Mentoring Manual

for

all Levels

2026

'It is relatively easy to be a teacher of an academic subject, but to be a teacher in art is very difficult, and to be a yoga teacher is the hardest of all, because yoga teachers have to be their own critics and correct their own practice.'

BKS Iyengar

Dedicated to the memory of Meg Laing,

who co-authored this manual,

our dear friend and mentor,

tireless supporter and encourager.

With love and gratitude

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Section 1: Introduction & Overview

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1.1 Terminology

Definition of terms as used in this manual:

Training to teach:	Describes the initial period of training which aspiring teachers undertake to become teachers. This will take a minimum of 3 years, possibly longer.
Mentoring:	The process by which: • Aspiring teachers are trained to teach AND • Certificated teachers are informally mentored by their more experienced colleagues to improve their skills and knowledge AND • Certificated teachers are formally mentored towards an assessment beyond Level 1
Trainee:	An aspiring teacher whose application to train to teach has been accepted by IY(UK) and who is in the process of being mentored towards Level 1 assessment
Mentee:	A certificated teacher, in the context of mentoring (both formal and informal)
Teacher:	A certificated Iyengar Yoga teacher in good standing
Mentor:	A certificated teacher who: • Has an informal mentoring relationship with another less experienced student or teacher AND/OR • Has been approved by IY(UK) to act as a formal mentor to aspiring teachers preparing for Level 1 assessment AND/OR • Has been approved by IY(UK) to act as a formal mentor to other certificated teachers preparing to take their next assessment
Mentor of Record:	The mentor who takes responsibility for the formal aspects of guiding a trainee's or mentee's preparation for assessment, including marking assignments etc (see Section 2)
RIMYI *Guidelines*:	Shorthand for the *Certification and Assessment Guidelines*, issued by RIMYI in July 2020

IMPORTANT NOTES:

Mentors must seek the approval of IY(UK) in order to take a formal mentor role. RIMYI has specified different eligibility criteria for each level of assessment (see Section 2)

No approval is needed for informal mentoring

Trainee applications must be approved **before** the start date of Level 1 training

1.2 Welcome to all Manual Users

Dear Trainees, Teachers & Mentors

A warm welcome to your manual, updated for 2026 – this replaces earlier versions.

This manual is to help guide potential teachers, existing teachers and mentors through the mentoring process. It contains the necessary information and documentation. It is specifically relevant for those involved in formal mentoring of potential and existing teachers towards assessment(s). It does not directly address the informal mentoring that all regular teachers give their students whether (potential) teachers or not, though of course aspects of it will be relevant to that. It should be read in conjunction with the RIMYI *Guidelines*.

All the information is also available when you log into www.iyengaryoga.org.uk, via the Members' Dashboard.

As stipulated by RIMYI, the minimum period for learning Iyengar Yoga so as to be able to teach is six years of general classes with an Iyengar teacher. It is expected that most people will take longer than that. The process includes at least three years' regular specialised training via mentoring, after a minimum of three years as an Iyengar Yoga student.

Certificated teachers are advised to continue to develop a mentee/mentor relationship with a respected colleague. This is valuable for ongoing professional development as a teacher whether or not you continue on to further levels of assessment. The manual gives some guidance and resources to help you in this.

Mentors will need to discuss with their mentee(s) how they are progressing, guide them as teachers and where appropriate advise when they consider them ready to present for assessment.

Note to all: remember Geetaji and Prashantji said '*Do not be in a rush*'.

We wish you all the best in the rewarding work of practising and studying yoga, teaching yoga and mentoring your students.

IY(UK) Assessment & Training Committee

1.3 Overview of Mentoring, Certification & Assessment

Background

This manual describes how teachers will receive initial and ongoing training in the UK and Ireland in line with the approach suggested by Geeta and Prashant Iyengar. '*Geetaji was instrumental in unravelling the nuances of the system and bringing Guruji closer to us. Prashantji is instrumental in unravelling the thought of the system, the idea in the system and taking it further. No wonder Guruji said they are the two branches of his tree*.'[1]

The Iyengars wish us all '*to bring Guruji's wholesome picture of Yoga and pass that to the next generation*'. To this end they emphasise the direct handing down of Guruji's picture of yoga from teacher to student, with a feeling of the continuity of the message and the method, and an unbroken line of succession. The Iyengar system is rooted in the Yoga Sūtras of Patañjali. There are many methods and modes in Iyengar Yoga, but emphasis is placed on learning, study, exploration and subjective experience. This is a gradual evolution process, as is the process of becoming a teacher. They indicate that students should not be hurried into assessment. The learning should be pure so that the student can absorb it innocently.

There are no '*pre-training courses*'. Each student has to take whatever time they need '*to learn āsanas and prāṇāyāmas in the proper way*'. They must do this first as a student and not rush towards being a teacher. To quote Geeta and Prashant Iyengar: '*One must be at an advanced level of learning before teaching the basics. Therefore, do not be in a rush*'.

A student must have completed, as a minimum, three years of study of Iyengar Yoga with a certificated Iyengar Yoga teacher before beginning training to teach.

All training is carried out via mentoring and at Level 1 this is mostly through shadowing the mentor in live class situations. It is important to understand that mentoring is not simply a name change from teacher training courses; mentoring is quite different from a teacher training programme. Amongst other things, mentoring places much emphasis on the relationship between the mentor and the trainee and requires the mentor to be fully committed to the trainee's growth.

The RIMYI syllabi are in Section 4 of this manual. IY(UK) has also devised 'Learning Modules' intended to guide and support mentors and trainees/mentees in the learning process. These can be found in Section 5. The modules are an indication of what may be expected in the gradual process of education in yoga and in the development of teaching

[1] *The Core of Iyengar Yoga* – speech by Abhijata Sridhar Iyengar at Yogānuśāsanam, December 2019, reprinted in Yoga Rahasya, Vol.27, No.1

skills. The modules are intended as an aide rather than requirements. Your continuing feedback and input would be welcomed.

Assessment is in two parts:

1. Continual assessment of practical teaching skills and theoretical aspects, carried out by the mentor prior to the assessment days, including, for each level, mandatory assignments and a revision questionnaire, marked by the mentor, and
2. Practical, assessed on the assessment days

Once qualified, new teachers are encouraged to keep in touch with more experienced teachers and develop mentoring relationships to support their development as teachers, whether or not they go on to further levels of certification.

All teachers and trainees are expected to establish and maintain a good standard of daily personal practice and bear in mind that BKS Iyengar indicated that teachers should spend at least twice as much time practising as teaching. They should attend weekly classes as a student with a qualified and experienced Iyengar Yoga teacher, ideally of a higher certification level.

Requirements

For both Trainees & Mentees

- A trainee/mentee should have a good standard of yogāsanas, a balanced attitude, patience and maturity
- If their regular teacher is not qualified or able to mentor them then they, with the help of their regular teacher, must seek a mentor who is able and willing. They should, where possible, attend classes with this mentor. This can be in addition to continuing to attend classes with their existing teacher who ideally is in close contact with the mentor
- If a trainee wishes to change mentor or decides to cease being mentored, they must inform their mentor who is responsible for informing IY(UK) via the appropriate online form available on the IY(UK) website, Mentoring Resources page
- If a mentee wishes to change mentor, they are responsible for informing IY(UK) themselves via the change mentor of record form available on the IY(UK) website, Mentoring Resources page
- Applicants must be dedicated to Iyengar Yoga
- Applicants must be members of IY(UK) throughout the period of mentoring
- At the time of applying for assessment an assessment fee will be due to IY(UK) in order to register for an assessment place.

For Trainees only

- Trainee applicants must register as trainees with IY(UK). There is a fee for this
- Potential trainees will find information about mentoring and the documents they need for the registration process on the Mentoring for Level 1 page of the IY(UK) website. This page is available to all IY(UK) members from their dashboard
- Key documents to read through before registration are the *Trainee Teacher Pre-Registration Checklist* and, if relevant, *Co-Mentoring Guidelines*. These are referenced in the *Mentoring Agreement* which trainee applicants will agree and sign with their mentor before registration
- The training period does not commence until the applicant's registration is confirmed by IY(UK), at which time a training start date will be given
- A trainee may register and then commence training with a mentor at any time of year
- If an application for training is found to be ineligible, the Assessment Administrator will write to the applicant explaining why and copy in the mentor. In such a case the registration fee will be refunded less an administration fee
- Where a student wishing to train has a physical disability or chronic health problem an application to the Assessment & Training Committee (ATC) must be made by them and their mentor so that the IY(UK) may be satisfied that sufficient support can be provided for the trainee whilst also maintaining commitment to the health and safety of all students, mentors and the trainee. The fact that our system requires teachers to teach from personal experience of āsana and prāṇāyāma will also be taken into account. In particular, the IY(UK) will, in discussion with the applicant, consider reasonable adjustments which can be made to meet the person's needs. This may involve seeking professional support from relevant outside sources

1.4 Feedback & Evaluation

IY(UK) welcomes suggestions, constructive criticism and feedback relating to the manual, mentoring and assessments. The manual will be updated annually and any suggestions received will inform this process.

The deadline for suggestions for possible inclusion in the next year's manual is 1st October of the current year at the very latest. Submissions before this deadline will be much appreciated.

General feedback for the Assessment & Training Committee (ATC) may be sent via the Assessment Administrator, kate@iyengaryoga.org.uk. If you have comments on specific areas, please write direct to the chair of the relevant subgroup of the ATC as noted below. The ATC will of course liaise with the other committees of IY(UK) as necessary.

Feedback re the assessment process:

Jill Johnson, Chair: Assessments & Timetabling Group, atc@iyengaryoga.org.uk

A short feedback survey about assessment will be sent to each candidate and their mentor after assessment

Feedback re the mentoring process; mentoring manual; revision questionnaires and assessment paperwork; suggestions for MAT meetings:

Shaili Shafai, Chair: Mentor & Assessor Support Group, masg@iyengaryoga.org.uk

A short feedback survey about mentoring will be sent to each trainee and their mentor when the trainee applies for assessment

Feedback re EL days:

Eileen Cameron, Chair: PD Group, eileencameron1@gmail.com

IY(UK) contact for general queries re the manual, mentoring and assessments:
Assessment Administrator, kate@iyengaryoga.org.uk

Section 2: Mentoring
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2.1 Summary of Mentoring

Overview

We might view Yoga as a path. Many have taken the path before us and some have stepped onto it after us. The mentor's role is to turn around and guide those who are close by to tread the path carefully, accurately and help to avoid pitfalls. We are blessed that Guruji BKS Iyengar, Geeta S Iyengar and Prashant S Iyengar have so recently cleared and cleaned the path for us and illuminated it with their light. It is our duty to reflect, genuinely and accurately, the light the Iyengars have shone for us all and to keep the path clear, clean and pure for future students.

Our certification and assessment system puts much emphasis on mutual support and community building. Mentoring is one way of sharing the responsibility for strengthening our community. When we have a student who '*ripens and feels the necessity to share knowledge*'[2], the first responsibility of the mentor is to decide if the student is ready. Mentoring involves drawing on one's maturity as a sādhaka to foster and guide the student's enthusiasm for the subject and to ensure that the foundational study of the subject stays pure while the teaching side is developed. A '*mentor is a senior colleague, advisor and a friend par excellence at the same time*'[3].

As a minimum requirement, therefore, a mentor should have a strong zeal to serve Iyengar Yoga and a very keen interest in each trainee's/mentee's development as a practitioner of yoga and as a potential or actual Iyengar Yoga teacher. The level of commitment to each trainee/mentee is such that a teacher new to the role can realistically mentor one person, a more experienced mentor might be able to mentor three or four.

The mentor's greatest assets are their own sādhanā, their experiences of being taught in Pune, and their experiences of being taught by their seniors in the UK and around the world. The mentor then has to come to the level of the trainee/mentee and work from there, guiding them from the known to the unknown.

All initial and ongoing training is via mentoring.

Mentors must ensure trainees/mentees are given an indication of likely costs of being mentored, bearing in mind that mentors must not charge an additional fee for mentoring but may charge the student their regular class fee for attending classes or other learning sessions in which they are mentored. Registration and assessment costs are higher than previously to bring them more in line with actual costs incurred by IY(UK) and to reflect the fact that training costs have reduced as there are no longer teacher training course fees

[2] RIMYI *Guidelines*, p.45
[3] RIMYI *Guidelines*, p.48

(see Section 2.6). The Trainee Teacher Pre-Registration Checklist, available on the Mentoring Resources page of the IY(UK) website, contains a list of the potential costs of being mentored. IY(UK) fees are reviewed each year.

It is vital for all trainees, mentees and mentors to read and reflect on the Lesson Plan on pp.30-33 of the RIMYI *Guidelines*. This states 'yoga teaching has four main components' which are then listed (with explanations and examples) as physical posture, sensitivity, perceptivity and reflectivity. This is elucidated by describing, explaining and giving examples of the elements expected at each of the three levels that require mentoring. The elements to be understood for Level 1 are:

A) Individual āsana
B) Family of āsanas
C) Linear sequencing
D) Mental contribution (awareness only)

For Level 2, sensitivity is explored and the expected elements are listed as:

A) Understanding deeper threads in a family of āsanas
B) Breath observation
C) Introduction to inter-family of āsanas

For Level 3, perceptivity is introduced and access to it is via study of:

A) Inter-connection of distant body parts and organs
B) Deeper threads of inter-family of āsanas
C) Maintaining the āsana
D) Breath awareness

Mentoring for Level 1

Those wishing to take the step from student to Level 1 teacher will need to commit to being mentored for several years. It is important to be aware that the process is individualised and no one can predict in advance exactly how long it will take. Three years is the minimum, but this does not mean one will definitely be ready after three years, many will take longer according to circumstances and progress.

Mentoring mostly comprises shadowing and assisting in classes with a mentor and being guided by the mentor through individual and small group sessions. It can also include, from time to time, attending peer group sessions, intensives and other special events.

During the entire training period the trainee continues to study with their regular teacher and their mentor(s), who (if suitably qualified) may be one and the same. They will learn the Level 1 syllabus, that is, how to do and teach the āsanas and prāṇāyāmas themselves and the theory syllabus[4] which covers philosophy and anatomy. This manual contains seven Learning Modules which delineate the basics of what needs to be covered over the training period, including Duty of Care issues.

In due course, as it becomes appropriate for that student, they will also learn the practical aspects of the Level 2 syllabus purely for the joy of learning them (not learning to teach them); these aspects are not assessed. It should be clearly understood that all teachers should be practising at least one level beyond the level they teach. Moreover, it is important for an aspirant Level 1 teacher learning the āsanas and prāṇāyāmas from the Level 2 syllabus to feel what it is like to be a beginner again.

The Iyengars have specified that a ***minimum*** of six years of Iyengar Yoga should be completed before presenting for Level 1 assessment. They have indicated a clear timetable for becoming a teacher of Iyengar Yoga which this manual follows.

Please read the RIMYI *Guidelines* in conjunction with this manual.

[4] RIMYI *Guidelines*, p.34

Mentoring for Level 2

Level 1 teachers who wish to progress to Level 2 will need a mentor certificated to at least Level 3.

The mentee will study with their regular teacher and mentor(s) who may be one and the same. This study will include Levels 1 and 2 for teaching and Level 3 for the joy of learning.

Mentoring for Level 3

Level 2 teachers who wish to progress to Level 3 will need a mentor certificated to at least Level 4 (or an experienced Level 3 teacher who has an exemption from IY(UK) or RIMYI).

The mentee will study with their regular teacher and mentor(s) who may be one and the same. This study will include Levels 1, 2 and 3 for teaching and Level 4 for the joy of learning.

Mentoring for Level 4

The Level 4 certification process is overseen by RIMYI. See the Mentoring Documents Library, Level 4 section on the Mentoring Resources page for RIMYI's correspondence about Level 4 and the questionnaire which is the first stage of the application process.

2.2 Mentor Eligibility & Registration

Qualifications

Teachers who have students who are ready to embark on studying to become a teacher or who are already teachers and who wish to study for higher levels, and who meet the criteria set out below, are invited to apply to IY(UK) for registration as a mentor.

To apply, complete the Register as a Mentor form (available via the IY(UK) website, Mentoring Resources page), listing how you meet the criteria.

Support

Mentors may work alone or in partnership. All mentors, however, are strongly recommended themselves to have a mentor from whom to seek guidance and advice and with whom to discuss the mentoring process. This is especially important for those who have not mentored before but is good practice for all regardless of experience.

Mentors may work in collaboration with other suitably experienced teachers who may have varying degrees of involvement, ranging from minimal to full mentoring partnership. This will depend on each particular circumstance and is to be negotiated and arranged between the involved parties including the trainee/mentee. In such collaboration, all parties should have careful discussion together at the outset regarding clear allocation of roles and responsibilities which can be arranged according to what is most practical in their circumstances. All involved should read the *Co-Mentoring Guidelines* and the arrangement should be agreed between all parties and recorded on the *Mentoring Agreement* (both documents are available on the IY(UK) website, Mentoring Resources page) so that everyone is clear about their responsibilities and what is expected of them. All parties should have regular opportunities to discuss progress together on an ongoing basis and review the Mentoring Agreement and amend if necessary. IY(UK) should be notified of any amendments.

We urge existing mentors to actively support and encourage colleagues to become mentors as they progress.

Mentor Eligibility

Eligibility for mentoring is set out on pp.9-10 of the RIMYI *Guidelines*. See also *The Complete Guide to IY(UK)*, Section H2.

There are 3 criteria in order to be eligible to be a mentor at the appropriate level

1. Teaching experience
2. Certification level
3. RIMYI visits (which are only required for Level 3 mentoring)

See Table 1 on the following page

Table 1 – Mentoring Eligibility			
Mentoring at…	Point 1: Teaching Experience	Point 2: Current certificate level	Point 3: RIMYI visits
Level 1	Currently teaching general classes as per syllabus of new Level 1 for minimum 2 years	Minimum Level 2 for at least 3 years	n/a
Level 2	Currently teaching general classes as per syllabus of new Level 2 for minimum 2 years	Minimum Level 3 for at least 3 years	n/a
Level 3	Currently teaching general classes as per syllabus of new Level 3 (no time stipulated)	Minimum Level 4 for at least 3 years	3 visits

> *'For any person to be considered as a mentor, they must meet the requirements of point 1 AND point 2 [see table above].*
>
> *The first requirement is that the person should be teaching regularly and be well versed with the syllabus of that level (this is written as point 1 for each level).*
>
> *The second requirement is that of certification level.*
>
> *Mentors for Level 3 have a third requirement of RIMYI visits.'*[5]

Those experienced Level 3 teachers (certificated at minimum Intermediate Junior Level 3 for at least 10 years) wishing to mentor at Level 3 but who do not hold a Level 4 certificate may apply to IY(UK), via the Assessments Administrator, for an exemption. Applications will be considered on a case-by-case basis.

A mentor must also be a member of IY(UK) and apply for registration as a mentor with IY(UK).

[5] Personal communication from Abhijata Iyengar, 08/07/20

Assessing

Mentors will be invited and encouraged to attend trainees'/mentees' assessments, participating alongside the candidates. The assessors may invite mentors to their meetings to make contributions about their own candidates (but they will not be involved in marking). The trainee may choose whether or not the mentor attends their Teaching Presentation component. If a candidate has more than one mentor, ideally the mentor who attends assessment will be the one whose classes the candidate has shadowed. All mentors are also encouraged to volunteer for assessing. Until new assessors have gained substantial experience, at least one assessor qualified under the old system will be present at each assessment.

Mentor of Record – Level 1

A trainee's Mentor of Record is the mentor who signs off a trainee's application for training and who writes the trainee's letter of recommendation for assessment. They are responsible for having oversight of a trainee's training and development process and ensuring that all administrative requirements are met. Typically, this is the only mentor and is the one whom the trainee shadows. This designation is not an indication of 'seniority' or experience in the old training system or mentoring, but of the role played as the mentor with the most day-to-day involvement with the trainee.

Note: there may be circumstances in which a trainee may shadow an experienced Level 1 teacher or a Level 2 teacher who is not yet eligible to mentor independently. If, as a potential mentor, this may apply to your trainee, you must contact the Assessment Administrator to seek approval before the arrangement commences.

Mentor of Record - Level 2 and 3

Certificated teachers are responsible for identifying their own formal mentors when they are considering their next assessment and must keep IY(UK) informed of any change in mentor (see Section 3.3). A mentee's Mentor of Record or formal mentor is the mentor who advises the mentee when they are ready for assessment and who writes the mentee's letter of recommendation for assessment. They are responsible for having oversight of the mentee's development process and ensuring that all the administrative requirements for assessment are met.

IY(UK) Contact Details:

Assessment Administrator, kate@iyengaryoga.org.uk

2.3 Mentor Responsibilities

Trainee Registration - Level 1

The first task of a Level 1 mentor is to check the eligibility of a prospective trainee and to help them through the registration process.

A student is eligible for training if they:

- Have completed at least three consecutive years of regular studentship immediately preceding the proposed start date of training, with a qualified Iyengar teacher
- Are already well prepared and established at Level 1
- Have a serious and significant self-practice regime outside class attendance
- Are a current member of IY(UK)
- See also p.6 of RIMYI *Guidelines*

Mentor of Record – Level 1

The Mentor of Record, whether working alone or in partnership with other mentor(s), has overall responsibility for overseeing a trainee's training and development process and ensuring that all administrative requirements are met. Typically, this is the only mentor and is the one whom the trainee shadows. This designation is not an indication of 'seniority' or experience in the old training system or mentoring, but of the role played as the mentor with the most day-to-day involvement with the trainee.

- To change the Mentor of Record for an existing trainee, it is the mentor's responsibility to first agree this with the trainee and any other mentors involved with that trainee and then inform IY(UK) via the Changing Mentor of Record – Level 1 form available on the IY(UK) website, Mentoring Resources page
- If a trainee decides to leave the mentoring process, it is the mentor's responsibility to inform IY(UK) via the Trainee Leaving Mentorship Notification form available on the IY(UK) website

Mentor of Record - Levels 2 and 3

When a teacher wishes to prepare for a Level 2 or Level 3 assessment it is their responsibility to find a mentor able and willing to take on that role and then notify IY(UK) via the Registration as L2 or L3 mentee form on the IY(UK) website, Mentoring Resources page, of who that mentor is. The IY(UK) will write to the named mentor for confirmation that they are acting as the Mentor of Record in the formal mentoring process for the mentee in the lead up to a Level 2 or 3 assessment.

A mentee's Mentor of Record or formal mentor is the mentor who advises the mentee when they are ready for assessment and who writes the mentee's letter of recommendation for assessment. They are responsible for having oversight of the mentee's development process and ensuring that all the administrative requirements for assessment are met, including the marking of assignments and revision questionnaires.

Overseeing and Guiding a Trainee's/Mentee's Development (See Mentoring Activities below)

Mentors are responsible for guiding and preparing the trainee/mentee throughout the period it takes to train them and beyond. In particular they should:

- Regularly monitor the standard of personal practice and progress of trainees/mentees under their mentorship and, where applicable, have regular contact with the trainee's/mentee's other teachers(s)
- Give the trainee/mentee individual attention and feedback on their own practice of the āsanas and prāṇāyāmas at their level
- Guide and counsel the trainee/mentee on the ethics and philosophy of Iyengar Yoga
- Teach, guide and advise them on the theory and practicalities of teaching Iyengar Yoga, having the trainee shadow and assist in their regular classes. They should ensure that trainees/mentees are thoroughly prepared for teaching classes beyond an assessment, not just to pass an assessment
- Guide the trainee/mentee in the content of the Learning Modules and mark and give feedback and guidance on their assignments and revision questionnaires.

In light of these onerous responsibilities and the level of commitment required to each trainee, it is recommended that no one mentor has more than one or two trainees, although a very experienced mentor/trainer may be able to manage three or four. This decision should be based on the needs of trainees.

Shadowing Classes with Level 1 Teachers

There may be circumstances in which a trainee may shadow an experienced Level 1 teacher or a Level 2 teacher who is not yet eligible to mentor independently. If, as a mentor, this may apply to your trainee, you must contact the Assessment Administrator to seek approval before the arrangement commences.

Recommendation for Assessment

Mentors should make a careful judgement as to when a trainee/mentee is ready to teach independently/at the next level and only then write the Recommendation Letter for assessment.

2.4 Mentoring Activities for all Levels

This section applies most centrally for mentoring trainees for Level 1, but much of it may also be relevant for other levels depending on individual mentor/mentee relationships. Mentoring involves guiding the trainee/mentee in both practical and theoretical aspects of yoga. Some theory will naturally arise in regular class and shadowing situations.

Mentoring activities include core elements of:

A. Teaching regular classes to the trainee/mentee and guiding them in their personal practice (as all students are guided)
B. Offering regular opportunities to the trainee to shadow classes and assist in them including debriefing time after each shadowing session
C. Regular individual or 1:2 tutorials between mentor and trainee(s). This is an important supplement to shadowing. It should take account of individual differences in learning as well as what arises naturally from the shadowing and personal practice situations. It can include discussion of progress and theory, more detailed discussion of matters arising out of shadowing, theoretical input by the mentor, trainee/mentee reading texts set by mentor, trainee/mentee attending local discussion groups eg on Yoga Sūtras. Mentors should meet regularly with their trainees to discuss progress, to pick up on points made during classes being shadowed and to give input on theoretical aspects of the syllabus (such as teaching skills, anatomy and physiology, philosophy etc)
D. Assessment of the trainee/mentee. Most of this will be informal and continual but the mentor(s) will also set and mark the assignments for the level at a time they consider appropriate. The revision questionnaire should be completed by the trainee/mentee and marked as satisfactory by the mentor before application for assessment. The mentor will make a careful judgement as to when any trainee/mentee is ready to be assessed

It may also include:

E. Peer group classes/additional workshops with other trainees and teachers which offer opportunities to practise teaching skills including adjustment. Here mentors/groups of mentors may get together with a small cohort of trainees (maximum 10) to work on specific aspects of teaching practice which may prove disruptive to other students in a regular class. These could be practising observing and adjusting each other. Such classes/workshops may provide a valuable supplement to shadowing and tutorials above. Certificated teachers may also participate in such sessions
F. Providing lectures or attending lectures with their trainees

It can be helpful for trainees/mentees to keep a personal practice diary to guide and inform discussion with their mentor.

More information about the content and suggested texts can be found in Section 4: Syllabi, Section 5: Learning Modules' Assignments, Appendix A and in *RIMYI Syllabi pre-2020* (available in the Mentoring Documents Library section of the Mentoring Resources page of www.iyengaryoga.org.uk).

2.5 Shadowing and Assisting Guidelines (core activity)

This is the main method of delivering teacher training and mentoring at Level 1.

The expectation is that a trainee and mentor commit to this shadowing being in the classes of the same mentor throughout their training period. This facilitates monitoring of the trainee's experiences and development and enables the mentor to be aware of any gaps in experience which need to be addressed. In exceptional circumstances the trainee may need to shadow another class but this would be exceptional and would require very careful management to ensure that the trainee's experience and development is not unduly disturbed. It will also require clear communication between all parties and careful record keeping.

It is recommended that no more than two trainees be shadowing in any one class.

The aim is for the trainee to develop skills in demonstration, instruction, observation and correction within a natural class situation. The process should gradually lead the trainee/mentee from:

- Observing the mentor's teaching of āsana and prāṇāyāma (we recommend that this means the trainee would stand or sit and watch the class rather than participate in it as a student)
- Mirroring the class when the mentor is teaching
- The mentor demonstrating teaching points on the trainee and making corrections to an āsana
- The trainee demonstrating āsanas themselves
- Instructing students in the natural class situation
- Making hands-on adjustments of students in relation to instructions given by the mentor and observed by the mentor
- Assisting with adjusting, starting with simple adjustments and working towards more challenging adjustments
- Assisting the mentor when two pairs of hands are needed
- Setting up equipment in class and/or demonstrating use of equipment for a particular purpose
- Teaching one or more āsanas in the mentor's class, progressing to teaching entire classes under the mentor's supervision
- Debriefing, preferably immediately after a shadowing session, is an essential component where the mentor/teacher being shadowed and trainee can discuss issues which arose

- The mentor should discuss their lesson plans with the trainee/mentee so they become familiar with sequences, planning, thought processes etc

This process should be a natural progression, at each individual's pace, and not rushed. The aim is to build skills and confidence gradually. Each individual learns at their own pace and the mentor should recognise, foster and nurture this. Much can be learned by watching the mentor (or other teacher) teaching.

It should be borne in mind that Level 1 covers at least 2+ years of beginners' classes. Those students in their first year will stick to simpler āsanas, eg Bharadvājāsana I whilst those who have been coming for more than a year will be introduced to more complex āsanas, eg Marīchyāsana III.

For trainees (ie, those who are not yet qualified teachers) it is suggested that during the first year of post-registration, trainees simply observe in a beginners' class. Later the trainee may observe general level classes.

Some points to bear in mind:

- It should be a constructive learning experience for the trainee teacher; the trainee is not there just to assist the teacher
- The teacher maintains full responsibility for the control and leadership of the class. The trainee is not a substitute teacher
- The teacher maintains full responsibility for insurance
- The class should be informed of the role of the trainee
- The class teacher is responsible for providing feedback to the trainee. This should usually happen outside class time, however some comment or correction may be appropriate at the time
- Any health information about students in the class shared by the teacher/mentor with the trainee must be treated as confidential and must not be shared with others

Note: For trainees it is useful to broadly follow the sequence of learning (for beginners) from the old Introductory syllabus Level 1 to Level 2, to Intermediate Junior Level 1, then Intermediate Junior Level 2 etc (these are collated in *RIMYI Syllabi pre-2020* and are available on the Mentoring Resources page of the IY(UK) website) as a sequence of learning to teach them. So, when some competence is achieved in the above aspects of Introductory Level 1 āsanas, the trainee may become involved in those aspects in relation to Introductory Level 2 āsanas, with Intermediate Junior Level 1 āsanas gradually introduced.

In due course, trainees may assist in adjusting and teaching prāṇāyāma and be observed in this.

Throughout the shadowing process noted above, the first priority is to the students in the mentor's class and initially one should do only a little of the above in any one class. In addition, the mentor(s) may occasionally arrange a class of volunteer students for the trainee(s) to teach. As the trainee progresses and is near to assessment, the mentor should observe them teaching several entire classes. This may be in the regular class that the trainee has been shadowing and assisting in or the mentor may arrange a special class of volunteers.

2.6 Mentor Fees

In accordance with guidelines from RIMYI mentors may not make an additional charge for mentoring. It is assumed that the trainee will pay for the class in which they are shadowing at the normal class rate. There will be no additional charge for debriefing after shadowing.

Tutorial time may be charged at the teacher's usual hourly rate for one-to-one classes.

The marking of formal assignments, as detailed in Section 5, may be charged at a reasonable hourly rate.

Peer group classes for trainees/additional workshops may be charged at the normal local rates for occasional workshops.

2.7 Supporting Mentors

Our certification and assessment system puts much emphasis on mutual support and community building. Whilst mentors may work in partnership or collaboration, in practice many may find they are working alone and it is vital to feel supported in this role.

The Mentor's Mentor

All mentors are strongly recommended to have a mentor from whom to seek guidance and advice and with whom to discuss the mentoring process. This is especially important for those who have not mentored before but is good practice for all regardless of experience.

It is an opportunity for a mentor to regularly talk through their work and through discussion and reflection improve their skill and effectiveness as a mentor in a supportive atmosphere.

Peer Support

Mentors are encouraged to get together with other mentors to support each other. This can be arranged informally between colleagues or via their teachers, member groups or yoga centres.

It could take the form of:

- Informal support pair or group, meeting together in person or online for general support or to discuss particular issues or concerns (having due regard for confidentiality)
- Working together with trainees and mentees, for example, co-leading a peer group session on an aspect of teaching skills such as observation or adjustment

IY(UK) Support

This mentoring manual is a key resource!

There is a section for mentors on the IY(UK) website. This includes a shared open access resource bank of materials which may be used for mentoring. This bank relies on contributions from those who mentor or have been mentored – please contribute!

IY(UK) provides support in the form of organising annual Exchange of Learning (EL) Days for all teachers as well as online Mentors' and Assessors' Training (MAT) meetings 2-3 times per year which could focus on aspect(s) of mentoring. Please get in touch with suggestions (see Section 1.4 for contact details). The IY(UK) Mentor and Assessor Support subgroup of the ATC is also there to support and guide.

The IY(UK) Convention is an ideal opportunity to get together informally with others who are embarking on this role.

Recordings of mentor and assessor training sessions, including Q&As and Yoga Space sessions, are available on the Mentoring Resources page of the IY(UK) website. These are accessible to all mentors, assessors, trainees and mentees. The Mentoring Resources page also has a Mentoring Documents Library where you will find all the forms, syllabi, assignments, assessment paperwork etc as standalone documents.

2.8 Summary of Expectations of Mentors

General

- Attend meetings and training arranged by IY(UK)
- Be familiar with, and keep up to date with, paperwork and procedures relating to mentoring, training and assessment
- Adhere to ethos and ethical guidelines of IY(UK)

Registration of new Trainees - Level 1

- Ensure that all trainees know that they must maintain their IY(UK) membership throughout their training
- Be responsible for checking the eligibility of a prospective trainee and helping them through the registration process
- Type out a brief (half-page to one page) but considered letter of recommendation for any prospective trainee, based on their knowledge of the person and explaining why they would be a good candidate. For background about what RIMYI expects, mentors may refer to pp.45-48 of the RIMYI *Guidelines*
- Inform all trainee applicants that if they already teach yoga through another school, then they must comply with IY(UK) regulations and stop teaching before they can be accepted in an Iyengar Yoga mentorship OR, if there is a financial need to continue, should explain their situation fully. The committee will consider each application on a case-by-case basis
- Ask trainees to keep their personal details up to date on the IY(UK) website
- Inform trainees that they must comply with IY(UK) rules and regulations and that once qualified they should not teach any other form of yoga
- Inform IY(UK) via the Trainee Leaving Mentorship Notification form available on the IY(UK) website, Mentoring Resources page if a trainee leaves their mentorship
- Inform IY(UK) via the Changing Mentor of Record – Level 1 form available on the IY(UK) website, Mentoring Resources page if a trainee changes their Mentor of Record
- Children should enjoy yoga for yoga's sake without the intent of becoming a teacher. The innocence of children's approach is often mentioned at RIMYI and that purity of practice is to be encouraged. If a committed, young student does wish to become a teacher, they must first have practiced for at least 3 years in an adult class, with an adult body, ie be 19 years old at least when applying to be mentored.

Registration as a Mentor of Level 2 or Level 3 Mentee

- For Levels 2 and 3 it is the mentee's responsibility to notify IY(UK), via the Registration as L2 or L3 Mentee form available on the IY(UK) website, Mentoring Resources page, that they are being mentored and by whom. The mentor will be asked by IY(UK) to confirm that they are eligible and willing to take on this role
- It is the mentee's responsibility to notify IY(UK), via the Changing Mentor of Record – Level 2 and Level 3 form available on the IY(UK) website, Mentoring Resources page, if they change their Mentor of Record

Mentoring Trainees/Mentees

- Ensure that trainees are familiar with the appropriate level of Iyengar Yoga syllabus
- Provide shadowing opportunities
- Provide individualised guidance to trainees and mentees, eg through tutorials
- Ensure that all trainees and mentees are properly and thoroughly trained in techniques for teaching all āsana and prāṇāyāma on the relevant syllabus
- Ensure that trainees/mentees are thoroughly prepared, not just to pass an assessment, but for teaching classes beyond the assessment
- Mentors may provide peer group training classes (perhaps along with other mentors). The maximum size of such groups is ten
- Bear responsibility for insurance when a trainee is assisting in their class; inform trainees that they should not formally teach Iyengar Yoga unsupervised until they have gained the teaching certificate

Monitoring and Continual Assessment

- Regularly monitor the standard of personal practice of all those they mentor
- Have regular contact with a trainee's/mentee's other teachers, where applicable, to monitor their progress
- Guide trainees/mentees through the Learning Modules for their level (see Section 5). These modules must be satisfactorily addressed and assignments and revision questionnaire completed before the trainee/mentee may apply for assessment

Record-keeping

- Informal record-keeping is very helpful in mentoring. Records should be a learning tool to facilitate communication between the various involved parties – the trainee and the mentor(s) and any other involved teacher as applicable. This might include notes of, and advice given about, personal practice and shadowing, reading and worksheets completed
- Trainees and mentees are also encouraged to maintain an informal Personal Practice and Shadowing Diary, including notes on observations, breakthroughs and/or problems
- Maintain formal records as per the requirement for each level of assessment

Assessment

- Make a careful judgement as to when a trainee/mentee is ready to teach independently/at the next level and then inform them that they must submit their assessment application form and make payment of the assessment fee before they can be considered for assessment. Ensure that trainees/mentees know that assessment fees are not refundable
- Ensure that assessment paperwork for all trainees is in order and in the quantity requested before submitting to the Assessments Administrator (AA). Trainees must NOT submit their own paperwork
- Communicate with the AA on behalf of trainees
- Trainees must NOT make contact with the AA. Mentees may contact the AA

- Ensure that all trainees and mentees know what to expect and how to present themselves at the assessment (see Section 7)
- Mentors are warmly invited and encouraged to attend the assessments of their trainees/mentees as participant observers
- Mentors who are qualified assessors are encouraged to make a regular commitment to assess if asked. This is part of ensuring the ongoing flourishing of our community. IY(UK) endeavours to offer opportunities to all assessors, however it should be noted that with fewer assessments, there are fewer opportunities to assess than in the past
- Mentors and assessors who are not directly involved may not shadow assessments in order to avoid adding stress to candidates by having more people than necessary in the room
- If a mentor wishes to query, or ask for clarification on, any assessment feedback, they should contact directly the Assessor 1 of the assessment

Section 3: Applying to be Mentored
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3.1 Applying to be Mentored Introduction – all Levels

IY(UK) administers teacher training by mentorship, runs assessments and awards certificates to successful candidates on behalf of RIMYI, India. In the UK, all Iyengar Yoga teacher training is via mentoring.

An Iyengar Yoga student who wishes to train to become a Level 1 teacher must find a mentor who will help them formally register with IY(UK), ideally this will be their regular teacher. The trainee's period of mentoring does not begin until the application has been approved by IY(UK) – see Section 3.2. To help mentors and prospective trainees in their initial discussions, a Trainee Teacher Pre-Registration Checklist has been drawn up. This can be found in the Mentoring Documents Library, Level 1 Trainee Registration section of the Mentoring Resources page on the IY(UK) website.

For Levels 2 and 3 there is no formal application procedure other than teachers finding a suitably qualified and registered mentor who is willing to mentor them. The mentee must, however, notify IY(UK) that they are being mentored at this level and who their mentor is. It is advisable to do this as soon as possible but at least one year before they would hope to take their assessment. The mentor will be asked to confirm that they have agreed to take on this role. IY(UK) will check the mentor's eligibility.

3.2 Registration as a Trainee – Level 1 only

To register as a Trainee Teacher, you must:

- Have attended weekly classes with a certificated Iyengar Yoga Teacher for a minimum of three consecutive years, immediately preceding the proposed start date of training, and provide letter(s) from the teacher(s) confirming this
- Be a member of IY(UK) and remain a member throughout your training. You can join via a member group or individually. See: https://iyengaryoga.org.uk/join-IYUK/
- Have an established regular practice of all the Level 1 syllabus āsanas
- Be dedicated to Iyengar Yoga
- Have a written recommendation by an IY(UK) mentor to confirm your suitability (if the mentor is also the regular teacher of the preceding three years, then one letter will suffice)
- Have discussed, agreed and signed the Mentoring Agreement with your Mentor of Record and any other mentors/teachers who will be involved

Registration Procedure

- Trainee logs in to the IY(UK) website. From the 'Members' Dashboard', under the 'Training to Teach' heading, read through the 'Mentoring for Level 1' page, then go to the 'Training to Teach Registration'. The following information will be required:
    - Dates you started regular Iyengar Yoga class attendance (month & year)
    - Names of all current and past **regular** Iyengar Yoga teachers (with dates)
    - Dates of special events, conventions etc attended
    - Information on health conditions
    - Why you want to be an Iyengar Yoga teacher
    - Jpeg/pdf of regular teacher's AND mentor's letters of recommendation (this may be one letter if the regular teacher is also the mentor – if there has been more than one regular teacher in the last three years, they must all supply a letter)
    - Jpeg/pdf of your Mentoring Agreement completed and signed by all involved parties
- Pay the registration fee online. It will still be possible to pay by cheque if necessary.
- The applicant is not considered a trainee teacher until IY(UK) has checked and verified the application. Successful applicants and their mentors will be notified and given an official date for the commencement of their training. Unsuccessful applicants and their mentors will receive an explanation as to why the application is deemed unsuccessful and the registration fee will be refunded minus an administration fee

Note: Level 1 Certificate

Level 1 teachers may teach the Level 1 syllabus in general group classes.
They may not teach therapy classes, therapy themed workshops, new students who are pregnant or one-to-one classes.
Teacher membership of IY(UK) carries the understanding that no other form of yoga will be taught and that teachers must teach in line with the requirements and syllabus of their certificate.

3.3 Teachers Wishing to Prepare for Level 2 or 3 Assessment

Certificated teachers may have an informal mentoring relationship with their regular teacher(s) and there are no formalities involved in that. If, however, a certificated teacher wishes to start preparing for the next level of assessment, they are advised to identify and formalise a relationship with a suitably qualified mentor. See Section 2 for more detail on what is expected of a mentor. In brief, the mentor will:

- Help them prepare adequately
- Mark their assignments and revision questionnaire
- Advise them when they are ready to go forward for assessment
- Write a letter of recommendation when they consider that the time is right for the mentee to put in for assessment

Once a mentor has agreed to work with the mentee, then the mentee must notify IY(UK), via the Registration as L2 or L3 Mentee form on the IY(UK) website, Mentoring Resources page, that they are being mentored at this level and who their mentor is. It is advisable to do this as soon as possible but at least one year before they would hope to take their assessment. The mentor will be asked to confirm that they have agreed to take on this role. IY(UK) will check the mentor's eligibility.

If the mentee decides to transfer to a different mentor, it is the mentee's responsibility to inform IY(UK) via the Changing Mentor of Record – Level 2 and Level 3 form on the IY(UK) website, Mentoring Resources page. The new mentor will be asked to confirm that they have agreed to take on this role. IY(UK) will check the mentor's eligibility.

Assignments and the revision questionnaire (see Section 5) must be marked to the mentor's satisfaction before the mentee may apply for assessment.

Mentors must be sure that their mentee is ready for the assessment before writing the letter of recommendation and advising the mentee to submit their assessment application (see Section 6).

3.4 Summary of Expectations of Trainees and Mentees – all Levels

Class attendance

- Regular attendance at classes with a certificated Iyengar Yoga teacher

Practice

- Regular practice of the āsana and prāṇāyāma syllabi. This regular practice must, of course, be maintained after qualification as a teacher. Guruji said teachers should spend twice as many hours practising as teaching. Teachers are expected to practise beyond the level at which they teach and to have a good standard of all āsanas and prāṇāyāma on the syllabus level they aspire to teach
- Know the Sanskrit names for all āsanas on the syllabus and be able to pronounce them correctly
- Work correctly to take account of personal problems (eg, stiffness, injury) using props intelligently where necessary and working sincerely, safely and effectively to create improvement
- Know the Invocation to Patañjali
- Be familiar with the classical way of performing āsanas as delineated in *Light on Yoga*, *Preliminary Course* and *Intermediate Course* whilst also being aware of different usages and variations
- Have understanding of, and be able to demonstrate, alignment, extension and correct directionality and develop an awareness of precision in āsanas, making adjustments as necessary to achieve this
- Be able to hold the āsanas steadily in a quiet state of mind

Being Mentored

- For trainees, regular shadowing of beginners/general classes with the mentor and at tutorials/debriefing sessions with them (mentees may also find this useful)
- The teacher being shadowed bears responsibility for insurance
- Attendance at any special lectures, tutorials, peer group sessions and workshops required to cover the syllabus as indicated by the mentor
- Completion of any tasks set by the mentor to address Learning Modules

Other

- Membership of IY(UK) throughout. All must uphold the standards of Iyengar Yoga (UK) Limited and keep to the rules of the Association, adhering to its ethos and ethical guidelines
- Trainees may informally teach one small group of friends or family members in the second and subsequent years of mentorship and may take out insurance for this purpose. To arrange insurance, trainees should contact Susan Hayden at Wellbeing Insurance:
    - tel: 01252 735806
    - email: enquiries@wellbeinginsurance.co.uk
    - web: https://wellbeinginsurance.co.uk/

Assessment

- The practical assessment is taken when the mentor(s) consider(s) the student is ready. The trainee/mentee then applies online. A formal Recommendation Letter from the mentor is required
- It is the mentor's responsibility, prior to the assessment, to evaluate if the trainee's/mentee's prāṇāyāma practice is on a par with the expectations of the corresponding level. They should see the candidate teach prāṇāyāma sessions on more than a few occasions to decide if they are ready for the corresponding level of certification. This applies to all levels
- Trainees will need to supply a copy of their current First Aid certificate in order to apply for assessment. The First Aid certificate should remain current at the time of assessment
- Certificated teachers should all have a First Aid certificate and should ensure this is up to date. It will not be necessary to supply a copy
- It is strongly recommended that, other than in exceptional circumstances, the mentorship period be continuous however many years may be needed to take and pass an assessment

Section 4: Syllabi

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4.1 Theory Syllabus

Level	Mandatory	Recommended	
LEVEL 1	*Tree of Yoga*	*Light on Life*	It is recommended that any student reads any or all books of the 3 Iyengars at any stage of learning or any level of certification
	Art of Yoga	*Yogaśāstra Level 1,2,3*	
	Yoga in Action: Preliminary Course		
	Yoga in Action: Intermediate Course		
	Light on Yoga: *Part 1: Introduction* *Part 2: Yogāsanas (Relevant Āsanas)* *Part 3: Prāṇāyāma (Relevant Prāṇāyāmas)*		
	Light on Prāṇāyāma: Section 1 *Section 2: Chapter 10* *(Relevant Prāṇāyāmas)*		
	Basic Guidelines for Teachers of Yoga		
LEVEL 2	*Ārogya Yoga*	*Light on Yoga*	
	Yaugika Manas	*Light on Prāṇāyāma*	
	Yoga Sūtra Paricaya	*Yogaśāstra Level 4, 5*	
	Gem for Women		
	Tuesdays with Prashant		
	Light on Yoga: *Part 1: Introduction* *Part 2: Yogāsanas (Relevant Āsanas)* *Part 3: Prāṇāyāma (Relevant Prāṇāyāmas)*		
	Light on Prāṇāyāma: Section 1 *Section 2: Chapter 10* *(Relevant Prāṇāyāmas)*		
	Basic Guidelines for Teachers of Yoga		
LEVEL 3	*Light on Yoga*	*Aṣṭadaḷa Yogamālā series*	
	Light on Prāṇāyāma: Section 1 *Section 2: Chapter 10* *(Relevant Prāṇāyāmas)*	*Haṭha Yoga Pradīpikā*	
	Light on Yoga Sūtras of Patañjali: *Chapter 1, 2*	*Bhagavad Gītā* *Chapter I, VI*	
	Light on Life		
	Alpha and Omega of Trikonāsana		
	Mobility and Stability		
	Basic Guidelines for Teachers of Yoga		
LEVEL 4	*Light on Yoga Sūtras of Patañjali*	*Aṣṭadaḷa Yogamālā series*	
	Basic Guidelines for Teachers of Yoga	*Bhagavad Gītā* *Chapter I to VI*	
LEVEL 5	*Core of Yoga Sūtras of Patañjali*	Various texts of yoga	

4.2 Syllabus Level 1

Āsanas	Plate No.	Source
Utthiṣṭha Sthiti – Standing Āsanas		
Tādāsana	1	*Light on Yoga*
Vṛkṣāsana	2	
Utthita Trikoṇāsana	4, 5	
Parivṛtta Trikoṇāsana	6, 7	
Utthita Pārśvakoṇāsana	8, 9	
Parivṛtta Pārśvakoṇāsana	10, 11	
Vīrabhadrāsana I	14	
Vīrabhadrāsana II	15	
Vīrabhadrāsana III	17	
Ardha Chandrāsana	19	
Utthita Hasta Pādāṅguṣṭhāsana I with support	120, 121	*Yoga: A Gem for Women*
Utthita Hasta Pādāṅguṣṭhāsana II with support	122, 123	
Pārśvōttānāsana	26	*Light on Yoga*
Prasārita Pādōttānāsana I	33, 34	
Utkaṭāsana	42	
Pādāṅguṣṭhāsana	44	
Padahastāsana	46	
Uttānāsana	48	
Garuḍāsana	56	

Upaviṣṭha Sthiti – Sitting Āsanas		
Daṇḍāsana	77	*Light on Yoga*
Swastikāsana	5	*Light on Prāṇāyāma*
Parvatāsana in Swastikāsana		*Preliminary Course*
Gomukhāsana	80	*Light on Yoga*
Siddhāsana	84	
Vīrāsana	89	
Parvatāsana in Vīrāsana	91	
Baddha Koṇāsana	102	
Upaviṣṭha Koṇāsana	151	

Āsanas	Plate No.	Source
Paśchima Pratana Sthiti – Forward Extension Āsanas		
Adho Mukha Vīrāsana	92	*Light on Yoga*
Jānu Śīrṣāsana	127	
Triaṅg Mukhaikapāda Paschimottānāsana	139	
Marīchyāsana I	144	
Pārśva Upaviṣṭha Koṇāsana	152	
Paschimottānāsana (Ugrāsana/Brahmacharyāsana)	161	
Mālāsana II	322	
Parivṛtta Sthiti – Lateral Extension Āsanas		
Parighāsana	39	*Light on Yoga*
Bharadvājāsana I	297, 298	
Bharadvājāsana II	299, 300	
Marīchyāsana III	303, 304	
Ardha Matsyendrāsana I	311, 312	
Viparīta Sthiti – Inversions		
Sālamba Śīrṣāsana I (using the wall; know how to teach with ropes, when available)	184, 185, 190	*Light on Yoga*
Sālamba Sarvāṅgāsana I	223, 224	
Halāsana	244	
Pārśva Halāsana	249	
Karṇapīdāsana	246	
Pārśva Karṇapīdāsana	Similar to Pārśva Halāsana but legs are bent in Karṇapīdāsana	
Supta Koṇāsana	247	*Light on Yoga*
Eka Pāda Sarvangāsana	250	
Pārśvaika Pāda Sarvāngāsana	251	
Chatushpādāsana	102	*Yoga: A Gem for Women*
Setubandha Sarvāṇgāsana (with support)	98, 99	*Yoga: A Gem for Women*
		Preliminary Course
Setubandha Sarvāṇgāsana (from Sarvāngāsana, with bent knees, feet dropping to wall or chair)		

Āsanas	Plate No.	Source
Udara Ākunchana Sthiti – Āsanas for Abdominal Contraction		
Paripūrṇa Nāvāsana	78	*Light on Yoga*
Ardha Nāvāsana	79	
Ūrdhva Prasarita Pādāsana (90°)	279	
Supta Pādāṅguṣṭhāsana I	284	
Supta Pādāṅguṣṭhāsana II	287	
Pūrva Pratana Sthiti – Backward Extension Āsanas		
Śalabhāsana	60	*Light on Yoga*
Makarāsana	62	
Dhanurāsana	63	
Bhujaṅgāsana I	73	
Ūrdhva Mukha Śvānāsana	74	
Uṣṭrāsana	41	
Ūrdhva Dhanurāsana I	482	
Dwi Pāda Viparīta Daṇḍāsana (chair)		*Intermediate Course*
Viśrānta Kāraka Sthiti – Restorative Āsanas		
Supta Swastikāsana		*Intermediate Course*
Supta Vīrāsana (supported and not supported)	96	*Light on Yoga*
Supta Baddha Koṇāsana	38, 39	*Yoga: A Gem for Women*
Śavāsana	592	*Light on Yoga*
Śavāsana (on the bolster with eyes covered, observing the normal in breath and out breath)		
Śavāsana (with eye band, normal in breath and deep out breath)		
Hasta Tolana Sthiti – Arm Balancing Āsanas		
Note: It is good to be equipped with this entire section in case you are teaching youngsters. The āsanas marked with an asterisk are not mandatory.		
Chaturaṅga Daṇḍāsana	67	*Light on Yoga*
Adho Mukha Śvānāsana	75	
Pīnchā Mayūrāsana *	357	
Adho Mukha Vṛkṣāsana *	359	
Ṭiṭṭibhāsana (from Uttānāsana) *	395	
Prāṇāyāmas		
Ujjāyi, Viloma Prāṇāyāma in supine position		

4.3 Syllabus Level 2

All āsanas and prāṇāyāma from Level 1 syllabus are a part of Level 2 syllabus

Āsanas	Plate No.	Source
Parivṛtta Ardha Chandrāsana	13	*Art of Yoga*
		Intermediate Course
Utthita Hasta Pādāṅguṣṭhāsana I without support	23	*Light on Yoga*
Utthita Hasta Pādāṅguṣṭhāsana II without support		
Utthita Hasta Pādāṅguṣṭhāsana III	124	*Yoga: A Gem for Women*
Prasārita Pādōttānāsana II	35, 36	*Light on Yoga*
Ūrdhva Prasārita Ekapādāsana	49	
Ardha Baddha Padmōttānāsana	52	
Pārśva Dhanurāsana	64, 65	
Lolāsana	83	
Paryankāsana	97	
Bhekāsana	100	
Padmāsana	104	
Parvatāsana	107	
Tolāsana	108	
Matsyāsana	113	
Mahā Mudrā	125	
Parivṛtta Jānu Śīrṣāsana	132	
Parivṛtta Upaviṣṭa Koṇāsana	Similar to Parivṛtta Jānu Śīrṣāsana but legs in Upaviṣṭa Koṇāsana position	
Ardha Baddha Padma Paschimottānāsana	135	*Light on Yoga*
Parivṛtta Paschimottānāsana	165	
Ubhaya Pādāṅguṣṭhāsana	167	
Pūrvottānāsana	171	
Ākarṇa Dhanurāsana	173, 175	
Sālamba Śīrṣāsana 1 (in the middle of the room or according to the students' needs)	184, 185, 190	
Pārṣva Śīrṣāsana	202, 203	
Parivṛttaikapāda Śīrṣāsana	206, 207	
Eka Pāda Śīrṣāsana	208, 209	
Pārṣvaika Pāda Śīrṣāsana	210	
Ūrdhva Padmāsana in Śīrṣāsana	211	
Piṇḍāsana in Śīrṣāsana	218	
Sālamba Sarvāngāsana II	235	

Āsanas	Plate No.	Source
Setubandha Sarvāngāsana	259	*Light on Yoga*
Ūrdhva Padmāsana in Sarvāngāsana	261	
Piṇḍāsana in Sarvāngāsana	269	
Jaṭhara Parivartanāsana	274, 275	
Ūrdhva Prasarita Pādāsana (all plates)	276-279	
Chakrāsana	280-283	
Supta Pādāṅguṣṭhāsana I	285, 286	
Supta Pādāṅguṣṭhāsana III	Legs similar to Utthita Hasta Pādāṅguṣṭhāsana III but body is in a supine position	
Eka Hasta Bhujāsana	344	*Light on Yoga*
Dwi Hasta Bhujāsana	345	
Bhujapīdāsana	348	
Pīnchā Mayūrāsana (against the wall, with palms facing downwards, palms facing towards each other and palms facing upwards)	357	
Adho Mukha Vṛkṣāsana (against the wall, fingers pointing towards the wall and also palms turned outward)	359	
Kūrmāsana	363, 364	
Eka Pāda Śīrṣāsana	371	
Ṭiṭṭibhāsana (from Uttānāsana)	395	
Ūrdhva Dhanurāsana	479-482	
Dwi Pāda Viparīta Daṇḍāsana	516	

Prāṇāyāmas
Note: the use of a wall for support is acceptable
Ujjāyi, Viloma prāṇāyāma in sitting position
Ujjāyi with a short spell of Kumbhaka
Anuloma prāṇāyāma without retention of breath
Pratiloma prāṇāyāma without retention of breath
Bhrāmarī
Śitalī
Śitakārī

4.4 Syllabus Level 3

All āsanas and prāṇāyāma from Level 1 and Level 2 are a part of Level 3 syllabus

Āsanas	Plate No.	Source
Vātāyanāsana	58	*Light on Yoga*
Nakrāsana	68-71	
Ṣaṇmukhī Mudrā	105, 106	*Light on Prāṇāyāma*
Siṃhāsana I	109	*Light on Yoga*
Siṃhāsana II	110	
Kukkuṭāsana	115	
Garbha Piṇḍāsana	116	
Baddha Padmāsana	118	
Yoga Mudrāsana	120	
Krounchāsana	141, 142	
Marīchyāsana II	146	
Ūrdhva Mukha Paschimottānāsana I	168	
Ūrdhva Mukha Paschimottānāsana II	170	
Ūrdhva Daṇḍāsana	188	
Sālamba Śīrṣāsana II	192	
Sālamba Śīrṣāsana III	194, 195	
Pārśva Ūrdhva Padmāsana in Śīrṣāsana	213-216	
Nirālamba Sarvāngāsana I	236	
Nirālamba Sarvāngāsana II	237	
Eka Pāda Setu Bandha Sarvāngāsana	260	
Pārśva Piṇḍāsana in Sarvāngāsana	270, 271	
Anantāsana	290	
Uttāna Pādāsana	292	
Marīchyāsana IV	305	
Mālāsana I	321	
Pāśāsana	328, 329	
Ardha Matsyendrāsana II	330, 331	
Ardha Matsyendrāsana III	332, 333	
Aṣṭāvakrāsana	342, 343	
Mayūrāsana	354	
Adho Mukha Vṛkṣāsana (with palms back, as in Mayūrāsana, but apart and at a distance of one and a half feet from the wall)	359	
Supta Kūrmāsana	368	

Āsanas	Plate No.	Source
Bhairavāsana	375	*Light on Yoga*
Yoganidrāsana	391	
Vasiṣṭāsana	398	
Bakāsana	410	
Pārśva Bakāsana	412	
Dwi Pāda Kouṇḍinyāsana	438	
Eka Pāda Kouṇḍinyāsana I	441	
Eka Pāda Bakāsana I	446, 447	
Eka Pāda Bakāsana II	451, 452	
Yogadaṇḍāsana	456	
Mūlabandhāsana	462, 463	
Vāmadevāsana II	466	
Ūrdhva Dhanurāsana I (from Tāḍāsana)	483-486	
Ūrdhva Dhanurāsana II	483-487	
Eka Pāda Ūrdhva Dhanurāsana	501, 502	
Kapotāsana	507, 512	
Laghu Vajrāsana	513	
Dwi Pāda Viparīta Daṇḍāsana (from Śīrṣāsana)	516, 517-520	
Eka Pāda Viparīta Daṇḍāsana I	521	
Eka Pāda Rājakapotāsana I	542	
Note: Classically, as shown in LOY, some arm balancing āsanas have to be attempted from Śīrṣāsana. However, they can also be attempted from Tāḍāsana/Uttānāsana.		

Prāṇāyāmas
Ujjāyi with Antara Kumbhaka (according to each one's individual capacity)
Bhastrikā, Kapālabhāti
Anuloma prāṇāyāma with retention of breath
Pratiloma prāṇāyāma with retention of breath

4.5 Syllabus Level 4

All āsanas and prāṇāyāma from Level 1, Level 2 and Level 3 are a part of Level 4 syllabus

Āsanas	Plate No.	Source
Gorakṣāsana	117	*Light on Yoga*
Supta Vajrāsana	124	
Baddha Hasta Śīrṣāsana	198	
Mukta Hasta Śīrṣāsana	200, 201	
Pārśva Sarvāngāsana	254, 255	
Pārśva Ūrdhva Padmāsana in Sarvāngāsana	262 – 265	
Uttāna Padma Mayūrāsana	267	
Setu Bandhāsana	296	
Paripūrṇa Matsyendrāsana	336, 339	
Padma Mayūrāsana	355	
Haṃsāsana	356	
Sayanāsana	358	
Skandāsana	372	
Buddhāsana	373	
Kapilāsana	374	
Kāla Bhairavāsana	378	
Chakorāsana	379, 380	
Dūrvāsāsana	383	
Richikāsana	384, 385	
Viranchyāsana I	386, 387	
Viranchyāsana II	388	
Dwi Pāda Śīrṣāsana	393, 394	
Ṭiṭṭibhāsana (From Dwi Pāda Śīrṣāsana)	395	
Kaśyapāsana	399, 400	
Viśvāmitrāsana	403	
Ūrdhva Kukkuṭāsana	417 - 419	
Pārśva Kukkuṭāsana	424, 425	
Gālavāsana	427, 428	
Eka Pāda Gālavāsana	431, 433	
Eka Pāda Kouṇḍinyāsana II	442, 443	
Supta Bhekāsana	458	
Vāmadevāsana I	465	
Kandāsana	470, 471	
Hanumānāsana	475, 476	
Samakoṇāsana	477	

Āsanas	Plate No.	Source
Supta Trivikramāsana	478	*Light on Yoga*
Viparīta Chakrāsana in Ūrdhva Dhanurāsana	488 – 499	
Eka Pāda Viparīta Daṇḍāsana II	523	
Chakra Bandhāsana	524	
Maṇḍalāsana	525 – 535	
Vṛśchikāsana I	536, 537	
Vṛśchikāsana II	538	
Vālakhilyāsana	544	
Eka Pāda Rājakapotāsana II, III, IV	545, 546, 547	
Bhujaṅgāsana II	550	
Rājakapotāsana	551	
Pādāṅguṣṭha Dhanurāsana	555	
Gheraṇḍāsana I	561 – 563	
Gheraṇḍāsana II	564 – 566	
Kapiṅjalāsana	567	
Śīrṣa Pādāsana	570	
Gaṇḍa Bheruṇḍāsana	580, 581	
Viparīta Śalabhāsana	584	
Tiriang Mukhottānāsana	586	
Naṭarājāsana	590, 591	

Prāṇāyāmas
Sūrya Bhedana
Chandra Bhedana
Nāḍī Śodhana

4.6 Note re Levels

When one attends different levels of classes at RIMYI (whether in person or via zoom) one begins to understand how the teaching there at Beginners, Intermediate and Advanced level is illustrative of the certification levels.

Beginners (Level 1) classes are concerned mainly with learning correct and precise action with the emphasis on external physical posture. This is taught via demonstration and correction and adjustment. The Sanskrit names of the āsanas taught are used and the students encouraged/expected to become familiar with them. As has been our own practice for many years, and what is emphasised in *Basic Guidelines*, a beginners' class will usually start with standing postures to give most direct access to the various body parts. Basic inversions (Sarvāngāsana and Halāsana and, in time, also Śīrṣāsana) are introduced. Once inversions have been established they will normally be included in a class. Some students, who are more interested in the 'exercise' element of yoga, may stay at this beginners' stage. Others may progress in a few years, as a result of their practice, to Intermediate (Level 2).

Intermediate classes at RIMYI bring in the 'fabric of sensitivity'. More challenging āsanas need this level of understanding to be done safely, and with a deeper sense of bodily feeling and response to the āsana, although this is of course not the only reason sensitivity is highlighted. Breath awareness is introduced. Appropriate āsanas may be held longer (staying) which enhances the ability to cultivate these sensations and responses. Demonstration may become less necessary for familiar āsanas, whose Sanskrit names will by now be fully learned. Home practice is necessary for further exploration and is assumed to be taking place. Many students may not progress further than this stage on the yogic journey.

Advanced (Level 3 and above) classes at RIMYI introduce and develop the concepts of 'perceptivity' and 'reflectivity' as well as 'maintaining' an āsana – as opposed to merely staying in it. These classes are for experienced students who are already exploring and learning by self-practice to a higher degree of understanding and sensitivity. They are students who are fascinated and enthralled by yoga and who are willing to try and experiment in multiple ways, to find and use their 'inner teacher'. More challenging āsanas continue to be included but may be adapted to take account of age and condition. The ability to 'do' them is not necessarily required but the attempt can open some doors of exploration and awareness and enable a deeper yogic experience of simpler āsanas. More advanced practice is much more about witnessivity than about doing. There should come a point where the mentor (and indeed the teacher) can only guide and encourage. The learning and education have to come from within.

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5.1 Introduction to Learning Modules

This section contains the IY(UK) learning modules, a framework of study for all Iyengar Yoga teachers and trainees, based closely on *Basic Guidelines for Teachers of Yoga* (and, where appropriate, UK legislation). You will see that much, if not all, of the information here will already be familiar to you if you are a teacher.

Theory is integral to practice and studying this syllabus should always be seen in the context of, and relate meaningfully to, our yoga practice; it is not intended to be a paper exercise.

The theory syllabus, from the *Certification and Assessment Guidelines* issued by RIMYI, July 2020, and included as Section 4.1 of the manual, lists both mandatory and recommended texts to be read and assimilated at each level of certification.

Basic Guidelines for Teachers of Yoga is given as a mandatory text for the theory syllabus of Levels 1 to 4 inclusive. It is therefore envisaged that all teachers should continue to use it (as well as studying the other mandatory and recommended texts) as an essential reference book throughout their career for all aspects of teaching and that they will delve more deeply into different concepts addressed in it as their interests and learning develop.

The Level 1 theory syllabus lists the mandatory textbooks that should be read and understood by all trainees and recommended ones which include the highly readable *Yogaśāṣṭra* and any books by the Iyengars.

All existing teachers are recommended to familiarise themselves with these learning modules and to study them more deeply as they develop. It is anticipated that some additional material may be added for Levels 2 and 3 from time to time.

We hope you find the following notes reassuring:

- Level 1 teachers are expected to be aware of this material. It is all contained in *Basic Guidelines for Teachers of Yoga*, our international Yoga teachers' textbook. They may not yet know it all by heart/have memorised it all
- Much of the material will arise naturally whilst attending regular classes and shadowing classes
- Much may simply involve reading and re-reading the material and discussing it with the mentor to resolve doubts and queries
- How the mentor and trainee go about working on this material is largely up to them to work out together according to individual needs
- There is a mentoring resource bank on the IY(UK) website with ideas on how you might approach working on the various aspects of the learning modules – it might be reading, completing a worksheet, watching a film and discussing it, preparing a short talk, making a poster/drawing: https://iyengaryoga.org.uk/mentoring-resource-bank/)

- If you have a good idea or have found something works very well and you think it might help others, don't keep it to yourself! We warmly invite you all, trainees and teachers, to contribute your good ideas to the resource bank. This sharing is an important part of building our community. (It is very simple – just take a couple of minutes to complete the template on www.iyengaryoga.org.uk. Log in and go to Members' Dashboard, Mentoring Resources page)
- Once certificated as teachers, we are all expected to continue studying this material in order to remain familiar with it and to gain deeper understanding of it

Learning Module Assessment

Assessment is carried out by the mentor on an ongoing basis. All assignment and revision papers are take home and must be completed to the mentor's satisfaction.

- Level 1 – there are 4 mandatory assignments and a revision questionnaire to be completed before presenting for assessment
- Level 2 – there are 3 mandatory assignments and a revision questionnaire to be completed before presenting for assessment
- Level 3 – there are 3 mandatory assignments and a revision questionnaire to be completed before presenting for assessment

5.2 Module 1 – Anatomy & Physiology

The subject matter given here is based closely on the content of the Anatomy section of *Basic Guidelines for Teachers of Yoga* Chapter VIII (pp.105-123). All teachers should read this chapter and be familiar with everything covered in it.

Overview

The human body is made up of **cells**. Groups of cells form **tissues** and these tissues form **organs**. Organs are organised into **systems** according to their functions. *'The study of the form and arrangement of organs is called **anatomy**, and their method of functioning, **physiology**.… The body consists of axial parts – the head, neck and trunk – and two pairs of limbs. It is supported by the **skeletal system** and moved by the **muscular system** which is controlled by the **nervous system** through stimulation of the **sense organs**. It is covered by the **skin**. Activity is maintained by energy, the organs to supply which lie in the **trunk**. Energy is obtained from food, dealt with by the **digestive system** and released by oxygen obtained by the **respiratory system**. These materials are distributed by the **blood vascular system** and by the **lymphatic system** which also carry waste materials to be removed by the **excretory system**. The metabolic functions are integrated by the **endocrine system**. The species is propagated by the **reproductive system**.'*[6]

Part A – Exoteric Anatomy & Physiology

1 Skeleton

Be able to identify major bones of the skeleton:

- The skull
- The five sections of the vertebral column
- Shoulder girdle and upper limbs
- Pelvic girdle and lower limbs

Be able to state the four main functions of the skeleton

Be able to state the main function of the skull (protect the delicate brain)

Be able to describe the types of movement permitted by:

- Head and neck
- Shoulder complex
- Hip joint
- Knee joint

Be able to describe the movements of the above in conventional anatomical terms and be able to relate these to yogāsana

Be able to explain the difference between a tendon and a ligament

[6] *Basic Anatomy and Physiology*, HGO Rowett, 1959, 1973 (second edition, fourth edition now available)

2 Organs

Know the location in the body of the major organs:

- Right and left lungs
- Heart
- Diaphragm
- Stomach
- Liver
- Kidneys

Know the basic functions of each of these organs

3 Endocrine System

Know the overall function of the endocrine system

Know the major endocrine glands:

- Hypothalamus
- Pituitary
- Pineal
- Thyroid
- Adrenals
- Testes
- Ovaries

Know the location of each gland or pair of glands in the body

4 Arthrology

Know the difference between a fixed (immovable) joint and a slightly movable joint and be able to give examples of these

Be able to describe the five main components of a typical synovial joint

Know what a bursa is

Be able to describe the movements of the shoulder, elbow, radio-ulna and wrist joints and relate these to yogāsanas

Be able to describe the movements of the hip, knee and ankle joints and relate these to yogāsanas

Be able to describe the movement of the spine as a whole and name the first two cervical vertebrae and their movements

5 Myology

Know the different types of muscle:

- Voluntary (striated) skeletal muscles
- Involuntary (unstriated) visceral muscles
- Cardiac (heart – specialist involuntary)

Be able to describe the function of a voluntary muscle

Be able to state the location in the body and the prime movements of the following muscles:

- Deltoid
- Biceps
- Triceps
- Quadriceps
- Gluteus Maximus
- Hamstrings
- Gastrocnemius
- Trapezius
- Latissimus Dorsi
- Pectoralis Major
- Rectus Abdominis
- External Oblique

Be able to explain the difference between the origin and the insertion of a muscle.

Know which muscles make up the rotator cuff

6 The Respiratory System

Be able to describe external respiration and know where it takes place

Be able to draw a simple diagram of the respiratory system and list the structures through which air passes

Know what the pleura is

Be able to describe the movement of the ribs and diaphragm in normal respiration

7 The Digestive System

Know the purpose of digestion

Be able to list the parts of the body where digestion takes place and describe what happens in digestion

Be able to name the three accessory organs of digestion

8 The Excretory System

Know what the organs of excretion are:

- The large intestine
- The urinary system
- The lungs
- The skin

Know what part the skin plays in the excretory system

Know what the positions and the functions of the kidneys are

9 The Nervous System

Be able to describe:

- The Central Nervous System
- The Peripheral Nervous System, its two sub-divisions and the functions of sensory nerves and motor nerves

Be able to list the five senses of perception in English and Sanskrit

10 The Circulatory System

Know the purpose of the circulatory system and its two main circuits (pulmonary and systemic)

Know the three types of blood vessels (arteries, veins and capillaries)

Know the main function of the heart and the flow of blood through its chambers

Know how the lymphatic system is linked to the circulatory system

11 Terminology Used in Iyengar Yoga

Including: groins, head of the shins, chips of the knees, chips of the pelvis, tailbone, sacrum, buttock bones, femur head, three diaphragms etc

Part B Esoteric Anatomy of Yoga

1 Kośas

Know that in yoga the body is conceptualised as having five sheaths (kośas). Be able to list the five kośas in Sanskrit and their English translations:

- Annamaya kośa – anatomical sheath
- Prāṇāmaya kośa – physiological sheath
- Manomaya kośa – mental sheath
- Vijñānamaya kośa – intellectual sheath
- Anandamaya kośa – blissful sheath

2 Śarīras

Know that in yoga conceptually there are three śarīras (bodies):

- Sthūla śarīra – gross frame of the body
- Sūkṣma śarīra – subtle frame of the body
- Kāraṇa śarīra – causal frame of the body

3 Pañcha Vāyu

Be able to list the five vāyus and know which area of the body each is associated with:

- Apāna vāyu – moves in the region of the lower abdomen and controls elimination of urine, faeces and semen
- Samāna vāyu – resides in the centre of the trunk and stokes the gastric fires
- Prāṇa vāyu – moves in the heart region and controls movement of the breath
- Udāna vāyu – moves in the upper thoracic cavity and throat and controls intake of air and food
- Vyāna vāyu – pervades the entire body and distributes energy from air and food

4 Chakras

Be able to explain in simple terms what chakras are – subtle energy centres in the body, the flywheels in the nervous system where nāḍīs intersect.

Be able to name the seven main chakras and know their approximate location along the spinal column:

- Mūlādhāra chakra – anal/tailbone latitude
- Svādhiṣṭhāna chakra – genital latitude
- Maṇipūraka chakra – navel latitude
- Anāhata chakra – heart latitude

- Viśuddhi chakra – throat latitude
- Ājña chakra – between the two eyebrows
- Sahasrāra chakra – upper cerebral centre, top of the head

5 Nāḍīs

Know that the nāḍīs are subtle energy channels

Be able to name the three main nāḍīs:

- Iḍā – channel of lunar energy, starts at the left nostril, flows close to the spine
- Pingalā – channel of solar energy, starts at the right nostril, flows close to the spine
- Suṣumṇā – main energy channel situated inside the spinal column

5.3 Module 2 – Yoga Philosophy + Level 1 Assignment

The chapter on Theoretical Background in *Basic Guidelines for Teachers of Yoga* and the Introduction to *Light on Yoga* are excellent references. Trainees should be aware of the following topics at a basic level and should understand that they form the basis for a deeper, lifelong exploration of the subject.

1 Patañjali

- Know who Patañjali was and his significance in yoga. That he was a sage who lived during the second century BC who wrote the *Yoga Sūtras* (YS)
- Know the Invocation to Patañjali, what it means and why we chant it
- Know Patañjali's definition of yoga (YS 1.2)

2 Aṣṭāṅga Yoga

- Know what the eight limbs of yoga (Aṣṭāṅga Yoga) are (YS 2.29)
- Be able to name the eight limbs, in Sanskrit and English
- Be able to give a short description of the eight limbs to illustrate understanding of them
- Know what the names and meanings of the yamas are (YS 2.30)
- Know what the names and meanings of the niyamas are (YS 2.32)
- Be able to define āsana (YS 2.46-48)
- Know what prāṇa is
- Be able to define prāṇāyāma (YS 2.49)
- Know what pratyāhāra is (YS 2.54)

3 Antarāyas (Obstacles) and their Remedy

3.1 Antarāyas

Know the names and meanings of the nine obstacles which hinder yoga practice (YS 1.30):

- Vyādhi – disease
- Styāna – languor or lack of perseverance
- Saṃśaya – doubt, indecision
- Pramāda – carelessness, inadvertence
- Ālasya – laziness

- Avirati – incontinence
- Bhrānti darśana – false or invalid knowledge, or illusion
- Alabdha bhūmikatva – missing the point
- Anavasthitattva – not holding on to what has been achieved

3.2 Remedy

Know the fourfold remedy Patañjali has outlined (YS 1.33) to keep the mind in a state of well-being and to avoid sorrow and unhappiness arising in the heart:

- Maitrī – friendliness towards the happy
- Karuṇā – compassion towards the unhappy
- Muditā – gladness at virtue or success
- Upēkṣāṇāṁ – indifference to sin or failure

4 Kleśas

Know the names of the pañcha kleśa (five afflictions) and their English translations:

- Avidyā – ignorance, lack of spiritual knowledge
- Asmitā – ego, pride, I, individuality
- Rāga – attachment
- Dveṣa – aversion, hate, animosity
- Abhiniveśa – love of life, fear of death

Be able to describe something of how the kleśas influence your practice of yoga

5 Guṇas

Know what the three guṇas (qualities of nature) are and their Sanskrit names:

- Sattva
- Rajas
- Tamas

Be able to describe something of how the guṇas can influence āsana practice

6 Yoga Texts

Be aware of these three key yoga texts:

- *Yoga Sūtras of Patañjali*
- *Haṭha Yoga Pradīpikā*
- *Bhagavad Gītā*

7 Sanskrit Keywords

Be aware of these keywords which, along with other Sanskrit terms, will help when studying yoga. They can be found in the indices and glossaries of Guruji's publications. See also the Resource Bank on www.iyengaryoga.org.uk - log in and go to Members' Dashboard, Mentoring Resources page.

- Karma
- Dharma
- Puruṣa
- Prakṛti
- Dṛṣṭa
- Bhāvanā
- Kaivalya

Assignment 1 – Level 1

This assignment is mandatory for Level 1 trainees

The Eight Limbs of Yoga with particular focus on Yamas and Niyamas – how do they affect your life and your yoga practice? (1000-2000 words)

Guidelines:

Read the section on the Eight Limbs of Yoga in *Light on Yoga* by BKS Iyengar

Read about Aṣṭāṅga yoga and the yamas and niyamas in other publications

This assignment should demonstrate your understanding of the concepts so should be in your own words. Do not lift paragraphs of text from source material

If the assignment does not reach the expected standard when presented, your mentor will return it to you for further improvement (see feedback form as a guide to what is expected)

Your assignment should include the following:

- The correct Sanskrit term for each limb of yoga with the correct English translation for each
- The correct Sanskrit term for each yama and niyama with the correct English translation for each
- A brief description of each yama and niyama in your own words
- An explanation of how each of the yamas and niyamas affects your life and your yoga practice, showing understanding of the meanings you have given

Assignment 1 Feedback Form - Level 1	
Name of Trainee:	
The Eight Limbs of Yoga with particular focus on Yamas and Niyamas – how do they affect your life and your yoga practice?	
Marking Categories	Comments & Suggestions
Sanskrit names correct for eight limbs	
Translation correct for each Sanskrit term	
Sanskrit names correct for yamas and niyamas	
Translation correct for each Sanskrit term	
Meaning of each yama and niyama explained clearly	
Application of the yamas and niyamas in own life and yoga practice given	
Application of yamas and niyamas shows an understanding of the meaning given for each	
Further comments on the assignment	
The standard of this assignment is satisfactory Mentor's signature: Mentor's name: Date: The mentor and trainee should each keep a copy of this assignment and feedback form in a portfolio of the trainee's work	

5.4 Module 3 - Teaching Skills + Level 1 Assignment

The first chapter of the *Basic Guidelines for Teachers of Yoga* is the main text for this module. During the mentoring period trainees should develop teaching skills, including:

1 Presentation Skills

- Develop an appropriate teaching manner, including standing well, use of voice
- Dress appropriately (eg baggy clothes, especially trousers, must not be worn as legs should be clearly visible; clothes should be modest and appropriate)
- Develop classroom awareness

2 Demonstration Skills

- Understand the importance and effectiveness of visual demonstration of āsanas
- Be able to position themselves effectively and know when to change their position to show a point to best advantage
- Be able to synchronise words and actions when demonstrating
- Be able to clearly demonstrate on their own bodies points given to students
- Be able to direct students' attention to a particular point they are showing
- Be able to present a mirror image demonstration, doing on their left side when the students work on their right and vice versa
- Know when to repeat demonstrations to aid student understanding
- Be able to demonstrate using props when they want the class to use props

3 Instructional Skills

- Be able to give clear, simple, precise, unambiguous, directive instructions
- Be able to give succinct instructions and not give too much information
- Be able to speak clearly with sufficient volume and energy to be easily heard and followed
- Be able to link their instructions and actions
- Be able to give clear, well prepared, sequential instructions
- Be able to give instructions starting at the base of the pose and building onward
- Be able to give instructions for the right side while performing on the left
- Be able to change the tone, pitch and volume of their voice according to the āsana and whether they are energising the class or quietening the class
- Be able to give appropriate instructions to students to breathe normally while doing an āsana and to inhale or exhale as appropriate
- Be able to give more detailed, subtle instructions as appropriate to the level of the students

4 Observational Skills

- Be able to observe the whole class
- Be able to observe each point as it is given and whether students have followed instructions
- Be able to adjust their instructions based on what is observed
- Be able to see where correction of āsanas might be needed
- Be able to observe students' state and general demeanour (eg, steady, shaky, tense, restless, strained) including their faces, changes to the colour of the skin, eyes and breathing so as not to hold them too long in any āsana
- Be able to recognise misalignment, poor directionality, lack of extension and over extension
- Be able to see where adjustments might help for stiffness, injured joints etc

5 Adjustment and Correction Skills

- Be able to see when a class, or individuals in a class, are not following instructions or getting correct actions
- Be able to give clear verbal explanation of what is needed
- Be able to demonstrate the point they want to correct
- Be able to give a manual adjustment when it is needed
- Be able to safely adjust āsanas both verbally and physically, providing it is effective, safe and sensitive to the student's capability
- Be able to adjust a student whilst avoiding sensitive areas of the body
- Be able to create maximum benefit by adjusting the alignment of the pose
- Be able to minimise the risk of injury
- Be able to address the individual needs of all students
- Understand when a student is ready to complete an āsana or should remain at an intermediate stage
- Be able to improve alignment and extension in students
- Understand the directionality of an āsana and how to adjust in intermediate stages in order to improve alignment and extension

6 Use of Props

- Know when it is appropriate to use props
- Know how to use props safely to help a student experiencing stiffness, instability or pain
- Know how to use props to help a student with limited movement or pain
- Know how to use props to help a student with hypermobility
- Know how to use props to support a student to do restorative āsanas

- Know how to use props to improve a student's understanding of an āsana or to enable them to stay longer in the āsana

7 Care of Students

- Know how to teach āsanas and prāṇāyāmas safely
- Know when āsanas need to be supported or amended to take account of an individual's needs, eg, giving props to those with less mobility or teaching simpler adaptations of āsanas to keep all the class occupied doing roughly the same thing
- Know how to help students suffering from (eg) knee, back, shoulder or neck pain in the āsanas on the syllabus
- Know how the spine should turn correctly in seated lateral rotations, twists
- Know the reasons for giving supported backward extensions
- Know how beginner students should be instructed to breathe when they are practising āsanas
- Know how to safely work towards the Padmāsana action introduced in Bharadvājāsana 2

8 Sequencing and Lesson Planning

- Know and be able to name the main families of āsanas
- Know that the order of āsanas within a family of āsanas proceeds from the simplest to the more complicated
- Know links between āsanas
- Know that the āsanas are woven in an order to develop mobility and freedom in the body
- Know that this involves: doing an āsana; understanding an āsana; and addressing stiffness
- Know that āsanas involve a mental effort/endeavour
- Know how much time to spend on different types of āsanas in a class
- Understand the principles of safe and progressive sequencing and be able to apply this in practice and teaching
- Know the main components of a lesson plan
- Be able to write effective and interesting lesson plans and know how to evaluate classes
- Be able to structure a series of lessons
- Be able to be flexible in their teaching and be able to adapt their lesson plan and teaching to the needs of the class as seen at the time

9 Class Control/Management

- Be able to organise the students so that they can see and be seen by the teacher
- Be able to command the attention of the students
- Show efficient organisation, especially when students are using props, moving around the room or where individual students are asked to work differently from the rest of the class

(See also Module 7: Duty of Care for additional considerations and related topics)

Assignment 2 – Level 1

This assignment is mandatory for Level 1 trainees

Construct a 1½ hour class plan suitable for continuing beginners

Guidelines:

- In the classes that you attend, observe the structure and sequencing of the āsanas
- Read about sequencing in *Basic Guidelines for Teachers of Yoga* by BKS Iyengar & Geeta S Iyengar
- Choose your āsanas from the Level 1 syllabus
- Explain your choice of āsanas and sequencing with special attention to links between āsanas
- State the aims and objectives of your class plan (what you want the students to be able to achieve by the end of the class in the context of a longer term plan)
- List the āsanas in the order of the planned class
    - Give estimated timings for each āsana or group of āsanas
    - Give brief notes for your main teaching points
    - Indicate methods to be used
    - Indicate if any resources are required, eg, yoga equipment etc
- Explain how you will finish the class
- Explain how, after teaching your class, you would evaluate the success or otherwise of your class plan and its execution

Assignment 2 Feedback Form - Level 1	
Name of Trainee:	
Construct a 1½ hour class plan suitable for continuing beginners	
Marking Categories	**Comments & Suggestions**
Aims and objectives stated	
Resources stated	
Clear list of āsanas	
Safe and effective sequence	
Sensible timings given	
Suitable end of class	
Teaching methods given	
Links given between āsanas	
Explanation for choice of āsanas and reasons for sequence	
Further comments on the assignment	
The standard of this assignment is satisfactory **Mentor's signature**: **Mentor's name**: **Date**: The mentor and trainee should each keep a copy of this assignment and feedback form in a portfolio of the trainee's work	

5.5 Module 4 – Inversions

Readiness to Learn Inversions

1. Know when a student is ready to learn various inversions
2. Know how to judge when a student is ready to learn Sālamba Sarvāngāsana 1
3. Know how to judge when a student is ready to learn Sālamba Śīrṣāsana 1

Sequence of Learning Inversions

4. Know the sequence of learning inversions and understand why
5. Know the sequence for practising inversions and understand why
6. Know how to approach inversions for less able students:
    - Supported Setu Bandha in various forms, including cross bolsters
    - Supported Viparīta Daṇḍāsana
    - Viparīta Karaṇi
    - Ardha Halāsana
    - Ardha Śīrṣāsana
    - Sarvāngāsana on a chair

Safety Concerns

7. Be able to safely take a student into Ardha Halāsana, Sālamba Sarvāngāsana 1 and Halāsana
8. Be able to safely take a student into Salamba Sirṣāsana 1
9. Be able to observe and correct students in Sālamba Śīrṣāsana 1
10. Know when inversions are contraindicated:
    - Menstruation
    - High blood pressure
    - Neck problems
    - Eye and ear diseases
    - Hiatus hernia
    - Hard contact lenses
    - Osteoporosis

11. Know some alternative āsanas to give when inversions are inappropriate for a student
    - Know a suitable menstrual sequence as taught in RIMYI
    - Know a suitable post menstruation sequence, eg, as in *Yoga a Gem for Women*[7] and *The Practice of Women During the Whole Month*[8]
    - Know when to draw on the āsanas in point 6 above
12. Be able to demonstrate Adho Mukha Vṛkṣāsana and Pīncha Mayūrāsana. Be able to teach the basics of these two āsanas where appropriate

[7] *Yoga: A Gem for Women*, Geeta S Iyengar
[8] *The Practice of Women During the Whole Month*, Geeta S Iyengar, IY(UK) 2009

5.6 Module 5 – Śavāsana & Prāṇāyāma + Level 1 Assignments x 2

1. Know how to teach Śavāsana
2. Be able to introduce students to their breath, Ujjāyi 1, in flat Śavāsana
3. Be able to set up suitable supports for supported Śavāsana
4. Be able to place a student correctly on the Śavāsana support and adjust the student if necessary to improve their Śavāsana
5. Be able to introduce students to their breath when they are in supported Śavāsana so that they become aware of their breath – Ujjāyi 1
6. Know when and how to introduce prāṇāyāma to a class of students
7. Know in what circumstances it may be inappropriate for a student to practise prāṇāyāma
8. Know relevant cautions to tell students before commencing prāṇāyāma
9. Know which āsanas are suitable to practise to prepare the body and mind for prāṇāyāma
10. Know the preparatory supine stages of Ujjāyi prāṇāyāma (Ujjayi 1,2,3 and 4)
11. Be able to instruct and observe the preparatory stages of Ujjāyi prāṇāyāma
12. Know the preparatory supine stages of Viloma prāṇāyāma (Viloma 1,2 and 3)
13. Be able to instruct and observe the preparatory stages of Viloma prāṇāyāma
14. Know what to do if a student shows signs of distress during prāṇāyāma
15. Know contraindications for prāṇāyāmas in the syllabus
16. Following successful completion of the Assignments 3 & 4 (below), be able to teach prāṇāyāma in a regular class under the mentor's supervision

Assignment 3 – Level 1

This assignment is mandatory for Level 1 trainees

Considerations in teaching Śavāsana and Ujjāyi and Viloma prāṇāyāma in supine position
(1000 - 2000 words)

Guidelines:

Read about Śavāsana in:

- *Light on Yoga* by BKS Iyengar
- *Yoga: A Gem for Women* by Geeta S Iyengar
- *Yoga in Action: Preliminary Course* by Geeta S Iyengar
- *Light on Prāṇāyāma* by BKS Iyengar
- And any other suitable publications

Explain how you would teach Śavāsana giving details of preparation for the āsana, alignment and room conditions.

Give examples of possible supports and the reason for their use

Read the sections on supine prāṇāyāma in the above publications

Explain how supports help when practising supine prāṇāyāma

Give examples of the supports you could use

Give benefits and contraindications, if any, for these prāṇāyāmas

Give an indication of when you could introduce the prāṇāyāma techniques to students

Your assignment should include:

- Clear teaching points for Śavāsana, including how to go into and out of the āsana
- Benefits of Śavāsana
- An understanding of the supports which may be used for Śavāsana
- An understanding of when and how to introduce supine prāṇāyāma
- An understanding of the breathing techniques that can be taught to beginners
- An explanation of how the regular practice of āsanas prepares a student for the practice of prāṇāyāma
- An understanding of how many years of practice may be needed for a student to be introduced to prāṇāyāma
- Āsanas that may be beneficial for a lesson that ends with prāṇāyāma, including possible modifications of stated āsanas
- A brief explanation in your own words of the techniques of Ujjāyi prāṇāyāma 1-4 (one sentence per numbered prāṇāyāma)
- A brief explanation in your own words of the techniques of Viloma prāṇāyāma 1-3 (one sentence per numbered prāṇāyāma)

Assignment 3 Feedback Form - Level 1	
Name of Trainee:	
Considerations in teaching Śavāsana and Ujjāyi and Viloma prāṇāyāma in supine position	
Marking Categories	**Comments & Suggestions**
Clear teaching points for Śavāsana including how to go into & come out of it; alignment and comfort of students; reason for supports if used	
Benefits of Śavāsana	
Description of supports which can be used for supine prāṇāyāma and reasons for their use	
When and how to introduce supine prāṇāyāma; how regular āsana practice prepares student for prāṇāyāma	
Āsanas that can be beneficial for a lesson ending with prāṇāyāma; possible modifications of these	
Explanation of techniques of Ujjāyi prāṇāyāma 1-4 (one sentence per numbered prāṇāyāma)	
Explanation of techniques of Viloma prāṇāyāma 1-3 (one sentence per numbered prāṇāyāma)	
Benefits and contraindications of the prāṇāyāmas	
Further comments on the assignment	
The standard of this assignment is satisfactory **Mentor's signature**: **Mentor's name**: **Date**: The mentor and trainee should each keep a copy of this assignment and feedback form in a portfolio of the trainee's work	

Assignment 4 – Level 1

This assignment is mandatory for Level 1 trainees

After observing prāṇāyāma being taught in their shadowing sessions for at least 6 months and after passing the essay on Śavāsana and Prāṇāyāma (Assignment 3), the trainee will teach prāṇāyāma in a peer group or a small group of volunteers (who have regularly been taught, and are experienced in, prāṇāyāma). This assignment should indicate that the trainee understands how to introduce the prāṇāyāma techniques of the Level 1 syllabus. [9]

The trainee must:

(a) Demonstrate on at least one of the students how to place them correctly in supine position for the practice of Level 1 prāṇāyāmas

(b) Teach one introductory level of Ujjāyi prāṇāyāma and one introductory level of Viloma prāṇāyāma, as assigned by the mentor

15-20 minutes should be allowed for both (a) and (b) combined.

Guidelines:

In this assignment, the trainee should demonstrate:

- Clear and precise set-up of support for supine prāṇāyāma
- Correct and sensitive adjustments of a student in supine position
- Effective demonstration of prāṇāyāma techniques
- Clear, basic instructions for Ujjāyi prāṇāyāma as requested by the mentor
- Clear, basic instructions for Viloma prāṇāyāma as requested by the mentor
- Watch and observe the students during the prāṇāyāma assignment, adjusting instructions as necessary
- Know how to bring the students out of the supine position safely at the end of the prāṇāyāma practice

[9] NB, after successfully completing this assignment, the trainee must, in addition, be observed by the mentor satisfactorily teaching several prāṇāyāma sessions – see Section 6.3.1 Recommendation for Assessment

Assignment 4 Feedback Form - Level 1	
Name of Trainee:	
Practical teaching of prāṇāyāma to a group of volunteers	
Marking Categories	Comments & Suggestions
Correct placement of the supports to be used for supine prāṇāyāma	
Correct placement and adjustment of students on the supine prāṇāyāma supports	
Clear teaching points for Ujjāyi prāṇāyāma including recovery breaths between cycles	
Clear teaching points for Viloma prāṇāyāma including recovery breaths between cycles	
Effective demonstration of any prāṇāyāma technique as required	
Bringing students safely off the supports at the end of the practice	
Further comments on the assignment	
The standard of this assignment is satisfactory Mentor's signature: Mentor's name: Date: The mentor and trainee should each keep a copy of this assignment feedback form in a portfolio of the trainee's work	

5.7 Module 6 - Helping Students with Health Needs

At Levels 1 and 2 teachers need to be able to help students with health needs in general classes.

1 Working with students with specific conditions

- Know how to help students in a general class with conditions such as:
    - Back problems
    - Stiff or painful shoulder
    - Neck problems
    - Controlled, medicated high blood pressure
    - Low blood pressure
    - Constipation
    - Diarrhoea
    - Headache
    - Anxiety
    - Depression
    - Tight hamstrings
    - Hypermobile joints
    - Stiff or painful knees
    - Controlled diabetes
- Know how to use props to alleviate problems
- Be able to supply alternative āsanas or methods
- Be aware that some problems are beyond the remit of a Level 1 teacher and should be referred to a more experienced teacher
- Know how to help a student:
    - Having difficulty with Vīrāsana
    - Having difficulty with Baddha Koṇāsana
    - Who has back strain in forward extensions
    - Understand how the methods used help the student in each case
- Know how to teach inverted āsanas to a student with neck and shoulder pain and understand how the methods used help the student

2 Menstruation

- Know how to accommodate a menstruating student in a general class
- Know which āsanas are helpful during menstruation
- Know which āsanas are to be avoided during menstruation
- Know a suitable sequence of āsanas for a menstruating student
- Know a suitable sequence of āsanas for immediately after menstruation

3 Pregnancy

- Know how to help an existing student with an uncomplicated pregnancy
- Understand that those with pregnancy complications should be referred to a more senior teacher
- Know when and how to bring a student back into class following an uncomplicated vaginal delivery
- Know when and how to bring a student back into class following a caesarean delivery

4 Referral

- Know how, and where, to find out information on any of the conditions above
- Know how, and where, to find out information on a condition that is not listed above when a student presents with such a health need
- Know when to refer a student with a health need to a more experienced teacher

5.8 Module 7 - Duty of Care and Safety Issues

1 Health & Safety

All teachers and prospective teachers need to be aware of the legislation and requirements in this area, including that it is the responsibility of the teacher to ensure the environment is safe. The information in this module is for guidance only and all teachers, trainees and mentors should consult the Health and Safety Executive (HSE).

Trainees should:

- Be aware that all working environments in the UK are governed by the HSE. The HSE has a comprehensive website that gives clear advice and can be contacted for personal guidance: https://www.hse.gov.uk/
- Familiarise themselves with the HSE policies of all settings in which they work
- Be aware of health and safety requirements regarding premises, whether places of employment, hired halls or the teacher's own premises (home or studio) and know that they must abide by these
- Be aware of their responsibilities as a teacher
- Be aware of the importance of record-keeping and confidentiality and regulations around that
- Be aware that risk assessment is ongoing and should be regularly reviewed. Know how to carry out a risk assessment. A simple checklist can be helpful

2 Premises for Teaching Yoga

A wide variety of locations are used to teach yoga but there are standards which all teaching environments must meet and which trainees should be aware of:

- The safety of the structure of a premises must be appropriate to the requirements of a class situation
- Stairs should be well lit, have non-slip surfaces, be fitted with banister rails and never cluttered
- There must be access to running water and flushing toilets
- There must be emergency electric lighting which works efficiently
- All electrical equipment should be purchased in the UK and meet UK safety standards, eg kettles, heaters, fans. It must be regularly safety checked. See Electricity at Work legislation
- Fire escapes and fire doors must be well signed and safe. All buildings should have an escape route map displayed. The escape routes must be kept accessible and clear at all times. Buildings over a certain capacity must be fitted with fire alarms and fire extinguishers. The HSE will advise on the requirements needed
- All buildings should have a known fire meeting point. In the event of fire and evacuation the register should be taken to this place. No one should ever enter a burning building to carry out a rescue

- All working environments must have an accident book, first aid kit that meets the requirement of the HSE and a means of contacting the emergency services
- Flooring must be non-slip, level and in good repair. Carpeted surfaces and rugs must not have frayed nor lifted edges
- Hot radiators should have covers. Students should not work near uncovered very hot heaters
- All equipment used for teaching yoga should meet the UK standards of the HSE and be fire retardant etc
- Ropes and fixings should be checked for damage and safety before a class commences. Where there is damage or doubt, the ropes should not be used and should be removed
- Teachers must abide by premises rules re stacking chairs – if chairs are stacked too high they can topple and cause injury
- Avoid or remove glass pictures and mirrors on the walls
- All premises should display the call codes for the emergency services: 999 for landlines or 112 for mobiles
- Where possible, do not allow outdoor footwear in the practice room as this may carry infection
- When the use of a hot kettle is permitted, crowding in an area should be kept to a minimum

3 Teacher's Responsibilities

It is the responsibility of the teacher (whether employed or self-employed) to take all reasonable steps to ensure a safe learning environment and undertake a risk assessment regarding the students and the environment. The teacher's responsibilities include those listed below:

- Ensure that the students are safe
- If they identify a risk they should take steps to remove it
- If they identify a serious risk that cannot be removed they should not continue to teach in that environment
- Ensure that the equipment to be used during their class time is both safe and clean. Broken equipment should not be used
- Ensure that equipment is appropriate to use in the way they intend, eg, chairs which are not yoga chairs are well balanced
- Ensure that the floor space is both safe and clean, eg, if the space is used for a toddler group there may be lego on the floor which can be sharp on bare feet. Teachers should sweep the floor before a class
- Organise the positioning of the students within the space so that they are safe and not at risk from injury
- Know where and how to access first aid equipment and the emergency services
- Have an emergency contact number for each student in case of an emergency

- Ensure that mats are wiped over with an antiseptic wipe after each class. Students should use their own mat whenever possible to reduce the risk of infection
- In wet weather the entrance floor may become slippery – know how to access the mop or floor protection, ie, rubber mats are sometimes provided for this problem
- All students should be made aware of how to evacuate the building
- Ensure that a first aid equipment and accident book is available (whether teaching in a hall or home)
- Any incident or injury is to be recorded promptly in an accident book and a note taken of witnesses. Serious injuries must be notified under Reporting of Injuries, Diseases and Dangerous Occurrences Regulation 2013 (RIDDOR) http://www.hse.gov.uk/riddor/reportable-incidents.htm
- The space should be appropriate for the number of students
- Use of any equipment should follow IY(UK) teaching guidelines. It should be used safely according to the training given, including use of ropes
- Students should not be allowed to use ropes when a teacher is not present. Ropes should not be used inappropriately, eg, swinging about
- Be insured at all times when teaching and abide by the terms of your insurance.

4 Record-keeping & Confidentiality

- Records are important evidence of the steps a teacher has taken to discharge their duty of care
- Registers Trainees should know that a register is essential so that the teacher is aware of who is in the building in the event of fire or other evacuation for all settings or for contact tracing purposes
- Medical/Health Questionnaires It is advisable to ask all students to complete a medical questionnaire regarding medical conditions, injuries and recent operations. This information should be regularly updated – at least annually [see sample Declaration Form for Students on the IY(UK) website]
- In Case of Emergency Contact The name and contact details of next of kin or preferred contact
- Confidentiality All documentation about students must be kept confidential and stored safely and securely. This includes: medical forms, including details of medication; banking details; home address; contact details; date of birth (DOB); emergency contact details. Confidential information should be disposed of securely (shredded or burned)
- General Data Protection Regulation (GDPR) regulations must be observed

5 First Aid

All teachers must have a current Emergency First Aid at Work Certificate. Currently this must be renewed at least every three years

6 Safeguarding

IY(UK) has a safeguarding policy, a safeguarding policy for children and young people and two safeguarding officers. The policies can be found via the Search IY(UK) Documents function on the website. Concerns may be reported via: safeguarding@iyengaryoga.org.uk

7 Equity, Diversity & Inclusion

All teachers should be aware of Equity, Diversity and Inclusion (EDI) legislation and good practice, including:

- Definitions of Equity, Diversity and Inclusion
- Knowing what are the nine protected characteristics outlined in the Equality Act 2010:
    - Age
    - Disability
    - Gender reassignment
    - Marriage and Civil Partnership
    - Pregnancy and maternity
    - Race, culture, ethnicity
    - Religion or belief
    - Sex
    - Sexual orientation
- Knowing what constitutes discrimination
- Knowing what their responsibilities as teachers are in relation to EDI

5.9 Note on Level 2 Modules – Additional Material

At Level 2 mentees should explore the seven modules above in more depth. They may also wish to explore areas of study which are of particular interest such as Sanskrit, chanting, mantra, Āyurveda and a broader exploration of other aspects of Indian philosophies. You may find useful links in the Resource Bank.

Additional material is included below.

Assignments are marked by the mentor. Anyone preparing for a Level 2 assessment must find a suitably qualified mentor, who is both eligible and willing to take on the mentor role – see Section 3.3.

5.10 Level 2 Additional Material – Module 1 – Anatomy & Physiology + Assignment

Recommended Reading

- *Light on Yoga* part three
- *Light on Prāṇāyāma* chapter thirteen

Part three of *Light on Yoga* describes the three main bandhas which are important for prāṇāyāma and which are introduced to a lesser extent in Mahā Mudrā.

Bandhas & Mudrās

- Know what a bandha is
- Be able to name the three bandhas of Mahā Mudrā
- Be able to describe briefly the three main bandhas as given for Mahā Mudrā
- Know why it is necessary to know something about the bandhas for prāṇāyāma
- Know what a mudrā is

Assignment 1 – Level 2

This assignment is mandatory for Level 2 mentees

Write a short paper about bandhas

Briefly describe the three bandhas of Mahā Mudrā

Explain why it is necessary to know something about the bandhas for prāṇāyāma

Explain what a mudrā is

5.11 Level 2 Additional Material – Module 2 – Yoga Philosophy + Assignment

Recommended Reading

- *Light on the Yoga Sūtras of Patañjali*, prologue, introduction, chapter II.I-I7
- *Basic Guidelines for Teachers of Yoga*

Kriyā Yoga

Know how Patañjali defines kriyā yoga

Be able to quote the sūtra in Sanskrit with English translation

Know what Patañjali says is the effect of yoga practice

Kleśas

Be able to describe how the kleśas manifest in the practice of āsana

Patañjali's Sūtras on Yogāsana

Know why such emphasis is placed on the correct practice of āsana

Assignment 2 – Level 2

This assignment is mandatory for Level 2 mentees

Yoga Philosophy
(1000-2000 words)

Patañjali's definition of Kriyā Yoga and Kleśas – how do they affect your life and your yoga practice?

Guidelines:

Read *Light on the Yoga Sūtras of Patañjali*, prologue, introduction, chapter II.I-I7, *Light on Yoga* by BKS Iyengar and *Basic Guidelines for Teachers of Yoga*.
Read about Patañjali's concept of kriyā yoga and kleśas in other publications.
This assignment should demonstrate your understanding of the concepts so should be in your own words. Do not lift paragraphs of text from source material.
If the assignment does not reach the expected standard when presented, your mentor will return it to you for further improvement.

Your assignment should include the following:

- The sūtra (in Sanskrit, with correct English translation) at the beginning of the second chapter of *Patañjali's Yoga Sūtras* in which he defines kriyā yoga
- An explanation of what Patañjali says is the effect of yoga practice
- Your own thoughts on the above
- The names of the kleśas in Sanskrit, with correct English translation and description of what they are
- An explanation of how kleśas manifest in the practice of āsana

5.12 Level 2 Additional Material – Module 6 – Helping Students with Health Needs + Assignment

Know how to help a student complaining of knee pain in:

a) Bharadvājāsana 2

b) Ardha Baddha Padma Paścimottānāsana

c) Ardha Baddha Padmottānāsana

d) Padmāsana

Know why such emphasis is placed on the correct practice of āsana

Assignment 3 – Level 2

This assignment is mandatory for Level 2 mentees

Health Issues in General Class
(1000-2000 words)

Describe how you would assess whether a student who presents with a health issue is well enough to attend a general public class. What factors would you take into account? (Consider the needs and capacity of the student, yourself, the rest of the students and the venue in your answer).

Indicate what general principles you would follow when dealing with a student in your class suffering from joint pain (eg, shoulder, elbow, wrist, hip, knee, ankle, vertebral) to ensure the safety of the student and the improvement or safe management of the condition.

Describe what you would do when a student complains of lower back pain. What questions would you ask? Which āsanas would you give and what adaptations would you make?

Describe what you would do when a student comes to class with neck and shoulder pain. How would you teach the inverted āsana? What modifications or alternatives would you use?

5.13 Note on Level 3 Modules – Additional Material

At Level 3 mentees should explore the seven modules above in more depth, in particular Level 3 mentees are expected to have deepened their study of helping students with health needs and to have extended it to cover more serious yoga therapy situations. They may also wish to explore areas of study which are of particular interest such as Sanskrit, chanting, mantra, Āyurvēda and a broader exploration of other aspects of Indian philosophies. You may find useful links in the Resource Bank.

Additional assignments are included below.

Assignments are marked by the mentor. Anyone preparing for a Level 3 assessment must find a suitably qualified mentor, who is both eligible and willing to take on the mentor role – see Section 3.3.

5.14 Level 3 Additional Material – Module 2 – Yoga Philosophy + Assignments x 3

Combined Reading List for all Level 3 Assignments

- *Light on Yoga* by BKS Iyengar
- *Light on Prāṇāyāma* by BKS Iyengar
- *Light on the Yoga Sūtras of Patañjali* by BKS Iyengar
- *Yoga Vṛkṣa, The Tree of Yoga* by BKS Iyengar
- *Basic Guidelines for Teachers of Yoga* by BKS Iyengar & Geeta Iyengar
- *Yoga a Gem for Women* by Geeta Iyengar
- *Bhagavad Gītā*
- *Muṇḍaka Upaniṣad* and *Māṇḍūkya Upaniṣad*

The *Yoga Sūtras of Patañjali*, *Bhagavad Gītā* and *Upaniṣads* – many editions and commentaries are available

Limbs of Yoga and Threefold Quest of Sādhanā

- Know the links between āsana and prāṇāyāma
- Be able to define prāṇāyāma
- Be able to explain the effect of prāṇāyāma according to Patañjali
- Know what cautions should be observed in teaching prāṇāyāma
- Be able to name five important considerations in preparing for seated prāṇāyāma
- Know basic instructions for each of the Level 3 prāṇāyāmas
- Know what pratyāhāra is and why prāṇāyāma is important for this
- Know what saṁyama is and be able to explain the meaning and links between dhāraṇā, dhyāna and samādhi
- Be able to describe the threefold quest of sādhanā, including being able to name the disciplines and the limbs or stages of yoga each quest is associated with

Yoga Sūtras of Patañjali: Kośas, Antarāyas, Karma

- Be able to name the four chapters of the *Yoga Sūtras of Patañjali* and give their English translations and a brief synopsis of each
- Be able to name the five sheaths of the body in Sanskrit and give the correct English translation plus a brief description for each
- Know the Sanskrit names of the nine obstacles mentioned by Patañjali in the first chapter of the *Yoga Sūtras of Patañjali* and give the correct English translations. Describe the remedies given to overcome these obstacles. Explain the fourfold remedy that BKS Iyengar especially recommends in his *Light on Yoga*
- Be able to explain briefly the theory on karma explained by Patañjali

Āuṁ

- Be able to explain the meaning of Āuṁ (OM)

Puruṣārthas (Aims of Life)

- Know what the four aims of life are. Be able to give their Sanskrit names and English equivalents

Bhagavad Gītā

- Be able to describe Arjuṅa's dilemma
- Be able to briefly explain the concept of dharma
- Be able to explain how dharma relates to your own life

Assignment 1 – Level 3

This assignment is mandatory for Level 3 mentees

Limbs of Yoga and Threefold Quest of Sādhanā
(1000-2000 words)

Combined Reading List for all Level 3 Assignments

- *Light on Yoga* by BKS Iyengar
- *Light on Prāṇāyāma* by BKS Iyengar
- *Light on the Yoga Sūtras of Patañjali* by BKS Iyengar
- *Yoga Vṛkṣa, The Tree of Yoga* by BKS Iyengar
- *Basic Guidelines for Teachers of Yoga* by BKS Iyengar & Geeta Iyengar
- *Yoga a Gem for Women* by Geeta Iyengar
- *Bhagavad Gītā*
- *Muṇḍaka Upaniṣad* and *Māṇḍūkya Upaniṣad*

The *Yoga Sūtras of Patañjali*, *Bhagavad Gītā* and *Upaniṣads* – many editions and commentaries are available

Āsana & Prāṇāyāma

Describe what the links are between āsana and prāṇāyāma

Prāṇāyāma

- Give a brief definition of prāṇāyāma
- Explain the effect of prāṇāyāma according to Patañjali
- What cautions should be observed in teaching prāṇāyāma?
- Name **five** important considerations in preparing for seated prāṇāyāma
- Give **basic** instructions for **each of** the Level 3 prāṇāyāmas

Pratyāhāra

What is pratyāhāra and why is prāṇāyāma important for this?

Saṁyama

Explain the meaning and links between dhāraṇā, dhyāna and samādhi

Threefold quest of sādhanā

Describe the threefold quest of sādhanā. Name the disciplines and the limbs or stages of yoga each quest is associated with

Assignment 2 – Level 3

This assignment is mandatory for Level 3 mentees

Yoga Sūtras, Kośas, Antarāyas, Karma and Āuṁ
(1000-2000 words)

Combined Reading List for all Level 3 Assignments

- *Light on Yoga* by BKS Iyengar
- *Light on Prāṇāyāma* by BKS Iyengar
- *Light on the Yoga Sūtras of Patañjali* by BKS Iyengar
- *Yoga Vṛkṣa, The Tree of Yoga* by BKS Iyengar
- *Basic Guidelines for Teachers of Yoga* by BKS Iyengar & Geeta Iyengar
- *Yoga a Gem for Women* by Geeta Iyengar
- *Bhagavad Gītā*
- *Muṇḍaka Upaniṣad* and *Māṇḍūkya Upaniṣad*

The *Yoga Sūtras of Patañjali*, *Bhagavad Gītā* and *Upaniṣads* – many editions and commentaries are available

Write a short paper on the following:

Yoga Sūtras of Patañjali

Name the four chapters of the *Yoga Sūtras of Patañjali* and give their English translations and a brief synopsis of each in your own words

Kośas (Sheaths) of the Body

Name the five sheaths of the body in Sanskrit and give the correct English translation plus a brief description for each

Antarāyās

Give the Sanskrit names of the nine obstacles mentioned by Patañjali in the first chapter of the *Yoga Sūtras of Patañjali* and give the correct English translations. Describe the remedies given to overcome these obstacles. Explain the fourfold remedy that BKS Iyengar especially recommends in his *Light on Yoga*

Karma

Explain briefly the theory on karma explained by Patañjali

Āuṁ

Explain the meaning of Āuṁ (OM)

Assignment 3 – Level 3

This assignment is mandatory for Level 3 mentees

Puruṣārthas and Bhagavad Gītā
(1000-2000 words)

Combined Reading List for all Level 3 Assignments

- *Light on Yoga* by BKS Iyengar
- *Light on Prāṇāyāma* by BKS Iyengar
- *Light on the Yoga Sūtras of Patañjali* by BKS Iyengar
- *Yoga Vṛkṣa, The Tree of Yoga* by BKS Iyengar
- *Basic Guidelines for Teachers of Yoga* by BKS Iyengar & Geeta Iyengar
- *Yoga a Gem for Women* by Geeta Iyengar
- *Bhagavad Gītā*
- *Muṇḍaka Upaniṣad* and *Māṇḍūkya Upaniṣad*

The *Yoga Sūtras of Patañjali*, *Bhagavad Gītā* and *Upaniṣads* – many editions and commentaries are available

Write a short paper on the following:

Four Puruṣārthas (Aims of Life)

What are the four aims of life? Give their Sanskrit names and English equivalents

Bhagavad Gītā

The *Bhagavad Gītā* can be seen as an allegory for one's own ethical and moral struggles in life

- What is Arjuṅa's dilemma?
- Briefly explain the concept of dharma
- Explain something of how you see this relates to your own life

5.15 Level 3 Additional Material – Module 6 – Helping Students with Health Needs

Level 3 candidates are expected to have deepened their study of helping students with health needs and to have extended it to cover more serious yoga therapy situations, including:

- A student comes to class complaining of a heavy, painful menstrual period
- A student has endometriosis
- A student has low back pain after inversions and/or during standing āsanas
- A student has moderate scoliosis
- A student has a catch in the upper back
- A student has a prolapsed disc
- A student has a worn hip joint which is painful
- A student is returning to class after hip replacement surgery
- A student is returning to class after knee replacement surgery
- A student with diabetes has a 'sticky shoulder'
- A student has a frozen shoulder
- A student has had a dislocated shoulder
- A student who suffers from migraine (during migraine episode and how to work at other times)
- A student has high blood pressure that is not under control with medication
- A student has low blood pressure
- A student has a recent history of miscarriages
- A student has heart problems
- A student has returned to class after heart surgery
- A student has irritable bowel syndrome
- A student has returned to class after a caesarian section
- A student has had diastasis rectii
- A student who has suffered a traumatic experience
- A student who is undergoing chemotherapy for breast cancer
- A student with polymyalgia
- A student who has had a TIA (transient ischaemic attack) or stroke
- A student has epilepsy and cannot be managed in a general class
- A student has an overactive thyroid gland
- A student has osteoporosis

5.16 Note on Revision Questionnaires

At each level of assessment, a revision questionnaire must be completed and marked as satisfactory by the mentor before the trainee/mentee may apply for assessment.

There is a different revision questionnaire for each level of assessment.

The revision questionnaires will change every year.

The revision questionnaire for each level will be published annually and updated on the IY(UK) website. Mentors can access the revision questionnaires on the Mentors page via the Teachers' Dashboard of the IY(UK) website.

The Level 1 and Level 2 papers will include questions from each module.

It is a take home paper, intended to help the trainee/mentee review their study.

5.17 Note on Resource Bank – Ideas for Learning Activities

Mentors are free to approach the learning modules with their trainees/mentees in whichever way they see fit and according to the readiness and aptitudes of each trainee/mentee. It is neither necessary nor desirable to refer the work out to others, including non-teachers, as all material should be within the skill set/remit of a teacher at mentor level. If a trainee/mentee wishes to delve deeper than required into a particular area of study, then the mentor may of course help them find additional input but the mentor maintains responsibility for covering material to the required level with the trainee/mentee.

Trainees should cover all the modules over the period of their mentorship but there is a great deal of freedom in how this is approached. The precise way of exploring and demonstrating their understanding can be varied. Some will be comfortable writing short pieces or completing worksheets, others will prefer making illustrations or verbal presentations (live or recorded). To a great extent these preferences can be accommodated, although it should be noted that the ability to speak about one's understanding of yoga is most useful to develop in an aspiring teacher.

The Resource Bank is user-led and is wholly comprised of member suggestions. It is therefore not exhaustive but reflects contributions received and is growing all the time. Its contents are just suggestions, feel free to devise your own! If you find something works well and you think it might help others, don't keep it to yourself! If you spot a gap which you feel needs filling, then please make a contribution and help fill it. We warmly invite you all, trainees and teachers, to contribute your good ideas to the Resource Bank. This sharing is an important part of building our community.

The Resource Bank can be found on the IY(UK) website: www.iyengaryoga.org.uk, by logging in, going to the Members' Dashboard and the Mentoring Resource Bank page.

To contribute your ideas for learning activities is very simple – just take a couple of minutes to complete the Mentoring Resource Ideas template available via the Mentoring Resource Bank page on the website.

Section 6: Assessment Application
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6.1 Overview of Assessment Application

Before application for an assessment at any level, the candidate should consider whether they are ready and take the advice of their mentor who knows them, their practice and their teaching skill well.

When the mentor(s) consider that a trainee/mentee is ready to teach independently/at the next level, and after all the required assignments and the revision questionnaire are completed satisfactorily, then the trainee/mentee must:

1. Submit the following paperwork to their Mentor of Record:
    - Health History & Personal Questionnaire (3 copies, each with a photo)
    - Level 1 only - First Aid Certificate[10] (this must remain valid at the time of assessment)
    - Level 3 only - Therapy Experience Statement

2. The Mentor of Record will forward the paperwork to IY(UK) along with the Recommendation for Assessment Form and the mentor's Letter of Recommendation – see below

    Please take care to include all necessary paperwork as incomplete application packs cannot be processed and will cause delay. Where there is more than one mentor and/or other involved parties, all should sign the Recommendation for Assessment.

3. On receipt of the correct paperwork, the Assessment Administrator will send the candidate a link to the online assessment application form

    The candidate must then apply online to IY(UK) for an assessment place and pay the fee

    IY(UK) will give the candidate a date for assessment in due course, when one becomes available

    Note: Assessments may be held at any time of year and at various locations

Assessment paperwork and queries to:
Kate Woodcock, IY(UK) Assessment Administrator,
kate@iyengaryoga.org.uk

Contact Kate for an up-to-date postal address

NB – only mentors should contact the Assessment Administrator

[10] Trainees MUST submit a First Aid Certificate before Level 1 assessment. Certificated teachers are required to keep their First Aid Certificates up to date as part of their conditions of teacher membership of IY(UK)

6.2.1 Health History & Personal Questionnaire – Level 1

Name:

Date of Birth:

Date:

Please attach your photo here to each of the 3 copies of this questionnaire

Notes for completing the Health History and Personal Questionnaire

The purpose of the personal questionnaire is to provide the assessors with a little background information about you and your yoga practice and, informally, may help stimulate discussion on the assessment day. Your answers will not be given a mark nor will they affect your result.

- Complete and submit 3 copies of your answers, including 3 copies of this page, and attach a recent, passport size photo to each copy
- Write your name and the date at the top of any additional pages
- Number each page
- Type your answers on a separate sheet, including each question in full OR type in your answers under the relevant questions below

Health History – all questions must be answered

1. List any recent major illnesses, accidents, operations you have had, giving approximate dates and duration of illnesses
2. If you have a health problem that has been helped by yoga, please give details
3. If you have a disability, does this affect your practice? Is there anything you would like to share which would help us understand your needs?
4. Have you found any āsanas or prāṇāyāmas deleterious to your health?
   (a) If yes, which ones?
   (b) Have you discovered the cause of the problem?
   (c) Did you seek the guidance of your mentor or other experienced teacher, and what was the advice?
   (d) Have you been able to overcome the problem through yoga?
   (e) Did you seek medical advice and, if so, what were you advised?

Yoga Practice and Background

1. Briefly outline your weekly āsana practice (not a list of classes attended)
2. Briefly outline your prāṇāyāma practice (not a list of classes attended)
3. Briefly describe what you have been most challenged by during your time being mentored
4. Briefly describe what you have most enjoyed during your time being mentored
5. Briefly explain why you would like to obtain an Iyengar Yoga Teaching Certificate
6. Is there anything else you would like to tell the assessors about yourself?

6.2.2 Health History & Personal Questionnaire – Level 2

Name:

Date of Birth:

Date:

Please attach your photo here to each of the 3 copies of this questionnaire

Notes for completing the Health History and Personal Questionnaire

The purpose of the personal questionnaire is to provide the assessors with a little background information about you and your yoga practice and, informally, may help stimulate discussion on the assessment day. Your answers will not be given a mark nor will they affect your result.

- Complete and submit 3 copies of your answers, including 3 copies of this page, and attach a recent, passport size photo to each copy
- Write your name and the date at the top of any additional pages
- Number each page
- Type your answers on a separate sheet, including each question in full OR type in your answers under the relevant questions below

Health History – all questions must be answered

1. Do you have any serious health issues? If yes, please give brief details
2. If you have a disability, does this affect your practice? Is there anything you would like to share which would help us understand your needs?

Yoga Practice and Background

1. Briefly outline your weekly āsana practice (not a list of classes attended)
2. Briefly outline your prāṇāyāma practice (not a list of classes attended)
3. What problems have you met in your practice?
4. Which book on the Level 2 Theory Syllabus have you found most inspiring and why?
5. Briefly describe your connection to RIMYI. Do you attend online classes and/or have you attended classes there in person?

Yoga Teaching and Background

1. When did you gain the Level 1 certificate (or equivalent) – give month and year
2. List the classes you teach currently and give their level, eg beginners, intermediate, general
3. What rewards and difficulties have you encountered as a teacher?
4. What is your understanding of the difference between teaching students at Level 1 and Level 2 (you may wish to use Section F of the RIMYI *Guidelines* as a reference)?
5. How would you feel if one of your students asked you to mentor them?
6. Is there anything else you would like to tell the assessors about yourself?

6.2.3 Health History & Personal Questionnaire – Level 3

Name:

Date of Birth:

Date:

Please attach your photo here to each of the 3 copies of this questionnaire

Notes for completing the Health History and Personal Questionnaire

The purpose of the personal questionnaire is to provide the assessors with a little background information about you and your yoga practice and, informally, may help stimulate discussion on the assessment day. Your answers will not be given a mark nor will they affect your result.

- Complete and submit 3 copies of your answers, including 3 copies of this page, and attach a recent, passport size photo to each copy
- Write your name and the date at the top of any additional pages
- Number each page
- Type your answers on a separate sheet, including each question in full OR type in your answers under the relevant questions below

Health History – all questions must be answered

1. Do you have any serious health issues? If yes, please give brief details
2. If you have a disability, does this affect your practice? Is there anything you would like to share which would help us understand your needs?

Yoga Practice and Background

1. What problems have you met in your practice?
2. Briefly describe your connection to RIMYI. Do you attend online classes? List the dates you have attended classes there in person.

Yoga Teaching and Background

1. When did you gain the Level 1 certificate (or equivalent) – give month and year
2. When did you gain the Level 2 certificate (or equivalent) – give month and year
3. List the classes you teach currently and give their level, eg beginners, intermediate, general
4. What rewards and difficulties have you encountered as a teacher?
5. What is your understanding of the difference between teaching students at Level 2 and Level 3 (you may wish to use Section F of the RIMYI *Guidelines* as a reference)?
6. Do you have any experience as a mentor? If yes, describe briefly
7. Describe briefly what experience of yoga therapy you have had so far and what you thought about it
8. Is there anything else you would like to tell the assessors about yourself?

6.3.1 Recommendation for Level 1 Assessment

This page (1 copy only) and 3 copies of the Letter of Recommendation to be completed by the mentor and submitted with the candidate's assessment paperwork as noted below.

Candidate's name:

I [insert Mentor of Record name]: certify that the above candidate:

Has studied with me during the period [mth/yr]: to [mth/yr]:

Has assisted me in class during the period [mth/yr]: to [mth/yr]:

I have carried out a careful assessment of the candidate and consider that their āsana and prāṇāyāma practice and teaching skill are of an appropriate level for this teaching certificate (the relevant person to initial the box to confirm) ☐

I have seen the candidate teach several entire āsana classes to an appropriate level (the relevant person to initial the box to confirm) ☐

I have seen the candidate take beginners safely into Śīrṣāsana and Sarvāṅgāsana (the relevant person to initial the box to confirm) ☐

I have seen the candidate teach several prāṇāyāma sessions to an appropriate level (the relevant person to initial the box to confirm) ☐

The candidate has satisfactorily completed the following as set out in Section 5:

Module		Satisfactory please tick
Module 1 Anatomy & Physiology		
Module 2 Yoga Philosophy + assignment		
Module 3 Teaching Skills + assignment		
Module 4 Inversions		
Module 5 Śavāsana & Prāṇāyāma + assignments x 2		
Module 6 Helping Students with Health Needs		
Module 7 Duty of Care and Safety		
Revision Questionnaire – indicate date completed:		

I attach 3 copies of my Letter of Recommendation - it is essential to submit this in full (please tick the box to confirm) ☐

I attach 1 copy of the candidate's First Aid Certificate (please tick the box to confirm) ☐

I attach 3 copies of the candidate's Health History & Personal Questionnaire (please tick the box to confirm) ☐

Signed by Mentor of Record: Date:

Signed by registered co-mentor: (if applicable) Date:

Signed by others as approved by IY(UK): (if applicable) Date:

6.3.2 Recommendation for Level 2 Assessment

This page (1 copy only) and 3 copies of the Letter of Recommendation to be completed by the mentor and submitted with the candidate's assessment paperwork as noted below.

Candidate's name:

I [insert Mentor of Record name]: certify that the above candidate:

Has studied with me during the period [mth/yr]: to [mth/yr]:

I have carried out a careful assessment of the candidate and consider that their āsana and prāṇāyāma practice and teaching skill are of an appropriate level for this teaching certificate (the relevant person to initial the box to confirm) ☐

I have seen the candidate teach several prāṇāyāma sessions to an appropriate level (the relevant person to initial the box to confirm) ☐

I believe that the candidate is well-versed in all the material contained within the 7 main learning modules and continues to explore the material in more depth (the relevant person to initial the box to confirm) ☐

The candidate has satisfactorily completed the following as set out in Section 5 of this manual:

Module		Satisfactory please tick
Level 2 Additional Material - Module 1 - Anatomy & Physiology + assignment (Bandhas and Mudrās)		
Level 2 Additional Material - Module 2 - Yoga Philosophy + assignment (Kriyā Yoga and Kleśas)		
Level 2 Additional Material - Module 6 - Helping Students with Health Needs + assignment		
Revision Questionnaire – indicate date completed:		

I attach 3 copies of my Letter of Recommendation - it is essential to submit this in full (please tick the box to confirm) ☐

I attach 3 copies of the candidate's Health History & Personal Questionnaire (please tick the box to confirm) ☐

Signed by Mentor of Record: Date:

6.3.3 Recommendation for Level 3 Assessment

This page (1 copy only) and 3 copies of the Letter of Recommendation to be completed by the mentor and submitted with the candidate's assessment paperwork as noted below.

Candidate's name:

I [insert Mentor of Record name]: certify that the above candidate:

Has studied with me during the period [mth/yr]: to [mth/yr]:

I have carried out a careful assessment of the candidate and consider that their āsana and prāṇāyāma practice and teaching skill are of an appropriate level for this teaching certificate (the relevant person to initial the box to confirm) ☐

I have seen the candidate teach several prāṇāyāma sessions to an appropriate level (the relevant person to initial the box to confirm) ☐

I believe that the candidate is well-versed in all the material contained within the 7 main learning modules and continues to explore the material in more depth (the relevant person to initial the box to confirm) ☐

I am satisfied that the candidate has deepened their study of helping students with health needs and is well-versed in handling more serious yoga therapy situations (the relevant person to initial the box to confirm) ☐

The candidate has satisfactorily completed the following as set out in Section 5 of this manual:

Module		Satisfactory please tick
Level 3 Additional Material - Module 2 - Yoga Philosophy + assignment 1 (Limbs of Yoga, Threefold Quest of Sādhanā)		
Level 3 Additional Material - Module 2 - Yoga Philosophy + assignment 2 (Yoga Sūtras, Kośas, Antarāyās, Karma and Āuṁ)		
Level 3 Additional Material - Module 2 - Yoga Philosophy + assignment 3 (Puruṣārthas and Bhagavad Gītā)		
Revision Questionnaire – indicate date completed:		

I attach 3 copies of my Letter of Recommendation - it is essential to submit this in full (please tick the box to confirm) ☐

I attach 3 copies of the candidate's Health History & Personal Questionnaire (please tick the box to confirm) ☐

I attach 3 copies of the candidate's Therapy Experience Statement (please tick the box to confirm) ☐

Signed by Mentor of Record: Date:

6.3.4 Guidelines for Mentor's Letter of Recommendation for the Assessors - Level 1, 2, 3

The mentor must write a recommendation in support of the candidate (200-500 words as a guide). The mentor's recommendation letter plays an important role in reassuring the assessors that the mentor believes that the candidate's practice, their teaching (of both āsana and prāṇāyāma) in terms of thought process, demonstration, instruction and helping methods, are of the required standard for the Level they are taking.

The letter could also include comments about what the mentor perceives to be the candidate's strengths and weaknesses as a practitioner and as a teacher, the challenges they have faced (physical, mental/emotional, family, health, etc).

For Level 2 and Level 3 candidates the assessors are looking for a difference in how the teacher is teaching – not just giving technical instruction but teaching the students in a way that encourages them to practise with more sensitivity, understanding and self-observation. The letter of recommendation should refer to Section F (Skeleton of Certification Syllabus) in the RIMYI *Guidelines* and reassure the assessors that this has been an important focus in the mentoring/learning process.

For Level 3 students the letter must include remarks on experience with therapy. The mentoring in this aspect may have been done with another teacher/mentor, but it needs to be outlined in this letter as a reassurance to the assessors.

The recommendation should include the following as a minimum:

- Mentor's opinion of the candidate's skill set
- Level 2 and 3 – MUST include reference to the Skeleton of Certification Syllabus
- Level 3 – MUST include mentor's comments on the candidate's experience in, and skill level with, therapy situations
- Other relevant remarks

In writing the recommendation, the mentor should:

- Type their remarks
- Write the mentor's name and the candidate's name on each page
- Number each page
- Sign and date at the end of the recommendation

Note: All information included on this form will be treated as confidential by the Assessors and IY(UK)

6.4 Level 3 Therapy Study and Teaching

RIMYI has requested that all Level 3 teachers have a basic minimum experience of therapy methods. Training and experience with assisting in therapeutic work is essential for gaining the Level 3 certificate in order that experienced teachers are well qualified to meet the needs of students with a wide range of health conditions. Even if a teacher does not intend to hold a Therapy Class, the therapeutic work experience will develop a deeper knowledge of the wide-ranging health benefits of yoga.

Therapy teaching can be done in various situations:

- a Therapy Class is where each attending student has their own specific sequence of āsanas to help them improve their particular condition
- helping a student with therapeutic needs in a general class through adapting a class to facilitate their inclusion
- One-to-one therapy teaching

The Level 3 certificate is required in order to work with those with significant therapeutic needs both in a general class and on a one-to-one basis.

Before running a Therapy Class, a Level 3 teacher must also:

- Obtain Preliminary Therapy Teacher status (teachers must be Level 2 or above to apply for Preliminary Therapy status). This involves shadowing a registered therapy teacher for at least 12 months, completing a case study and providing a letter of recommendation from their therapy teacher
- Obtain Full Therapy Teacher status (teachers must gain the Level 3 certification before applying for Full Therapy status). This involves shadowing a registered therapy teacher for a further 2 years, completing a second case study and providing a letter of recommendation from their therapy teacher
- Applications for Preliminary and Full Therapy Teacher status are approved by the Therapy Committee. Once approved, teachers will be added to the Register of Therapy Teachers and will then be eligible to run their own Therapy Class. Full details about Therapy Teacher status requirements and the online Application for Therapy Status can be found on the Therapy Teacher Status Requirements page of the IY(UK) website

6.4.1 Therapy Experience Statement – Level 3

To enter for a Level 3 assessment, candidates are required to have some knowledge and experience of yoga therapy.

Please complete this form (note that it runs to 2 pages) and include letters from your mentor/therapy teacher to confirm your statements. It is not necessary to comply with every statement before taking a Level 3 assessment as long as sufficient learning has taken place as surmised by the Therapy Committee. Please note that your completed statement will be passed to the Therapy Committee.

Candidate's name:

Highest previous certificate level & assessment date:

Applicant Therapy Statement	Circle (or delete)	Details for each statement that applies to you (indicate month and year for dates)		
I have Preliminary Therapy Teacher Status	Yes / No	If yes, date granted [mth/yr]:		
I have regularly attended and assisted in a therapy class in the UK	Yes / No	Teacher: Location(s): Dates [mth/yr]: to [mth/yr]:		
I have shadowed a L3 or L4 teacher working with therapy cases in a general class	Yes / No	Teacher: Location(s): Dates [mth/yr]: to [mth/yr]:		
I have observed in the Medical classes at RIMYI I have assisted in the Medical classes at RIMYI	Yes / No Yes / No	Dates observed From [mth/yr]: to [mth/yr]: Dates assisted From [mth/yr]: to [mth/yr]:		
I have attended therapy workshops organised by the Therapy Committee of IY(UK)	Yes / No	Workshop title	Dates	Online or in person
I have attended therapy workshops delivered by a visiting teacher with therapy experience (this could be on a specific subject eg scoliosis, MS)	Yes / No	Workshop title & teacher	Dates	Online or in person

Therapy Experience Statement – Level 3 cont.

Please give brief details if any of the statements below are applicable to your situation:
I have been taught/assisted/supported by a (therapy) teacher with my own health condition(s):
I have supported a student(s) with the following condition(s) in my general classes:
I took part in the Long Covid online study, October to December 2021:
I am familiar with preparing sequences for individuals with therapy conditions:
I am familiar with GDPR guidelines (see IY(UK) documents – login and search for GDPR):

Section 7: Assessment Days
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7.1 The Assessment Process Overview

Some quotes from RIMYI:

'Assessment is a process of welcoming'

'The dryness and aridity in an assessment will definitely be replaced by tender subjective participation'

'Right kind of disposition by the assessors should build up a certain level of comfort in the candidate'

'Rapport building'

'Assessors converse with the candidates'

'Assessment can never be 100% objective. It necessarily involves emotions'

'Assessor has the capacity to interact, practise and assess simultaneously'

'Making the process more user-friendly'

The most important aspect of assessment is the culture. The emphasis will be on a welcoming culture and informality, two-way interaction and community building. We will be spending some days practising and working together on something which we all love.

The onus is on the assessors to create such an atmosphere, in which it is hoped that the candidates will feel able to demonstrate their best in the round and will not feel unduly stressed. The assessment is as much an opportunity to raise doubts and questions and to have them answered as it is a test. The starting point is the sincere hope that all candidates will pass, and that this is more an opportunity to welcome new teachers to our community, and confirm a level of progression for existing teachers, than a hurdle. The process allows those who perform at the borderline to have another go there and then.

Having said that, there will be some candidates who will not be considered ready at that point so candidates and mentors cannot assume they will get through. Some will need to reapply after some time. In that case, the assessors will discuss this with the candidate and their mentor(s), explaining the reasoning and guiding future development.

Assessments are based on the RIMYI *Certification and Assessment Guidelines*, July 2020. In particular, refer to pp.29-33 where the expectations of teachers at the different levels of certification are set out. In summary:

	From *Certification and Assessment Guidelines*, pp.29-33
Level 1 -	Instructions regarding correct action – individual āsana – **physical posture**
Level 2 -	Instructions initiating enthusiastic involvement from the student – mental contribution – **sensitivity**
Level 3 -	Adumbration by the teacher making the students aware of themselves and able to perceive subtle phenomena in their own bodies - **perceptivity**

There is a Level 1 Mentoring & Assessment Q&A document in the Mentoring Documents Library section of the Mentoring Resources page of the IY(UK) website. The document answers common queries and is updated from time to time.

Assessments will take two days at Levels 1 and 2. The aim is for assessments at Level 3 also to take two days although from time to time this may need to be extended to three days.

Assessments are an opportunity for all participants, that is candidates and assessors, to work together as a team in a shared love of yoga. At Level 1 assessments, new teachers are nurtured, supported and welcomed into the fold. At Level 2 and 3, assessments are simply a continuation of the journey for established teachers. The aim of assessments is to provide a kind and welcoming space in which to build rapport, encourage fruitful communication, build confidence and foster development.

Before application for an assessment at any level, the candidate should consider whether they are ready and take the advice of their mentor who knows them and their practice well. Mentors should only recommend going forward to an assessment for candidates whose maturity in practice and skill in teaching meets the expectations of the relevant level. For each candidate, the mentor must write a letter of recommendation that will be shared with the assessors.

It should be noted that the ability to perform difficult āsanas in no way reflects an individual's readiness to teach at a higher level. Conversely, a difficulty with some āsanas due to bodily stiffness or not starting a yoga practice until later in life need not be a barrier to progression. The most important criteria at each level of assessment, and what the assessors are looking for, are an increasing subtlety of awareness and maturity in practice along with the ability to impart that to one's students. Where certain āsanas are not achievable, a clear understanding of the actions involved and the sequential progression from simpler āsanas must be demonstrated.

The two-day assessment format allows for a better opportunity for the candidates and assessors to get to know each other. The assessment will include:

- A Joint Group Practice session in which candidates and assessors practise together and candidates may ask questions and resolve doubts, and assessors may step in and show or teach something
- A separate Inversions Practice for candidates
- Time set aside for discussion and rapport building
- A Conducted Performance in which the candidates will show as many āsanas as possible from the syllabus in an expressive and inspiring way and to demonstrate their grasp of the basics of Iyengar yoga
- An Individual Presentation (Levels 2 and 3 only)
- Teaching Presentation where a small group of volunteers are taught a short class
- A Situation Presentation by the candidates, at Level 1 to show how minor health needs can be handled in a general class and at Level 3 to demonstrate how more serious therapy issues can be handled

Assessors and candidates should note:

- It is not mandatory to accomplish all the āsanas called out in the conducted performance
- The candidate has to show an alternative that they will do if unable to perform a certain āsana or take props wherever needed
- The candidate should be able to express physically and/or verbally how they will go in the direction of the āsana when asked
- Results are given at the end of the assessment and those who narrowly miss a pass have the possibility of retaking certain components on the day
- If it is not possible to offer an unsuccessful candidate a retake on the day, the assessors will explain why with constructive comments on what areas need to be addressed and clear guidance on next steps for the candidate and their mentor. This may involve retaking the full 2-day assessment

7.2 Guidance on Principles of Assessing for IY(UK)

Introduction

Undertaking the role of assessor is an important way for teachers and mentors to be of further service to Iyengar Yoga. This document gives information and guidance for existing and new assessors in light of the RIMYI *Guidelines*. For those who wish to take on the responsibility, their attention is drawn to RIMYI *Guidelines,* p.11. Prospective Assessors must complete IY(UK) Level 1 Assessment training, Part 1 and Part 2, have a trainee who has passed a Level 1 assessment, and shadow an assessment once as a Trainee Assessor (not only shadowing as a mentor).

Assessor Skills

- Communication – ability to express ideas with clarity and consideration
- Approachable and able to build rapport – ability to be kind, compassionate, empathetic, understanding, enthusiastic, inspiring, fair, consistent, positive. A sense of humour, humility and a willingness to learn are invaluable
- Responsive and fair – ability to observe each candidate individually and holistically, so as to assess their ability, understand their difficulties and see their potential at the relevant level of assessment. To allow for individual variation in those stages
- Constructively critical – seeing, acknowledging and promoting the positive as well as the negative, without ever being harsh, inflexible or condemnatory

How should we approach the responsibility of assessing?

Assessments are two-day events (Level 3 + may be three days). There should be an atmosphere of kindness and an opportunity for all participants (assessors and candidates alike) to work together in a shared love of yoga. Assessments should be a means of nurturing, supporting and welcoming new teachers into the fold, and existing teachers into a wider and deeper realm of study. They may be seen as a way-post on a journey that is already well established for the candidate and will continue into the years ahead as their learning and education in the subject evolves. The RIMYI *Guidelines* emphasise that assessors should be able to create *'a certain level of comfort in the candidate'* (p.13) and facilitate them to do and show their best at the stage they are at.

The format involves more aspects in performing the āsanas (including candidates and assessors practising together) and in teaching skills. This means that candidates and assessors all communicate with one another in a number of different ways during the course of the process (unlike the old system where all communication was via the Moderator). We assessors are ourselves participating in the process and are to a certain extent being put in the candidates' shoes to remind us what it is like and to encourage empathy. Unlike in the old system of assessment, assessors (as more experienced guides on the path of yoga) are positively encouraged to help candidates with advice, where

appropriate, in practice sessions and in feedback and rapport building sessions. It will be important to find a good balance here so as not to turn the assessment into a workshop! This communication is designed to create a sense of friendship, collegiality, fairness and support – to reassure the candidate and give them pointers towards further understanding. It should avoid creating any stress or anxiety. As ever assessments will be hard work for both assessors and candidates, but they will now be a shared enterprise with positivity and caring for one another at their heart.

As ever, we must observe each candidate holistically. We must use our imagination to see how much a candidate understands of what yoga is and means, irrespective of any purely physical aspects – whether talent or limitations. As assessors we must have the confidence to look, see and remember without taking notes. Any notes are done after a session, so as not to interfere with the more important business of observing and understanding. Special allowance must be given for anxiety, stiffness (whether or not age-related) and injury. With this in mind, the RIMYI *Guidelines* (p.13) state that performance of all the āsanas given is not mandatory and that '*the candidate's understanding of the āsanas, rather than physical perfection, should be discerned for the purposes of assessment*'.

Things to remember as an assessor

We know from our own experience that presenting for assessment comes as the culmination of an immense amount of dedication and hard work from all candidates. Our Association and methods of training (past, present and future) are designed to ensure that no one who is not a serious candidate presents themselves for an assessment. We should remember that candidates come as people who love and value Iyengar Yoga, who wish to further it in their own communities and are willing to make personal sacrifice to do so. Our attitude to them should be equally dedicated and should be respectful. Those for Level 1 assessment should be treated as peers in the path of yoga who are simply less experienced than ourselves. At Levels 2 and 3 we should be treating candidates as valued colleagues.

Candidates only present for assessment when both they and their mentor consider they are ready to become fully fledged teachers (or teachers at a new level). All candidates, including at Level 1, will have already taught entire classes under supervision. The assessors will have read in advance the mentor's opinion of the candidate's progress and skill set. Candidates will also have opportunities to describe and explain their own perceived strengths and weaknesses and how they see their education as teachers proceeding. If proper allowance is given for nerves or other difficulties, and if we make an effort to see candidates both holistically and through their own eyes and the eyes of their mentor (who knows them best), we should expect them to pass. It is hoped that with this approach to assessments, if it is done well, any candidate who is not yet ready to become a fully fledged teacher will recognise this for themselves. If there are very specific matters of concern, they will have the opportunity to address them in a retake of those elements on the day. Otherwise, they and their mentor must be supported in their continued training and encouraged to present again on another occasion.

7.3 Assessment Days

Assessment days will follow the protocol set out in the RIMYI *Guidelines* (pp.14-28).

Candidates are assessed on their practice and their teaching over two days. It is also an opportunity for candidates to ask questions and seek clarifications.

There are three assessors and candidates' mentors are warmly invited and encouraged to attend as participants. It is recommended that, if a mentor is attending on Day 1, they attend the full day, rather than arriving part-way, and take part in the Joint Group Practice in order to foster the welcoming atmosphere of shared endeavour.

In advance of the assessment, the candidate can discuss with their mentor how much of the assessment they want their mentor to observe – ie the Inversions Practice, the Conducted Performance component, their Teaching Presentation and their Situation Presentation (in Levels 2 and 3). For the comfort of candidates, however, mentors will not watch the Teaching Presentation of candidates who are not their trainees/mentees.

Mentors may be invited to attend the assessors' meetings where appropriate, at the assessors' discretion, and make contributions about their own candidates (but not marking per se).

If a candidate has more than one mentor, ideally the mentor who attends assessment will be the one whose classes the candidate has shadowed.

The results are given on the last day of the assessment and those who narrowly miss a pass may retake part of the assessment there and then. If it is not possible to offer an unsuccessful candidate a retake on the day, the assessors will explain why with constructive comments on what areas need to be addressed and clear guidance on next steps for the candidate and their mentor. This may involve retaking the full 2-day assessment.

Candidates for assessment should take note of the following:

- Baggy clothes must not be worn as the assessors will need to see that the candidates are working correctly

- Candidates should make every effort to arrive in good time for their assessment. In most cases, venues will be accessible at least ½ hour in advance of the assessment start time

The emphasis of the days is to be on building up rapport, working together and welcoming new teachers in our community. The onus is on the assessors to create a positive atmosphere.

7.4.1 Assessment Programme – Level 1

Day One

09:30 – 10:00	Assessors' Meeting
10:00 – 11:00	Invocation to Patañjali followed by Joint Group Practice
11:00 – 12:00	Break & candidates complete feedback form
12:00 – 12:25	Inversions Practice (candidates)
12:25 – 12:30	Assessors make brief notes
12:30 – 13:00	Interaction time
13:00 – 14:00	Lunch
14:00 – 14:45	Free time
14:45	Assessors give candidates Conducted Performance programme so they can prepare props etc
15:00 – 15:45	Conducted Performance
15:45	After the candidates have completed Śavāsana and had a short comfort break, assessors give any general, brief, feedback about Conducted Performance and then give the candidates three āsanas and Situation for Teaching Presentation
15:50 – 16:15	Assessors' Meeting

Assessment Programme - Level 1 cont.

Day Two

09:00 – 09:55	Teaching Presentation - Candidate 1
	(09:00 – 09:45 Class, 09:45 – 09:55 Situation)
09:55 – 10:00	Assessors make notes
10:00 – 10:55	Teaching Presentation - Candidate 2
	(10:00 – 10.45 Class, 10:45 – 10:55 Situation)
10:55 – 11:00	Assessors make notes
11:00 – 11:55	Teaching Presentation - Candidate 3
	(11:00 – 11:45 Class, 11:45 – 11:55 Situation)
11:55 – 12:00	Assessors make notes
12:00 – 12:55	Teaching Presentation - Candidate 4
	(12:00 – 12:45 Class, 12:45 – 12:55 Situation)
12:55 – 13:00	Assessors make notes
13:00 – 13:30	Lunch
13:30 – 14:30	Discussion (assessors)
14:30	Give results (max. 15 minutes per candidate)
15:30	Retakes if applicable

7.4.2 Assessment Programme – Level 2

Day One

09:00 – 09:30	Assessors' Meeting
09:30 – 10:30	Invocation to Patañjali followed by Joint Group Practice
10:30 – 11:30	Break & candidates complete feedback form
11:30 – 11:55	Inversions Practice (candidates)
11:55 – 12:00	Assessors make brief notes
12:00 – 12:30	Interaction time
12:30 – 13:00	Lunch & rapport building
13:00 – 13:45	Free time
13:45	Assessors give candidates Conducted Performance programme so they can prepare props etc
14:00 – 14:45	Conducted Performance
15:00 – 15:10	Individual Presentation - Candidate 1
15:15 – 15:25	Individual Presentation - Candidate 2
15:30 – 15:40	Individual Presentation - Candidate 3
15:45 – 15:55	Individual Presentation - Candidate 4
16:00 – 16:05	After a short comfort break, assessors give any general, brief, feedback about Conducted Performance and then give candidates three āsanas and Context for Teaching Presentation
16:05 – 16:30	Assessors' Meeting

Assessment Programme - Level 2 cont.

Day Two

09:00 – 09:45	Teaching Presentation - Candidate 1
09:45 – 10:00	Assessors make notes
10:00 – 10:45	Teaching Presentation - Candidate 2
10:45 – 11:00	Assessors make notes
11:00 – 11:15	Free time
11:15 – 12:00	Teaching Presentation - Candidate 3
12:00 – 12:15	Assessors make notes
12:15 – 13:00	Teaching Presentation - Candidate 4
13:00 – 13:15	Assessors make notes
13:15 – 13:45	Lunch
13:45 – 14:45	Discussion (assessors)
14:45 – 15:45	Give results (max. 15 minutes per candidate)
15:45	Retakes if applicable

7.4.3 Assessment Programme – Level 3 – Four Candidates

Day One

09:00 – 09:30	Assessors' Meeting
09:30 – 10:30	Invocation to Patañjali followed by Joint Group Practice
10:30 – 11:30	Break & candidates complete feedback form Candidates blind pick three situations, two of which they will teach on Day 2
11:30 – 11:55	Inversions Practice (candidates)
11:55 – 12:00	Assessors make brief notes
12:00 – 12:30	Interaction time
12:30 – 13:00	Lunch & rapport building
13:00 – 13:40	Free time
13:40	Assessors give candidates Conducted Performance programme so they can prepare props etc
14:00 – 15:00	Conducted Performance
15:10 – 15:20	Individual Presentation - Candidate 1
15:25 – 15:35	Individual Presentation - Candidate 2
15:40 – 15:50	Individual Presentation - Candidate 3
15:55 – 16:05	Individual Presentation - Candidate 4
16:15 – 16:25	After a short comfort break, assessors give any general, brief, feedback about Conducted Performance and then give candidates three āsanas and Context for Teaching Presentation
16:30 – 17:00	Assessors' Meeting

Assessment Programme - Level 3 – Four Candidates cont.

Day Two (09:00 start – option 1 of 2 for Day Two)

09:00 – 09:45	Teaching Presentation - Candidate 1
09:45 – 10:00	Assessors make notes
10:00 – 10:45	Teaching Presentation - Candidate 2
10:45 – 11:00	Assessors make notes
11:00 – 11:45	Teaching Presentation - Candidate 3
11:45 – 12:00	Assessors make notes
12:00 – 12:45	Teaching Presentation - Candidate 4
12:45 – 13:00	Assessors make notes
13:00 – 13:30	Lunch
13:30 – 14:00	Situation Presentation - Candidate 1
14:00 – 14:05	Notes
14:05 – 14:35	Situation Presentation - Candidate 2
14:35 – 14:40	Notes
14:40 – 15:10	Situation Presentation - Candidate 3
15:10 – 15:15	Notes
15:15 – 15:45	Situation Presentation - Candidate 4
15:45 – 15:50	Notes
15:50 – 16:50	Assessors' Discussion
16:50 – 17:50	Give results (max 15 minutes per candidate)
17:50	Retakes if applicable

Assessment Programme - Level 3 – Four Candidates cont.

Day Two (08:30 start – option 2 of 2 for Day Two)

08:30 – 09:15	Teaching Presentation - Candidate 1
09:15 – 09:30	Assessors make notes
09:30 – 10:15	Teaching Presentation - Candidate 2
10:15 – 10:30	Assessors make notes
10:30 – 11:15	Teaching Presentation - Candidate 3
11:15 – 11:30	Assessors make notes
11:30 – 12:15	Teaching Presentation - Candidate 4
12:15 – 12:30	Assessors make notes
12:30 – 13:00	Lunch
13:00 – 13:30	Situation Presentation - Candidate 1
13:30 – 13:35	Notes
13:35 – 14:05	Situation Presentation - Candidate 2
14:05 – 14:10	Notes
14:10 – 14:40	Situation Presentation - Candidate 3
14:40 – 14:45	Notes
14:45 – 15:15	Situation Presentation - Candidate 4
15:15 – 15:20	Notes
15:20 – 16:20	Assessors' Discussion
16:20 – 17:20	Give results (max 15 minutes per candidate)
17:20	Retakes if applicable

7.4.4 Assessment Programme – Level 3 – Three Candidates

Day One

09:00 – 09:30	Assessors' Meeting
09:30 – 10:30	Invocation to Patañjali followed by Joint Group Practice
10:30 – 11:30	Break & candidates complete feedback form Candidates blind pick three situations, two of which they will teach on Day 2
11:30 – 11:55	Inversions Practice (candidates)
11:55 – 12:00	Assessors make brief notes
12:00 – 12:30	Interaction time
12:30 – 13:00	Lunch & rapport building
13:00 – 13:40	Free time
13:40	Assessors give candidates Conducted Performance programme so they can prepare props etc
14:00 – 15:00	Conducted Performance
15:10 – 15:20	Individual Presentation – Candidate 1
15:25 – 15:35	Individual Presentation – Candidate 2
15.40 – 15:50	Individual Presentation – Candidate 3
15:55 – 16:05	After a short comfort break, assessors give any general, brief, feedback about Conducted Performance and then give candidates three āsanas and Context for Teaching Presentation
16:05 – 17:00	Assessors' Meeting

Assessment Programme - Level 3 – Three Candidates cont.

Day Two (09:00 start – option 1 of 2 for Day Two)

09:00 – 09:45	Teaching Presentation - Candidate 1
09:45 – 10:00	Assessors make notes
10:00 – 10:45	Teaching Presentation - Candidate 2
10:45 – 11:00	Assessors make notes
11:00 – 11:45	Teaching Presentation – Candidate 3
11:45 – 12:00	Assessors make notes
12:00 – 12:30	Lunch
12:30 – 13:00	Discussion (assessors)
13:00 – 13:30	Situation Presentation - Candidate 1
13:30 – 13:35	Assessors make notes
13:35 – 14:05	Situation Presentation - Candidate 2
14:05 – 14:10	Assessors make notes
14:10 – 14:40	Situation Presentation – Candidate 3
14:40 – 14:45	Assessors make notes
14:45 – 15:30	Discussion (assessors)
15:30 – 16:15	Give results (max 15 minutes per candidate)
16:15	Retakes if applicable

Assessment Programme - Level 3 – Three Candidates cont.

Day Two (08:30 start – option 2 of 2 for Day Two)

08:30 – 09:15	Teaching Presentation - Candidate 1
09:15 – 09:30	Assessors make notes
09:30 – 10:15	Teaching Presentation - Candidate 2
10:15 – 10:30	Assessors make notes
10:30 – 11:15	Teaching Presentation – Candidate 3
11:15 – 11:30	Assessors make notes
11:30 – 12:00	Lunch
12:00 – 12:30	Discussion (assessors)
12:30 – 13:00	Situation Presentation - Candidate 1
13:00 – 13:05	Assessors make notes
13:05 – 13:35	Situation Presentation - Candidate 2
13:35 – 13:40	Assessors make notes
13:40 – 14:10	Situation Presentation – Candidate 3
14:10 – 14:15	Assessors make notes
14:15 – 15:00	Discussion (assessors)
15:00 – 15:45	Give results (max 15 minutes per candidate)
15:45	Retakes if applicable

7.5.1 Assessor Roles & Checklists – Level 1

Assessor 1

It is recommended that, for the first year or two, this be an experienced Assessor of many years standing under the old system or a Moderator under the old system. After that it could be any existing assessor who is experienced and has already taken part in the new style assessment at least once (or more if they prefer).

Role

Assessor 1 will be the primary contact person for the Assessment Administrator and take overall responsibility for the smooth running and conduct of the assessment. This includes:

- Liaising with the other two assessors before the assessment to make sure that they are clear and confident about their own roles, and discussing with them any matters which seem to require it
- Deciding on the groups of three āsanas, context and situations for the Teaching Presentations on Day 2, preferably in consultation with Assessors 2 and 3
- During the two days of the assessment:
    - Being general chair, taking charge of any elements that are not otherwise covered by Assessors 2 and 3
    - Taking responsibility for any issues that may arise unexpectedly or with specific individuals
    - Facilitating the participation of the candidates and all three assessors in the collaborative exercise of the assessment
    - Chairing the Assessors' meetings and the giving out of the results
    - Sending the results and feedback forms to the Assessment Administrator

Assessor 2

Role

Assessor 2 is responsible for:

- The Joint Group Practice Session on Day 1, including devising the theme for it beforehand – preferably in consultation with Assessors 1 and 3
- Explaining about, handing out and collecting the candidates' feedback forms from this practice
- Being familiar with the pre-decided āsanas, context and situations for the Teaching Presentations on Day 2 – whether or not these are provided by Assessor 1 or via prior consultation with all three assessors
- Chairing the Teaching Presentations of one or two of the candidates (the other one or two – depending upon numbers – being the responsibility of Assessor 3)

Assessor Roles – Level 1 cont.

Assessor 3

Role

Assessor 3 is responsible for:

- The Conducted Performance on Day 1, including devising the programme for it beforehand – preferably in consultation with Assessors 1 and 2
- Being familiar with the pre-decided āsanas, context and situations for the Teaching Presentations on Day 2 – whether or not these are provided by Assessor 1 or via prior consultation with all three assessors
- Chairing the Teaching Presentations of one or two of the candidates (the other one or two – depending upon numbers – being the responsibility of Assessor 2)

All Assessors

All assessors are encouraged to contact mentors who were unable to attend their candidate's assessment as soon as possible after the assessment to give feedback orally. All assessors are encouraged to seek out evaluative feedback from mentors and candidates through discussion wherever possible as soon as possible after the assessment in order to feed into developing and improving the process.

Detailed Checklist for Each Assessor – Level 1

Assessor 1

In good time before the assessment:

- Contact the other assessors and ascertain whether they are clear about and confident in their allotted roles
- Facilitate any consultation and discussion with them about the preparation for the assessment
- Decide, or discuss and agree, the āsanas, context and situations for the Teaching Presentations
- Decide or agree on which candidates each of Assessors 2 and 3 will introduce for their Teaching Presentation

At the Assessment:

Responsible for keeping to the schedule of timings for the day

Day 1:

- Chair the Assessors' Meeting at the start of the day
- Greet everyone and make introductions, ensuring everyone knows who everyone else is
- Hand over to Assessor 2 for introducing the Joint Group Practice Session and feedback forms. Take part in and observe the practice session
- Read candidates' feedback forms with the other assessors
- Introduce the Inversions Practice, explaining that each candidate can devise their own sequence and how long they have (25 mins). Observe practice
- Make sure anyone menstruating is either all right to show the next day or has, or can later supply, a video recording of their inversions
- Along with Assessors 2 and 3 take part in the Interaction Time
- Along with Assessors 2 and 3 take part in Lunch and Rapport Building
- After free time, reintroduce Assessor 3 who chairs Conducted Performance
- After Conducted Performance give the candidates their āsanas, context and situation for the Teaching Presentation of Day 2
- Chair Assessors' Meeting

Day 2:

- Ensure Assessors 2 and 3 are ready to greet their allotted candidates
- Observe Teaching Presentations and make notes
- Chair the lunchtime Assessors' Meeting
- Chair the giving of the results plus any retakes
- Send results and feedback forms to Assessment Administrator

Detailed Checklist for Each Assessor – Level 1 cont.

Assessor 2

Before the Assessment:

Take part in any communication, discussion and decisions as shown under Assessor 1, including deciding on the theme for the Joint Group Practice Session.

At the Assessment:

Day 1:

- Take part in introductions
- Chair the Joint Group Practice Session, introducing the theme and ensure that everyone understands what that may imply in relation to their practice
- Introduce the fact that there will be a feedback form for the candidates to fill in after the practice and that this will be read by the assessors
- Ensure all the candidates understand that this is an informal session where they will be observed but are encouraged to ask the assessors questions in relation to their practice and that the assessors will interact with them and offer guidance and possibly even teaching. Everyone is in it together
- Facilitate interaction between all participants as opportunities or occasions arise
- After the practice, hand out the feedback forms and collect them after the allotted time
- Along with Assessors 1 and 3 observe the candidates' Inversion Practice
- Along with Assessors 1 and 3 take part in the Interaction Time
- Along with Assessors 1 and 3 take part in Lunch and Rapport Building
- Along with Assessors 1 and 3 observe Conducted Performance
- Take part in Assessors' Meeting

Day 2:

- Greet the candidates allotted to Assessor 2 for their Teaching Presentations and introduce the volunteer students. Remind the candidates what their given āsanas, context and situation are
- Observe Teaching Presentations and make notes
- Take part in lunchtime Assessors' Meeting
- Take part in giving of the results plus any retakes

Detailed Checklist for Each Assessor – Level 1 cont.

Assessor 3

Before the Assessment:

Take part in any communication, discussion and decisions as shown under Assessor 1, including preparation of the Conducted Performance programme.

At the Assessment:

Day 1:

- Take part in introductions
- Take part in Joint Group Practice Session
- Take part in discussion of feedback forms
- Along with Assessors 1 and 2 observe the candidates' Inversion Practice
- Along with Assessors 1 and 2 take part in the Interaction Time
- Along with Assessors 1 and 2 take part in Lunch and Rapport Building
- Give the candidates the sequence for the Conducted Performance and give them time to prepare any props
- Introduce the Conducted Performance, explaining that this is an opportunity for the candidates to perform the classical presentation of the āsanas as far as possible and in an expressive and inspiring way and that the Assessors might give some brief general feedback after they've had their Śavāsana; and call the chosen āsanas while also observing
- Take part in Assessors' Meeting

Day 2:

- Greet the candidates allotted to Assessor 3 for their Teaching Presentations and introduce the volunteer students. Remind the candidates what their given āsanas, context and situation are
- Observe Teaching Presentations and make notes
- Take part in lunchtime Assessors' Meeting
- Take part in giving of the results plus any retakes

7.5.2 Assessor Roles & Checklists – Level 2

Assessor 1

It is recommended that, for the first year or two, this be an Assessor, experienced at assessing at Intermediate Junior Level 2 or above under the old system or a Moderator under the old system. After that it could be any existing assessor who is experienced and has already taken part in the new style assessment at this level at least once (or more if they prefer).

Role

Assessor 1 will be the primary contact person for the Assessment Administrator and take overall responsibility for the smooth running and conduct of the assessment. This includes:

- Liaising with the other two assessors before the assessment to make sure that they are clear and confident about their own roles and discussing with them any matters which seem to require it
- Deciding on the groups of 3 āsanas and context for the Teaching Presentations on Day 2, preferably in consultation with Assessors 2 and 3
- During the two days of the assessment:
    - Being general chair, taking charge of any elements that are not otherwise covered by Assessors 2 and 3
    - Taking responsibility for any issues that may arise unexpectedly or with specific individuals
    - Facilitating the participation of the candidates and all three assessors in the collaborative exercise of the assessment
    - Chairing the Assessors' Meetings and the giving out of the results
    - Sending the results and feedback forms to the Assessment Administrator

Assessor Roles – Level 2 cont.

Assessor 2

Role

Assessor 2 is responsible for:

- The Joint Group Practice Session on Day 1, including devising the theme for it beforehand, preferably in consultation with Assessors 1 and 3
- Explaining about, handing out and collecting the candidates' feedback forms from this practice
- Chairing and timing the Individual Presentations on Day 1
- Being familiar with the pre-decided āsanas, context and situations for the Teaching Presentations on Day 2, whether or not these are provided by Assessor 1 or via prior consultation with all three Assessors
- Chairing the Teaching Presentations of one or two of the candidates (the other one or two, depending on numbers, being the responsibility of Assessor 3)

Assessor 3

Role

Assessor 3 is responsible for:

- The Conducted Performance on Day 1, including devising the programme for it beforehand, preferably in consultation with Assessors 1 and 2
- Being familiar with the pre-decided āsanas and context for the Teaching Presentations on Day 2, whether or not these are provided by Assessor 1 or via prior consultation with all three Assessors
- Chairing the Teaching Presentations of one or two of the candidates (the other one or two, depending on numbers, being the responsibility of Assessor 2)

All Assessors

All assessors are encouraged to contact mentors who were unable to attend their candidate's assessment as soon as possible after the assessment to give feedback orally. All assessors are encouraged to seek out evaluative feedback from mentors and candidates through discussion wherever possible as soon as possible after the assessment in order to feed into developing and improving the process.

Detailed Checklist for Each Assessor – Level 2

Assessor 1

In good time before the Assessment:

- Contact the other Assessors and ascertain whether they are clear about and confident in their allotted roles
- Facilitate any consultation and discussion with the other Assessors about the preparation for the assessment
- Decide, or discuss and agree, the āsanas and context for the Teaching Presentations
- Decide or agree on which candidates each of Assessor 2 and 3 will introduce for their Teaching Presentation

At the assessment:

Responsible for keeping to the schedule of timings for the day

Day 1:

- Chair the Assessors' Meeting at the start of the day
- Greet everyone and make introductions, ensuring everyone knows who everyone else is
- Hand over to Assessor 2 for introducing the Joint Group Practice Session and feedback forms. Take part in and observe the practice session
- Read candidates' feedback forms with the other Assessors
- Introduce the Inversions Practice, explaining that each candidate can devise their own sequence and how long they have (25 mins). Observe practice
- Make sure anyone menstruating is either all right to show the next day or has, or can later supply, a video recording of their inversions
- Along with Assessors 2 and 3 take part in the Interaction Time
- Along with Assessors 2 and 3 take part in Lunch and Rapport Building
- After free time, reintroduce Assessor 2 who chairs the Individual Presentations
- Chair Assessors' Meeting

Day 2

- Ensure Assessors 2 and 3 are ready to greet their allotted candidates
- Observe Teaching Presentations and make notes
- Chair the lunchtime Assessors' Meeting
- Chair the giving of the results plus any retakes
- Send results and feedback forms to the Assessment Administrator

Detailed Checklist for Each Assessor – Level 2 cont.

Assessor 2

Before the Assessment:

Take part in any communication, discussion and decisions as shown under Assessor 1, including deciding on the theme for the Joint Group Practice Session.

At the Assessment:

Day 1:

- Take part in introductions
- Chair the Joint Group Practice Session, introducing the theme and ensure that everyone understands what that may imply in relation to their practice
- Introduce the fact that there will be a feedback form for the candidates to fill in after the practice and that this will be read by the assessors
- Ensure all the candidates understand that this is an informal session where they will be observed but are encouraged to ask the assessors questions in relation to their practice and that the assessors will interact with them and offer guidance and possibly even teaching. Everyone is in it together
- Facilitate interaction between all participants as opportunities or occasions arise
- After the practice, hand out feedback forms and collect them after the allotted time
- Along with Assessors 1 and 3 observe the candidates' Inversion Practice
- Along with Assessors 1 and 3 take part in the Interaction Time
- Along with Assessors 1 and 3 take part in Lunch and Rapport Building
- Along with Assessors 1 and 3 observe Conducted Performance
- Chair, time and observe the Individual Presentations
- Take part in Assessors' Meeting

Day 2:

- Greet the candidates allotted to Assessor 2 for their Teaching Presentations and introduce the volunteer students. Remind the candidates what their given āsanas and context are
- Observe Teaching Presentations and make notes
- Take part in lunchtime Assessors' Meeting
- Take part in giving of the results plus any retakes

Detailed checklist for each assessor – Level 2 cont.

Assessor 3

Before the Assessment:

Take part in any communication, discussion and decisions as shown under Assessor 1, including preparation of the Conducted Performance programme.

At the Assessment:

Day 1:

- Take part in introductions
- Take part in the Joint Group Practice Session
- Take part in discussion of feedback forms
- Observe the candidates' Inversion Practice
- Along with Assessors 1 and 2 take part in the Interaction Time
- Along with Assessors 1 and 2 take part in Lunch and Rapport Building
- Give the candidates the sequence for the Conducted Performance and give them time to prepare any props
- Introduce the Conducted Performance, explaining that this is an opportunity for the candidates to perform the classical presentation of the āsanas as far as possible and in an expressive and inspiring way and that the Assessors might give some brief general feedback after they've had their Śavāsana; and call the chosen āsanas while also observing
- Along with Assessors 1 and 2 observe the Individual Presentations
- Take part in Assessors' Meeting

Day 2:

- Greet the candidates allotted to Assessor 3 for the Teaching Presentations and introduce the volunteer students. Remind the candidates what their given āsanas and context are
- Observe Teaching Presentations and make notes
- Take part in lunchtime Assessors' Meeting
- Take part in giving of the results plus any retakes

7.5.3 Assessor Roles & Checklists – Level 3

Assessor 1

It is recommended that, for the first year or two, this be an Assessor, experienced at assessing at Intermediate Junior Level 3 or above under the old system or a Moderator under the old system. After that it could be any existing assessor who is experienced and has already taken part in the new style assessment at this level at least once (or more if they prefer). The aim is for assessments at Level 3 to take two days although from time to time this may need to be extended to three days.

Role

Assessor 1 will be the primary contact person for the Assessment Administrator and take overall responsibility for the smooth running and conduct of the assessment. This includes:

- Liaising with the other two assessors before the assessment to make sure that they are clear and confident about their own roles and discussing with them any matters which seem to require it
- Deciding on the groups of 3 āsanas and context for the Teaching Presentations on Day 2, preferably in consultation with Assessors 2 and 3
- During the two days of the assessment:
    - Being general chair, taking charge of any elements that are not otherwise covered by Assessors 2 and 3
    - Taking responsibility for any issues that may arise unexpectedly or with specific individuals
    - Facilitating the participation of the candidates and all three assessors in the collaborative exercise of the assessment
    - Chairing the Assessors' Meetings and the giving out of the results
    - Sending the results and feedback forms to the Assessment Administrator

Assessor Roles - Level 3 cont.

Assessor 2

Role

Assessor 2 is responsible for:

- The Joint Group Practice Session on Day 1, including devising the theme for it beforehand, preferably in consultation with Assessors 1 and 3
- Explaining about, handing out and collecting the candidates' feedback forms from this practice
- Chairing and timing the Individual Presentations on Day 1
- Being familiar with the pre-decided āsanas and context for the Teaching Presentations on Day 2, whether or not these are provided by Assessor 1 or via prior consultation with all three assessors
- Chairing and timing the Teaching Presentations on Day 2

Assessor 3

Role

Assessor 3 is responsible for:

- The Conducted Performance on Day 1, including devising the programme for it beforehand, preferably in consultation with Assessors 1 and 2
- Being familiar with the pre-decided āsanas and context for the Teaching Presentations on Day 2, whether or not these are provided by Assessor 1 or via prior consultation with all three assessors
- Preparing/choosing the list of situations – preferably in consultation with Assessors 1 and 2. Candidates blind pick three situations each, two of which they will teach on Day 2
- Chairing and timing the Situations Presentation on Day 2

All Assessors

All assessors are encouraged to contact mentors who were unable to attend their candidate's assessment as soon as possible after the assessment to give feedback orally. All assessors are encouraged to seek out evaluative feedback from mentors and candidates through discussion wherever possible as soon as possible after the assessment in order to feed into developing and improving the process.

Detailed Checklist for Each Assessor - Level 3

Assessor 1

In good time before the Assessment:

- Contact the other assessors and ascertain whether they are clear about and confident in their allotted roles
- Facilitate any consultation and discussion with the other assessors about the preparation for the assessment
- Decide, or discuss and agree, the āsanas and context for the Teaching Presentations

At the assessment:

Responsible for keeping to the schedule of timings for the day

Day 1:

- Chair the Assessors' Meeting at the start of the day
- Greet everyone and make introductions, ensuring everyone knows who everyone else is
- Hand over to Assessor 2 for introducing the Joint Group Practice Session and feedback forms. Take part in and observe the practice session
- Read candidates' feedback forms with the other assessors
- Reintroduce Assessor 3 who facilitates the candidates blind picking two situations each for Day 2
- Introduce the Inversions Practice, explaining that each candidate can devise their own sequence and how long they have (25 mins). Observe practice
- Make sure anyone menstruating is either all right to show the next day or has, or can later supply, a video recording of their inversions
- Along with Assessors 2 and 3 take part in the Interaction Time
- Along with Assessors 2 and 3 take part in Lunch and Rapport Building
- After free time, reintroduce Assessor 3 who chairs the Conducted Performance
- After the Conducted Performance, give the candidates their āsanas and context for the Teaching Presentation on Day 2
- Reintroduce Assessor 2 who chairs the Individual Presentations
- Chair Assessors' Meeting

Detailed Checklist for Each Assessor - Level 3 cont.
Assessor 1 cont.

Day 2:

- Ensure Assessor 2 is ready to greet the candidates
- Observe Teaching Presentations and make notes
- Chair the lunchtime Assessors' Meeting
- Reintroduce Assessor 3 who chairs the Situation Presentations
- Chair the giving of the results plus any retakes
- Send results and feedback forms to the Assessment Administrator

Detailed Checklist for Each Assessor – Level 3 cont.

Assessor 2

Before the Assessment:

Take part in any communication, discussion and decisions as shown under Assessor 1, including deciding on the theme for the Joint Group Practice Session.

At the Assessment:

Day 1:

- Take part in introductions
- Chair the Joint Group Practice Session, introducing the theme and ensure that everyone understands what that may imply in relation to their practice
- Introduce the fact that there will be a feedback form for the candidates to fill in after the practice and that this will be read by the assessors
- Ensure all the candidates understand that this is an informal session where they will be observed but are encouraged to ask the assessors questions in relation to their practice and that the assessors will interact with them and offer guidance and possibly even teaching. Everyone is in it together
- Facilitate interaction between all participants as opportunities or occasions arise
- After the practice, hand out feedback forms and collect them after the allotted time
- Along with Assessors 1 and 3 observe the candidates' Inversion Practice
- Along with Assessors 1 and 3 take part in the Interaction Time
- Along with Assessors 1 and 3 take part in Lunch and Rapport Building
- Along with Assessors 1 and 3 observe Conducted Performance
- Chair, time and observe the Individual Presentations
- Take part in Assessors' Meeting

Day 2:

- Greet the candidates for their Teaching Presentations and introduce the volunteer students. Remind the candidates what their given āsanas and context are
- Observe Teaching Presentations and make notes
- Take part in lunchtime Assessors' Meeting
- Along with Assessors 1 and 3 observe Situation Presentations
- Take part in giving of the results plus any retakes

Detailed Checklist for Each Assessor – Level 3 cont.

Assessor 3

Before the Assessment:

Take part in any communication, discussion and decisions as shown under Assessor 1, including preparation of the Conducted Performance programme and the list of situations for the candidates to blind pick.

At the Assessment:

Day 1:

- Take part in introductions
- Take part in the Joint Group Practice Session
- Take part in discussion of feedback forms
- Get the candidates to blind pick three situations each from the prepared list, two of which they will teach on Day 2
- Along with Assessors 1 and 2 observe the candidates' Inversions Practice
- Along with Assessors 1 and 2 take part in the Interaction Time
- Along with Assessors 1 and 2 take part in Lunch and Rapport Building
- Give the candidates the sequence for the Conducted Performance and give them time to prepare any props
- Introduce the Conducted Performance, explaining that this is an opportunity for the candidates to perform the classical presentation of the āsanas as far as possible and in an expressive and inspiring way and that the Assessors might give some brief general feedback after they've had their Śavāsana; and call the chosen āsanas while also observing
- Along with Assessors 1 and 2 observe the Individual Presentations
- Take part in Assessors' Meeting

Day 2:

- Along with Assessors 1 and 2 observe Teaching Presentations and make notes
- Take part in lunchtime Assessors' Meeting
- Chair, time and observe the Situation Presentations
- Take part in giving of the results plus any retakes

7.6 Guidance Notes for Assessment Components

7.6.1 Joint Group Practice Guidance Notes – all Levels

Abhijata has clarified for us: *'the starting point is the theme. It is not intended to be a taught practice. However, it is a session in which the assessor shows warmth and guides the candidates in the wonderful world of practice. You have seen how Guruji was with all of us in practice sessions. So, it was not a class, but if I may say in informal words, it was not "you do your thing and I won't interfere in your business" either. It is like a mother watching over her child attempt something on his or her own. She may have to step in, she may have to step aside, she may have to teach, she may have to show… it involves a plethora of things.'*[11]

Suggested Starting Points

Candidates will be told the starting point/theme of the Practice on the day of the assessment at the beginning of the session.

Here is a list of possible starting points/themes for the Joint Group Practice element of assessment. The list is intended to give an idea of the sort of thing which is being asked for. Assessors may of course decide on a different starting point or theme. It is not a prescription.

The way the starting point is framed will be simpler at Level 1 and more specific/subtle in subsequent levels.

Level 1

1. Focusing on a particular group of āsanas. Eg, we have in mind to include forward extensions (paścima pratana sthiti) OR backward extensions (pūrva pratana sthiti) OR lateral extensions/twists (parivṛtta sthiti) in our practice
2. There is a particular āsana that we find challenging and wish to work towards. Eg, working towards a particular backward extension āsana (pūrva pratana sthiti) OR a particular lateral extension/twist (parivṛtta sthiti) OR an āsana in any other group
3. We want to work towards a challenging action, eg padmāsana and padmāsana related actions
4. We need to work on shoulder mobility or shoulder actions
5. We'd like to improve our catching in seated twists
6. We need to improve balance in standing āsanas
7. Correct action and direction of the pelvis in …… (name the āsana type)

Level 2

Any of the above, plus:

8. We want to work on arm balances
9. We want to work on opening the hips and groins to help prepare for Akarṇa Dhanurāsana and Eka Pāda Śīrṣāsana

Level 3

Any of the above, plus any other idea the assessors might wish to include

[11] RIMYI FAQs

7.6.2 Inversions Practice – all Levels

- Since it is a practice session, each candidate can design their own sequence
- Candidates are not preparing to teach inversions but showing how they practice them at home and designing a sequence to show this
- Preparatory āsanas can be added however the emphasis is in being in the asanas, and showing some variations
- Variations for each level should be included unless contraindicated for some reason
- Those who should not be doing inversions should practice a course suitable for their situation
- Menstruating women can demonstrate inversions on Day 2 if possible, or show videos of their inversions practice

7.6.3 Conducted Performance Guidance Notes – all Levels

The Conducted Performance is an opportunity for candidates to demonstrate their practice of the newly introduced āsanas at the level at which they are being assessed (see pp.15, 18 and 21 of the RIMYI *Guidelines*). In addition, at Levels 2 and 3, to make a short, expressive and inspiring presentation of āsanas or prāṇāyāma. Note this is a performance, not a practice, as such the presentation should be neat, precise, expressive and inspiring.

There is no set programme. The assessors at each assessment will decide on the programme with Assessor 3 taking the lead role in this. 45 minutes is allocated for this at Levels 1 and 2, 1 hour at Level 3, and RIMYI asks that as many āsanas as possible are shown.

Abhijata has clarified: '*The idea to include as many āsanas is that the candidate can demonstrate familiarity with the entire syllabus. The note about not accomplishing all āsanas and being able to demonstrate alternatives has been included to address […] concerns […] about candidates with special needs or older candidates. The assessor is at discretion to set the pace and may decide based on the group of candidates. For example, if it is a group of young candidates, a brisk pace will work but a slower pace may be required for a group of older candidates. Irrespective of the pace, the focus should be on whether the candidate understands the form of the pose.*'[12]

- Assessor 3 will call out the āsanas and indicate change of side
- As many āsanas as possible from the list are to be included (not including inversions)
- Candidates will be given the proposed list a little before this section of the assessment so that they can prepare (including preparing props)
- At Level 3 more preparation time should be allowed before commencing as the āsanas are more challenging
- The assessor leading this part of the assessment must make a judgement as it goes on as to the pace, according to the needs of those participating
- It is not mandatory to be able to accomplish all āsanas called out but the candidate should be able to express physically and/or verbally how they will go in the direction of an āsana if they cannot perform it

The guiding principles given by RIMYI should be noted:

- Are the basics of Iyengar Yoga clear to the candidate?
- Is the presentation expressive and inspiring?
- Do you think the candidate is ready?

[12] RIMYI FAQs

Where ability to perform āsanas is limited by stiffness or injury, the assessors will be looking to see that candidates are working to the best of their ability and understanding with intelligent use of props where appropriate, eg, to support an injury or to achieve a correct action that is not (yet) possible without the help of a prop. Candidates will not be penalised for physical limitations if there is evidence of sincere, safe and effective work to create improvement. The assessors are looking at a candidate's overall understanding and approach to āsanas beyond just the physical appearance or duration.

Conducted Performance Guidelines

Level 1 – we recommend attempting to cover at least 30 – 40 (out of 59) āsanas

Level 2 – we recommend attempting to cover at least 25 – 35 (out of 38) āsanas

Level 3 – see Abhijata's advice:

> *'It is better to decide this based on looking at the composition of the candidate cohort. If it is a younger group, it might be good to do as many āsanas as possible. If the candidate cohort is older, then the number of āsanas might be reduced. It is more important that candidates have an opportunity to show their understanding of the concepts, not just the physical attainment of a pose.'*[13]

At Level 3, we recommend allowing 20 minutes in advance to allow the candidates to prepare for the āsanas.

[13] RIMYI FAQs

7.6.4 Individual Presentation Guidance Notes - Levels 2 & 3

At Levels 2 and 3 candidates must make a ten minute Individual Presentation after the Conducted Performance. See pp.18 and 21 of the RIMYI *Guidelines*.

This component is a reflection of the candidate's self-practice.

The presentation is not necessarily the presentation of a problem overcome through yoga/therapeutic intervention but may for example simply be a presentation of āsanas the candidate considers they can show well, or a presentation which endeavours to explain some aspect of yoga philosophy.

The candidate prepares their presentation in advance of the assessment. They choose the subject matter, the āsanas/prāṇāyāma, the timing and sequence. Explanation should be included. This is something like a short lecture-demonstration. Guruji gave many of these and recordings are available.

The presentation should show that the basics of Iyengar yoga are clear to the candidate, should be expressive and inspiring and show that the candidate is thoughtful. It is scored using marking sheet A2.

7.6.5 Teaching Presentation Guidance Notes – all Levels

In the Teaching Presentation, candidates teach a group of volunteers a short class of 45 minutes. In this class they will be given three āsanas as markers to build a sequence around and a context. This component is an opportunity for candidates to demonstrate their skill in planning and teaching a class that covers a broad spectrum of students that are likely to attend classes in the different Levels – 1, 2 and 3. RIMYI have been very clear about the different ways we should teach students at these levels – beginning with basic physical posture for beginners, moving on to sensitivity, then perceptivity and then reflectivity when teaching intermediate and advanced students. Much more about this aspect can be found in Section F, Skeleton of Certification Syllabus, on pages 29 – 33 of the RIMYI *Guidelines*. Candidates will be expected to teach according to these guidelines.

At Levels 1 and 3 candidates also have to present how they would help with specific situations.

Part A – Teaching a Short Class – all Levels

In advance of the assessment, the assessors will prepare sets of three āsanas which will be allocated randomly to the candidates. These are not three āsanas that the candidates are expected to teach in much more detail, as a kind of focus, but they are to be used as markers to build the sequence around.

The scoring for this section will no longer be on individual āsanas but on the sequence and teaching as a whole. This enables the assessor to be fully immersed in the candidate's teaching and does not punish candidates on individual āsanas where the potential for mistakes due to anxiety and stress is higher.

The assessors will observe four main aspects of the candidate's teaching:

- Demonstration of āsanas to guide students (not all āsanas need to demonstrated, just the ones where the candidate wants to make particular points to be clear about the direction of the class)
- Explanations and instructions while teaching
- How the candidate corrects and helps students during the class
- The thought process behind the sequencing/the points being made/how they want the class to start, have a middle and have an end

The candidate will decide where in the sequence the inversions will go and these should be appropriate to the sequence:

- The Sarvāngāsana inversion can be from any of the "Sarvāngāsana" family – it might be taught as supported Halāsana if backbendings have been taught, or Setu Bandha Sarvāngāsana after forward extensions
- For a context of "complete beginners in the first 6 months of learning" Ardha Śīrṣāsana can be taught, or another suitable preparatory stage
- At the higher levels Śīrṣāsana can include variations as per the syllabus

NB The assessors may interrupt while the candidate is teaching to ask them to correct a student, or look for an appropriate way of helping them. The assessment is also for sharing knowledge and this should be taken in the spirit of a senior teacher passing on advice and help to the candidate rather than criticising them.

Three Āsanas Suggestions

Note: these are examples only and there are many more sets of three that the assessors could choose.

Level 1

a) Ardha Chandrāsana, Upaviṣṭha Koṇāsana, Jānu Śīrṣāsana

b) Utthita Trikoṇāsana, Bharadvājāsana 2, Paścimottānāsana

c) Vīrabhadrāsana 1, Supta Vīrāsana, Uṣṭrāsana

d) Parivṛtta Trikoṇāsana, Ūrdhva Dhanurāsana, Supta Pādāṅguṣṭhāsana 2

e) Garuḍāsana, Pārśvottānāsana, Marīchyāsana 3

f) Adho Mukha Śvānāsana, Pārśvottānāsana, Mālāsana 2

Level 2

a) Utthita Hasta Pādāṅguṣṭhāsana 1, Akarṇa Dhanurāsana, Jaṭhara Parivartanāsana

b) Parivṛtta Jānu Śīrṣāsana, Pūrvottānāsana, Dwi Pāda Viparīta Daṇḍāsana

c) Ardha Baddha Padmottānāsana, Bhekāsana, Supta Pādāṅguṣṭhāsana (LOY plates 285, 286)

d) Ūrdhva Prāsarita Eka Pādāsana, Ūrdhva Prāsarita Pādāsana (all levels), Kūrmāsana

Level 3

Candidates to be given three āsanas, at least one of which is from Level 3, and the others may be from Level 2 or Level 3 (*Level 2 in italics*)

a) *Bhekāsana*, Yoga Mudrāsana, Mayūrāsana

b) *Parivṛtta Paścimottānāsana*, Ūrdhva Mukha Paścimottānāsana 2, Eka Pāda Kouṇḍinyāsana 1

c) *Supta Pādāṅguṣṭhāsana 3*, Pāśāsana, Eka Pāda Kouṇḍinyāsana 1

d) *Pūrvottānāsana*, Vasiṣṭhāsana, Ūrdhva Dhanurāsana from Tāḍāsana

e) *Padmāsana*, Marīchyāsana 4, Bhairavāsana

f) *Paryankāsana*, Krounchāsana, Eka Pāda Ūrdhva Dhanurāsana

g) Siṃhāsana 2, Adho Mukha Vṛkṣāsana (palms reversed), Mayūrāsana

h) Krounchāsana, Mālāsana, Eka Pāda Bakāsana

i) Eka Pāda Ūrdhva Dhanurāsana, Eka Pāda Kouṇḍinyāsana, Pāśāsana

j) Ūrdhva Dhanurāsana from Tāḍāsana, Vasiṣṭhāsana, Bakāsana

k) Baddha Padmāsana, Ūrdhva Mukha Paścimottānāsana 2, Bhairavāsana

l) Marīchyāsana 2, Yoganidrāsana, Ūrdhva Daṇḍāsana

m) Siṃhāsana 1, Kapotāsana, Pārśva Bakāsana

Contexts Suggestions

Note that these are suggestions, not prescriptions.

Level 1

- It is summer / it is hot
- It is winter / it is cold
- It is an evening class
- It is a morning class
- It is one of the earlier classes the students are attending (ie, they aren't acquainted with many of the āsanas)
- It is the end of the course (ie, the students know all the āsanas in the syllabus)
- The class includes students who have been coming to class for some time as well as others who are quite new to yoga
- It is a few months into a course and you plan to introduce a new āsana (one of the chosen three āsanas)

Levels 2 & 3

- It is summer / it is hot
- It is winter / it is cold
- It is an evening class
- It is a morning class
- It is one of the earlier classes the students are attending (ie, they aren't acquainted with many of the āsanas)
- It is the end of the course (ie, the students know all the āsanas in the syllabus)
- It is the first class back after a holiday
- It is the last class before a holiday
- It is an evening class at the end of the week
- It is a morning class in winter
- It is a morning class in summer
- It is an evening class in winter
- It is an evening class in summer
- It is a morning class and the students are new to many of the āsanas
- It is an evening class and the students are new to many of the āsanas
- It is a morning class and the students are familiar with all the āsanas
- It is an evening class and the students are familiar with all the āsanas
- It is hot and the students are new to many of the āsanas
- It is cold and the students are new to many of the āsanas
- It is hot and the students are familiar with all the āsanas
- It is cold and the students are familiar with all the āsanas

7.6.6 Situations Guidance Notes - Levels 1 & 3

At Levels 1 and 3 candidates will be asked to demonstrate how they might handle particular situation(s) in teaching. Candidates should expect that the assessors may interrupt to offer information and guidance in the last few minutes of this component.

Level 1 – 10 minutes (p.16 RIMYI *Guidelines*)

Candidates will be asked to present a minor health situation, chosen from the list below, via a mock student to show how they might deal with it in a class. They may consider the questions they would ask of the student, the āsanas they would give and any props or adaptations to the āsanas to help with the specific situation.

- A student has a stiff and/or painful neck
- A student comes to class complaining of sleeping badly and waking with a very sore neck
- A student has low back pain
- A student has a stiff and/or painful hip joint
- A student has a stiff and/or painful knee joint
- A student is unable to kneel because of an injury or arthritis
- A student has stiff ankle joints
- A student has a stiff and/or painful shoulder joint
- A student has neck and shoulder pain, how would you teach the inverted āsanas
- An older student with general stiffness
- A student comes to class with a headache
- A student has a headache after backward extensions
- A student is dizzy
- A student with high blood pressure that is controlled with medication
- A student with low blood pressure
- A student is menstruating in a class where standing āsanas will be taught / where backward extensions will be taught
- A regular student with an uncomplicated pregnancy
- A student is pregnant in a class where forward extensions will be taught
- A regular student is returning to class after having a baby
- A regular student has hot flushes, may be starting perimenopause
- A student who has anxiety
- A student who has depression
- A student is recently bereaved
- A student fell off their bike on the way to class and is shaken up and bruised on leg and arm
- A student comes back to class having had flu
- A student has bloodshot eyes after inversions / after backward extensions

Situations – Guidance Notes cont.

Level 3 – 30 minutes (p. 23 RIMYI *Guidelines*)

The Situation Presentation at Level 3 will be more in depth. This section assesses candidates' ability to address more major therapy issues working with a mock patient.

Candidates will blind pick three situations from the list below on Day 1 and will be asked to actually present two of them in this section.

The candidate will get the mock patient to do the required āsanas and while doing so should explain the logic behind it. The key is that they are presenting the situation so the āsana does not need to be explained to the patient in this case.

The assessors will use scoresheet A5 and consider:

- Whether the candidate's overall application of knowledge for helping is satisfactory
- Are they being logical? Assessors may question them on this
- Is the candidate aware of safety when helping?
- Are their technical skills adequate?
- Are they ready?

Situations for Level 3

- A student comes to class complaining of a heavy, painful menstrual period
- A student has endometriosis
- A student has backache
- A student has low back pain after inversions and/or during standing āsanas
- A student has moderate scoliosis
- A student has a catch in the upper back
- A student has a prolapsed disc
- A student has a worn hip joint which is painful
- A student is returning to class after hip replacement surgery
- A student has knee pain
- A student is returning to class after knee replacement surgery
- A student with diabetes has a 'sticky shoulder'
- A student has a frozen shoulder
- A student has had a dislocated shoulder
- A student who suffers from migraine (during migraine episode and how to work at other times)
- A student has high blood pressure that is not under control with medication
- A student has low blood pressure
- A student has a recent history of miscarriages
- A student has heart problems

Situations – Guidance Notes cont.

Situations for Level 3 cont.

- A student has returned to class after heart surgery
- A student has irritable bowel syndrome
- A student has returned to class after a caesarean section
- A student has had diastasis rectii
- A student who has suffered a traumatic experience
- A student who is undergoing chemotherapy for breast cancer
- A student with polymyalgia
- A student who has had a TIA (transient ischaemic attack) or stroke
- A student has epilepsy and cannot be managed in a general class
- A student has an overactive thyroid gland
- A student has osteoporosis

7.6.7 Note on RIMYI *Guidelines* Assessor's Class, Levels 2 & 3, included for information - **this component is no longer required**

On pp.19 and 22 of RIMYI *Guidelines*, July 2020, under Day 2 of Level 2 and 3 assessments respectively, a class taught by an Assessor is stipulated. These classes are no longer required at assessment. Here is an extract from the letter sent to IY(UK) by Abhijata Iyengar in September 2021:

> *'We will no longer include the assessor's class as part of the assessment weekend. While the initial idea of the class was floated with the intention that the fabric of Iyengar Yoga can be conveyed through the collective experience of assessors as not all candidates get a chance to travel to RIMYI. With the introduction of online RIMYI classes, the access to the mother institute has become easier and hence, we will no longer include the assessor's class as part of the assessment weekend. All the other components of the assessment weekend remain as proposed.'*

Obviously, this means that mentors must take responsibility for ensuring that trainees and mentees understand the progression of levels. It presupposes that mentors will attend classes taught at the different levels (Beginners, Intermediate, Advanced) at RIMYI so that they themselves fully understand what is expected and can pass it on. They should also encourage their trainees/mentees to attend such sessions. For some guidance on the graduation from correct and precise physical action to 'sensitivity' to 'perceptivity' and even 'reflectivity', please see Section 2.1 and Section 4.6 Note on Levels.

We have left the Assessor's Class Guidance Notes below as we consider that they will help give teachers and aspiring teachers some points for reflection.

Assessor's Class Guidance Notes (for information, this component is no longer required)

In Level 2 and Level 3 assessments an assessor teaches a class. The candidates then complete a feedback form about this class which is sent to RIMYI (Appendix A3, p.61, RIMYI *Guidelines*).

In the spirit of assessments as a collaborative, coming together endeavour, this is a positive opportunity for assessors to share their 'pearls of wisdom' with the other participants. It is a chance to share an additional perspective from that which a candidate has already experienced with their own teacher(s) and mentor(s) and in their practice.

Here we aim to guide assessors in the sort of thing which is intended in this part of an assessment. There are many and varied ways one might go about this. Remember these are guidelines and examples and not prescriptions! It will be helpful to study the notes in the RIMYI *Guidelines* (pp.30–33).

Level 2

A teacher at Level 2 should be able to move from the activity/physicality component to the sensitivity component in their teaching. To move beyond external configuration of individual āsanas and guide the students to be aware of subjective feelings and observations surfacing during action. Sensitivity in practice contributes to better insights in an āsana and deepens one's understanding.

The Assessor's Class is an opportunity for the assessor to model how this might be done. That is, the class should '*demonstrate the fabric of sensitivity in Iyengar Yoga'* (p.19 RIMYI *Guidelines*). The remit gives much scope for the assessor to interpret it as they see fit and assessors are free to do just that. There is no one right way to approach this. Some examples are given below which might help the assessor find ways to approach their class.

Bear in mind:

- At least ten āsanas are to be woven into this fabric of sensitivity
- These ten+ āsanas can be chosen from the whole syllabus, Level 1 + Level 2. Experiencing sensitivity may be more accessible in simpler āsanas and/or those in which we have some mastery. So, it is not necessary, or indeed desirable, to choose these ten solely from the āsanas newly introduced at this level. Having at least some of the āsanas from the Level 2 syllabus allows the assessor to show the different approach to sensitivity when a newer āsana is taught compared with an āsana which is well known. An āsana that is less accessible or where physical or mental resistance is felt by the practitioner is one where there is likely to be less sensitivity
- Level 2 involves a shift towards subjectivity in addition to objectivity
- The class should guide participants towards some of the following:
- Inculcating and cultivating the ability to feel somatic sensation in the students; to feel the body in an āsana through the senses, skin, muscles, tendons, joints. For example:
    - Feeling which arm is longer and which shorter in Ūrdhva Hastāsana
    - How the arms feel in Ūrdhva Hastāsana with belt on elbows compared with brick between palms
    - Feeling the lift of the chest as they inhale
- Noticing connections between adjacent body parts. For example:
    - In Utthita Hasta Pādāsana, the extension of the outer arms originating from the shoulder blades
    - How each of collar bone, shoulder blade and shoulder bone are involved (and how) in chest opening
    - Thigh action connection to abdomen
- Breath observation; including inhalation, exhalation and retention. For example:
    - Noticing where the breath touches in different āsanas
    - The breath is different in Supta Swastikāsana and straight leg Śavāsana
    - Noticing how the breath moves differently in the same āsana but with different arm positions

    - Noticing qualities of breath such as thick, thin, smooth, rough, slow, fast etc
- Drawing the students' attention to their mental contributions as well as their physical involvement. Such mental contributions could include focus, alertness, intention, patience, will, imagination, receptivity (what do they notice), reflectivity and interest in learning. For example:
    - Noticing how different mental contributions are required in different āsanas
    - Noticing how bodily actions affect the mental state
- Understanding deeper threads in a family of āsanas (pp.29 & 31, RIMYI *Guidelines*). Noticing the intrinsic characteristic features within a family of āsanas. For example:
    - Utthita Trikoṇāsana, Utthita Pārśvakoṇāsana, Ardha Chandrāsana
    - Jānu Śīrṣāsana, Triang Mukhaikapāda Paścimottānāsana, Paścimottānāsana
- Starting to notice connections between seemingly distinct families of āsanas (introduction to inter-family of āsanas). For example:
    - Parivṛtta Pārśvakoṇāsana and Ardha Matsyendrāsana through the paradigm of rotation of the back muscles
- Using a paradigm of a body action or a mental response and seeing how that works in different āsanas. For example:
    - Pelvic opening in Supta Baddha Koṇāsana and relating that to pelvic opening in standing āsanas (p.30, RIMYI *Guidelines*)
    - Observing shoulder blade action in different āsanas and how that affects the mental state

Level 3

A teacher at Level 3 should be able to refine action and sensitivity and add the perceptivity component in their teaching. Heightened sensitivity and perceptivity in practice can relate to body, mind and breath and contribute to better insights in an āsana and deepen one's understanding. There is a continued shift towards subjectivity in addition to objectivity.

The Assessor's Class is an opportunity for the assessor to model how this might be done. That is, the class should '*demonstrate the fabric of perceptivity in Iyengar Yoga'* (p.22, RIMYI *Guidelines*). The remit gives much scope for the assessor to interpret it as they see fit and assessors are free to do just that. There is no one right way to approach this.

Bear in mind:

- At least five āsanas are to be woven into this fabric
- These five+ āsanas can be chosen from the whole syllabus (Level 1 + Level 2 + Level 3). The assessor should bear in mind that experiencing perceptivity tends to be more accessible in simpler āsanas and/or those in which we have some mastery. So, it is not necessary or indeed desirable to choose these five solely from the newly introduced āsanas at this level. Including some from the Level 3 syllabus can demonstrate how perceptivity changes when āsanas are newer compared with those that are more familiar
- The class should guide participants towards one or more of the following:

- Observing the network of interconnection between distant body parts and organs. For example:
    - How the feet affect the spine
    - How the abdomen affects the mind state
- Developing awareness of the deeper threads of the inter-family of āsanas (p.33, RIMYI *Guidelines*). For example:
    - Noticing similarities between apparently different families of āsanas and, through this, contributions of one family to another family, eg Supta Pādāṅguṣṭhāsana 2 and Ardha Chandrāsana
- Reconceptualising āsanas from across several 'families of āsanas' as 'abdomen āsana' or 'back āsana' or 'spine āsana'
- Perceiving somatic sensation at a subtle level within their own body. For example:
    - Comparing Paścimottānāsana with no props, buttock bones/heels on a brick, rolled blanket across the top thighs etc. How these variations illuminate and contribute to the whole
    - Seeing how the abdominal considerations vary from āsana to āsana in forward extensions
- Observing connectivities of body, mind and breath
- Perceiving subtle phenomena in their own embodiment and reflecting on perceptions. For example:
    - Mental state responses to abdominal activities
    - Breath/mind interactions, such as how exhalatory deflation of the abdomen in Utthita Trikoṇāsana in various ways will have profound effects and make connections of body/mind/breath throughout the whole āsana
- Maintaining the āsana with mental as well as physical steadiness, stability and quietude, not merely using will and physical power
- Moving from breath observation (above) to breath awareness, ie looking at the breath from within and how this links to mental quietude. For example:
    - Noticing the breath of Utthita Trikoṇāsana as the class goes on, where effortfulness fades and attention is drawn inwards compared with at the beginning, and observing how this influences the mind and enables it to become witnessive and reflective
- The embodiment as a laboratory, observatory and academy – applications, witnessivity and deployment/agency as distinct from doing, using, observing
- Learning with insights from exploration in practice the nature of traditional Yoga and its philosophy as an educational and knowledge process much more than an exercise process
- Understanding of embodiment as teacher, not as an instrument for the doer or ego

Remember that your Assessor's Class can be planned to incorporate some of the suggested qualities. Don't try to make it over complicated by squeezing in too many of the principles at the same time.

7.7 Feedback, Marking & Results - all Levels

See RIMYI *Guidelines*, p.24

When marking, assessors are to take an all-round view of the candidate and allow for anxiety, stiffness, injury and age. Understanding of the āsanas is key rather than physical perfection. Marking and note taking must not be carried out whilst a candidate is presenting or teaching (see p.13, RIMYI *Guidelines*).

Conducted Performance & Inversions

Here the candidate is not scored as such, rather the aim is for the assessors to decide whether the candidate has a satisfactory practice and understanding of Iyengar Yoga. What is being looked at here is that the basics of Iyengar Yoga are clear to the candidate, that their presentation is expressive and inspiring and that the assessors think the candidate is ready. If it is felt that the candidate is not following the Iyengar method then that is a 'red flag' and they may discontinue the assessment for the candidate.

Scoring Components

Other components of the assessment are scored using the RIMYI scoresheets as given in the RIMYI *Guidelines* (pp.25–27 and Appendices pp.60-62).

In this scheme each assessor allocates the candidate a 1 – 4 overall score for each of the four criteria of each component (with 1 being poor and 4 excellent). These scores are summed up for each candidate by each assessor. The assessors' scores are then averaged to arrive at a final score for each candidate for each component. 12 – 16 = pass; 9 – 11 = retake (with the aim of arriving at a final decision); 4 – 8 = not pass. Successful candidates must pass each scored component.

A 'good' candidate would be one who did well on all four criteria of a component but there are a few specific areas for improvement. 'Fair' means the candidate has the making of becoming 'good' but needs to put in a lot more work to improve their understanding of all four criteria.

Teaching Presentation Component (Levels 1, 2 & 3) Scoresheet A4

Assessors will be looking at each candidate overall with respect to each of the four criteria:

- Thought process
- Demonstration
- Instruction
- Helping method

Note: at Level 1 the situation is marked within the Teaching Presentation component.

The assessors will be influenced in each criterion by alignment, extension, directionality, steadiness, stability and precision – all objective and essential features in our school.

Individual Presentation (Levels 2 & 3) Scoresheet A2

Assessors will be looking at each candidate overall with respect to:

- Verbal aspect – thought process
- Verbal aspect – articulation
- Performance aspect – action
- Performance aspect – congruence with verbal presentation

Situation Presentation (Level 3) Scoresheet A5

Assessors will be looking at each candidate overall with respect to each of the four criteria:

- Situation awareness & thought process
- Communication skill
- Technical skill
- Safety

Results and Feedback

The assessors will give each candidate their result verbally at the end of the assessment. It will be presented such that it will help the candidate and their teacher to go forward positively with any necessary work.

Candidates should expect feedback at various stages throughout the assessment. This is intended to be helpful.

Mentors are requested to stay for their candidate's results and feedback session.

Retakes

There is the possibility of retaking certain components on the day when a candidate has narrowly missed a pass.

If it is not possible to offer an unsuccessful candidate a retake on the day, the assessors will explain why with constructive comments on what areas need to be addressed and clear guidance on next steps for the candidate and their mentor. This may involve retaking the full 2-day assessment.

In this situation, one of the assessors will also assess at the candidate's next assessment if availability allows.

The candidate would be expected to wait a minimum of 6 months before reapplying for assessment. The assessors may recommend a longer wait. Whatever timeframe is given, it should be understood clearly that this is a minimum recommendation and should not be seen as a date to aim for. Candidates must take the time they need to absorb the feedback given and feel completely ready before reapplying for an assessment place.

Appendix A – List of Books by BKS Iyengar

Geetaji and Prashantji stated in their letter of 29 March 2017 that:

Now we are fortunate to have so many books and articles by Guruji; students should be encouraged to read those to know his approach towards yoga. So it is a new responsibility on teachers to get their own students together to explain and discuss the writings of Guruji. Here is a list of the books written by Guruji, available in English:

- *Light on Yoga*
- *Light on Prāṇāyāma*
- *Light on the Yoga Sūtras of Patañjali*
- *Light on Aṣṭāṅga Yoga*
- *Ārogya Yoga*
- *Yaugika Manas*
- *Pātanjala Yogasūtra Paricaya*
- *Light on Life*
- *Core of the Yoga Sūtras*
- *Aṣṭadaḷa Yogamālā: the Collected Works of Yogācārya BKS Iyengar*
- *Concise Light on Yoga*
- *The Illustrated Light on Yoga*
- *Art of Yoga*
- *Tree of Yoga*
- *Body the Shrine, Yoga Thy Light*
- *Iyengar: His Life and Work*
- *Basic Guidelines for Teachers of Yoga*[14]
- *YOGA – the Path to Holistic Health*
- *Iyengar Yoga for Beginners*
- *Yoga Wisdom and Practice*
- *Yoga for Sports*

[14] Mentors in the UK can find details about how to order copies of this publication via the Mentors page of www.iyengaryoga.org.uk

Appendix B – Scoresheets

Scoresheets A1, A2, A3, A4 and A5 (see pp.60–62, RIMYI *Guidelines*)

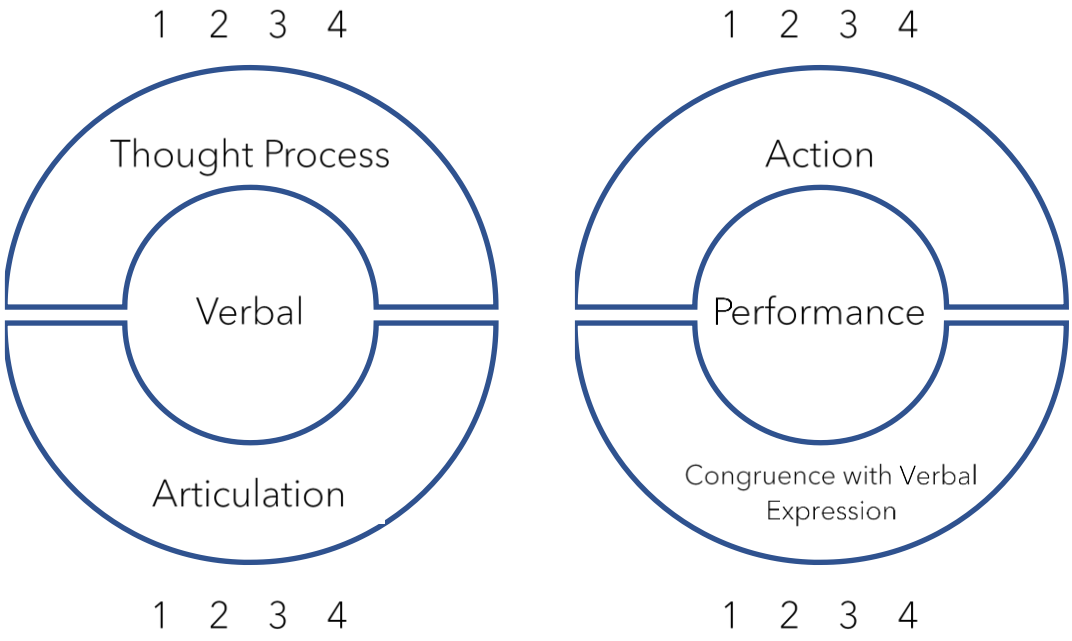
A1

Questions for feedback form (Joint Group Practice)

- Has motive been attained?
- What would you do better in this?
- What feedback would you give yourself?
- Was it a fulfilling practice?
- What are the physical observations you made about yourself?
- What were the mental observations you made about yourself?
- Any impressions you want to keep with you?

A2

Individual Presentation Scoresheet



1: Poor 2: Fair 3: Good 4: Excellent

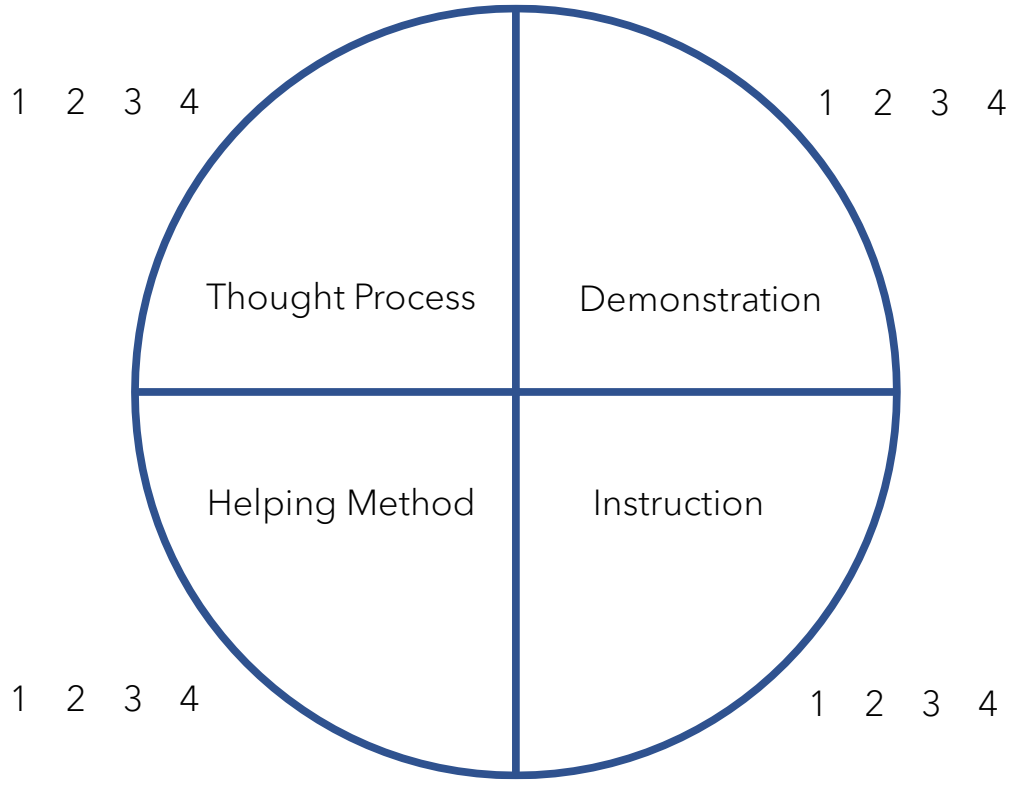
A3

Questions for feedback form (to be returned to RIMYI)

- Was it a positive learning experience?
- Where would you have taken a different route in the class and why?
- What did not occur to you at all from what the teacher said?
- What do you read about yourself in this class?
- Other thoughts/comments

A4

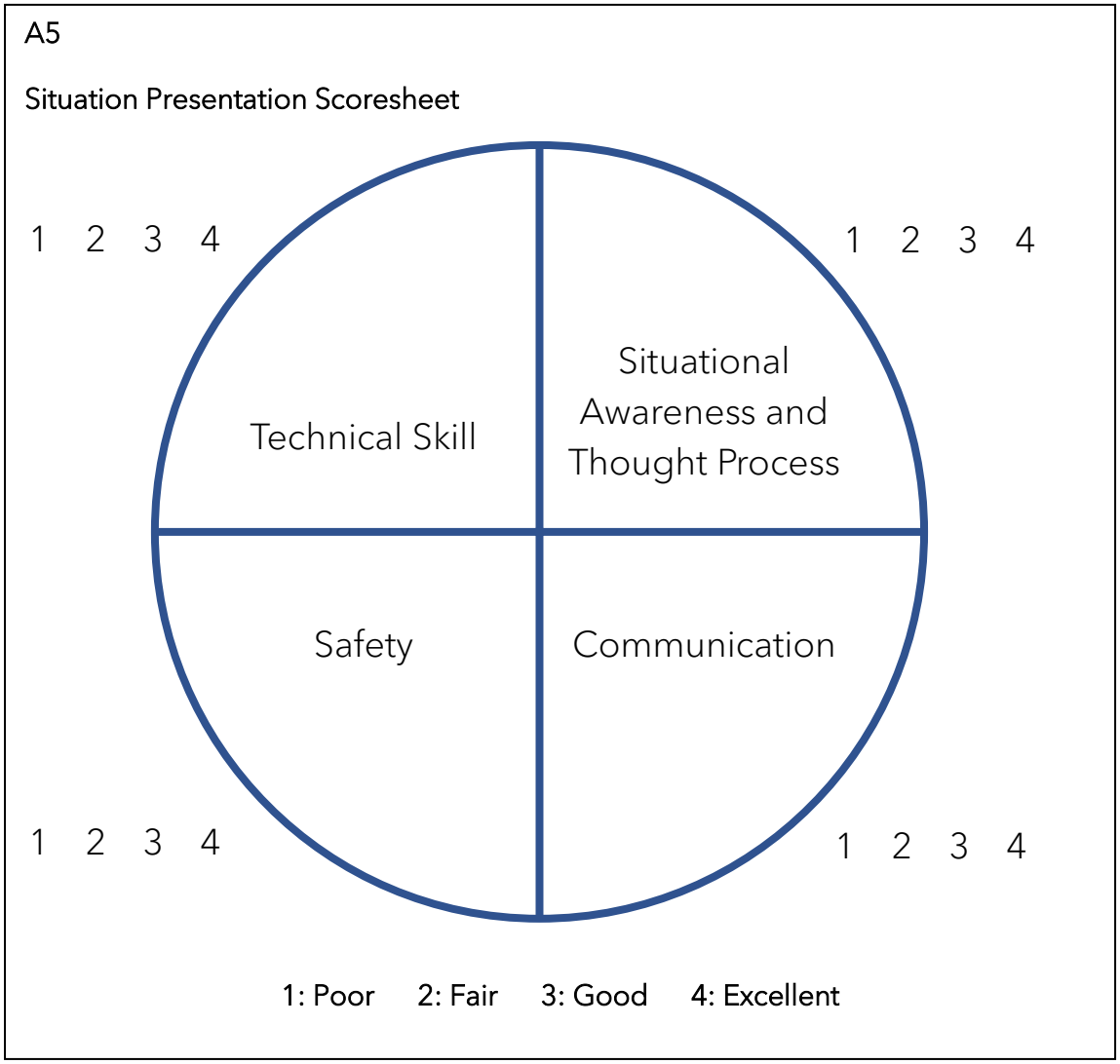
Teaching Scoresheet



1: Poor 2: Fair 3: Good 4: Excellent

A5

Situation Presentation Scoresheet



1: Poor 2: Fair 3: Good 4: Excellent



IYENGAR® YOGA (UK)

In the light of: Yogacharya Sri B. K. S. Iyengar

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