill levels and experience of padwork.</li> <li>○ Appropriate modifications and teaching skills.</li> <li>○ Intensity of workout.</li> <li>○ Temperature/environmental conditions.</li> </ul> </li> </ul>
<p><b>4.5 Deliver</b> a safe and effective cooldown and</p>	<ul style="list-style-type: none"> <li>• Cooldown – to include pulse-lowering, maintenance, and developmental stretches to achieve objectives.</li> </ul>

<p>ending for a padwork session</p>	<ul style="list-style-type: none"> <li>• Consideration to: <ul style="list-style-type: none"> <li>○ Participant fitness and skill levels and experience of padwork.</li> <li>○ Appropriate modifications and teaching skills.</li> <li>○ Intensity of workout.</li> <li>○ Temperature/environmental conditions.</li> </ul> </li> <li>• Provide participants with feedback to end session.</li> <li>• Give the participants the opportunity to: <ul style="list-style-type: none"> <li>○ reflect on the session</li> <li>○ ask questions</li> <li>○ provide feedback</li> <li>○ identify further needs.</li> </ul> </li> <li>• Leave the environment in a condition acceptable for future use.</li> </ul>
<p><b>4.6 Use</b> the volume, pitch and voice projection relative to the environment and music (if used)</p>	<ul style="list-style-type: none"> <li>• Audible.</li> <li>• Motivational – intonation and language used.</li> <li>• Appropriate to component.</li> </ul>
<p><b>4.7 Use</b> motivational and communication styles appropriate to the participants and the exercise format</p>	<ul style="list-style-type: none"> <li>• With consideration to different learning styles, objectives, and abilities.</li> </ul>
<p><b>4.8 Use</b> appropriate teaching positions and instructional methods to monitor exercise safety and intensity</p>	<ul style="list-style-type: none"> <li>• According to size of the group and environment.</li> </ul>
<p><b>4.9 Provide</b> alternatives, modifications, and progressions of exercises appropriate to individual needs</p>	<ul style="list-style-type: none"> <li>• Through all components of the session and for all exercises, as required.</li> <li>• Based on participants' needs.</li> </ul>

<p><b>4.10 Observe</b> participants and respond to their needs</p>	<ul style="list-style-type: none"> <li>• Change teaching position.</li> <li>• Observe movement and exercise technique to ensure safe and effective alignment, execution, and use of equipment.</li> <li>• Provide general and specific instructing points, feedback, encouragement, and reinforcement in a friendly, professional manner.</li> <li>• Reinforcement of teaching and safety points.</li> <li>• Correction and improvement of technique.</li> <li>• Provision of modifications, as needed.</li> </ul>
--	--

## 5. Be able to review the session and reflect on practice

<p><b>5.1 Evaluate</b> the effectiveness of the session to ensure it is engaging, varied, and meets participants' needs/goals</p>	<ul style="list-style-type: none"> <li>• Review the outcomes of working with participants and taking into consideration participant feedback.</li> <li>• Identify: <ul style="list-style-type: none"> <li>○ How well the exercises met participants' needs.</li> <li>○ The effectiveness of session structure and equipment for meeting participant needs.</li> <li>○ How effective and motivational the relationship with the participants was.</li> <li>○ How well the instruction and communication style matched participants' needs.</li> <li>○ The safety and effectiveness of programme and exercises.</li> <li>○ Things that went well as well as things to improve.</li> </ul> </li> </ul>
<p><b>5.2 Outline</b> how to use information to improve personal practice</p>	<ul style="list-style-type: none"> <li>• The value of reflective practice: <ul style="list-style-type: none"> <li>○ Improving own performance and participants' performance.</li> <li>○ Retaining participants.</li> <li>○ Aiding personal development.</li> <li>○ Meeting participants' expectations.</li> <li>○ Ensuring programmes are safe and effective.</li> <li>○ Identifying specific improvements to instructional skills and communication.</li> <li>○ Identifying ways to improve session content for meeting participants' needs.</li> </ul> </li> </ul>

# Guidance for training providers

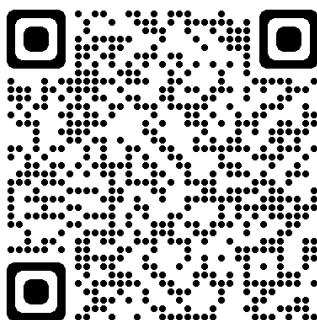
---

## Centre and qualification approval

---

Before you can begin delivery of this qualification, you must be a YMCA Awards centre with appropriate qualification and staff approval.

Find out more on our website:



[ymcaawards.co.uk/approvals](https://ymcaawards.co.uk/approvals)

---

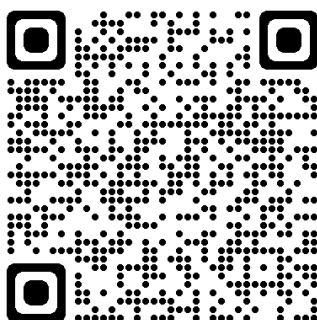
## Tutor, assessor and IQA requirements

---

All tutors, assessors, and internal quality assurance (IQA) staff need to hold:

- A subject matter qualification.
- A qualification related to the role that they will be performing (tutor, assessor, or IQA).

Find out more on our website:



[ymcaawards.co.uk/approvals/staff-approval](https://ymcaawards.co.uk/approvals/staff-approval)



Blank Page



---

*YMCA Awards is part of Central YMCA – the world’s first YMCA – a national charity that has been helping people make positive changes in their lives since 1844.*

*We are experts in education, health, and wellbeing with over 25 years of experience developing UK regulated and globally recognised qualifications.*

*We work closely with industry experts, employers, and training providers to make sure that our products and services deliver life-changing opportunities. With over half a million qualifications awarded, 350,000 people have advanced their careers with YMCA Awards.*

---



[www.ymcaawards.co.uk](http://www.ymcaawards.co.uk)