



CIMSPA PROFESSIONAL STANDARD

Tai Chi & Qigong Teacher

(FULL STANDARD)

Includes specialist content

- Tai Chi
- Qigong

FIRST EDITION V1.0

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CIMSPA PROFESSIONAL STANDARD:

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1. Overview

Professional Standard: Tai Chi & Qigong Teacher

This Professional Standard outlines the role and scope of a Tai Chi & Qigong Teacher and the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

This full version of the standard is available to CIMSPA awarding organisation, training providers, higher education and further education partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Tai Chi & Qigong Teacher Professional Standard covers all job roles that sit within the sport and physical activity sector as part of all industries.

The agreed industry prerequisite to become a Tai Chi & Qigong Teacher is to have achieved a CIMSPA endorsed educational product that meets this Professional Standard.

This Professional Standard: Tai Chi & Qigong Teacher can be used as follows:

Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.



2. Scope of the Tai Chi & Qigong Teacher

Tai Chi & Qigong Teachers are individuals employed in the sport and physical activity sector. They are fitness professionals who teach, lead, and motivate groups and individuals through intentionally-designed, pre-choreographed Tai Chi and/or Qigong based exercise classes. Teachers can provide class design and instruction according to the desired results of the participants.

When they have achieved an education product aligned with this standard they will have:

Structure of the Tai Chi & Qigong Teacher Professional Standard

Tai Chi & Qigong Teacher Professional Standard is comprised of core and specialist topics. There are:

- Five core topics of learning.
- Four specialist topics of learning: two for Tai Chi and two for Qigong.

These core and specialist topics are as follows:

CORE TOPICS

NOTE: All core topics must be covered.

Core topic:

1. Maximising the customers experience
2. Anatomy and physiology for exercise
3. Lifestyle management and client motivation
4. Professional practice
5. Industry legislation and guidance, organisational policies and procedures

SPECIALIST TOPICS

NOTE: only two (either 1 and 2, or 3 and 4) of the four options below need to be completed.

Specialist topic:

1. History, philosophy, & technical skills of chosen Tai Chi style
2. Planning and delivery of Tai Chi training
3. History, philosophy, & technical skills of chosen Qigong style
4. Planning and delivery of Qigong exercise

The core topics contained within the Tai Chi & Qigong Professional Standard are mandatory. Those creating education products seeking endorsement against the Tai Chi & Qigong Teacher Professional Standard should develop a product that covers all of the core topics and the specialist content appropriate to the role – ie specialist topics 1 & 2 for Tai Chi Teacher, specialist topics 3 & 4 for Qigong Teacher, and all four specialist topics for a Tai Chi and Qigong Teacher role.

3. CIMSPA membership eligibility

Graduates of this standard will meet the requirements to be a CIMSPA Member. Becoming a CIMSPA member allows progression to chartered status dependent on experience. They will have understood and have demonstrated appropriate knowledge and skills based on their management specialism:

Specialist Content: Tai Chi

Tai Chi Teachers will:

UNDERSTAND:

- How to plan, deliver, and review Tai Chi classes that meet the needs of the individual.

HAVE DEMONSTRATED:

- Ability to plan, deliver, and review Tai Chi classes to groups with a range of abilities.

Specialist Content: Qigong

Qigong Teachers will:

UNDERSTAND:

- How to plan, deliver, and review Qigong classes that meet the needs of the individual.

HAVE DEMONSTRATED:

- Ability to plan, deliver, and review Qigong classes to groups with a range of abilities.

Additional specialist standards (population or environment) can be added to educational products to widen the scope of the role and enable an individual to show their expertise in additional populations and in different environments.

Examples of specialisms that may be added:

- Working with children.
- Working in the school environment.
- Working with people with long term conditions.

Refer to the CIMSPA Professional Standards Matrix for a comprehensive overview as to how job roles relate to populations, environments and technical specialisms

4. Summary of knowledge and skills

Tai Chi & Qigong – core

Topic	Knowledge and understanding	Skills
Maximising the customers experience	<ul style="list-style-type: none">• The participant experience/journey within the class environment.• Participant expectations and aspirations within the class environment.• How to engage with participants and build rapport in order to maximise their experience.• How to support safe and enjoyable use of the class environment.• How to build social support and inclusion within the class environment.• How to obtain feedback to support membership retention.• The importance of being accessible and approachable to clients.	<ul style="list-style-type: none">• Ability to create positive first impressions and to develop rapport with participants through excellent communication skills.• Gain and act on feedback to enhance the participant experience.• Ability to communicate with clients about their progress, supporting them to realise their achievements and results.• Be approachable and accessible to clients at all times.
Exercise anatomy and physiology	<ul style="list-style-type: none">• Anatomy and physiology including human movement/biomechanics, the cardiorespiratory, musculoskeletal, digestive, energy and nervous systems.• Life-course of the musculoskeletal system.	<ul style="list-style-type: none">• Apply knowledge of anatomy and physiology in the planning and delivery of safe and effective exercise programmes for a range of clients.
Lifestyle management and client motivation	<ul style="list-style-type: none">• The range of factors that contribute to an individual's lifestyle such as nutrition, stress, fatigue, alcohol and levels of physical activity.• How to create a positive environment that motivates and empowers clients and promotes adherence to exercise, to support goal achievement.• How physical activity helps in the management of common health conditions.• The process of behaviour change.• The role of intrinsic and extrinsic motivation in exercise adherence.	<ul style="list-style-type: none">• Promote wellness advice and utilise opportunities to educate clients about how modern lifestyles impact upon health and wellbeing.• Create a positive, motivating and empowering environment to support adherence to exercise and goal achievement.

Topic	Knowledge and understanding	Skills
Professional practice	<ul style="list-style-type: none"> Recognise good practice for Tai Chi & Qigong Teachers in the industry through professional ethics, values and appropriate legislation such as data protection and confidentiality in order to support the health, safety and welfare of those that they work with. How to develop themselves, by maintaining a high level of relevant knowledge through regular professional development. 	<ul style="list-style-type: none"> Provide a high-quality person-focused service through excellence in the class environment and the application of best practice in areas such as developing relationships, injury prevention, and risk management. Demonstrate lawfulness, tact and discretion when handling individual's data. Develop their own skills and behaviours through a range of mechanisms and regular professional development.
Industry legislation and guidance, organisational policies and procedures	<ul style="list-style-type: none"> What legislation and organisational policies and procedures are relevant for the role. How relevant industry legislation and organisational policies and procedures impact the day-to-day role and responsibilities. 	<ul style="list-style-type: none"> Adhere to relevant industry legislation and organisational policies and procedures in line with organisational guidelines and best professional practice.

Tai Chi specialist content

Topic	Knowledge and understanding	Skills
History, Philosophy, & Technical Skills of chosen Tai Chi Chuan (Taijiquan) style(s)	<ul style="list-style-type: none"> How the term Tai Chi (according to your chosen style) can be defined Know the legend of Zhang SanFeng Know the lineage of chosen style Know the Tai Chi Classics (see appendix) Know the 10 essentials and Shi San Shi (see appendix) The fundamental bases of chosen style in terms of posture and movement. Know the sequence of postures/movements of a complete Tai Chi form of chosen style. 	<ul style="list-style-type: none"> Embed the fundamental bases of chosen Tai Chi style in all practice Accurately demonstrate a complete form of chosen style.

Planning & Delivery of Tai Chi Training Programmes

- How to plan safe and effective programmes of Tai Chi training tailored to the needs of a range of clients
 - How to adapt training to meet varying participant needs during a session
 - How to review safe and effective Tai Chi training sessions with participants
 - How to deliver Tai Chi training sessions
- Plan safe and effective programmes of Tai Chi training tailored to the needs of a range of clients
 - Adapt training to meet varying participant needs during a session
 - Review safe and effective Tai Chi training sessions with participants
 - Deliver Tai Chi training sessions.
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Qigong specialist content

Topic	Knowledge and understanding	Skills
<p>History, Philosophy, & Technical Skills of chosen Qigong (chi-kung) system(s)</p>	<ul style="list-style-type: none"> • How the term Qigong (according to your chosen system) can be defined • Know the history of chosen system within the broader context of Qigong. • Know the lineage of chosen system • Know the conceptual principles of chosen system in terms of anatomy and physiology of the physical and subtle bodies • Know at least one complete exercise set from chosen system in detail – e.g. Shibashi Set 1, Yijin Jing, Wuqin Xi (Five Animal), Baduajin, etc. • Know the effect of each of the exercises in terms of: physical movement; movement of qi (chi); resulting benefits to health, wellbeing, spiritual development, etc. as applicable. 	<ul style="list-style-type: none"> • Embed the conceptual principles of chosen Qigong system in all practice • Perform accurately at least one complete exercise set from chosen system

Planning & Delivery of Qigong Exercise

- How to plan safe and effective programmes of Qigong exercise, tailored to the needs of a range of clients
 - How to adapt exercises to meet varying participant needs during a session
 - How to review safe and effective Qigong exercise sessions with participants
 - How to deliver Qigong exercise sessions
- Plan safe and effective programmes of Qigong exercise tailored to the needs of a range of clients
 - Adapt exercises to meet varying participant needs during a session
 - Review safe and effective Qigong exercise sessions with participants
 - Deliver Qigong exercise sessions.
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5. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Professional Standard. The requirements should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the following formal educational products can be developed for the role of a Tai Chi and Qigong Teacher, where evidence that all elements of the Professional Standard are included CIMSPA endorsement can be sought.

Educational product	Mapping requirements	Professional Standard achieved on attainment?
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES
CPD	Partially mapped	NO

All formal educational products which are seeking CIMSPA endorsement must be submitted to CIMSPA for endorsement and should include all elements outlined in the Professional Standard and assessed in line with the intention of the Standard.

Education providers seeking CIMSPA endorsement for a product against this Professional Standard are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Professional Standard should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this Professional Standard.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Professional Standard are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment. However, as a guide, we would recommend extensive training with an authorised Tai Chi teacher of a minimum of 50 hours training per Tai Chi style with someone authorised to teach that style, and extensive training with an authorised Qigong teacher of a minimum of 50 hours training per exercise set with someone authorised to teach that exercise set within a particular system.

- c) They stipulate practical assessment. Must be conducted, where practically possible, in a real-world environment: for example, 'on the job' or at work. For the role of a Tai Chi and Qigong Teacher this could include; leisure centres, gyms or other appropriate spaces.

Where possible a practical end-point assessment is conducted with 'real participants'.

The use of peers for an end-point practical assessment is not deemed appropriate.

Reasonable adjustments can be applied where specific circumstances make this unviable.

- d) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements and assessment generation and evidence. It is important that delivery and assessment of the specialist topics of Tai Chi Teacher and/or Qigong Teacher qualifications mapped to this standard must be by persons who have met this CIMSPA Standard for the specialist topic being taught, and have also completed sufficient CPD activities to be able to teach the knowledge and skills specified. Eligibility for membership of the Tai Chi Union for Great Britain at 'intermediate Instructor' level or above is the only allowable 'Equivalent Prior Learning & Experience' for this. This must be evidenced either by holding current membership of the TCUGB, or sign-off by designated officials of the TCUGB. It is suggested teachers join the TCUGB if they have not already done so.

6. Learning and development requirements – core

1. Maximising the customer experience

Ref	Knowledge and understanding:	A Tai Chi & Qigong Teacher must:
K1.1	Customer needs	<ul style="list-style-type: none"> Understand the local demographics of their organisation's customers and how this affects the products and services offer. Customer expectations and aspirations within the class environment. Know how to build social support and inclusion within the class environment. Know how to obtain feedback to support membership retention.
K1.2	Customer service	<ul style="list-style-type: none"> Understand their organisation's products and offer. Understand a typical customer journey in a class environment. Understand how to present themselves in a professional and approachable manner, in line with organisational standards. Understand the importance of customer retention and how to influence customer retention.
K1.3	Customer engagement	<ul style="list-style-type: none"> Understand different methods to engage with customers: e.g. face-to-face, telephone, written (letters, email, posters), social media, digital technology. Know different types of conflict and how to manage them. Know different methods to build rapport in order to maximise the customer experience. The importance of being accessible and approachable to clients.
K1.4	Customer communication	<ul style="list-style-type: none"> Understand different communication techniques and how to use them: <ul style="list-style-type: none"> Observation/non-verbal techniques/body language, open/closed questioning, active listening. How to adapt communication methods to meet the needs of customers from differing backgrounds, cultures, experiences, etc.
K1.5	Customer feedback	<ul style="list-style-type: none"> Understand different methods to obtain customer feedback and channels of recording and reporting in line with organisational procedures. Understand the feedback cycle and the impact of their role on the customer experience.
Ref	Skills:	A Tai Chi & Qigong Teacher must be able to:
S1.1	Customer data	<ul style="list-style-type: none"> Interpret customer data in order to understand the different types of customers and their needs.
S1.2	Customer engagement	<ul style="list-style-type: none"> Demonstrate customer engagement e.g. deliver an informative tour, deal with customer enquiries, offer an end to end service.
S1.3	Customer service	<ul style="list-style-type: none"> Demonstrate exemplary customer service to include: problem solving, discretion, influencing, teamwork, suitable language use etc.

S1.4	Develop rapport with customers	<ul style="list-style-type: none">• Develop rapport with customers in a friendly and approachable manner whilst respecting equality and diversity.
S1.5	Professional demeanour	<ul style="list-style-type: none">• Demonstrate a professional demeanour e.g. uniform and personal attributes, positive first impressions.
S1.6	Communication	<ul style="list-style-type: none">• Demonstrate communication methods appropriate to the customer.

2. Anatomy and physiology for exercise

Ref	Knowledge and understanding:	A Tai Chi & Qigong Teacher must:
K2.1	Structure and function of the circulatory system	<ul style="list-style-type: none"> • Know the structure and function of the circulatory system: <ul style="list-style-type: none"> - Function of the heart. - How blood moves through the four chambers of the heart. - Systemic and pulmonary circulation. - Structure and functions of blood vessels. - Systolic and diastolic blood pressure. - Blood pressure classifications.
K2.2	Structure and function of the respiratory system	<ul style="list-style-type: none"> • Know the structure and function of the respiratory system: <ul style="list-style-type: none"> - Structure and function of the lungs. - Main muscles involved in breathing. - Passage of air through the respiratory tract. - Process of gaseous exchange of oxygen and carbon dioxide in the body (to cover internal and external respiration).
K2.3	Structure and function of the skeleton	<ul style="list-style-type: none"> • Know the structure and function of the skeleton: <ul style="list-style-type: none"> - Functions of the skeleton. - Structures of the axial skeleton. - Structures of the appendicular skeleton. - Classification of bones. - Structure of long bone. - Stages of bone growth. - Posture in terms of, curves of the spine, neutral spine alignment, movement potential of the spine and postural deviations of the spine.
K2.4	Joints	<ul style="list-style-type: none"> • Know joints in the body: <ul style="list-style-type: none"> - Classification of joints. - Structure of synovial joints. - Types of synovial joints and their range of motion. - Joint movement potential and joint actions.
K2.5	Muscular system	<ul style="list-style-type: none"> • Know the muscular system: <ul style="list-style-type: none"> - Types, characteristics and functions of muscle tissue. - Structure of skeletal muscle. - Name and location of the anterior skeletal muscles. - Name and location of the posterior skeletal muscles. - Structure and function of the pelvic floor muscles. - Types of muscle action. - Joint actions brought about by specific muscle group contractions. - Skeletal muscle fibre types and their characteristics.
K2.6	Life-course of the musculoskeletal system	<ul style="list-style-type: none"> • Know the life-course of the musculoskeletal system, including bone to cover: <ul style="list-style-type: none"> - Young people (13-18). - Antenatal and postnatal period. - Older adults (50 plus).

K2.7	Energy systems	<ul style="list-style-type: none"> • Know the different energy systems: <ul style="list-style-type: none"> - How carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate. - Use of the three energy systems during aerobic and anaerobic exercise (e.g. according to different type/duration/intensity of exercise). - Anabolism, catabolism and excess post-exercise oxygen consumption (EPOC). - By-products of the three energy systems and their significance in muscle fatigue. - Effect of endurance training/advanced training methods on the use of fuel for exercise.
K2.8	Nervous system	<ul style="list-style-type: none"> • Know the nervous system: <ul style="list-style-type: none"> - Role and functions of the nervous system. - Principles of muscle contraction. - The 'all or none law'/motor unit recruitment. - How exercise can enhance neuromuscular connections and improve motor fitness.
K2.9	Digestive system	<ul style="list-style-type: none"> • Know the structure and function of the digestive system: <ul style="list-style-type: none"> - Functions of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine). - How fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved. - Role of dietary fibre in the maintenance of gut function. - Role of the liver and pancreas in assisting digestion. - Timescales for digestion. - Importance of fluid.
K2.10	Anatomical planes of movement	<ul style="list-style-type: none"> • Know the classification of anatomical planes of movement: <ul style="list-style-type: none"> - Frontal, (coronal), sagittal and transverse.
K2.11	Anatomical terms of location	<ul style="list-style-type: none"> • Know the classification of anatomical terms of location: <ul style="list-style-type: none"> - Superior and inferior, anterior and posterior, medial and lateral, proximal and distal, superficial and deep.
Ref	Skills:	A Tai Chi & Qigong Teacher must be able to:
S2.1	Application of exercise anatomy and physiology	<ul style="list-style-type: none"> • Apply knowledge of anatomy and physiology in the planning of safe and effective exercise programmes for a range of clients with varying needs, for example: aerobic and anaerobic training, muscle balance, heart rate response to exercise, long and short term physiological adaptations to exercise, energy demands of different activities, tailoring exercise to individual needs/goals.

3. Lifestyle management and client motivation

Ref	Knowledge and understanding:	A Tai Chi & Qigong Teacher must:
K3.1	Lifestyle and health promotion	<ul style="list-style-type: none"> Understand components of a healthy lifestyle and factors that affect health and wellbeing. Understand the UK physical activity guidelines for different ages and the dose-response relationship. Know the nationally-recognised healthy eating recommendations. Know how to seek evidence-based/reputable health and wellbeing advice. Understand the benefits of physical activity/exercise to health and wellbeing. Know how to tailor advice on the components of a healthy lifestyle according to the individual client. Know how to communicate the health related benefits of exercise to clients. Know how technological advancements can be used to support the customer experience to increase physical activity levels, motivation and focus (e.g. wearable technology, pedometers, mobile phone applications).
K3.2	Prevention and management of common health conditions	<ul style="list-style-type: none"> Understand the prevalence and health implications of the UK population. Know professional role and scope of practice in relation to other relevant specialists when offering health and wellbeing advice and guidance. Know how physical activity/exercise can help to prevent and manage common health conditions (e.g. chronic conditions including coronary heart disease, stroke, type 2 diabetes, cancer, obesity, mental health problems and musculoskeletal conditions). <ul style="list-style-type: none"> Know the range of relevant exercise or health professionals that clients can be signposted/referred onto when their needs are beyond own scope of practice/area of qualification.
K3.3	Behaviour change and exercise adherence	<ul style="list-style-type: none"> Understand the stages of change/trans-theoretical model of behaviour change. Understand the role of intrinsic and extrinsic motivation in exercise adherence. Know a range of techniques/approaches that can motivate adherence to exercise.
Ref	Skills:	A Tai Chi & Qigong Teacher must be able to:
S3.1	Motivation	<ul style="list-style-type: none"> Create a positive, motivating and empowering environment that supports clients to participate in and adhere to exercise. Support the client to recognise and develop their intrinsic and extrinsic motivation to exercise.
S3.2	Goal setting	<ul style="list-style-type: none"> Set goals linked to group needs, wants and motivators. Monitor targets, review and evaluate progress, adapt accordingly.
S3.3	Health promotion	<ul style="list-style-type: none"> Offer credible advice and guidance appropriate to own level of expertise to promote positive healthy lifestyle choices. Lead by example by modelling positive health behaviours.

4. Professional practice

Ref	Knowledge and understanding:	A Tai Chi & Qigong Teacher must:
K4.1	Conduct and ethics	<ul style="list-style-type: none"> • Know how to conduct themselves and portray a professional image. • Roles and responsibilities of self and others involved in the programme including the client and other staff/professionals. • Relevant industry codes of professional conduct/ethics related to own role.
K4.2	National guidelines, legislation and organisational procedures	<ul style="list-style-type: none"> • Know current national guidelines, legislation and organisational procedures relevant to own role: <ul style="list-style-type: none"> – Data protection, client confidentiality, conflict of interest – Health and safety at work, disclosure and barring service (DBS), safeguarding children and vulnerable adults, equality and diversity, personal liability insurance. – Control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences regulations, electricity at work regulations, first aid regulations. – Individual organisational policies and procedures in relation to own role and responsibilities, normal operating procedures (NOPs), organisation emergency action plans (EAPs), importance of risk assessment and how to conduct it. • Understand storage plans and how to create one. • Understand manual handling requirements in relation to own role. • Know how to carry out risk assessments.
K4.3	Professional development	<ul style="list-style-type: none"> • Understand how to keep knowledge and skills up to date: <ul style="list-style-type: none"> – Importance of accessing regular relevant CPD activities. – How to access relevant industry recognised CPD. – Keeping up to date with industry trends. • Know how to work within the boundaries of own professional knowledge and competence based on qualifications and experience (e.g. to programme exercise for children and young people, it is necessary to possess a qualification mapping to the relevant CIMSPA professional standard/s). • Understand how to complete self-reflection/evaluation to aid personal development. • Know relevant legislation/policy and guidelines relating to CPD.
K4.4	Business acumen	<ul style="list-style-type: none"> • Know how to financially plan (profit and loss, tax, national insurance, liability insurance and music license fees etc). • Understand organisation's/own product offer and how to support secondary spends where appropriate. • Know the importance of digital media and how to develop a digital plan. • Understand social media/digital profiles and their impact. • Know how to set up a professional social media/digital profile.
Ref	Skills:	A Tai Chi & Qigong Teacher must be able to:

S4.1	Responsibility and professional duty of care to participants	<ul style="list-style-type: none">• Ensure participant safety and wellbeing at all times.• Demonstrate compliance with relevant legal responsibilities: e.g. health and safety at work, equality and diversity, safeguarding, data protection, hazard identification, safe working practices, ethical and professional conduct).• Demonstrate appropriate duty of care to participants.
S4.2	Developing self	<ul style="list-style-type: none">• Demonstrate a commitment to their own ongoing development.

5. Industry legislation and guidance, organisational policies and procedures

Ref	Knowledge and understanding:	A Tai Chi & Qigong Teacher must:
K5.1	Organisational policies and procedures	<ul style="list-style-type: none"> • Explain organisational policy and procedures including: <ul style="list-style-type: none"> - Normal operating plans (NOP). - Emergency action plans (EAP). - Risk assessment. - Admissions policy. - Safeguarding policy. - Equality and diversity policy. - Insurance requirements.
K5.2	Legal and regulatory requirements	<ul style="list-style-type: none"> • Explain key legal and regulatory requirements including: <ul style="list-style-type: none"> - Equality Act 2010. - Children's Act 1989. - Children's Act 2004. - The Care Act 2014. - Mental Capacity Act 2005. - Data Protection Act 1998. • General Data Protection Regulations.
K5.3	Sector guidance	<ul style="list-style-type: none"> • Describe key relevant sector guidance from: <ul style="list-style-type: none"> - Health and Safety Executive (HSE). - The Child Protection in Sport Unit (CPSU). - Government led independent reviews, for example duty of care.
Ref	Skills:	A Tai Chi & Qigong Teacher must be able to:
S5.1	Sector guidance	<ul style="list-style-type: none"> • Demonstrate adherence to relevant organisational policies and procedures. • Demonstrate adherence to relevant legal and regulatory requirements. • Demonstrate adherence to relevant sector guidance.

7. Learning and development requirements –Tai Chi specialist content

6. History, Philosophy, & Technical Skills of chosen Tai Chi style(s)

Ref	Knowledge and understanding:	A Tai Chi Teacher must:
K6.1	History of Tai Chi	<ul style="list-style-type: none">• Know the legend of Zhang SanFeng (see appendix)• Know the lineage of chosen style, tracing it back to either Chen FaKe, Wu JianQian, Yang LuChan, Cheng Man Ching, Hao YueRu, or Sun LuTang.
K6.2	Philosophy of Tai Chi	<ul style="list-style-type: none">• Define Tai Chi (according to your chosen style).• Know what the Tai Chi Classics are (see appendix).
K6.3	Tai Chi technique	<ul style="list-style-type: none">• Know the fundamental bases of chosen style in terms of posture and movement• Know the ‘Shi San Shi’ of Tai Chi in the context of chosen style and their martial interpretation (see appendix)• Know Yang ChengFu’s 10 essentials (see appendix)• Know in detail, at least one complete empty-hands solo form (at least 35 steps) of chosen style – eg Yang style 108 long form, Cheng Man Ching 37 step form, Wu style 108 step form etc.

Ref	Skills:	A Tai Chi Teacher must be able to:
S6.1	Tai Chi technique	<ul style="list-style-type: none">• Embed the fundamental bases of chosen Tai Chi style in all practice• Perform shi san shi of Tai Chi according to chosen style (see appendix)• Demonstrate application of Yang Cheng Fu’s 10 essentials (see appendix)• Demonstrate accurately at least one complete empty-hands solo form (that includes all of the shi san shi) of chosen style – eg Yang style 108 long form, Cheng Man Ching 37 step form, Wu style 108 step form etc.

7. Plan and Deliver Tai Chi training sessions

Ref	Knowledge and understanding:	A Tai Chi Teacher must:
K7.1	Plan Tai Chi training programmes	<ul style="list-style-type: none"> Understand how to plan and tailor safe and effective Tai Chi training programmes for a range of clients: <ul style="list-style-type: none"> Explain the key principles of designing a programme of Tai Chi training. How to structure sessions to include opening/warm-up, main components and closing/cool-down. Differences between training for physical fitness, physical health benefits, wellbeing, and martial skill. Explain a range of safe and effective Tai Chi training activities. How to select the most appropriate activities to meet the needs/goals of the participant(s). Provision of alternative activities/exercises/participation options. How to minimise any risks relevant to the programme. Realistic timings and sequences for sessions.
K7.2	Adapt training to meet varying participant needs	<ul style="list-style-type: none"> How to adapt training to meet varying participant needs during a session:
K7.3	Review training sessions	<ul style="list-style-type: none"> How to review safe and effective Tai Chi training sessions with participant: <ul style="list-style-type: none"> Reasons for temporary deferral of exercise. Importance of verbal screening and how to conduct it. Methods of evaluating how well training programmes are meeting client needs.
K7.4	Deliver training sessions	<ul style="list-style-type: none"> Understand how to deliver planned Tai Chi training sessions Know how to provide safe and effective exercise demonstrations:
Ref	Skills:	A Tai Chi Teacher must be able to:
S7.1	Plan Tai Chi training programmes	<ul style="list-style-type: none"> Apply knowledge to the planning of safe and effective training programmes for a range of clients within scope of practice, using appropriate methods. Show appropriate session content.
S7.2	Adapt training for	<ul style="list-style-type: none"> Adapt training to meet varying participant needs during a session
S7.3	Review Tai Chi training sessions	<ul style="list-style-type: none"> Appraise own performance in relation to the session. Appraise participants' performance in relation to the session. Assess the appropriateness of the session content in relation to the participants and environment. Make changes/adaptations to the session based on the appraisal of own performance, participant performance and appropriateness of session content.
S7.4	Deliver Tai Chi training sessions	<ul style="list-style-type: none"> Deliver safe and effective Tai Chi training sessions.

8. Learning and development requirements – Qigong specialist content

8. History, Philosophy, & Technical Skills of chosen Qigong style(s)

Ref	Knowledge and understanding:	A Qigong Teacher must:
K8.1	History of Qigong	<ul style="list-style-type: none">• Know when the term Qigong became popular in China, and what types of exercise systems it was applied to (see appendix).• Know the history of chosen system and how it fits into the broader context of Qigong.• Know the lineage of chosen system.
K8.2	Philosophy of chosen Qigong system(s)	<ul style="list-style-type: none">• Understand the ethics of a Qigong Master.• Define the term Qigong (according to your chosen system).• Know the conceptual principles of chosen system in terms of posture, movement, qi, and how these principles are interrelated.
K8.3	Qigong technique	<ul style="list-style-type: none">• Know at least one complete exercise set from chosen system in detail, e.g. Shibashi Set 1, Yijin Jing, Wuqin Xi (Five Animals), Baduanjin, etc.• Know the effect of each of the exercises in terms of: physical movement; movement of qi; resulting benefits to health, wellbeing, spiritual development, etc.
Ref	Skills:	A Qigong Teacher must be able to:
S8.1	Qigong technique	<ul style="list-style-type: none">• Model the conceptual principles of chosen Qigong system in all practice• Perform accurately at least one complete exercise set from chosen system• Adhere to a daily practice regimen

9. Plan and Deliver Qigong exercise sessions

Ref	Knowledge and understanding:	A Qigong Teacher must:
K9.1	Plan Qigong exercise programmes	<ul style="list-style-type: none"> • Understand how to plan and tailor safe and effective Qigong training programmes for a range of clients: <ul style="list-style-type: none"> – Explain the key principles of designing a programme of Qigong exercise sessions. – How to structure sessions to include opening/warm-up, main components and closing/cool-down. – Differences between exercises for physical fitness, physical health benefits, wellbeing, and spiritual development. – Explain a range of safe and effective Qigong exercises. – How to select the most appropriate activities to meet the needs/goals of the participant(s). – Provision of alternative activities/exercises/participation options. – How to minimise any risks relevant to the programme. – Realistic timings and sequences for sessions.
K9.2	Adapt exercise sessions to meet varying participant needs	<ul style="list-style-type: none"> • Know how to adapt exercises to meet varying participant needs during a session.
K9.3	Review exercise sessions	<ul style="list-style-type: none"> • Know how to review safe and effective Qigong exercise sessions with participant: <ul style="list-style-type: none"> – Reasons for temporary deferral of exercise. – Importance of verbal screening and how to conduct it. – Methods of evaluating how well training programmes are meeting client needs.
K9.4	Deliver exercise sessions	<ul style="list-style-type: none"> • Understand how to deliver planned Qigong exercise sessions • Know how to provide safe and effective exercise demonstrations.
Ref	Skills:	A Qigong Instructor must be able to:
S9.1	Plan Qigong exercise programmes	<ul style="list-style-type: none"> • Apply knowledge to the planning of safe and effective exercise programmes for a range of clients within scope of practice, using appropriate methods. • Show appropriate session content.
S9.2	Adapt exercise sessions for varying needs	<ul style="list-style-type: none"> • Adapt exercises to meet varying participant needs during a session
S9.3	Review Qigong exercise sessions	<ul style="list-style-type: none"> • Appraise own performance in relation to the session. • Appraise participants' performance in relation to the session. • Assess the appropriateness of the session content in relation to the participants and environment. • Make changes/adaptations to the session based on the appraisal of own performance, participant performance and appropriateness of session content.
S9.4	Deliver Qigong exercise sessions	<ul style="list-style-type: none"> • Deliver safe and effective Qigong exercise sessions.

9. Acknowledgements

CIMSPA would like to thank the following individuals and organisations for contributing to the development of this Professional Standard.

10. Appendix

Glossary of terms

Tai chi – the term “tai chi” will be used throughout this document and can be interchanged with Tai Chi Chuan, Taijiquan, Taiji, t'ai chi ch'uan and any other accepted spelling.

Qigong - the term “qigong” will be used throughout this document and can be interchanged with qi-gong, chi-kung and any other accepted spelling.

Shi San Shi – The original Chinese name “Shi San Shi” will be used throughout this document to cover all accepted translation of the original 13 postures, some of which are: 13 powers, 13 gates, 13 energies, 13 postures, 8 gates & 5 directions, 8 energies & 5 steps.

Form – the term “form” will be used throughout this document. It applies to any acknowledged “set” of movements (or forms) e.g. Cheng Man Ching 37 step form, Chen 18 form, Shibashi 18 form etc.

Movement – the term “movement” will be used throughout this document and applies to an individual posture or movement within a form e.g. shibashi 18 movements where there are 18 individual movements that make up the set form.

Teacher – The term “teacher” will be used throughout this document and is interchangeable with the term “instructor”. Other Chinese accepted terms are sifu/shifu (Cantonese) and lǎo shī (Mandarin). Other terms such as master and grand-master are beyond the scope of this standard and therefore not accepted terms.

Style – there are five accepted styles (lineages) of tai chi: Chen, Yang, Sun, Wu and Hao. All five have the same origin and share many similarities. However, each has its own unique characteristics and emphasizes a particular aspect of movement. More modern style e.g. Peking style and Cheng Man Ching style and 42 step form are from the five accepted styles (lineages).

Notes for History, Philosophy, & Technical Skills of chosen Tai Chi style(s)

Shi San Shi (13 postures)

8 Gates (part of the 13 postures):

1. Ward off left or right (pung / peng)
2. Roll Back (lu)
3. Press (ji)
4. Push (an)
5. Pull down (tsai)
6. Split (lieh)
7. Elbow stroke (chou)
8. Shoulder stroke (kao)

5 Steps (part of the 13 postures):

1. Forward Step (jin)
2. Backwards Step (tui)
3. Step to Left side (ku)
4. Step to Right side (pan)
5. Central Equilibrium (zhong ding)

Yang Cheng Fu's 10 essentials – application to all recognised style of tai chi

- 1. Elevate the crown and lift the spirit**, the head should be upright so the Shen or (spirit) can reach the top of your head.
- 2. Sink the chest, pluck the back.** The chest is slightly sunken so that the chi can sink to the dan-tien. The back should be lifted or plucked up to avoid promoting kyphosis and also as a way to release power (jin) through the spine. Note, sink does not mean slouch or concave.
- 3. Relax (sung) your waist**, the waist is the commander in charge of your whole body.
- 4. Understand the difference between insubstantial and substantial**, this is one of the very first things you will learn in Tai Chi Chuan. If the weight is on the right leg, then the right leg is substantial and the left leg is insubstantial.
- 5. Sink the shoulders and drop down the elbows.** Your shoulders should be completely relaxed; elbows move downward and stay relaxed.
- 6. Use the mind (Yi) and not force (Li).** When practicing Tai Chi Chuan your whole body relaxes. The tai chi chuan classics tell us to use (yi) the mind, and not (li) force.
- 7. Coordinate the upper and lower body.** The classics tell us that “the motion should be rooted in the feet, released through the legs, controlled by the waist and manifested through the fingers.”
- 8. Internal and external coordinate.** Called the 6 harmony's: 3 Internal harmony's 1. Shen / Yi (Spirit / Mind or Intention), 2. Yi / Qi (Intention / Energy), 3. Qi / Li (Energy / Body). 3 External harmony's 1. Shoulder / Hip, 2. Elbow / Knees, 3. Hand / Foot.
- 9. Continuity without breakage.** From beginning to end Tai Chi movement is continuous and not broken
- 10. Seek stillness within movement.** In Tai Chi we use stillness to control movement, even though we are moving, there is still stillness.

Notes for History, Philosophy, & Technical Skills of chosen Qigong style(s)

K8.1: The first two points are succinctly summarised in Bing, 2011: *Qi Gong as a physical health practice, presented by the contemporary Chinese and Westerners, is a complex accretion of the ancient Chinese meditative practice xing qi 行氣 or “circulating qi,” and gymnastic exercise daoyin 導引 or “guiding and pulling;” I Ching and occult arts; facets of Confucianism, Buddhism, and Taoism; martial arts, and the chemical and magical tricks, which had a long history in Taoist practices; and foreign ideas such as the Hindu yoga theory and modern scientific concepts such as “field,” “energy,” “gene,” “molecular structure,” and so on. (Li, 341)*

Although the characters qi gong 氣功 can be traced back in the Taoist literatures the early Tang dynasty (618-907), the current term of Qi Gong has no conceptual or semantic relationships to qi gong in the historical literatures. In fact, the term of Qi Gong that applies to the meditative practice and gymnastic exercise was first claimed by Liu Guizhen 劉貴珍 (1920-1982) in his book “Experiences in Healing with Qi Gong” in 1957.

Hence, for the latter point: in order to effectively teach any particular QiGong exercise set/system, it is important to understand its developmental history within the broader context of Qigong.

K8.2: It is also important to understand the conceptual bases of the chosen style in terms of its model of physiology (physical and subtle bodies), health (Traditional Chinese Medicine, Traditional Tibetan Medicine, and Western Medicine), and where applicable, philosophy/spirituality (Atheism, Humanism, Daoism, Chan, Tantra, Bon, Shamanism, etc).

References

- YeYoung, Bing. 2011. "Origins of Qi Gong". YeYoung Culture Studies: Sacramento, CA (<http://literati-tradition.com>). Archived from the original at https://web.archive.org/web/20110929121756/http://www.literati-tradition.com/qi_gong_origins.html. Retrieved 6h April 2020.
- Li Ling 李零. 2001. A Study on Chinese Occult Arts, Zhongguo fangshu kao 中國方術考. Beijing: Eastern Press.

Legend of Zhang SanFeng

Zhang SanFeng (aka Chan SanFeng) was said to have been born around the year 1247 and died around the year 1464. He is said to have been a highly achieved taoist monk, possessing certain super natural powers (Garofalo, 2015). Some writers claim that Zhang SanFeng lived a long time due to his supernatural powers, while others claim that his biography was about more than one person across that time-span. According to some of the prominent Tai Chi Classics, Zhang SanFeng was the originator of Tai Chi.

Although there is no historic evidence to support this specific claim, Zhang SanFeng did develop 13 neijia (internal martial arts) methods or postures (Shi) as fighting techniques in the war against the Mongolians. He trained rebels in these techniques during his tenure at a Taoist monastery on Wudang Mountain. After victory over the Mongolians, the new rulers feared Zhang SanFeng, and they sent soldiers to burn down all monasteries on Wudang Mountain in order to kill him. However, Zhang SanFeng is said to have left the mountain before the soldiers arrived...

References

- Garofalo, M. 2015. "Chan San Feng: Taoist Grand Master". Available at: <http://www.egreenway.com/taichichuan/chang1.htm> Retrieved 13th May 2020.

Recommended reading

Tai Chi Classics: An Annotated Translation by Barbara Davis

Tai chi chuan: Decoding the Classics by Dan Docherty

The Brennan Translations