

WORKING DRAFT



MINDBODY WELLNESS
Professional Skills Training

SYLLABUS

ADAPTING AND DEVELOPING MINDBODY EXERCISES

FOR OLDER ADULTS COURSE

to achieve the Ofqual-regulated 66 hour award for the

BWYQ Level 3 Technical Specialist in Adapting and Developing Mindbody

Exercises for Older Adults Qualification

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Brief Description of the Centre and the Teaching Yoga Certificate Course

Mindbody Wellness Training Ltd (hereinafter called 'the Centre') is pleased to be the first centre to offer study for the new Ofqual-regulated British Wheel of Yoga Qualifications ('BWYQ') Level 3 Technical Specialist in Adapting and Developing Mindbody Exercises for Older Adults (Award) qualification to be launched in August 2025. The qualification meets all of the standards within the IfATE/Skills England Specialist Area, *Adapting and Developing Exercise (Older adults)*.

The tutors at the Centre have decades of experience with the British Wheel of Yoga.

All of the Centre's courses for the Adapting and Developing Mindbody Exercises for Older Adults Award follow this syllabus although there may be variations depending on the mode of delivery whether it is face-to-face or online or a hybrid course incorporating both face-to-face and online training. The Centre will be developing the content and structure in preparation for the launch in August 2025. Applicants will be able to access the most up-to-date version of this syllabus before enrolment.

Prerequisites and expectations for learners

Learners must be 19 years or over at the time of enrolment. They must also have a recognised teaching qualification of at least level 3, or equivalent, in a mindbody discipline, be insured to teach fitness classes and hold a valid First Aid certificate which needs to be regularly updated (usually every three years).

You will need to supply the name and contact details of a suitable reference. The Centre acknowledges that sometimes this may not be possible.

Applicants will also be expected to have Level 2 (or equivalent) qualifications in English and Mathematics. You will need access to a computer (not just a phone) so that you can access the Centre's Learning Management System (LMS) or to scan in paper-based assignments to send electronically.

Applicants will need to attend an 'introduction to the course' event with the Centre tutor which will include yoga practice and a chance to ask questions about the course. In-person or web conference events will be advertised on the Centre's website www.mindbodywellness.org.uk.

During unit 2, you will be teaching a 4 to 6-week course of specialist mindbody exercise classes to the older population. Your teaching of one of these classes will be observed and assessed so that the Centre has evidence of your competence to teach mindbody exercises to the occupational standard set by IfATE/Skills England.

Although this course is to learn how to teach yoga classes to generally fit and healthy older adults in the community, once you start teaching you may find that someone attends your class who you suspect may be an adult at risk. You will be expected to follow the Centre guidelines for Safeguarding Adults – see Appendix A.

Structure of the Course

The course follows the Ofqual-regulated BWYQ Specification and is split into two units. You will need to pass both units in order to submit a claim for the qualification. The credit value on the Regulated Qualification Framework (RQF) is 6 credits and the Total Qualification Time (TQT) is 66 hours, of which 38 hours are Guided learning Hours (GLH).

TQT and GLH are defined in Appendix B.

The table below shows the specific TQT, GLH and credit value for each unit.

	Unit TQT	Unit GLH
Unit 1: Physical activity, exercise and older adults	18	10
Unit 2: Planning for and teaching Mindbody activities to older adults	48	28

Duration of the Course

It is estimated that the qualification will take approximately six to ten months to complete on a part-time basis. Guided learning hours with your tutor will take place throughout your course. In advance of enrolment, the Centre will give you specific details of course dates and times. In addition to attending course dates, you should expect to spend an average of 30 to 60 additional minutes per week on independent study and completion of assignments. Please be aware that this is a rough guide, and that some weeks may require a little less and others a little more.

Level of Attainment

The qualification has been developed to be at Level 3. The box below shows Ofqual's descriptor of the knowledge and skills required to pass a typical level 3 qualification. Please note that the descriptor is designed to fit all level 3 qualifications regardless of subject. You will be required to meet assessment criteria which are specific to the principles of adapting, planning for and teaching general yoga to adults. Those criteria are shown in the learning outcomes and assessment criteria table at the end of this syllabus. The assessment criteria have been designed to fit with the Level 3 descriptors and the Centre's assessors will assess your work against the assessment criteria which are underpinned by the descriptors below:

Knowledge descriptor	Skills descriptor
Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas.	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

Learner Registration

You will register for your course by signing the Centre's Learner Agreement and the Centre will set up your user profile on the Centre's registration system. You will need to confirm your membership number from your professional body and provide the Centre with your insurance certificate.

To register for the qualification you will need to complete the BWYQ Registration Form (H12), available from the Centre. The information that you provide on the H12 will be used to process your certificate, so if you change your name or contact details during the course, you will need to inform the Centre. The H12 form asks you to declare any disability which may require Reasonable Adjustments for the duration of the course.

Reasonable Adjustments and Special Considerations

If you have specific requirements, e.g. a long-term condition or other factor that might limit your ability to evidence your knowledge and skills, you can apply for Reasonable Adjustments, using the BWYQ 012 Reasonable Adjustments policy.

If you have problems that occur during the course you can apply for Special Considerations at any time using the BWYQ 012 Special Considerations policy. Either of these applications would be put forward to the Awarding Organisation BWYQ by your tutor who will submit the application through the appropriate quality assurance procedures.

Assessment

To gain the Level 3 qualification you must show that you have achieved all the Learning Outcomes and Assessment Criteria (LOAC) in all of the units at level 3 standard. You will keep a portfolio of evidence showing achievement against the LOACs for each relevant unit.

This evidence could be in the form of any of the following:

- Assessor observation and reports
- Evidence of Professional Discussion
- Learner assignments
- Teaching practice documentation and evidence
- Recognition of prior learning (RPL)
- Work products

This list is not exhaustive and other evidence may also be suitable.

The Centre will complete *formative* assessments. These are ongoing assessments that do not contribute directly to the qualification result, but they do help you to identify your strengths and weaknesses on the topics covered, to help you plan for additional learning, if required, before you take the *summative* assessment.

The Centre's *summative* assessments will be internally quality assured by your Centre's Internal Quality Assurance (IQA). The outcomes of your summative assessments will determine your end result. These are the formal assessments at the end of the course or the end of a unit/section. These summative assessments will be quality assured by a Centre IQA before samples are submitted to BWYQ for External Quality Assurance (EQA). The completed EQA report is required before any candidate's claim for certification can be approved; this usually takes 6-8 weeks from the date that BWYQ received all of the samples requested.

Summative assessment for this qualification will be as follows:

Unit		Summative assessment
Unit 1 Physical activity, exercise and older adults		<ol style="list-style-type: none"> 1. Written assignment, audio or video presentation. 2. Marketing plan
Unit 2: Planning for and teaching Mindbody activities to older adults		<ol style="list-style-type: none"> 1. Scheme of Work, Course Plan, Lesson Plan, Pre-activity checklist/ questionnaire, Risk Assessment 2. Evaluation sheet 3. Assessed Class Teaching (ACT) Record. 4. RPLE form or professional discussion
Assessment evidence	Who is it for	Where does it go
Formative assessment (all versions)	The Centre/tutor/assessor	Stored by the Centre/tutor/assessor Learner Portfolio
Assignments (draft or interim versions)	The tutor/assessor as part of the learning process	Learner Portfolio
Assignments (final version) – the evidence for Summative assessment	BWYQ	Centre Portfolio storage system

Your course work will be graded Pass/Refer/Fail. The Centre assessor will give you constructive feedback on your work, including developmental points and agreed actions if it is not at Pass standard. If an assessment is 'referred' you can re-submit it for re-assessment when amendments have been made. Your tutor/assessor will give you more information about rules for referrals. A piece of work can be referred no more than twice.

The Centre aims to make assessment accessible and fair to everyone, following principles outlined in the Centre's Equality and Diversity Policy, and policies for Reasonable Adjustments and Special Considerations, found on [Our Policies - Mindbody Wellness](#).

You will also be expected to follow the Safeguarding Adults Policy.

If you feel that an assessment decision was unfair or not correct, you may appeal the decision, but you must first follow the procedure outlined in the Centre's Appeals Policy located on [Our Policies - Mindbody Wellness](#). If that does not resolve the issue, then the appeal could be escalated to the Awarding Organisation using the relevant policy located on <https://bwyq.org.uk/bwyq-policies/>

Where appropriate, you can apply for prior learning to be recognised by the Centre. Our Recognition of Prior Learning (RPL) Policy is on [Our Policies - Mindbody Wellness](#).

Your tutor and/or assessor will need to establish that this meets the Learning Outcomes and Assessment Criteria (LOAC) of the relevant Unit/section.

For a complete table of the LOAC, please see Appendix C.

Certification Procedure

Once you have achieved and evidenced all the LOACs at the specified level 3 attainment for both units, the Centre will submit the claim for the qualification for you. It usually takes the Awarding Organisation 6- 8 weeks after receiving the Centre's completed certificate request form and a sample of your work. Sometimes it can take a little longer if additional evidence is needed or if something has to be checked with the Centre. Please also be aware of the time it will take the Centre to complete the necessary end of course checks and paperwork **before** the Centre can send the certification request to the Awarding Organisation.

If you get part way through and don't want to continue, then the Centre may be able to claim a unit completion certificate for any individual unit that you have already achieved. However, you should note that these are **NOT** qualification certificates.

Certificates will be issued by BWYQ as digital certificates that are sent to the Centre electronically and the Centre will distribute the digital certificate to you free of charge.

Should you wish to order a hard copy certificate to be sent via registered post, please visit <https://bwyq.org.uk/info-fees/> for procedures and fees.

Continuing your studies

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

If you would like to continue to specialise in teaching older adults then the Level 4 Certificate in Teaching Gentle Years Yoga would give you more in-depth knowledge of adapting yoga for different conditions and is suitable for those who would also like to teach frailer older adults in community or care home settings.

You may also like to consider one of the other Level 3 Technical Specialist Qualifications available from BWYQ.

For more information on these qualifications please see the BWYQ website.

Becoming a specialised Mindbody teacher will open doors to lifelong learning that will enhance your own life and the lives of those who attend your yoga classes.

Those of us at Mindbody Wellness Training look forward to answering your questions about this syllabus and the occupational standards that you will be able to achieve. We are keen to help you bring health, wellbeing and peace of mind to the people in your community and beyond.

Safeguarding Adults Statement

The directors and staff of Mindbody Wellness Training Ltd are committed to promoting the welfare of adults who are at risk because of their care and support needs. We will ensure that our learners – as we train them to be specialized Mindbody teachers - will safeguard any adult at risk who may need protection from harm or neglect.

The Care Act 2014 describes adult safeguarding as working with adults with care and support needs to keep them safe from abuse or neglect. This definition of an adult covers all people over 18 years of age. Abuse is a violation of an individual's human and civil rights; it can take many forms.

Centre personnel, including self-employed internal quality assurers (IQAs), are responsible for ensuring that those working with adults who are at risk must have, and abide by, an appropriate Safeguarding Adults Policy that develops awareness of the issues that can cause harm to adults at risk along with robust procedures for Centre staff, tutors, quality assurers and trainee teachers who are conducting classes in the community as part of their training.

The procedures must clearly identify the process of how to report any concern to the Centre's safeguarding officer and to the appropriate statutory agencies.

It is the responsibility of experts to determine whether or not abuse has taken place, but it is everyone's responsibility to report any concerns.

Everyone, whether in a paid or voluntary capacity, should be aware of safeguarding procedures and best practices.

Legal and Procedural Framework

The practices and procedures used by the Centre are based on the principles contained within the UK and International legislation and Government guidance. These include:

- Disability Discrimination Act 1995
- No Secrets (Adult Protection) 2000
- Safeguarding Adults (ADASS) 2005
- Safeguarding Vulnerable Groups Act 2006 (Scotland 2007)
- Adult Support and Protection Act 2007
- Adult Safeguarding 2011
- Protection of Freedoms Act 2012
- Care Act 2014

Total Qualification Time (TQT) and Guided Learning Hours (GLH) Definition

Source: Ofqual General Conditions of Recognition February 2020

Total Qualification Time (TQT)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning

The activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes the activity of ‘participating in education or training’ shall be treated as including the activity of being assessed if the assessment takes place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Immediate Guidance or Supervision

The guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training:

- (a) with the simultaneous physical presence of the Learner and that person, or
- (b) remotely by means of simultaneous electronic communication.

**BWYQ Level 3 Technical Specialist in Adapting and Developing Mindbody Exercises for Older Adults (Award)
Learning Outcomes and Assessment Criteria (LOAC)**

Appendix C

Unit 1: Physical activity, exercise and older adults (GLH – 10 hrs, TQT – 18 hrs)

Learning Outcome (Learners will ...)	Assessment Criteria	Level 3 indicators addressed	Expansion	Assessment summary
1.1 Understand how ageing impacts upon physical activity and exercise.	1.1.1 Define 'older adult' and 'ageing'. 1.1.2 Identify how ageing affects physical activity and exercise. 1.1.3 Explain the benefits of physical activity and exercise for independently active older adults.	<i>"Is aware of the nature of the area of study or work."</i> <i>"Can interpret and evaluate relevant information and ideas."</i>	<p>Definitions will usually be no more than one or two paragraphs but could be longer where the content is relevant and advances understanding of the term. Use good quality, trusted sources.</p> <p>Consider ageing on the following systems:</p> <ul style="list-style-type: none"> • musculoskeletal - muscle structure, bone structure, gait etc. • nervous - brain and memory, senses, vestibular system and balance, etc • cardiorespiratory -heart function, blood vessels, lungs, mechanics of breathing etc • endocrine -metabolic rate, sleep pattern, blood glucose etc <p>Consider how these impact upon strength, flexibility, aerobic capacity, balance and perceived exertion during physical activity.</p> <p>Where relevant, differentiate between primary and secondary ageing.</p> <p>Whilst a detailed knowledge of the conditions common in older adults is not required, a general understanding of the most common conditions where practices will need to be adapted or modified is essential. This explicitly links to section 2.1.</p> <p>Consider physical, psychological and social-emotional benefits. Link these to the features of ageing identified in 1.1.2</p>	<p>Formative assessment may take the form of multiple choice questions.</p> <p>Summative assessment:</p> <ol style="list-style-type: none"> 1. written worksheet, audio or video presentation 2. marketing plan

<p>1.2. Identify the scope of Mindbody activities suitable for older adults.</p>	<p>21.2.1 Define 'Mindbody' 21.2.2 Identify common Mindbody practices. 21.2.3. Explain which Mindbody practices you would teach to older adults and which you would not. 21.2.4 Explain why it may be necessary to modify or adapt Mindbody activities for older adults</p>	<p><i>"Is aware of the nature of the area of study or work."</i> <i>"Is aware of different perspectives or approaches within the area of study or work."</i> <i>"Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine."</i> <i>"Can interpret and evaluate relevant information and ideas."</i></p>	<p>Learners may come to this qualification with existing skills and knowledge from a range of backgrounds. It is expected that they will draw on this as they develop their understanding of the scope of Mindbody activities.</p> <p>Identify the breadth of Mindbody activities including, but not limited to, meditation, relaxation techniques, conscious breathing practices, concentration techniques, mindful movement, mindful stretching, balance etc.</p> <p>A key part of this section is the investigation into different practices in order to get a sense of the different perspectives and approaches that could be brought to Mindbody activities.</p> <p>Understand which practices it would be appropriate to teach and where the boundaries of individual expertise are, as well as how appropriate they are for an older adults class (in general terms).</p>	
<p>1.3. Act professionally as a specialist teacher.</p>	<p>3.1.3.1 Describe why and how you would liaise with other professionals. 3.1.3.2 Explain how you would market a Mindbody class to older adults.</p>	<p><i>"Is aware of the nature of the area of study or work."</i> <i>"Is aware of different perspectives or approaches within the area of study or work."</i></p>	<p>Professionals including physiotherapists, other teachers, medical professionals, community links workers, community hub workers, local authority personnel, voluntary service workers etc.</p> <p>What would be an appropriate marketing strategy for this age group; where and how to advertise, what to emphasise, who to target, how to communicate the benefits of Mindbody activities for older adults etc.</p> <p>Be aware of barriers and motivators to Mindbody activities/physical activity and how to support students to overcome these. These could include accessing a class, perceptions of Mindbody practices, fears and concerns, positive reinforcement, developing confidence etc.</p> <p>Consider issues of sustainability in marketing classes – location, equipment used.</p>	

Unit 2; Planning for and teaching Mindbody activities to older adults (GLH - 28 hrs, TQT 48 hrs)

Learning Outcome (Learners will...)	Assessment Criteria	Level 3 Indicators addressed	Expansion	Assessment summary
2.1 Adapt Mindbody activities to meet the needs of independently active older adults.	2.1.1 Identify when and how to modify Mindbody activities to account for the ageing process. 2.1.2 Identify where Mindbody activities are contraindicated. 2.1.3 Evaluate the effectiveness of a chosen Mindbody practice for use with older adults.	<i>“Is aware of different perspectives or approaches within the area of study or work.”</i> <i>“Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.”</i> <i>“Use appropriate investigation to inform actions.”</i> <i>“Can interpret and evaluate relevant information and ideas.”</i>	This will build on the knowledge gained throughout Unit 1. Be aware of common conditions /issues within this age group for which Mindbody practices will need to be modified/adapted. An understanding of a range of practices and types of modification/adaptation is necessary to cover the breadth of this topic in a way that will ensure the safety of older adults in a class situation. These modifications can involve using supports such as a wall, a chair either to sit on or to hold, and/or equipment such as blocks, belts, balls, resistance straps, rings etc. The Mindbody practice chosen for evaluation should be explored in detail, including effects, benefits, suitability for older adults, ease of teaching, potential difficulties, areas of caution etc.	Formative assessment across a range of practices could be through practical activities and discussions. Summative assessment: 1. within Scheme of Work, Course plan, lesson plan. and ACT 2. Evaluation sheet
2.2 Plan Mindbody activities to meet the needs of independently active older adults.	2.2.1. Create a checklist for pre-activity consultations with independently active older adults. 2.2.2. Plan a progressive course plan and scheme of work for Mindbody activities	<i>“Is aware of different perspectives or approaches within the area of study or work.”</i> <i>“Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that</i>	Checklist - Consider the information that it would be necessary to know in order to ensure a safe and positive experience for an older adult engaging in Mindbody activities and the best way to get it. Also consider the legalities of gathering/recording information. This includes online security issues and data protection regulations when sending or storing student data online. Course plan - Plan a course of sessions lasting 4 to 6 weeks. Ensure that your plan: <ul style="list-style-type: none"> • Uses SMART Aims and Intended learning outcomes. 	1. SoW, Course plan, lesson plan, risk assessment, pre-activity checklist

	<p>for independently active older adults. 2.2.3 Describe how to manage risks when teaching independently active older adults.</p>	<p><i>while well-defined, may be complex and non-routine.”</i> <i>“Use appropriate investigation to inform actions.”</i> <i>“Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.”</i></p>	<ul style="list-style-type: none"> • Covers a range of content with achievable progression and reinforcement. • Is clearly linked to the needs of older adults and explicitly takes common conditions (secondary ageing) and primary ageing into account. • Identifies cautions. • Shows that you have selected appropriate adaptations and modifications. • Includes a rationale for teaching methods. • Plans for a suitable range of teaching aids and equipment. • Takes into account general risks as well as more specific risks linked to the venue/group. This could take the form of a completed risk assessment. 	
<p>2.3 Teach Mindbody activities to independently active older adults safely and effectively.</p>	<p>2.3.1 Conduct pre-activity consultations with independently active older adults. 2.3.2 Teach safe and effective sessions for independently active older adults. 2.3.3 Demonstrate how to support and motivate students during sessions. 2.3.4 Evaluate the effectiveness of a session.</p>	<p><i>“Is aware of different perspectives or approaches within the area of study or work.”</i> <i>“Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.”</i> <i>“Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.”</i></p>	<p>Evidence for pre-activity consultations will need to take into account privacy and data protection legislation. Redact identifying details as necessary depending on the format the consultation/assessment takes.</p> <p>Ensure that teaching methods such as changing teaching positions, asking questions, making adaptations and progressions, verbal and visual communications, mirroring etc are appropriate for the needs of the group and have been thoughtfully selected.</p> <p>Ensure that supportive approaches used are appropriate for the group e.g. meaningful and respectful interaction/relationship with students, developing a community of learners, supporting intrinsic motivation, providing extrinsic motivation etc</p> <p>Select appropriate modifications and use a staged approach to physical practices with longer/slower warm up of all areas. Selective and safe use of breathing activities.</p> <p>Have cautions in place and monitor students throughout. Promote safe alignment, strength and flexibility. Uses</p>	<p>1. ACT 2. PLRE sheet,</p>

		<p><i>“Review how effective methods and actions have been.”</i></p>	<p>teaching aids and equipment safely and effectively.</p> <p>Incorporate student assessment and show appropriate self-evaluation. This evaluation can be written or verbal.</p> <p>For online teaching: have knowledge of appropriate online communication platforms and be able to use your chosen one appropriately (inc. security considerations) to teach safely.</p>	
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