

# **Yoga Teacher National Occupational Standards Review**

**June - July 2017**

**NOS**

**This NOS is draft for consultation purposes  
only and will expire on the 31<sup>st</sup> July 2017**

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National Occupational Standards (NOS) describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. National Occupational Standards are **benchmarks of performance, not regulation**. They provide the means for assessing performance in a job: they are work-related statements of the ability, knowledge, understanding and experience that an individual should have to carry out key tasks effectively. Anyone in an occupation covered by NOS can use them to determine what level of competence is required and more importantly, whether their own performance meets that industry or sector<sup>1</sup> expectation. The Development of any National Occupational Standard goes through a rigorous research, development, consultation and refinement process that is agreed by an industry led Steering Group and Government office in all four nations across the UK.

Several aspects drove the initial approach for the development of a set of NOS for Yoga teachers:

- request from the sector to set a benchmark for the teaching of Yoga
- confusion of insurance providers regarding the standards for Yoga practice and what could be insured
- confusion from training providers regarding the correct qualification required by the sector
- need for standards that set a minimum level of experience/skills that ensure safe practice in teaching yoga, preventing the risk of injury to participants
- request for consistency of standards for teaching yoga, across the UK to provide a clear benchmark for entry on to the Register of Exercise Professionals (REPs)

We would like to emphasise that it is not the practice of yoga and its many approaches and philosophies that are being sought to be standardised. The NOS review will only cover the teaching of yoga. As it is stated in the footnotes below, it is not meant to control or pigeonhole individuals and their practices and beliefs. The principle behind the approach to develop NOS is to establish an agreed core of fundamental skills with which to teach yoga; not *what* you teach. Likewise, it is appreciated that we are all individuals and this process should not be seen as trying to turn out teachers who are regimented in their teaching methods, delivery and approaches.

Employers, partner organisations and industry experts ultimately lead SkillsActive work as facilitators to the development of any NOS suite. The process aims to be transparent and accessible, recognising and respecting the diversity of backgrounds, culture and traditions of practicing yoga. The NOS development process is to be focused on the teaching of yoga, which has no religious bias, goal or aim, thereby promoting yoga in an inclusive way that is open to all religions and not confined to one

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<sup>1</sup> 'industry or sector' is used here to refer to the breadth of yogic practices and potential stakeholders. It is a common term or descriptor used within the NOS development process and is not meant to control or pigeonhole individuals and their practices and beliefs

**Functional Map - The key purposes, competency areas and roles of an Yoga Teacher**

Blue = imported NOS

Role:	Key Purpose -key purpose of the sector, occupation or role	Main Function - What needs to happen to achieve the Key Purpose?	'What needs to happen to achieve each main function?'	NOS ref and title
Yoga Teacher	Demonstrate and teach yoga to Participants	Professional development	Plan, implement and undertake your continuing professional development in yoga	SKAY1 plan and implement your continuing professional development in yoga
		Ensure health, safety, welfare and security	identify hazards and assess risks to health, safety and security	SKAY2 Maintain the health, safety, welfare and security of participants and staff
			continue to develop and maintain normal and emergency operating procedures	
			continue to maintain and improve procedures for the protection of participants	
		Deliver yoga sessions	collect and analyse relevant information and agree objectives with participants	SKAY3 Prepare yourself and participants to take part in yoga sessions
			plan safe and effective yoga sessions	
		Lead, manage and adapt yoga sessions	prepare yourself and participants for yoga practice	SKAY4 Lead, manage and adapt a yoga sessions
			lead and manage yoga sessions	
			monitor, adapt and review progress of yoga sessions	
		<i>Support the work of your team and organisation</i>	<i>improve your own performance</i>	<i>SKAAL8 Support the work of your team and organisation</i>
			<i>work effectively with your colleagues</i>	
			<i>promote your organisation to others</i>	
		<i>Facilitate participants to adopt and maintain a more physically active lifestyle</i>	<i>establish a rapport with participants and their reasons for undertaking physical activity</i>	<i>SKAAL15 Facilitate participants to adopt and maintain a more physically active lifestyle</i>
			<i>work with participants to increase their participation levels of physical activity</i>	
			<i>Work with clients to develop and maintain adherence strategies</i>	

## **SKAY1 plan and implement your continuing professional development in yoga**

### **Overview**

This standard is about planning and implementing your professional development to identify and achieve personal and professional goals. This standard will help you to know where you are, where you want to go, how to get there and the resources you will need to get there.

### **The main outcome of this standard is:**

1. Plan, implement and undertake your continuing professional development in yoga

This standard is for Yoga teachers delivering yoga practice.

## Performance criteria

You must be able to

### Plan, implement and undertake your continuing professional development in yoga

1. Demonstrate you undertake personal yoga practice
2. Reflect on your own current yoga practice in relation to your teaching
3. Evaluate and reflect on the teaching styles you use for your yoga sessions
4. Record personal yoga practice for professional development
5. Identify your key areas for development
6. Set objectives for your professional development
7. Seek feedback and advice from **others**
8. Research training and professional development **opportunities** in your area of work
9. Identify the time and other resources needed to achieve your professional development objectives
10. Produce a professional development **plan**, outlining your learning needs
11. Review and reflect on your performance and progress against your **plan**
12. Evaluate the value of the professional development activity

**PLEASE NOTE: all text highlighted in bold refer to a range/scope statement**

## Knowledge and understanding

You need to know and understand

### Plan and implement your continuing professional development in yoga

1. The philosophy and origins of yoga and how they are applied within your own role as a yoga teacher
2. The importance of continuing professional development
3. Teaching styles used in yoga practice
4. How to self-evaluate and reflect on the teaching styles used in your yoga sessions
5. How to identify key areas for development and relate them to your professional development
6. The objectives of your role as a yoga teacher, your organisation and the yoga community and how these are evolving
7. How to identify any gaps between your current knowledge, understanding and skills and the key areas for development you have identified
8. How to gain feedback from others and use feedback to improve your teaching performance
9. How to use self-assessment tools and how to monitor the quality of your work and your teaching performance
10. How to produce a continuing professional development **plan** and what it should contain
11. The importance of identifying added value that continuing professional development will bring to your practice
12. The range of different learning styles and how to identify those, which work best for your participants
13. The variety of training and continuing professional development **opportunities** available through your organisation and in the wider yoga community
14. How to update your professional objectives
15. Different methods of cascading knowledge and experience with others

**PLEASE NOTE: all text highlighted in bold refer to a range/scope statement**

**Scope/range related to performance criteria**

**Others** (minimum of 3)

1. Colleagues
2. Allied professionals
3. Mentor
4. Teacher (teacher trainer)
5. Students
6. Supervisor

**Opportunities** (minimum of 3)

1. Membership Organisations
2. Internal opportunities
3. Shadowing colleagues
4. Sector associations
5. Publications
6. Attending other taught classes or workshops

**Plan** (minimum of 2)

1. Learning goals against the organisation's objectives
2. Learning needs identified and prioritized
3. Benefit of training
4. Specific teaching skills development

**Scope/range related to knowledge and understanding**

**Plan**

1. Learning goals against the organisation's objectives
2. Learning needs identified and prioritised
3. Benefit of training
4. Specific teaching skills development

**Opportunities**

1. Membership Organisations
2. Internal opportunities
3. Shadowing colleagues
4. Sector associations
5. Publications
6. Attending other taught classes

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**SKAY2 Maintain the health, safety, welfare and security of participants and staff**

This standard is about developing and maintaining a culture of health, safety and security in your yoga practice.

**The main outcomes of this standard are:**

1. Identify hazards and assess risks to health, safety and security
2. Continue to develop and maintain normal and emergency operating procedures
3. Continue to maintain and improve procedures for the protection of participants

This standard is for Yoga teachers delivering yoga practice.

## Performance criteria

You must be able to

### Identify hazards and assess risks to health, safety and security

1. Identify any **hazards** in relation to the facilities, equipment and activities you are planning to use
2. Mitigate the **hazards** or seek advice from a **reliable source** when the issue falls outside of your level of competence
3. Encourage all **participants** to be aware of any possible **hazards**
4. Follow legal requirements and organisational policies and **procedures** by:
  - 4.1 assessing the **risks** associated with these **hazards and completion of risk assessment forms**
  - 4.2 maintaining records on health, safety and security
  - 4.3 reporting any unacceptable **risks**
  - 4.4 monitoring the security and welfare of all **participants** whilst using the facilities and equipment
5. Continue to monitor for new **hazards** and assess their **risks** on an ongoing basis

### Continue to develop and maintain normal and emergency operating procedures

6. Keep **risks** to an acceptable level in accordance with legal requirements and organisational policies and **procedures**
7. Give **participants** the information they need about your normal and emergency operational **procedures**
8. Monitor that organisational policies and **procedures** are being followed
9. Intervene when organisational policies and **procedures** are not being followed
10. Contribute to the review and adaptation of organisational policies and **procedures** when necessary
11. Gather **feedback** from **participants** on how well organisational policies and **procedures** are working

### Continue to maintain and improve procedures for the protection of participants

12. Follow legal requirements and organisational policies and **procedures** when:
  - 12.1 carrying out your responsibilities for the protection of all **participants**
  - 12.2 maintaining data and protection of all **participants**
  - 12.3 monitoring **participants'** physical and emotional welfare and safety
13. Facilitate **participants'** awareness of their personal safety
14. Support **participants** to recognise when behaviour towards them is inappropriate
15. Encourage **participants** to report any inappropriate behaviour, in accordance with your organisational policies and **procedures**
16. Encourage **participants** to recognise their own limitations of movement
17. Encourage **participants** to be responsible for caring for themselves

**PLEASE NOTE: all text highlighted in bold refer to a range/scope statement**

### **Knowledge and understanding**

You need to know and understand

#### **Identify hazards and assess risks to health, safety and security**

1. The procedure for checking facilities, equipment and activities for hazards
2. Legal and organisational requirements related to the reporting and recording of hazards and risks
3. The type of information that needs to be collected to make an effective risk assessment
4. How to assess the risks associated with these hazards
5. Technical limitations when assessing risks, the instances when assessing the risks falls outside your level of competence and why you should seek advice from a **reliable source**
6. How to access information and advice from a reliable source
7. Why it is important to continue to monitor for new hazards and assess their risks on an ongoing basis

#### **Continue to develop and maintain normal and emergency operating procedures**

8. The process for implementing procedures to keep risks to an acceptable level
9. How to maintain a first aid kit and accident book
10. Communication techniques for providing the information to participants
11. The importance of intervening when organisational policies and procedures are not being followed
12. The process for reviewing and adapting organisational policies and procedures when necessary
13. When to seek and obtain specific expertise in developing safety procedures and how to do so
14. Methods of gathering feedback from participants on how well procedures are working
15. How to use this feedback to improve procedures and why it is important to do so

#### **Continue to maintain and improve procedures for the protection of participants**

16. Your **responsibilities** for the protection of all participants, including vulnerable individuals, according to legal and organisational requirements
17. Why it is important to encourage all participants to report any suspicions they have about possible **abuse**
18. The legal and organisational policies and procedures to follow when there are suspicions of possible **abuse**
19. Why it is important to protect, and encourage others to protect, confidential information, and the legal responsibilities to do so
20. Guidance and procedures to follow when ensuring that staff involved in cases of suspected **abuse** receive the support they may need

**PLEASE NOTE: all text highlighted in bold refer to a range/scope statement**

**Scope/range related to performance criteria**

**Hazards**

1. to physical and emotional health
2. to safety
3. to security

**Reliable source** (minimum of 3)

1. Mentor
2. Facilities manager
3. Health and safety manager
4. Line manager
5. Health and Safety Executive (HSE)

**Participants**

1. Experienced students
2. Inexperienced students
3. Colleagues
4. Vulnerable individuals

**Procedures**

1. Normal, or standard, operating procedures
2. Emergency operating procedures

**Risks**

1. to health
2. to safety
3. to security
4. to welfare

**Feedback**

1. Formal
2. Informal
3. Positive
4. Negative
5. Suggestions for improvement

**Scope/range related to knowledge and understanding**

**Reliable source**

1. Mentor
2. Facilities manager
3. Health and safety manager
4. Line manager
5. Health and Safety Executive (HSE)

**Abuse**

1. Physical
2. Neglect
3. Emotional
4. Sexual
5. Bullying

**Responsibilities**

1. First aid qualification
2. Insurance
3. Risk assessment
4. Screening of participants
5. Professional registration
6. Licensing requirements for using music
7. Code of Professional Practice/Conduct

### **SKAY3 Prepare yourself and participants to take part in yoga sessions**

#### **Overview**

This standard is about preparing yourself to lead yoga sessions. This standard covers the types of information needed to plan for safe and effective yoga sessions, including the philosophy and fundamentals of yoga. Safe and effective practice also links with a sound foundational knowledge of the body systems and the effects of yoga.

#### **The main outcomes of this standard are:**

1. Collect and analyse relevant information to agree objectives with participants
2. Plan safe and effective yoga sessions

This standard is for yoga teachers delivering yoga practice.

## Performance criteria

You must be able to

### Collect and analyse information to agree objectives with participants

1. Collect **information** about **participants**
2. Use **methods** to collect the **information** you need to plan and adapt the yoga **sessions** to meet the needs of **participants**
3. Record **information** in a way that will help plan the **sessions**
4. Identify when **participants** need referral to a healthcare professional
6. Maintain confidentiality, following legal requirements and organisational procedures
7. Discuss with **participants** and agree objectives to meet their needs
8. Record objectives in a format that is clear to your **participants**, yourself and any healthcare professional who may be involved

### Plan safe and effective yoga sessions

9. Identify objectives that meet the needs of **participants**
10. Plan **sessions** that will help all **participants** take part and achieve planned objectives
11. Plan alternatives for when the yoga practice has to be adapted or modified
12. Plan **sessions** to incorporate the **philosophy and fundamentals of yoga**
13. Base planned yoga practice on sound understanding of the anatomy, physiology and kinesiology to ensure safe and effective **sessions**
14. Plan **sessions** to optimise the beneficial effects of yoga practice
15. Plan realistic timings for the **sessions**
16. Record your plans in an accessible format in accordance with legal requirements and organisational policies and procedures

**PLEASE NOTE: all text highlighted in bold refer to a range/scope statement**

## Knowledge and understanding

You need to know and understand

### Collect and analyse information to agree objectives with participants

1. The type of information required to plan yoga **sessions**
2. Methods of collecting and recording the information to plan the **sessions**
3. The **common conditions** participants may have when attending yoga **sessions**
4. Techniques for analysing the information collected to allow you to identify participants' needs and objectives
5. When and where to refer any participants whose needs you cannot meet to **other professionals**
6. Procedures to follow when referring participants to **other professionals**  
Referrals from medical and allied professionals
7. The **legal requirements** and organisational policies and procedures relating to confidentiality
8. Why it is important to identify and agree objectives with your participants

### Plan safe and effective yoga sessions

9. Techniques for setting **objectives**
10. The factors involved in planning **sessions**
11. The different styles of yoga practice that can be used in the delivery of the **sessions**
12. The **philosophy and fundamentals of yoga** that can be used in the delivery of the **sessions**
13. Alternatives for when planned **sessions** and yoga practice have to be adapted or modified
14. The **structure and function of the skeletal system, the muscular system, the respiratory system and the circulatory system**
15. The **components and function of the nervous system and the endocrine system**
16. The effects and benefits that yoga has on the different systems of the body
17. Methods of planning and achieving realistic timings for the **sessions**
18. How to record plans in accordance with **legal requirements** and organisational policies and procedures

**PLEASE NOTE: all text highlighted in bold refer to a range/scope statement**

## **Scope/range related to performance criteria**

### **Information (minimum of 3)**

1. Personal goals
2. Lifestyle
3. Medical history
4. Previous physical activity
5. Previous yoga experience
6. Posture and alignment

### **Participants**

1. Experienced students
2. Inexperienced students
3. Groups
4. Individuals
5. Individuals with particular needs

### **Methods (minimum of 3)**

1. Interview
2. Questionnaire
3. Verbal screening
4. Observation

### **Sessions (minimum of 2)**

1. Single session
2. Series of sessions
3. Series of progressive sessions

### **Philosophy and fundamentals of yoga (minimum of 5)**

1. Asana
2. Breathe awareness and pranayama
3. Relaxation
4. Concentration
5. Meditation
6. Bandhas
7. Mudras
8. Mantra, or sound work

## **Scope/range related to knowledge and understanding**

### **Objectives**

1. Reduce stress
2. Improve motivation
3. Spiritual development
4. Address barriers to participation
5. Improve skills and techniques
6. Improve physical and emotional health
7. Fun and enjoyment
8. Improve flexibility
9. Improve posture
10. Self-awareness

### **Information**

1. Personal goals
2. Lifestyle
3. Medical history
4. Previous physical activity
5. Previous yoga experience
6. Posture and alignment

### **Sessions**

1. Single session
2. Series of sessions
3. Series of progressive sessions

### **Common conditions**

1. Stress
2. Hypotension/hypertension
3. Postural faults – scoliosis, kyphosis, lordosis
4. Joint problems
5. Pregnancy
6. Pre-existing problems with knees, lumbar and cervical vertebrae

### **Other professionals**

1. Physiotherapists
2. Psychologists
3. Physiologists
4. Biomechanists
5. Lifestyle support specialists
6. Participants' social support network
7. Physician
8. Supervisor
9. Specialist health/exercise professional
10. Nutritionist/dietician

### **Legal requirements**

1. Health and Safety at Work Act

2. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
3. Electricity at Work Regulations
4. First Aid Regulations
5. The Equality Act
6. Safeguarding Vulnerable Groups
7. Data Protection Act

**Philosophy and fundamentals of yoga**

1. Asana
2. Breathe awareness and pranayama
3. Relaxation
4. Concentration
5. Meditation
6. Bandhas
7. Mudras
8. Mantra, or sound work

**Structure and function of the skeletal system**

1. Basic functions of the skeleton
2. Name and position of the bones of the appendicular and axial skeleton
3. Classification of bones
4. Structure of a long bone
5. Stages of bone growth
6. Postural alignment
7. Curves of the spine and range of motion

**Structure and function of the muscular system**

1. Basic structure, function, growth and repair of skeletal muscles
2. Location, name and action of the main muscle groups
3. Function of joints, ligaments and tendons
4. Muscle contraction and joint actions

**Structure and function of the respiratory system**

1. Structure and function of the respiratory system
2. Main muscles involved in breathing
3. Process of gaseous exchange

**Structure and function of the circulatory system**

1. Structure and function of the circulatory system
2. Location, structure and function of the heart
3. Name and position of the major blood vessels of the body
4. Types, structure and function of blood vessels

**Components and functions of the nervous system**

1. Function of the nervous system
2. Basic structure and components of the central nervous system (CNS)

**Components and functions of the endocrine system**

1. Structure and function of the endocrine system
2. Position, function and hormone secretion of the endocrine glands

## **SKAY4 Lead, manage and adapt a yoga sessions**

### **Overview**

This standard is about leading, managing, monitoring, adapting and reviewing a progressive yoga programme for a range of participants.

#### **The main outcomes of this standard are:**

1. Prepare yourself and participants for yoga practice
2. Lead and manage yoga sessions
3. Monitor, adapt and review progress of yoga sessions

This standard is for yoga teachers delivering yoga practice.

## Performance criteria

You must be able to

### Prepare yourself and participants for yoga practice

1. Ensure that you are fully prepared to **lead** the **sessions** and yoga practice
2. Prepare the **environment** to enable safe participation for all **participants**
3. Identify **hazards** and assess the risk of these **hazards** actually causing harm
4. Ensure that **participants** are fully prepared to take part in the **sessions**
5. Refer any health, safety or welfare issues in accordance with legal requirements and organisational policies and procedures

### Lead and manage yoga sessions

6. Ensure the **sessions** allow **participants** to take part in a range of poses and movements that provide opportunities for modifications, adaptations and progressions
7. Explain the demands of the **sessions** with your **participants**
8. Identify any new **hazards** during the **sessions** and respond to these in accordance with legal requirements and organisational policies and procedures
9. Provide **participants** with instructions, **explanations and demonstrations**
10. Support **participants** to achieve the planned yoga practice
11. Provide feedback, instructional points and positive reinforcement to all **participants**
12. Monitor **participants** during the yoga **sessions**

### Monitor, adapt and review progress of yoga sessions

13. Monitor, adapt and review progress of your **participants**
14. Identify poses and movements that need to be adapted, modified, regressed or progressed to meet the **objectives** of your **participants**
15. Identify, agree and record the changes to the **sessions** with your **participants**
16. Explain the purpose of review to your **participants** and how it fits into their development
17. Review **participants'** progress at agreed points in the yoga practice
18. Encourage your **participants** to give feedback and provide their own views on their progress
19. Review outcomes with your **participants** and keep records, in accordance with organisational policies and procedures
20. Monitor and record the effectiveness of adaptations, modifications, regressions or progressions made to ensure **participants** are kept motivated

**PLEASE NOTE: all text highlighted in bold refer to a range/scope statement**

## **Knowledge and understanding**

You need to know and understand

### **Prepare yourself and participants for yoga practice**

1. How the **environment** should be prepared for the **sessions**
2. Ways of identifying any hazards and assessing the health and environmental factors, which could influence safety
3. Ways of ensuring that you are fully prepared to **lead** the **sessions** and yoga practice
4. Ways of ensuring that participants are fully prepared to join in with the **sessions** and yoga practice
5. How to select appropriate **teaching props** for individual participants
6. The correct procedures for dealing with any items that are unsafe
7. When and how to refer any health, safety or welfare issues in accordance with legal requirements and organisational policies and procedures

### **Lead and manage yoga sessions**

8. How to design **sessions, which** incorporate modifications, progressions, regressions and adaptations to meet participants' needs
9. When and how to agree the content and demands of the **sessions** with your participants
10. Techniques for providing information, explanations and demonstrations to support safe and effective **sessions**
11. How to teach, adapt, modify and progress yoga practice
12. Ways of encouraging participants, without coercing, to achieve their **objectives**

### **Monitor, adapt and review progress of yoga sessions**

13. Methods of monitoring participants during yoga practice
14. How to identify poses and movements that need to be adapted, modified, regressed or progressed
15. How to communicate modifications, progressions, regressions and adaptations to your participants
16. Why changes should be agreed with participants
17. Ways of recording changes in an accessible format that helps with the implementation of the **sessions**
18. When and how to agree review points with your participants
19. Methods of evaluating **sessions** at regular intervals to maintain participants' motivation
20. Why you should encourage participants to give feedback and provide their own views on their progress
21. How to monitor the effectiveness of adaptations, modifications, regressions or progressions made to ensure participants are kept motivated

**PLEASE NOTE: all text highlighted in bold refer to a range/scope statement**

## **Scope/range related to performance criteria**

### **Lead**

1. Scheme of work/ course programme
2. Lesson/session plan
3. Visual aids/ teaching resources

### **Sessions** (minimum of 2)

1. Single session
2. Series of sessions
3. Series of progressive sessions

### **Environment**

1. Space
2. Layout
3. Temperature
4. Humidity
5. Flooring
6. Lighting
7. Ventilation
9. Props
10. Personal clothing and equipment
11. Ambiance

### **Participants**

1. Experienced students
2. Inexperienced students
3. Groups
4. Individuals
5. Individuals with particular needs

### **Hazards**

1. to physical and emotional health
2. to safety
3. to security

### **Explanations and demonstrations**

1. Clear
2. Technically correct
3. Safe
4. Effective breathing technique
5. Pitch and tone of voice

### **Objectives** (minimum of 5)

1. Improve fitness levels
2. Improve motivation
3. Address barriers to participation
4. Improve skills and techniques

5. Improve physical and emotional health
6. Fun and enjoyment
7. Improve flexibility
8. Improve posture
9. Self-awareness

**Scope/range related to knowledge and understanding**

**Environment**

1. Space
2. Layout
3. Temperature
4. Humidity
5. Flooring
6. Lighting
7. Ventilation
8. Use of music
9. Blocks and or props
10. Personal clothing and equipment
11. Ambiance

**Sessions**

1. Single session
2. Series of sessions
3. Series of progressive sessions

**Lead**

1. Scheme of work/ course programme
2. Lesson/session plan
3. Visual aids/ teaching resources

**Teaching props**

1. Blocks
2. Blankets
3. Bolsters
4. Eye masks
5. Straps
6. Chairs
7. Mats

**Objectives**

1. Improve fitness levels
2. Improve motivation
3. Address barriers to participation
4. Improve skills and techniques
5. Improve physical and emotional health
6. Fun and enjoyment
7. Improve flexibility
8. Improve posture
9. Self-awareness

## Imported NOS

**PLEASE NOTE: This is imported NOS from another suite, it may be tailored( minimal working changes) but cannot be fundamentally changed**

### **SKAAL8 Support the work of your team and organisation**

#### **SKAAL8 promote your organisation and improve your own performance within your team**

##### **Overview**

This standard is about promoting the activities and services offered by your team and your organisation, and raising awareness of its value to the community. Organisations must provide high levels of service to their customers and this requires a team effort from all staff and managers.

This standard also provides opportunity to participate in your organisation's performance appraisal and personal development system.

##### **The main outcomes of this standard are:**

1. Improve your own performance
2. Work effectively with your colleagues
3. Promote your organisation to others

## Performance criteria

You must be able to

### Improve your own performance

1. Review your personal development, in accordance with your organisational policies and procedures
2. Seek feedback from the responsible person in your organisation, to identify and agree:
  - 2.1 Your strengths
  - 2.2 areas where you could improve
  - 2.3 new areas of skill and knowledge you may need for future responsibilities
  - 2.4 opportunities for you to promote your organisation

### Work effectively with your colleagues

3. Establish and maintain a professional working relationship with your colleagues
4. Follow your organisational policies and procedures, when:
  - 4.1 communicating with colleagues
  - 4.2 carrying out duties and commitments to colleagues
  - 4.3 providing colleagues with help and information
5. Ask for help and information when you need it
6. Contribute to team discussions

### Promote your organisation to others

7. Seek feedback from **others** on the services that your organisation offers
8. Following your personal development review:
  - 8.1 decide upon the activity you want to promote
  - 8.2 discuss with colleagues how to promote the activity
  - 8.3 discuss your ideas for the **promotional activity** with a responsible person
  - 8.4 gain confirmation that the **promotional activity** will meet the needs of **others**
  - 8.5 gain approval and support from a responsible person to go forward with the **promotional activity**
9. Gather comments received from **others** and discuss with a responsible person
10. Use this feedback to monitor the promotion
11. Feedback to colleagues on the success of the promotion
12. Use feedback from colleagues to look at ways the **promotional activity** could change your organisation for the better

### **Knowledge and understanding**

You need to know and understand

#### **Improve your own performance**

1. How improving your own work can improve your organisation as a whole, and the level of service that customers receive
2. Why it is important to review and evaluate your own performance, and get feedback from your colleagues
3. The responsible person in your organisation with whom you can plan and develop your work
4. The opportunities to take on new responsibilities for career development and the skills and knowledge you need to do this
5. How to create a development plan that will help you to progress in your career

#### **Work effectively with your colleagues**

6. Methods of developing and maintaining professional working relationships with your colleagues
7. Communication techniques and the importance of these
8. Why it is important to carry out your duties as agreed
9. Situations in which you may need help in your work and why you should always ask for help and information in these situations
10. Situations in which you may need to provide help and information to your colleagues
11. Why team discussions are important and why you should contribute to them
12. Your organisational policies and procedures for dealing with disagreements or difficulties with your colleagues

#### **Promote your organisation to others**

13. The industry, organisational and professional codes of practice and ethical standards related to the services your organisation offers
14. How to identify which activities need to be promoted
15. Why it is important to discuss your suggestions with colleagues and a responsible person, and to take account of their ideas
16. Methods of checking that the activities to be promoted will meet the needs of others
17. The importance of gaining approval and support from a responsible person to go forward with the promotional activity
18. The importance of being open and receptive to feedback from others
19. How to use feedback from others to monitor the promotional activity
20. How to feedback comments to a responsible person and your colleagues

**Additional information**

**Scope/range related to performance criteria**

**Others** (*minimum of 3*)

1. Participants who use the services
2. Participants who experience barriers to access
3. Visitors
4. Other Organisations
5. Individuals in the community
6. Community groups

**Promotional activity** (*minimum of 3*)

1. Specific activity
2. Specific event
3. Course of activities
4. Well-being campaign
5. Achievements or awards
6. Community involvement

## **Glossary**

### **Individuals with particular needs**

People for whom the session may be more than normally challenging, for example, people with medical conditions, people who are overweight, unusually shy or nervous, pregnant women; disabled participants, and people with diverse or cultural requirements. Some individuals in these groups may need special attention following accidents and emergencies

### **Colleagues**

These could be fellow employees working at the same level as yourself, your line manager, or people from outside your organisation

### **Organisational policies and procedures**

In addition to statutory legal requirements, these are the agreed working procedures that must be followed, for example, in relation to risk assessments, dealing with personal belongings, dealing with complaints, confidentiality, levels of responsibility, safeguarding, code of practice regarding supervision ratios, and the action to take when an activity is not covered by a National Governing Body

### **Responsible person**

The designated person; such as, a supervisor, duty officer, line manager, active duty instructor, programme leader. There are many terms that can be used to describe the role of the responsible person and it will vary according to your particular organization

### **Young people**

Generally means participants under the age of 18 years, however refer to your organisational policies

### Imported NOS

**PLEASE NOTE: This is imported NOS from another suite, it may be tailored( minimal wording changes) but cannot be totally changed.**

### **SKAAL15 Facilitate participants to adopt and maintain a more physically active lifestyle**

#### **Overview**

This standard is about advising and supporting participants to adopt and maintain moderate levels of physical activity to achieve health benefits.

#### **The main outcomes of this standard are:**

1. Establish a rapport with participants and their reasons for undertaking physical activity
2. Work with participants to increase their participation levels of physical activity

This standard is for activity leaders who provide advice on physical activity and its benefits to people whose physical activity is less than the recommended level.

## Performance criteria

You must be able to

### Establish a rapport with participants and their reasons for undertaking physical activity

1. Question **participants** to obtain the information you need
2. Treat information received from **participants** in accordance with legal requirements and organisational policies and procedures
3. Adapt communication techniques to meet **participants'** individual needs
4. Explain the types of physical activity to **participants** that would meet their individual needs
5. Refer any uncertainties of a **participants'** suitability to undertake physical activity to the responsible person, in accordance with organisational policies and procedures
6. Explain to **participants** of the need to take responsibility for their own physical activity
7. Develop a plan to help **participants'** work towards their personal goals
8. Summarise and agree with **participants** their reasons for undertaking physical activity, and their readiness to participate and change behaviour

### Work with participants to increase their participation levels of physical activity

9. Explain the **effects of physical activity** to **participants**
10. Monitor signs of when **participants** should decrease or stop the physical activity
11. Help **participants** to identify for themselves when they should stop or decrease physical activity
12. Negotiate goals with **participants** to meet their needs
13. Record the agreed goals in accordance with legal requirements and organisational policies and procedures
14. Agree with **participants** how they can measure their own progress against the goals
15. Check with **participants** where they can access other **sources of support**
16. Establish methods of ongoing communication to provide support with **participants**
17. Monitor progress at agreed review points
18. Help **participants** to adjust, maintain and develop their physical activity to achieve and maintain health benefits
19. Provide **participants** with tools that encourage ongoing maintenance and involvement in physical activity to achieve and maintain health benefits

## Knowledge and understanding

You need to know and understand

### Establish a rapport with participants and their reasons for undertaking physical activity

1. Recommended levels of physical activity for people in target populations
2. Methods of encouraging people to take responsibility for their own physical activity
3. How to establish an effective rapport with people who have low levels of physical activity and the impact this will have on their reasons for undertaking physical activity
4. The types of **barriers** and typical perceptions to physical activity that people may face and how to address these
5. Appropriate language and terminology to use
6. The impact your body language and tone of voice has on participants
7. How to remain non-judgmental about people and their lifestyle and health choices
8. How to obtain **information** sensitively from participants
9. How to be an active listener and why this is important
10. Who to refer any uncertainties of a participants' suitability to undertake physical activity to, in accordance with organisational policies and procedures
11. How to identify positive reasons for becoming more physically active and why it is important to build on these
12. How to measure what is realistic and achievable for a participant wanting to undertake more physical activity and why this is important
13. The importance of summarising and agreeing participants' motivation for physical activity and their readiness to participate and change behaviour

### Work with participants to increase their participation levels of physical activity

14. How to recommend forms of physical activity that are safe for participants with low levels of physical activity
15. The signs that indicate when participants should stop or reduce their levels of physical activity and the importance of participants needing to recognise these signs as well
16. The importance of focusing on participants' overall lifestyle and integrating physical activity into their lifestyle
17. Why it is important to negotiate, agree and record **goals** with participants
18. The types of **goals** that are realistic and achievable for a range of participants with low levels of physical activity
19. How to discern the reliability and validity of the sources of information on good practice when agreeing **goals** for physical activity for participants with low levels of physical activity
20. Why it is important for participants to be able to measure and review their progress in terms of physical activity and the impact of physical activity
21. Methods of communication that can be used to keep in touch with participants
22. How to monitor and evaluate participants' progress and the strategies that can be used to help them continue to develop their physical activity
23. Where to signpost participants to discover motivational tools that encourage ongoing maintenance and involvement in physical activity to achieve and maintain health benefits

## **Additional information**

### **Scope/range related to performance criteria**

#### **Participants** *(minimum of 4)*

1. Adults
2. Children and young people
3. Individuals with particular needs
4. New with no experience
5. Those with some experience
6. Groups
7. Individuals

#### **Effects of physical activity** *(minimum of 6)*

1. Physical stamina improvement
2. Psychological improvement
3. Social development
4. Long-term benefit
5. Short-term benefit
6. Level of commitment improvement
7. Progressive improvement
8. Cumulative
9. Potential risks
10. Overcoming barriers

#### **Sources of support**

1. Information
2. Advice and guidance
3. Family and friends
4. Social media
5. Internet

**Scope/range related to knowledge and understanding**

**Barriers**

1. Physical
2. Psychological
3. Social and cultural
4. Economic
5. Levels of difficulties

**Information**

1. Participants' personal details
2. Current, active aspects of participants' lifestyle
3. Participants' individual needs
4. Health and safety considerations
5. Available equipment and facilities

**Goals**

1. Realistic
2. Unrealistic
3. Achievable
4. Unachievable
5. Physical
6. Psychological
7. Lifestyle
8. Adherence
9. Short-term
10. Medium-term
11. Long-term

## Glossary

### **Responsible person**

The designated person; such as, a supervisor, duty officer, line manager, active duty instructor, programme leader. There are many terms that can be used to describe the role of the responsible person and it will vary according to your particular organisation

### **Sources of information**

These need to be current, reputable and should be accessed to provide the Activity Leader with further information to be provided to participants. Sometimes, the participant can be signposted to the source of information, for their own research. Reputable sources of information could be, for example, contact details such as telephone numbers and internet of the National Governing Body of the relevant sport or activity, local authority details, NHS website, Chief Medical Officer's Guidelines for Physical Activity, and details of other Professional Bodies

## Yoga Teacher – Values, Behaviours and skills

**PLEASE NOTE: The following Skills, Values, behaviours and additional information would be included in all NOS**

### Values

The following key **values** underpin the Yoga teacher's role and responsibilities to ensure yoga teaching is conducted in a safe, positive and inclusive environment.

Yoga Teachers should:

1. Impart the philosophy and values of yoga in a manner appropriate to the participants
2. Establish ground rules for behaviour during the teaching session and or programme
3. Be aware of their responsibilities and liabilities, and those of their organisation, where appropriate, health, safety, safeguarding, equality, diversity and inclusion legislation and codes of practice
4. Encourage and motivate participants, through acting as a role model

### Behaviours

The following **behaviours** underpin the Yoga teacher's role and responsibilities to ensure yoga teaching is conducted in a safe, positive and inclusive environment.

Yoga Teachers should:

1. Act as a role model in accordance with good professional and ethical practice
2. Observe professional boundaries in the teaching relationship
3. Maintain confidentiality
4. Reflect on their own practice and always seek ways to improve their teaching

### Skills

The following **skills** and qualities underpin the Yoga teacher's role and responsibilities to ensure yoga teaching is conducted in a safe, positive and inclusive environment.

Yoga Teachers should:

1. Promote positive behaviour in a fair, consistent, ethical and effective manner
2. Encourage and empower participants to develop their personal yoga practice
3. Provide participants with information to enable them to make informed choices and decisions to meet their own needs, discover their own solutions, and develop at their own pace within the confines of the environment
4. Ensure the principles of skill acquisition are integrated into the sessions
5. Support, co-ordinate and manage the teaching process effectively, keeping the participant at the centre of the process
6. Identify and recognise the participants' needs at the start of the process and aim to address those in their teaching

7. Provide an environment that motivates, manages risk, and engenders challenge, enjoyment and achievement
8. Aim to grow participants' confidence and self-esteem
9. Ensure there is differentiation and inclusion to enable participants with particular needs/abilities to participate in sessions
10. Recognise personal limitations and when to refer to healthcare professionals
11. Deal professionally and discreetly with complaints and conflict

### **Additional information**

#### **Yoga Practice - Draft Terms of Reference**

For the purpose of proposed NOS for Yoga

The word Yoga come from the Sanskrit word “yuj” which means to “join” or “unite”. There are many forms of yoga, which are linked to different traditions and texts many of which come from India.

In the West, and in the context of this suite of National Occupational Standards, Yoga is understood to be primarily the paths of Hatha Yoga and Raja Yoga – the Yoga, which includes, but is not limited to, breath and body practices, and the Yoga of meditation. Through postures (asanas), breathing (pranayama), concentration (pratyahara), single pointedness (dharana), mindfulness and relaxation the body and mind are brought into, balance/harmony providing a powerful tool for physical and mental health.

The principle text of Hatha Yoga is the Hatha Yoga Pradipika attributed to Sage Svatomarama. Hatha Yoga is often considered as the preparatory practice for Raja Yoga as laid out in Patanjali's Yogasutras. This text defines the process of yoga as a settling of the mind, leading to meditation and expanded awareness

The 'classical' concept of Yoga is underpinned by ethics set out by Patanjali in the Yamas and Niyamas. For some, Classic Yoga practice is primarily considered as a path to spiritual enlightenment, whereas modern yoga classes take a wide variety of forms and may have multiple purposes, including promoting fitness and health, relieving common ailments, enhancing quality of life and managing stress.