



TEACH YOGA

240 hours Yoga Training Course

2017 Syllabus



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Please Note:

- This syllabus sets out in detail the contents of your course and the qualification requirements.
- The syllabus is required reading, and you are urged to read through it carefully at the start of your course.
- Please contact the office with any questions that arise. We can be contacted by the following:

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1. Introduction – Aims and Outcomes

Aims

The 240-hour training course aims to equip the student with necessary skills and knowledge to teach basic Hatha Yoga proficiently, professionally, safely and clearly to healthy adults and to design and deliver an appropriate, safe and effective programme of lessons to a variety of clients (as either individuals or as groups clients in a class).

The following syllabus covers topics and skills that must be mastered to meet the educational standards required of Yoga Alliance Registered Yoga Teachers. (see www.yogaalliance.org for further details). This syllabus also provides guidance as to how the 240 required teaching hours is split between particular topics or skills.

This training course also acts as a foundation for accreditation with the British Wheel of Yoga.

The course syllabus covers the following main subject areas

- Techniques of Yoga
- Methodology of Teaching Yoga and Professional Development
- Anatomy, Physiology and the Principals of Fitness
- Philosophy, Ethics and Lifestyle in Yoga
- Practice of Yoga
- Electives

Outcome

On completion of the course students will have a comprehensive knowledge of theory and have developed good teaching practice encompassing assessment of clients, lesson planning and progression.



2. Key Aspects of Course Structure

Our Teacher Training Course is built on the following foundations.

Technique Labs. These aim to deepen the student's understanding of postures in their own personal practice and help develop body awareness. They are a fundamental part of the teaching as our inspiration comes from what we know and have experienced. Students should support the Technique Labs through the attendance of regular classes, & wherever possible with the course teachers.

Posture Labs. These provide a deeper focus on each posture, drawing out key teaching points, the benefits and contraindications, and anatomical movements, together with suggested preparatory and subsequent postures.

Practicum. These sessions are where students begin to teach in small groups, to develop their experience and confidence

Anatomy, Physiology and Principles of Fitness. These lectures provide students with clear and precise information via presentations and an interactive learning environment.

Yoga Philosophy. The Course provides space and guidance for students to open and deepen their inquiries into this expansive area, focusing on such important texts as the *Yoga Sutras*, the *Bhagavad-Gita*, the *Upanishads* and the *Hatha Yoga Pradipika*

Homework Assignments and Personal Practice. The Course requires Students to set aside approximately 2-3 hours a week for written work and further reading, together with at least two self-practice sessions, to review & practice postures & ideas learned on the course.

Electives. Each student is asked to prepare an independent research project related to yoga and any other topic of personal interest.

Preparations for Teaching. These sessions cover such topics as Health and Safety in the Classroom, the Structuring of Classes, etc.

Final Assessment. The teaching of a class in the presence of an external assessor.



3.0 General Matters

- 3.1 The Teach Yoga 240-hour Teaching Diploma Course meets the International Education Standards set by Yoga Alliance for its 200-hour certification.
- 3.2 The aim of the course is to give the student basic knowledge and confidence to teach and to continue the practice of Hatha Yoga. There will be a strong emphasis on learning to teach safely, appropriately and effectively, encouraging correct and appropriate body alignment. This course is suitable for anyone wishing to deepen and refine their understanding of Hatha Yoga in their own practice.
- 3.3 The requirement for acceptance on the course is ideally a minimum of two years of experience in Yoga and/or a clear understanding of basic asanas.
- 3.5 The course does not teach a single school of Yoga - all schools of Yoga are honoured.
- 3.6 All aspects of teaching and learning will be covered, with the emphasis on acquiring practical teaching skills, combined with theoretical sections relevant to the deeper understanding of Hatha Yoga.
- 3.7 Students will be assessed throughout the course and by an examination at the completion of the course.
- 3.8 The pass mark for certification is **70%**, weighted as follows:
- | | | |
|----|-------|--|
| A) | 40% | final practical examination & viva voce, |
| B) | 25% | written course work, |
| C) | 35% | continuous assessment |
| | ----- | |
| | 100% | |
| | ===== | |

In addition, Candidates must achieve a mark of no less than **65%** in each individual component of the course and in each category (A, B, and C) to successfully complete the course. Candidates failing to achieve the required marks in any category will be able to re-submit work in the failed category for re-examination.

(See section 10 for more information on the examination process, appendix 1 for a detailed

breakdown of the course assessment and appendices 3 and 4 for more details on the examination marking)

- 3.9 Graduate students will be encouraged to take in-service-training modules to augment their knowledge in specialist areas, deepen their understanding, keep up-to-date with current theory and practice in Yoga and examine their own personal development.
- 3.10 CE (Continued Education) & CPD (Continued Professional Development) are an important consideration once you have completed your course.

The Yoga Alliance requires that you complete 30 hours CE every 3 years to stay on the Register of Yoga Teachers.



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4.

The 240 hours of the course breaks down into the following specific requirements

	Hours
Techniques of Yoga	120
Methodology of Teaching Yoga	25
Anatomy and Physiology	30
Philosophy and Ethics of Yoga	20
The Practice of Yoga	15
Course Elective	30

Total	240
	====

At least 160 hours of the above must be “Contact hours” – see section 4.7 below

4.1 **Techniques of Yoga (120 hours)**

This covers the study of asanas, pranayamas, kriyas, chanting, meditation and other yoga techniques. Hours in this category are a mix of (1) analytical training in how to teach and practice the techniques and (2) guided practice in the techniques themselves

4.2 **Methodology of Teaching Yoga (25 hours)**

This covers the principles of demonstration, observation, assisting and correcting, instruction, teaching styles, qualities of a teacher and the student’s process of learning, planning lessons for different client groups and abilities, examination of students own personal development and maintenance of a Yoga diary for submission and assessment.

4.3 **Anatomy and Physiology (30 hours)**

This covers physical anatomy and physiology (bodily systems, organs, diet, nutrition, weight management and the principals of fitness etc.) and astral, subtle anatomy (chakras, nadis, etc.). This includes the formal study of the subject and its application to the principles of yoga.

4.4 **Philosophy and Ethics of Yoga (20 hours)**

This covers the study of yoga scriptures (Yoga Sutras, Bhagavad-Gita, and the Upanishads), Ethics for Yoga teachers (*see appendix 2*), “living the life of the yogi”, etc.

4.5 **Practice of Yoga, (15 hours)**

This covers practice supervised teaching and/or observing and assisting in classes taught by others.

4.6 **Electives (30 hours)**

Each student will undertake an Elective; a piece of independent research on a yoga related topic of the student's own choice, prepared outside of the contact hours. The results will be presented to the tutors as a paper (approximately 1000 words plus illustrations where relevant) and as a presentation to the students lasting 20 minutes including time for questions.

This assessed piece of work provides students the opportunity to demonstrate a deeper understanding of an area of their choice (for example: yoga for martial arts; yoga for rowers; yoga for office workers; yoga for older people, yoga & Ayurveda, yoga & massage, yoga for children, yoga & pregnancy, yoga & Pilates).

Electives must be drawn from categories 4.1 to 4.5 above.

4.7 **Contact Hours**

Within the 240 hours of the course, a minimum of 160 hours should be “contact hours” meaning that the teacher trainer is physically in the presence of the student at this time.

If you attend every weekend of the teaching course, you will obtain 176 contact hours. If you miss more than two days of the course, you will need to make up your contact hours, which can be done in a number of ways, including attendance at other classes/workshops run by the course teachers or by attending sessions of other courses run by Teach Yoga – please contact your Course Director for details.

The non-contact or independent study hours can include: assigned reading or other homework, non-supervised study groups, observing yoga classes, drafting class plans, research etc. All hours (contact and non-contact) should be recorded in your Yoga Diary – see section 6.3 for further information on this

4.9 **Core Competences**

Sections 4.1 to 4.6 are the Core Competences of the course. Students must demonstrate a clear understanding of these areas and their application to developing suitable programmes of study for clients and show that in their teaching and understanding they are able to teach safely, appropriately and effectively.



5. Techniques of Yoga

Techniques in Yoga cover the following main areas

- Asanas
- Pranayama
- Bandhas
- Kriyas
- Chanting
- Meditation
- Mudras

5.1 Safety is paramount

Certain yoga poses and general Yoga classes may not be suitable for people suffering from certain medical conditions. The 240-hour certificate is a basic teaching certificate to teach healthy adults. Students must ensure that their class participants with medical problems have checked with their medical doctor first. Conditions include, for example, hypertension (high blood pressure), conditions associated with heart disease, cancers, epilepsy, diabetes, detached retina, recent surgery, neck and back injuries, during and straight after pregnancy.

It is strongly recommended that students principally use the postures in this syllabus, with necessary modifications. Candidates should also demonstrate awareness of limitations of their knowledge and expertise – which might be sufficient to teach basic yoga to healthy adults. Medical conditions **MUST** be left to the medical profession. Although Yoga does improve health and well-being and is useful in alleviating many ailments, **it must not be used as a substitute for medical treatment.**

Students must learn to demonstrate, modify and if necessary use props (belts, blocks, blankets) in teaching the techniques of yoga.

5.2 Asanas

Students should be able to demonstrate skills and knowledge required to teach the postures below (with suitable modifications) to both beginners (attended less than 20 classes) and those on a general/intermediate level (attended more than 40 classes).

Students should show that they understand the guiding principle behind asanas:

The physical postures should be steady and easy (relaxed). They are mastered when all effort is relaxed and the mind is absorbed in the infinite.

From *The Yoga Sutras* of Patanjali, 2-46/47.

5.2.1 General Postures:

- Body Awakening Sequences
Supine, Standing, All-fours
Kneeling & Seated
- Pawanmuktasana
- Balasana
Child pose
- Cakravakasana
Cat dog one leg one arm lift
- Surya Namaskara: Classic, A and B
Sun salutations

5.2.2 Standing Postures 1

- Tadasana.
Mountain
- Virabhadrasana 1
Warrior I
- Virabhadrasana 2
Warrior II
- Parsvakonasana.
Extended Side-Angle
- Uttanasana
Intense Forward Bend
- Vrksasana
Tree
- Parighasana.
Kneeling Triangle

5.2.3 Standing Postures 2

- Parsvottanasana.
Intense Side Stretch
- Parivrtta Trikonasana
Revolved Triangle
- Prasarita Padottanasana
Extended-Leg Forward bend
- Ardha Chandrasana
Half-Moon
- Trikonasana
Triangle
- Utkatasana.
Chair (or fierce)

5.2.4 Sitting Postures 1

- Dandasana.
Staff pose
- Svastikasana.
Prosperous pose
- Gomukhasana.
Cow-Faced
- Baddha Konasana.
Bound-Angle
- Virasana & Supta Virasana.
Hero and Reclined-Hero

5.2.5 Sitting Postures 2 - (forward bends & twists)

- Janu sirsasana
Head to Knee
- Upavistha Konasana.
Wide-angle Seated Forward Bend
- Paschimottanasana
Seated Forward Bend
- Bharadvajasana
Rishi twist
- Marichyasana A and C
Marichi Twists A and C

5.2.6 Backbends

- Salabhasana. Locust
- Ustrasana. Camel
- Setu bandhasana. Bridge
- Dhanurasana. Bow
- Bhujangasana. Cobra
- Purvottanasana. Reverse Plank
- Matsyasana. Fish

5.2.7 Inversions

- Adho Mukha Svanasana. Downward Facing Dog
- Sarvangasana. Shoulder Stand
- Halasana. Plough
- Adho Mukha Vrksasana. Handstand
- Sirsasana. Supported headstand

5.2.8 Restorative postures

- Savasana. Corpse
- Supta-baddha Konasana. Reclined bound-angle
- Viparita karni. Legs-up-the-wall
- Supta Padangustasana 1,2,3. Reclining Big-toe pose
- Apanasana. Happy Baby
- Jathara Parivartasana. Reclining Twist

5.2.9 Breathing & Pranayama

- Ujjayi breathing. for stress relief & restoration
- Kapala Bhati. to increase life energy.
- Anuloma Viloma. alternate nostril breathing.

5.3 The Teaching of Asanas on the Teach Yoga Course

The Teach Yoga course covers Techniques and Teaching Methodology in the following way.

5.3.1 Technique Labs

These provide an opportunity for students to feel the postures under the course tutors guidance, as well as the course teacher to begin to assess the students practice. These sessions are supported by reference material given out in the course.

Students should additionally attend at least 1 or 2 classes per week to further their personal understanding with regard to the technique of the postures. Wherever possible this should be with one of the Teach Yoga course tutors.

Students must attend at least one course tutor class or workshop per month.

5.3.2 Postures Labs

Each series of postures – standing, seated, backbends, inversions, etc – are initially taught in a series of “Posture Labs”

Posture Labs are interactive lectures, in which students are encouraged to take notes. Each Posture is reviewed in detail with students taking notes and asking questions (20-30 mins per posture)

As part of the Posture Lab, students should be able to distinguish “essential” teaching points from “additional” teaching points. The ability to make this distinction will be examined in the final assessment.

The aim is for total consistency between teacher’s points and the course material (and to avoid conflicting messages from other material)

The teacher reviews students practicing the postures to help understanding

5.3.3 Home study for Posture Lab

Posture lab sheets should be completed for each asana on the syllabus. A selection of these are then submitted for review as preparation for practicum homework, and later assessed as the Asana Coaching Points.

5.3.4 Practicum sessions

Prior to three of the practicum sessions, there is a written homework assignment called “preparation for practicum”. This consists of the submission of your teaching notes for several postures (including seated, standing, twist, inversion and backbend postures). These notes are checked to ensure that the student is “on the right track” and count 5% towards your final course mark.

At each practicum session, each student should be prepared to teach any of the asanas from the posture list for that session. These will be selected by the class teacher and can be any of the postures covered in the previous Technique Labs i.e. you could be asked to teach **any** of the 13 standing postures at a “Practicum: Standing” session.

The Practicum sessions consist of the splitting of the class into small sub groups, with each student taking the role of the teacher in turn. The student in the teaching role demonstrates the posture and then guides the sub group through the posture using verbal instructions and relevant teaching points.

The Practicum sessions are marked and assessed by the course teachers and represent, in total, 35% of the course marks.

5.3.5 Home Study for Practicum

During and after the Practicum sessions, students should continually update and amend their Posture Lab sheets, making a note of new discoveries, things that worked and things that did not work.

5.3.6 Pre-assessments

These are “mock” exams in which each student will attempt to teach for a longer period of time in a manner similar to the Practicum sessions

5.3.7 Written assignment – “Asana Coaching Points”

This is the culmination of Posture Lab and Practicum notes that each student creates throughout the duration of the course and leaves each student with a foundational teaching tool that has specific personal relevance.

Due for submission will be a total of 10 posture lab sheets detailing at least 1 posture from each of the Asana categories detailed in 5.2 above.

5.3.8 Final Assessments

Each student teaches a 45 minute class to the entire student group and answers any questions raised by the external assessor. Assessment is worth 40% of your final marks and, like every other main course category, you must score at least 60% in the test.

5.4 Yoga Class Programmes

To demonstrate the knowledge required to teach the postures above, students must, as part of the written assignments, submit two ten-week programme outlines and must include a detailed sample lesson plan for the fifth lesson. Students must demonstrate how they would work with beginners, intermediate and more demanding students. Matchstick figures must be used for illustrating asanas within lesson plans.

Students may select their own client groups for these programmes. Example of suitable programmes would include a standard general gym-based yoga class, yoga classes for office workers, yoga for golf clubs, a 10 class one-week yoga retreat, etc. Please check with your Course Director to ensure your proposed programme is acceptable.

5.5 The Final Assessment *(see section 9 for further details)*

For the final practical assessment students must produce a ten week lesson programme aimed at a general level Yoga class, showing clear progression from week one to week ten, and with lesson plans for weeks one, five and ten written out in full. These must be submitted to the examiners at least four weeks prior to the final assessment.

The class must include a forward bend, backward bend, a twist, a side bend, and an inversion, with clear reference to breathing, appropriate and effective warm-up (sun salutation), preparation and relaxation.



6.0 Methodology of Teaching Yoga & Professional Development

- 6.1 All students should demonstrate understanding of basic guidelines for teaching beginners and be able to deliver a variety of programmes suitable for clients of different abilities and different levels

Students must be able to make appropriate assessments of clients and groups of clients (as appropriate) and show clear planned progression of classes in order to deliver a programme that is safe, appropriate and effective.

6.2 Class Structure

In respect of the teaching of each class, Students must ensure that:

6.2.1 Before starting the practice:

- Make class participants relaxed and comfortable.
- Achieve calm and steady breathing.
- Bring the mind to be still and in the present.
- Ask the class if there is anyone with any kind of medical conditions, current pain, injury, recent surgery, pregnant etc. Safety is paramount.

6.2.2 During the time of practice

- Teach only what they know.
- Say the pose clearly in Sanskrit, i.e. Trikonasana and follow with English, i.e. Triangle.
- Demonstrate the pose, so that visual cues are present.
- Make necessary changes to position, so that students see the all elements of a pose. Move yourself first, or them if necessary.
- Build the pose from the base – the action of the feet & legs is fundamental to all postures.
- Watch your students to ensure they are following your instructions.
- If a student needs a prop – use it. Explain for the class to understand, for example, how sitting on a block in Dandasana helps keep the back straight.
- Explain the absolute basics first, and then return to the basic or original point after adding a new point.

- Maintain an animating pace, keeping the class together yet stay relaxed.
- Speak clearly and confidently.
- Project your voice to the back of the room when engaging the whole class.
- Use your voice to emphasise the effort or actions you are asking for.
- Do not hold a beginner too long in a pose.
- Try to hold for the same time on both sides.
- When teaching the 2nd side of the pose, repeat key points before adding new ideas.
- Keep your instructions up to 3 teaching points per pose.
- Educate, be clear, and strive for simplicity and clarity in your teaching.
- Inform (but do not demand this of beginners) your students about directions of gaze (drishti) in each pose.
- Try and synchronise the flow of movement with the breath to achieve vinyasa.
- Remind students to maintain one action while adding a new movement – for example in Parsvakonasana, back leg is stable while the front leg bends.
- Link common actions from pose to pose, for example Trikonasana, Virabhadrasana II, Parsvakonasana.

6.2.3 After the practice, students must end the class with relaxation, breathing, and stillness.

6.3 Professional Development / Yoga Diary

Candidates must undertake to provide evidence of their own continuing professional development by the maintenance of a Yoga Diary.

This should cover both their contact hours (by attending the course, etc) and non-contact hours (all other time spent on any course-related activities). Within this diary, students should ensure they can assess appropriately their own strengths and weaknesses and outline how they plan to improve their knowledge. The diary should also show how each student continues to stay up-to-date with contemporary thinking and practice.

Please note that the Yoga Diary/Log makes up 5% of the written assessments mark. (*see appendix 1 and appendix 6 for more details*)



7. Anatomy, Physiology and Principles of Fitness

Students should be able to demonstrate practical and theoretical knowledge of the following

7.1 Kinesiology of Yoga postures.

- Explain how the muscles work in relationship to the skeletal structure.
- Demonstrate what is meant by structural alignment: foot – ankle – knee – pelvis – shoulder – ear – crown of the head. Explain what is meant by aligned and level pelvis, an elongated spine, etc
- Know and be able to explain joint structures
- Know and explain the types of joints and their range of motion.
- Explain leverage in muscle work
- Demonstrate awareness of the origin and insertion of the main muscles
- Know and explain the difference between isotonic and isometric contractions.

7.2 Principles of muscle work:

- Show an understanding of what is needed for the muscle to contract
- How nerve signals are received at a muscle
- Understand agonist/antagonist and synergist
- Understand how muscles work in relation to flexion, lateral flexion, extension, abduction, adduction and rotation etc,
- Understand how stress and continuous bad postures affect, musculature and the body and general well-being

7.3 **Course Work:**

The written assignments completed during the course will examine the student's knowledge of anatomy and physiology in relation to Yoga.

These assignments will be of approximately 750 words with illustrations (where appropriate), references and bibliography.

Topics to be covered will be set out on the course material (*see appendix 5*) and will typically include

- A discussion of the anatomy and physiology of yoga postures, showing which muscles release, stabilise, move etc.
- A drawing of a key anatomical subject e.g. the spinal column/pelvis/shoulder/knee joint.
- The cardiovascular system
- The Respiratory system
- The Nervous system
- The interrelationships between the cardiovascular system and the respiratory system
- The Digestion system
- The principles of fitness
- The endocrine system
- Relaxation and the body

Please note: All drawings must be hand drawn and clearly labelled. Photocopies from texts, books or images taken from the internet will not be accepted.

7.4 Anatomy Test

During the course there will be an anatomy test in which students will be assessed on their knowledge of the above material. This will generally take the form of a series of multiple choice questions combined with a series of anatomical diagrams in which various bones / muscle groups need to be identified from a list of possible names.



8. Yoga Physiology, Philosophy, Ethics and Life-style

8.1 Yoga Physiology

Students should be able to demonstrate practical and theoretical knowledge of the following

- The chakras.
- Their arrangement along the Sushumna nadi.
- That they act as gates to prana.
- Relate the chakras to the areas on the spine, and the lymph nodes.
- The nadis.
- Ways of energy – relate these to the lymphatic and the vascular systems. Relate the Sushumna nadi to the spine.
- The bandhas.
- The prana.

Student's knowledge will be assessed by written assignments throughout the course.

8.2 Yoga Philosophy

Students should develop knowledge of certain key Yoga texts. These will include Patanjali's *Yoga Sutras*, the *Bhagavad-Gita*, the *Upanishads* and the *Hatha Yoga Pradipika*, etc

Student's knowledge will be assessed by written assignments throughout the course.

8.3 The Ethics of Yoga Teaching

Students should develop an understanding of the various ethical issues involved in becoming a yoga teacher. These are set out on Appendix 2 and will be discussed at various parts of the course

8.4 Various aspects of living a Yoga Lifestyle

These will be discussed at various times in the course.



9. Examination Process

- 9.1 Students are examined by means of
- Written assignments
 - Practicum
 - Final Assessment

9.2 **Written assignments** (25% of overall certificate)

These are prepared by the student in accordance with the schedule set out in appendix 5

Written assignments will be marked using the following weighting:

5%	Presentation
5%	Bibliography
5%	Structure
10%	appropriate references and illustrations
75%	Content

100%	
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Feedback on written assignments will be provided in accordance with the markers guide in appendix 4

A selection of candidates work may be sent for external moderation to ensure that marking and assessment is consistent and fair.

9.3 **Practicum** (35% of overall certificate)

Throughout the course there will be a series of teaching practicals where students will be assessed on their teaching, the development of their practical skills and the application of their knowledge of the topics covered on the course.

The observations will be graded in accordance with the marker's guide in appendix 4.

9.4 The Final Examination (40% of overall certificate)

- Students will be allocated an assessment time in advance of the assessment day.
- Candidates will be expected to present a programme of lessons for 10 weeks and to teach week 5. This must be submitted to the examiners four weeks prior to the candidate's assessment date. Candidates may have a copy of their lesson plan to teach from during the assessment.
- Practical assessments and examinations must, wherever possible, start at the appointed time.
- The criteria for **approval** are that the class is safe, appropriate and effective and that the teaching is clear, accurate and delivered in a professional manner. Attention must be given to the students in the class, Candidates must ask if anyone has any injuries, relevant medical condition, is pregnant, had a baby or surgery. Correct adjustments and alignments must be given, where appropriate.
- Candidates should be advised that practical examinations may take place in the presence of an external examiner.
- Candidates must be prepared to move on to follow the examiner's directions in respect of the assessment. This is NOT an indication of how the candidate is performing in the exam but is a logistical necessity to ensure that every candidate's entire programme is seen on the day of examination.
- On completion of the examination candidates may be asked to submit to a *viva voce* when the examiner and the candidate have the opportunity to put questions.
- The outcome of the final examination process will be that the candidate is either **approved** or **not approved**.
- Candidates who are **not approved** will be given guidance and advice on the areas they need to improve upon and (pending payment of any appropriate fees) may submit themselves to re-examination at a later date.
- Candidates dissatisfied with their results may, if they feel they have good and proper grounds, appeal against the decision (*see Appeals in appendix ii*).

9.5 Guidance for examiners, students on examination conduct.

- During the exam, examiners will note the questions they are going to ask in the *viva voce*. This should be attached to the examination mark sheet, together with either a comment on how the candidate responded, (particularly if, after further probing questions on the original question, an unsatisfactory answer was given)
- Examiners will not ask participants in the class how they felt or ask them for their comments on the teaching of the class during the assessment or to provide feedback. Examiners will refrain from making verbal comments or commentary about the assessment or interrupt the class except to move the candidate on to the next section.
- The examiners will move the candidate on to the next section of their lesson plan when they have seen sufficient material to make an appropriate assessment.
- It is a **course requirement** that all students participate in their fellow students' practical assessments. Where a series of practical assessments are taking place on the same day, a student may use the session prior to their own assessment for preparation and the session after for recuperation. However all students **MUST** remain for the duration of the assessment unless special leave is granted by the Course Director.
- Directly after the assessment, the examiners will confer in confidence and may then invite the candidate for a short *viva voce*.



Appendices

1. Detailed Breakdown of Certificate Assessment
2. Ethical Guidelines for Yoga Instructors
3. The Examination Process – Appeals Process
4. Markers guide for Electives, Final Examinations, Viva Voce & Written Assignments

1 Appendix 1

Assessment Area	Breakdown of Marks & Comments on marking			Arithmetic notes	Final Mark
Practicum Continuous assessment (35%)	Practicum: During the course a number of class assessments will be carried out on each student. Each Observation is graded and weighted. Students must submit "preparation for practicum" notes relating to Technique and Teaching methodology classes as and when required. Pass mark 60% (but total score must be over 70%)			Add the weighted total of all observations together, then add up to 5% for the submitted notes	
Written Course Work Continuous assessment (25%)	Elective	15		Pass mark for each category of written course work is 60%	
	Yoga Diary	5			
	Lesson Plan No. 1:	5			
	Lesson Plan No. 2	10		Total score must be over 70%.	
	Lesson Plan No. 3	15			
	All other written assignments requested during the course and weighted in accordance with the course teachers requirements	50		Divide total by 4 and insert figure into Final Mark column	
TOTAL	100				
Final Examination & Viva Voce* (40%)	Pass mark 60%, (but total mark must be over 70%)				
Attendance	Students MUST have accrued 160 hours of contact time.				
TOTAL 100%					

Ethical Guidelines

The yoga instructor should observe the following guidelines:

- to maintain a safe stimulating environment for physical, mental and spiritual development
It is expected that tutors and trainees work together to create such an environment not just within the training course but also when trainees go on to teach and work with other like-minded teachers.
- not to discriminate against any individual on the basis of ethnicity, gender, religion or sexual orientation
It is in the nature of the course that the trainees will come from a variety of backgrounds - as a school we seek to celebrate difference not just in terms of these differences but what makes us all individually unique and build an ethos where we can support each other in finding our path.
- to stay informed of new developments in the practice of yoga
There are no full stops in learning Yoga. It is a life long task and by seeking out new ways of expressing oneself and seeking inspiration out there amongst the community of yoga teachers we are better prepared and fresher to our experiences teaching others.
- to maintain good relations with other schools of yoga and show respect to other yoga instructors
Teach Yoga Ltd encourages an open and non-egotistical approach to our relations with other teachers and keeping dialogue open with other schools of both yoga and thought. This is in order to prevent us becoming narrow-minded in our particular branch of yoga practice.
- to manage his/her personal life with integrity, honesty and good health
Your habits reflect clearly in the classroom, working with such values mirrors well on what you say to inspire your class and the tiniest things can leave a lasting impact. A Yoga teacher maintains a healthy lifestyle and habits, working with integrity for the benefit of your students.
- to practise only within the limits of his/her professional ability
A core belief of Ashtanga Yoga is the practice of ahimsa – going beyond the limits of your training or your professional ability could cause harm to yourself or others. Study and practise more to be able to teach what you aspire to, only when you are ready.
- to establish and maintain appropriate professional relationships with students and colleagues
- to be realistic in relaying the objectives and benefits of yoga
- To be sensitive to the moral, social and religious standards and expectations of students in the expression of the ethics of yoga practice.
- To avoid sexual intimacy with students in class contexts. To avoid sexual harassment under any circumstances.
- To treat communication with students with professional respects and confidentiality.
- To avoid soliciting the students of other instructors.

APPEALS

- a) Appeals against examination results are often on medical grounds or other circumstances of personal distress unknown to the examiners at the time of examination. Appeals on these grounds are sometimes resolved successfully as, had the examiners known about the circumstances they would have made allowances and an alternative outcome would have been reached.
- b) Candidates should submit a medical certificate to the course director who will then notify the examiners, or make the director aware in writing of circumstances that are detrimental to their examination performance.
- c) Adjustments made to examination marks on compassionate or medical grounds must be noted on the mark sheet.
- d) The course director in conjunction with the examiner(s) and tutor(s) may decide that the evidence provided by the medical certificate or the candidate's written request may be insufficient to allow adjustments to marks. A short report detailing the outcome must be attached to the mark sheet stating that no adjustment was made to the candidate's mark.
- e) If a candidate submits a medical certificate after the examinations, the student should be referred to the Examinations Appeal system (see paragraph (i) below).
- g) Feedback from examinations where candidates are **not approved** is vital and an important part of their learning. Candidates who are **not approved** must be given as clear guidance and advice as possible as to how they should improve their performance for future re-examination. Positive feedback is also essential and should be accorded wherever possible.
- h) Examiners and assessors should endeavour to help the student understand clearly the requirements of examination and the level and standard appropriate.
- i) **Appeals procedure – Course work:** A candidate wishing to appeal against a mark on an assessed piece of course work should first of all appeal to the tutor marking the work and if still not satisfied should then appeal to the course director who will make an adjudication with the assistance of another course tutor or refer the work to an external moderator for final adjudication if satisfaction is not reached or the course director judges that this would be a more appropriate course of action.
- j) **Appeals procedure – Examinations:** A candidate wishing to appeal against an examination mark should write to the course director who will either convene a board to determine the outcome and/or refer the matter to an external moderator for adjudication.

Elective assessment

Name:																							
4																							
Date:																							
5 Examiners:																							
Presentation technique: PowerPoint Discussion Practical Other:																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td style="width: 15%;"></td> <td style="width: 45%;"></td> <td style="width: 5%;">Content</td> <td style="width: 5%;">Research</td> <td style="width: 5%;">Voice Quality</td> <td style="width: 5%;">Interaction with peers</td> <td style="width: 5%;">Case study</td> <td style="width: 5%;">Anatomy/Philosophy connection</td> <td style="width: 5%;">Application to yoga</td> <td style="width: 5%;">Motivation</td> <td style="width: 5%;">Quality of presentation</td> <td style="width: 5%;">TOTAL</td> </tr> </table>														Content	Research	Voice Quality	Interaction with peers	Case study	Anatomy/Philosophy connection	Application to yoga	Motivation	Quality of presentation	TOTAL
			Content	Research	Voice Quality	Interaction with peers	Case study	Anatomy/Philosophy connection	Application to yoga	Motivation	Quality of presentation	TOTAL											
6.1 APPROVED	9 - 10	Extremely clear, motivating and engaging. Student demonstrates an excellent understanding of subject topic. The research has been done very well and the essay is well structured and of a good length. Voice quality and volume clear throughout. Interaction with peers with questions and discussion. The student has involved others to aid in elective research or similar studies.																					
	8	Clear with some hesitancy, but motivating and engaging, voice quality/volume. Demonstrates a very good understanding of the topic. Some research done on the topic and the student has involved some case-study research too. The essay has been structured well and of an adequate length.																					
	7	Hesitant but motivating and engaging, voice quality/volume needs some attention,																					
NOT APPROVED	6	Hesitant, not particularly motivating, voice quality/volume poor, demonstration unsatisfactory. Doubts as to safety, appropriateness and effectiveness. Un-satisfactory level of teaching. Specify strengths and specify improvements.																					
	5	Unclear, not motivating, instructions poor instructions or unclear, voice quality, demonstration unclear or poor. Doubts as to safety, appropriateness or effectiveness – Specify strengths and improvements.																					
	3-5	Hesitant and unclear, un-motivating, in-adequate, little or unclear instructions and demonstration, voice quality/volume in-adequate. Failing in safeness, appropriateness or effectiveness – Specify in comments. Note any strengths.																					
	0-3	Lack lustre and or confusing, little to no demonstration or instruction, voice quality in-audible. Unsafe, inappropriate and ineffective – Specify in comments. Note any strengths.																					
COMMENTS:																							

Final practical assessment

Name:		7 Were the students met punctually and made to feel welcome? YES NO								
Date:		8 Did the instructor introduce his/herself? YES NO								
Examiners:		9 Were newcomers asked to make themselves known their level of experience checked? YES NO								
Class asked about injuries, illnesses, other medical conditions, surgery? YES NO		Demonstration	Instruction	Voice Quality	Adjustments	Safety	Appropriate	Effectiveness	Motivation	10 TOTAL
Women screened for pregnancy? YES NO										
Was the warm-up sufficient? YES NO										
Was the warm-up appropriate? YES NO										
10.1 APPROVE	9 - 10	Extremely clear, motivating and engaging, instructions accurate and easy to follow, voice quality and volume clear throughout, demonstration clear. Safe, appropriate and effective. Exemplary model of teaching.								
	8	Clear with some hesitancy, but motivating and engaging, voice quality/volume adequate, demonstration adequate. Safe, appropriate and effective. Very good model of teaching.								
	7	Hesitant but motivating and engaging, instructions need may need modifying, voice quality/volume needs some attention, demonstration could be clearer but overall safe, appropriate and effective. Good level of teaching. Identify strengths and weaknesses.								
NOT APPROVED	6	Hesitant, not particularly motivating, voice quality/volume poor, demonstration unsatisfactory. Doubts as to safety, appropriateness and effectiveness. Un-satisfactory level of teaching. Specify strengths and specify improvements.								
	5	Unclear, not motivating, instructions poor instructions or unclear, voice quality, demonstration unclear or poor. Doubts as to safety, appropriateness or effectiveness – Specify strengths and improvements.								
	3-5	Hesitant and unclear, un-motivating, in-adequate, little or unclear instructions and demonstration, voice quality/volume in-adequate. Failing in safeness, appropriateness or effectiveness – Specify in comments. Note any strengths.								
	0-3	Lack lustre and or confusing, little to no demonstration or instruction, voice quality in-audible. Unsafe, inappropriate and ineffective – Specify in comments. Note any strengths.								
COMMENTS:										

Note to Examiner: Viva Voce questions written out in full on reverse.

Viva Voce Questions (write question in full, satisfactory answers tick, where, after further probing unsatisfactory answer given, summarise briefly). Write comments at the end of the examination and after viva voce.

Assessment & Feedback Form

Student Name:			
Course:			
Title of homework or assessment unit:			
Assessment Date or Paper submission Date:		Overall Grade (%)	

Assessment Breakdown

Assessment Criteria	Grade
Understanding of the subject matter:	
Clarity of answers:	
Evidence of research:	
Reference to class notes:	
Reference to further readings:	
Application Theory into Practice:	
Expression of individual point of view:	

For Practice based classes only:

Assessment Criteria	Grade
Evidence of regular practice:	
Improvements in flexibility:	
Improvements in strength:	
Improvements in Posture/ Alignment:	
Placement of Weight:	
Body Awareness:	
Readiness to transmit/teach:	

Grading system: A= Excellent B= very good C= good D= Satisfactory E= Needs addressing F= Weak

Assessor's Feedback (Please be specific, addressing the assessment and grading criteria)

Assessor's name:	
Date:	