

Scheme of work

For each VTCT (ITEC) qualification, the lecturer/centre must complete a scheme of work for each unit indicating how the Lecturer is planning to cover the unit content throughout the course. Set out the planned sessions in terms of learning outcomes to be achieved. These should match those stated within the VTCT (ITEC) unit specification. Include all units of each course offered. Hours should meet the minimum guided learning hours listed within the unit specification.

Unit title: iUSP155 - Delivering yoga teaching sessions

Total contact tuition hours proposed: 60

Lecturer(s) responsible:

Learning objectives	Lecture content	Suggested resources	Approx. hours
Introductory session	<ul style="list-style-type: none"> College rules and regulations College mission statement VTCT (ITEC) rules and regulations Health & safety Timetable Dates – holidays etc. Syllabus Recommended books 	<ul style="list-style-type: none"> Lecture Q&A Using all the documents listed to ensure the students understand the college expectations and their commitment to the course 	
1. Understand how to instruct a yoga teaching session			
Explain the importance of verbal and non-verbal communication when instructing students	<ul style="list-style-type: none"> Verbal cues Non-verbal cues – tactical and practical Interaction – open, logical questions and reacting positively to answers Question and answer, simple explanations, feedback Body language Visualisation Through feedback, analysis and observation check clients' comprehension of material transmitted and provide positive feedback Home practice - make sure clients' can perform the workout without supervision Provide information and advice if appropriate Agree to the nature of information needed Keep information in layman's terms 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test 	5

	<ul style="list-style-type: none"> • Seek advice from other professionals if information is out of your level of competency • Student referral if appropriate • Voice • Use of language • Professionalism 		
Describe how to adapt communication to meet students' needs	<ul style="list-style-type: none"> • Rapport <ul style="list-style-type: none"> - Interpersonal communication skills - Empathy - Listening - Attending - Verbal and non-verbal responses • Investigation <ul style="list-style-type: none"> - Information gathering skills • Planning <ul style="list-style-type: none"> - Problem solving or decision-making skills - Setting goals - Generating and exploring alternatives - Evaluating • Action <ul style="list-style-type: none"> - Behavioural change skills - Multi-sensory input - Modelling - Contracting - Feedback - Observation - Adaptation of teaching style 		
Evaluate different methods of maintaining students' motivation	<ul style="list-style-type: none"> • Structure realistic expectations • Students' preferences, needs, habits and history • Provide a programme to suit the students' particular objectives • Set appropriate goals • Provide alternative yoga practices and progressions • Identify short-term benefits • Promote the positive rewards, decrease negative rewards • Provide regular feedback • Provide student(s) with simple home-based yoga exercises • Train student(s) in self-management strategies to continue exercising wherever they are • Prepare the student(s) for inevitable lapses • Utilise as many types of social support as possible • Seek out opportunities to promote an overall healthy lifestyle • Empower students to take ownership of their goals and programme 		

	<ul style="list-style-type: none"> • Map the road to long-term goals by providing check points 		
Explain the importance of assisting/adjusting student technique	<ul style="list-style-type: none"> • Preventing injury - ahimsa • Getting the most out of the asana • Effectiveness of technique • Self-motivation and understanding • Self-awareness and personal improvement 		

2. Understand how to adapt asana/practices to meet student needs during a yoga teaching session			
Explain the importance of monitoring individual progress	<ul style="list-style-type: none"> • Recording reactions • The following areas should be monitored: <ul style="list-style-type: none"> - Outcomes achieved - Effectiveness and variety of movements - Any change in demands from student - Any changes needed to enhance the programme for each particular student - Whether the practice met with the student needs - Longer term wishes of the student - Awareness to how to modify for vulnerable areas of the body and for pre-existing conditions 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	5
Describe different methods of monitoring student progress during exercise	<ul style="list-style-type: none"> • On-going feedback • Changes in health or fitness • Observation of class • Analysis of mood of class • Evaluation of reasons for clients' drop-out rate • Motivation • Use of all principles and fundamentals • Evaluate group and individual progress/regress with reasons • Reflective practice 		
Explain when it may be necessary to adapt planned asanas to meet student's needs	<ul style="list-style-type: none"> • Safety – Compassion/non-harming (ahimsa) • Truthfulness (satya) • Discipline in self-study (swadhyaya) • Adapting teaching styles to make sure the students apply techniques correctly • Giving modifications for the less/more able students within the class • Breaking down movements to their component parts • Practices are appropriate to individual's needs • Goals achieved • Ability of participant • Adaptations for individual's needs • Health of individual 		

	<ul style="list-style-type: none"> • Participants with specific fitness needs • Participants with general health needs • Prevention, management and treatment of certain ailments: <ul style="list-style-type: none"> - Diabetes - Arthritis - Hypertension - Asthma - Bronchitis - Stress/anxiety - Depression • Safety for vulnerable areas including: <ul style="list-style-type: none"> - Back - Neck - Shoulder - Knee issues • Providing practices adequate for the whole class (lowest common denominator) • Providing pre-yoga asanas or easier asanas as modifications for students with medical/postural issues • Selecting proven safe and sound modifications • Providing challenges by increasing intensity and providing variations for students with high level of fitness • A varied, balanced and well-rounded practice per class (increase or decrease depending on level of ability in class) • Keep smooth flow of asanas • Groups <ul style="list-style-type: none"> - Offer physical demonstration of correct form and incorrect form - Verbal instruction - Visualisation - Discussion - Recap the main points of the yoga asanas/session 		
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3. Be able to plan and prepare for a yoga teaching session			
Plan how to instruct a yoga class	<ul style="list-style-type: none"> • Aims and objectives • Lesson plan <ul style="list-style-type: none"> - Centring - Warm up asana - Asanas - Breathwork/pranayama - Relaxation • Balance of practice • Teaching and learning styles 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ 	20

	<ul style="list-style-type: none"> • Inclusion of history and philosophy of yoga • To include guidance and encouragement to special population clients: <ul style="list-style-type: none"> - 14-16 year old young people - Disabled people - Older people (50+) - Ante and postnatal women • Preferences and needs of the student • Abilities and limitations of student • Potential for improvement • Time constraints • Choice of 1 to 1 session or small therapy group classes 	<ul style="list-style-type: none"> • Lesson Plan 	
Plan and demonstrate how to instruct a yoga class through the preparation phase	<ul style="list-style-type: none"> • All principles and fundamentals are present in preparation phase • Consultation – consult with the client and plan the yoga therapy in a tailored way to meet the clients’ needs • Environment – check the environment meets the clients’ needs • Equipment and materials are suitable for use • Preparation of self • Centring/warm up/opening poses <ul style="list-style-type: none"> - Implementation safely, correctly and in accordance with ‘professional codes of practice, legal and organisational requirements’ • Breathing techniques <ul style="list-style-type: none"> - Basic breathing techniques to pranayama • Warm up asanas/movements <ul style="list-style-type: none"> - Simple to complex • Posture <ul style="list-style-type: none"> - Appropriate sequencing with suitable preparation and counter pose • For a class <ul style="list-style-type: none"> - Balanced practice with all movements of the spine and limbs • For one-to-one <ul style="list-style-type: none"> - Balanced practice without asanas that do exacerbate medical issues or negatively reinforce postural issue • Modifications/adaptations/reassurance/encouragement/progression/regression/evaluation • Instructing the class by demonstrating the planned asanas making key points • Taking students into, through and out of the planned asana with clear instruction for achieving steadiness, ease and stability • Instructing full breathing and awareness to the breath to keep clients safe in poses • Teaching simple pranayama • Teaching appropriate relaxation • Showing awareness of special needs for injuries and disabilities 		

	<ul style="list-style-type: none"> Using the room/space intelligently in a safe and non-injurious manner 		
Plan and demonstrate how to instruct a yoga class through the main phase involving whole body movement	<ul style="list-style-type: none"> Ensuring all principles and fundamentals are present in main phase Warm up/opening poses Breathing techniques Basic breathing techniques to pranayama Asanas/movements <ul style="list-style-type: none"> Simple to complex Posture <ul style="list-style-type: none"> Appropriate sequencing with suitable preparation and counter pose Reinforcement of the class theme For a class <ul style="list-style-type: none"> Balanced practice with all movements For one-to-one <ul style="list-style-type: none"> Balanced practice without asanas that exacerbate medical issues or negatively reinforce postural issue Modifications/adaptations/reassurance/encouragement/progression/regression/evaluation Instructing the class by demonstrating the planned postures making key points Taking clients into, through and out of the planned posture with clear instruction for achieving steadiness, ease and stability Instructing safe breathing Teaching simple pranayama Showing awareness of special needs for injuries and disabilities Using the room/space intelligently in a safe and non-injurious manner 		
Plan and demonstrate how to instruct a yoga class through the closing phase	<ul style="list-style-type: none"> All principles and fundamentals are present in the closing phase Cool down/finishing poses/movements <ul style="list-style-type: none"> Simple to complex Breathing techniques <ul style="list-style-type: none"> Basic breathing techniques to pranayama Posture <ul style="list-style-type: none"> Appropriate sequencing with suitable preparation and counter pose Continue theme of class For a class <ul style="list-style-type: none"> Balanced practice with all movements For one-to-one <ul style="list-style-type: none"> Balanced practice without asanas that exacerbate medical issues or negatively reinforce postural issue Modifications/adaptations/reassurance/progression/regression/evaluation Consolidation/recapping of class objectives 		

	<ul style="list-style-type: none"> - Feedback client/teacher - Positive reinforcement - Recommendation for home programme - Home care and aftercare - Complete and maintain records in accordance with professional and legal requirements • Instructing the class by demonstrating the planned postures making key points • Taking clients into, through and out of the planned posture with clear instruction for achieving safety, steadiness, ease and stability • Instructing full breathing and awareness to the breath to keep clients safe in poses • Teaching simple pranayama • Appropriate relaxation • Showing awareness of special needs for injuries and disabilities • Using the room/space intelligently in a safe and non-injurious manner 		
Explain the importance of appropriate home care advice after each yoga session	<ul style="list-style-type: none"> • Healthy eating • Fluid/water intake • Smoking habits • Stress levels • Sleep patterns • Hobbies • Interests • Rest • Relaxation • Other opportunities for regular activity appropriate to the student's needs, abilities and preferences • Reviewing their progress • Helping students to identify options to improve health and well-being in terms of exercise • Helping students to put their choices into action 		

4. Be able to use effective methods of voice projection and music choice			
Demonstrate effective methods of voice projection	<ul style="list-style-type: none"> • Voice • Pitch • With microphone • Without microphone 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout 	5
Explain and demonstrate the use of suitable music	<ul style="list-style-type: none"> • For participants • For atmosphere • Legal requirements – Copyright, Designs and Patent Act 1988 and Phonographic Performance Ltd • Use of tapes and CDs 	<ul style="list-style-type: none"> • Homework • Test • Performance Evidence/PARQ • Lesson Plan 	

	<ul style="list-style-type: none"> • Types of music <ul style="list-style-type: none"> - Rock - Pop - Hip hop/rap - Relaxation • Benefits of music without words • Suitability of speed and type of music • Possible use of other musical instruments e.g. chiming bells 	<ul style="list-style-type: none"> • Music 	
Explain why a class without music might be beneficial	<ul style="list-style-type: none"> • To increase concentration on the teacher's cues • To increase body and mind awareness through verbal instructions without overloading the auditory system etc. 		

5. Be able to reflect and evaluate a yoga teaching session			
Explain the importance of giving feedback to the student	<ul style="list-style-type: none"> • Outcomes achieved • Motivational level • Effectiveness of the programme • Any changes in exercises to be used • Whether the programme met the requirements of the student(s) • Longer term requirements of the student(s) • Encourage rapport with the student(s) • Note any comments made by the student(s) and make appropriate changes • Accept student learning curve and explain any changes to the programme • Agree with student goals/preferences/abilities for the new programme 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	5
Explain how to deal with negative feedback	<ul style="list-style-type: none"> • Allow the student to speak freely • Ascertain why the feedback is negative • Listen carefully • Do not interrupt • Do not argue • Try to make it a positive • Offer another/alternative form of exercise 		

6. Understand health and safety precautions when instructing a yoga teaching session			
Explain and demonstrate health and safety precaution when performing the yoga movements	<ul style="list-style-type: none"> • Full stabilisation before mobilisation • Importance of warm up and cool down phases • Breathing techniques • Counter poses • Stopping the session if the client feels ill, in pain or the muscles are shaking 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework 	10

	<ul style="list-style-type: none"> • Do not overwork the neck/lower back or knees • Engagement of bandhas (core strength to keep spine supported) • Hold onto support when balancing • Use props/equipment for stress-free starting positions • Empty bladder before yoga session • Drinking plenty of fluids before and after class, not during • Effects of hydration/dehydration on the body • Importance of a balanced and healthy diet 	<ul style="list-style-type: none"> • Test • Exercise Equipment • Risk Assessment 	
Explain health and safety precautions that need to be checked prior to a yoga session	<ul style="list-style-type: none"> • Room <ul style="list-style-type: none"> - Warm - Well ventilated and without draughts - Clean and uncluttered - Space - No disturbances - Safe use of burners/candles/incense if used • Lighting • Floor <ul style="list-style-type: none"> - Clean - Firm - Smooth - Non-slip - Sprung - Non slip yoga mats • Space • Optional props <ul style="list-style-type: none"> - Large pillow or blanket - Stretch band or long scarf - Wooden or foam block - Eye bags - Music • Fire exits • First aid box • Water and fluids are kept away from working area <ul style="list-style-type: none"> - No eating or drinking within the exercise area • Appropriate clothing to be worn <ul style="list-style-type: none"> - Warm, loose clothing (but fitted enough for visual posture evaluation) - Bare feet • Risk assessment <ul style="list-style-type: none"> - Identifying and assessing the risks of any likely hazards - Reporting to relevant authorities - Ensuring the risks are minimal and to an acceptable level 		

	<ul style="list-style-type: none"> - Identifying and assessing any new risks during the yoga session and take action - Making suggestions and obtain advice from relevant authorities to improve health and safety 		
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7. Be able to bring a yoga teaching session to an end			
Justify why sufficient time must be allowed for the closing phase of the session	<ul style="list-style-type: none"> • Stretch/cool down/relaxation • Allow sufficient time to end the session • To keep within timings for the class • Encourage rapport with participants 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	5
Explain the purpose and value of cool-down activities to participants	<ul style="list-style-type: none"> • Stretching, active or passive • Relaxation • Cool-down activities for participants with specific fitness needs • Cool-down activities for participants with general health needs 		
Provide students with feedback and positive reinforcement	<ul style="list-style-type: none"> • Planning and delivery of the session • Outcomes achieved • Motivational level • Evaluation • Reflective practice 		
Explain to students how their progress links to their goals	<ul style="list-style-type: none"> • Encourage rapport with the student(s) • Provide feedback • Have the objectives of the session been met • Effectiveness of the session • Identify ways to improve the session • Accept participant(s) learning curves, explain changes to the programme and agree with participant(s) goals/preference/abilities for the new programme 		
Explain information required for future sessions	<ul style="list-style-type: none"> • Programme of events • Dates/times • Costs of future classes/membership rates • Other opportunities for alternative classes/exercise programmes 		
Justify why the environment must be left in a condition suitable for future use	<ul style="list-style-type: none"> • Health and safety • Leaving the area in an acceptable condition for future sessions • Ensure all equipment is cleaned and stored correctly • Hygiene and sterilisation • Equipment is checked relating to condition and the correct procedures are adhered to for reporting damage 		

8. Be able to reflect on instructing a yoga teaching session				
Review the outcomes of the yoga class	<ul style="list-style-type: none"> • Planning and delivery of the session • Outcomes achieved • Motivational level • Evaluation • Reflective practice 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	5	
Identify: <ul style="list-style-type: none"> • How well the class met the students' needs • How effective and motivational the relationship with the client was • How well the instructing style matched the clients' needs 	<ul style="list-style-type: none"> • Feedback from the students • Have the objectives of the session been met • Effectiveness of the session • Encourage rapport with the students • Record any comments made by the students and make appropriate changes • Identify ways to improve the session • Accept students' learning curves, explain any changes to the programme and agree with participants' goals/preferences/abilities for the new programme • Discuss evaluation with appropriate colleague • Email, phone, text contact to assess how students are after practice, or how they are prior to practice 			
Identify how to improve personal practice	<ul style="list-style-type: none"> • Communication skills both visual and verbal • Listening skills • Planning of session • Approach to session and clients • Voice volume and intonation • Clarity of instructions • Demonstration of exercises • Positioning of self • Monitoring participants' performance • Reflective practice • Evaluation • Training • CPD 			
Explain the value of reflective practice	<ul style="list-style-type: none"> • Definition of reflective practice • Critically compare differing theories of reflective practice • Personal growth • Self-awareness • Identify strengths and remove limitations in order to best serve self and the clients • Identify life-long learning opportunities 			

Document History

Version	Issue Date	Changes	Role
v1	30/09/2019	First published	Qualifications Administrator