

Learner
Achievement
Portfolio

Level 3 Diploma in Instructing Pilates Matwork

Qualification
Accreditation Number:
501/1778/6
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Active iQ

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Linked Qualifications

These units also form part of the following qualifications:

- Active IQ Level 2 Diploma in Active Leisure 600/8160/0
- Active IQ Level 2 Diploma in Health and Fitness 600/9561/1
- Active IQ Level 2 Diploma in Fitness Instructing, Sales and Business Skills 601/6069/X
- Active IQ Level 3 Diploma in Health and Fitness 601/0348/6
- Active IQ Level 3 Diploma in Instructing Pilates Matwork 501/1778/6

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Active IQ Level 3 Diploma in Instructing Pilates Matwork

Assessment plan and record of achievement

Centre name:

Assessment Plan					Record of Achievement		
Mandatory units	Stage of assessment	Evidence	Assessment method	Planned assessment date	Pass/Refer/APA (if claiming APA detail evidence seen) Include % score for MCQ Exams	Assessor's signature or initials and date	IV initials
1	Anatomy and physiology for exercise and health	Theory paper	Externally set multiple choice question paper				
2	Know how to support clients who take part in exercise and physical activity	Worksheet	Written				
		Client interview	Written				
3	Health, safety and welfare in a fitness environment	Worksheet	Written				
4	Principles of exercise, fitness and health	Theory paper	Externally set multiple choice question paper				
5	Principles of Pilates matwork	Worksheet	Written				

6	Programming Pilates matwork	Client interview	Written				
		Group profile	Written				
		Class plan	Written				
		Worksheet	Written				
7	Instructing Pilates matwork	Summative observed session	Observation				
		Session self-evaluation	Written				
Optional Unit							
Applying the principles of nutrition to a physical activity programme		Theory paper	Externally set multiple choice question paper				
		Case study	Written				

Assessment planning and record of achievement declaration

Declaration		Name	Signature	Date
Learner's agreement:	I agree to be assessed according to the assessment plan and am happy that any additional support I require has been discussed and a separate plan put in place for this. I declare that all of the evidence (listed in the assessment plan) that will be produced for this portfolio will be my own unaided work.			
Assessor's agreement:	I have discussed the planned assessments with the learner and any additional support required has been planned and recorded separately.			

Record of achievement declaration

Declaration		Name	Signature	Date
Assessor 1's agreement:	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
Assessor 2's agreement: (if applicable)	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
Assessor 3's agreement: (if applicable)	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
Internal verifier's agreement:	I declare that all learner evidence (initialled in the assessment plan) has been internally verified and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			

Unit 2 Know how to support clients who take part in exercise and physical activity

Unit accreditation number: M/600/9015

Learner guidance

Client interview

You will need to gather information from a client using an interview approach and record the information gathered within your Learner Achievement Portfolio L.A.P. Please see unit 6 for further guidance and templates.

Unit 2 Know how to support clients who take part in exercise and physical activity

Unit accreditation number: M/600/9015

Worksheet – Know how to support clients who take part in exercise and physical activity

There are 8 marks available in this worksheet. You must score a minimum of 8 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Why is it important to form an effective working relationship with your client?

1 mark (minimum 1 mark)

2. Why is it important to present yourself and your organisation positively to your client?

1 mark (minimum 1 mark)

3. Why is it important to value equality and diversity when working with your client?

1 mark (minimum 1 mark)

4. State why customer care is important for both the client/s and the organisation?

1 mark (minimum 1 mark)

5. Why is it important to notify your client if there is likely to be a delay in meeting their needs?

1 mark (minimum 1 mark)

6. Why is it important to “go the extra mile” for your client?

1 mark (minimum 1 mark)

7. Why is it important to handle any client complaints in a positive manner, ensuring you adhere to organisational procedures?

1 mark (minimum 1 mark)

8. Why is it important for your client to take personal responsibility for their own fitness and motivation?

1 mark (minimum 1 mark)

Result total / **8 marks** (8 marks in total, with the minimum set marks achieved for each question required to pass)

Assessor's feedback:

Unit 3 Health, safety and welfare in a fitness environment

Unit accreditation number: T/600/9016

Worksheet - Health, safety and welfare in a fitness environment

There are 69 marks available in this worksheet. You must score a minimum of 56 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Identify two types of emergencies that may occur in a fitness environment.

2 marks (minimum 1 mark)

2. Describe the role of the three external services during an emergency.

3 marks (minimum 2 marks)

3. Give one example of the role that a member of staff may play in an emergency.

--

1 mark (minimum 1 mark)

4. Why is it important to follow emergency procedures calmly and correctly?

--

2 marks (minimum 1 mark)

5. Complete the table below for a typical emergency. On this occasion the emergency is a fire.

Describe how you would ensure that the safety of the people was maintained	
Children	
Older people	
Disabled people	

3 marks (minimum 2 marks)

6. Why is health and safety important in a fitness environment?

1 mark (minimum 1 mark)

7. Identify two legal requirements that employers must adhere to in order to comply with Health and Safety Law.

2 marks (minimum 1 mark)

8. Complete the table below. You will need to give one example of duty of care for each special population group.

Special population group	Duty of care	Limitations of the fitness instructor
Young people		
Older people		

Special population group	Duty of care	Limitations of the fitness instructor
Pre / post-natal women		
Disabled people		

8 marks (minimum 6 marks)

9. Describe two types of security procedures that you would find in a fitness environment.

2 marks (minimum 1 mark)

10. Describe two key, health and safety documents that are relevant to the fitness industry.

2 marks (minimum 1 mark)

11. Complete the table below for possible hazards within a fitness environment.

Fitness environment	Give one example of an associated hazard	Give one example of controlling the possible risks of the hazard	Who would you refer the risk to if you were unable to deal with it yourself?
Facilities			

Fitness environment	Give one example of an associated hazard	Give one example of controlling the possible risks of the hazard	Who would you refer the risk to if you were unable to deal with it yourself?
Equipment			
Manual handling			
Client behaviour			
Security			
Hygiene			

18 marks (minimum 15 marks)

12. Explain the five steps of risk assessment.

5 marks (minimum 2 marks)

13. Give one example of safeguarding the welfare of children and vulnerable adults.

--

1 mark (minimum 1 mark)

14. Complete the table below by listing the four recognised forms of abuse and the signs and symptoms of abuse that can be identified.

Forms of abuse	Signs and symptoms of abuse

8 marks (minimum 6 marks)

15. Give three examples of procedures that you would expect to find in an organisation's safeguarding children and vulnerable adults policy.

3 marks (minimum 2 marks)

16. If you suspected any possible abuse to whom would you report this?

--

1 mark (minimum 1 mark)

17. Describe two procedures that you would follow to protect yourself from accusations of abuse.

2 marks (minimum 1 mark)

18. Complete the table below.

Identify two statutory agencies responsible for safeguarding children and vulnerable adults	Give an example of when it may be necessary to contact the statutory agency

4 marks (minimum 3 marks)

19. Describe how to maintain the confidentiality of information relating to possible abuse.

--

1 mark (minimum 1 mark)

Result total / **69 marks** (56 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Unit 5 Principles of Pilates matwork

Unit accreditation number: D/602/5324

Worksheet - Principles of Pilates matwork

There are 37 marks available in this worksheet. You must score a minimum of 30 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. When did Joseph Pilates emigrate to the USA and open his first Fitness Studio in New York?

1 mark (minimum 1 mark)

2. Name the book which Joseph Pilates published in 1945.

1 mark (minimum 1 mark)

3. What was the original name Joseph Pilates gave to his exercise method and when did this change to Pilates?

1 mark (minimum 1 mark)

4. When did Pilates first come to the UK and who introduced Pilates to the UK market?

2 marks (minimum 1 mark)

5. Name and explain the six original principles of Pilates.

12 marks (minimum 9 marks)

6. Describe how you would apply the fundamentals of Pilates matwork as described in the table below?

Alignment:
Breathing:
Centring:

6 marks (minimum 4 marks)

7. Name five of the original thirty four matwork exercises.

5 marks (minimum 4 marks)

8. Name and explain the purpose and value of each phase in a Pilates matwork class.

Name of phase	Purpose	Value

9 marks (minimum 7 marks)

Result total / **37 marks** (30 marks in total, with the minimum set marks achieved for each question required to pass)

Pass /Refer

Assessor's feedback:

Unit 6 Programming Pilates matwork

Unit accreditation number: H/602/5325

Learner guidance

Client interview

You will need to interview one of your participants to gather and record the following information:

- personal information, e.g. age, gender, occupation
- lifestyle information, e.g. health behaviours
- perceived current fitness level
- activity likes, dislikes
- client's motivation, readiness to participate
- barriers to participation, strategies to overcome
- medical and health history
- posture assessment summary
- functional ability summary, including any past and present injuries and disabilities that may affect participation
- PAR-Q and any coronary heart disease risk factors
- identification of medical conditions requiring medical clearance prior to participation
- client goals
- agreed short, medium and long-term SMART goals (Specific Measurable Achievable Realistic Time bound) to relating to general health and fitness, physiological, psychological (e.g. relaxation and stress management), social, functional ability (mobility, balance, strength, stabilisation)

N.B. The information gathered for this assessment also meets the requirements for the client interview in unit 2.

Unit 6 Programming Pilates matwork

Unit accreditation number: H/602/5325

Physical activity readiness questionnaire (PAR-Q) and you (a questionnaire for people aged 15 69)

Regular physical activity is fun and healthy, and increasingly more people are starting to become more active every day. Being more active is very safe for most people. However, some people should check with their doctor before they start becoming much more physically active.

If you are planning to become much more physically active than you are now, start by answering the seven questions in the box below. If you are between the ages of 15 and 69, the PAR-Q will tell you if you should check with your doctor before you start. If you are over 69 years of age, and you are not used to being very active, check with your doctor.

Common sense is your best guide when you answer these questions. Please read the questions carefully and answer each one honestly: check YES or NO.

1. has your doctor ever said that you have a heart condition <u>and</u> that you should only do physical activity recommended by a doctor?	YES	NO
2. do you feel pain in your chest when you do physical activity?	YES	NO
3. in the past month, have you had chest pain when you were not doing physical activity?	YES	NO
4. do you lose your balance because of dizziness or do you ever lose consciousness?	YES	NO
5. do you have a bone or joint problem (for example, back, knee or hip) that could be made worse by a change in your physical activity?	YES	NO
6. is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart conditions?	YES	NO
7. do you know of any other reason why you should not do physical activity?	YES	NO

If you answered YES to one or more questions:

Talk with your doctor by phone or in person **BEFORE** you start becoming much more physically active or **BEFORE** you have a fitness appraisal. Tell your doctor about the PAR-Q and which questions you answered YES.

You may be able to do any activity you want as long as you start slowly and build up gradually. Or, you may need to restrict your activities to those which are safe for you. Talk with your doctor about the kinds of activities you wish to participate in and follow his/her advice find out which community programmes are safe and helpful for you.

If you answered NO to all questions:

If you answered NO honestly to all PAR-Q questions, you can be reasonably sure that you can:

Start becoming much more physically active begin slowly and build up gradually. This is the safest and easiest way to go.

Take part in a fitness appraisal this is an excellent way to determine your basic fitness so that you can plan the best way for you to live actively. It is also highly recommended that you have your blood pressure evaluated.

If your reading is over 144/94, talk with your doctor before you start becoming much more physically active

DELAY BECOMING MUCH MORE ACTIVE:

If you are not feeling well because of a temporary illness such as a cold or a fever wait until you feel better; or if you are or may be pregnant talk to your doctor before you start becoming more active

PLEASE NOTE: If your health changes so that you then answer YES to any of the above questions, tell your fitness or health professional. Ask whether you should change your physical activity plan.

NO CHANGES PERMITTED. YOU ARE ENCOURAGED TO PHOTOCOPY THE PAR-Q BUT ONLY IF YOU USE THE ENTIRE FORM.

NOTE: If the PAR-Q is being given to a person before he or she participates in a physical activity programme or a fitness appraisal, this section may be used for legal or administrative purposes.

“I have read, understood and completed this questionnaire. Any questions I had were answered to my full satisfaction.”

Name

Signature

Date

Signature of parent
or guardian
(for participants under the age of majority)

Witness

Note: This physical activity clearance is valid for a maximum of 12 months from the date it is completed and becomes invalid if your condition changes so that you would answer YES to any of the seven questions.

Unit 6 Programming Pilates matwork

Unit accreditation number: H/602/5325

Client interview

Personal information									
Age:		Gender:		Occupation:			Hours worked per week:		
Lifestyle information									
Smoker:		Cigarettes per day:		Alcohol:			Units per week:		
Five a day:		Breakfast:		6-8 glasses of water daily:			Overview of diet:		
Currently active?		Minutes per week:		Type of activity:					
Current fitness (Client's perception) (Please tick)									
1	2	3	4	5	6	7	8	9	10 High
Activity likes and preferences									
Activity dislikes and reasons									
Motivation and readiness to participate (Please tick)									
1	2	3	4	5	6	7	8	9	10 High
Barriers to participation (Perceived or actual) and a strategy to overcome									
Barrier:					Strategy:				

Posture and alignment

Neck, scapula and upper spine:

Pelvis and lumbar spine:

Other:

Functional ability:

Medical history

Medical history / CHD risk factors that may affect participation (summary of PAR-Q):

Personal goals

General health and fitness:

Physiological:

Psychological:

Social:

Functional:

SMART goals

Short term:

Medium term:

Long term:

Assessor's feedback:

Unit 6 Programming Pilates matwork

Unit accreditation number: H/602/5325

Learner guidance

Group profile

You will need to describe a real or theoretical group of participants and gather and record the following information:

- number of participants (minimum of 5 and maximum of 12), gender ratio and age range
- level of class
- duration of class
- number of sessions per week
- individual needs
- summary of goals
- review stages/dates and outcome measures
- any special considerations relating to posture and functional ability
- physical and technical demands of the class
- resources required
- Health and safety information, e.g. space, layout, temperature, flooring, lighting, ventilation, use of music, personal clothing and equipment

Unit 6 Programming Pilates matwork

Unit accreditation number: H/602/5325

Group profile

Number of clients:	Gender ratio M:F:	Age range:
Level of class (Starter/beginner, improver/intermediate, experienced/advanced):		
Duration of session:	Numbers of sessions per week:	
Individual needs:		
Client goals:		
Review stages and outcome measures you will use to check client's progress:		
Special considerations relating to posture and alignment or functional limitations:		
Physical / technical demands of class:		
Resources required:		
Health and safety information, e.g. space, layout, temperature, ventilation, flooring, lighting, use of music, personal clothing and equipment:		

Assessor's feedback:

Unit 6 Programming Pilates matwork

Unit accreditation number: H/602/5325

Learner guidance

Class plan

You must write a detailed Pilates matwork class plan appropriate for the group of participants described in the group profile.

The class plan template is within your Learner Achievement Portfolio (L.A.P.) or you may use your own template. Please ensure all the information requested is covered and attach this firmly to the L.A.P.

The class plan needs to include the following:

- Overall objectives for your planned session, for example:
 - Mobilisation (e.g. for the spine, shoulder, hips)
 - Stabilisation and strengthening (e.g. for the spine, pelvis, scapula)
 - Improve posture (e.g. hyperkyphosis, hyperlordosis, flat back, sway back, winged scapula etc.)
- Objectives for each phase
- Approximate timings for each phase

The plan needs to include the following for each exercise:

- Name of the exercise
- Purpose of the exercise
- Instructions / teaching points
- Pilates principles / fundamentals
- Adaptation or modification
- Medium term progression (after six weeks)
- Longer term progression (after twenty weeks)

Unit 6 Programming Pilates matwork

Unit accreditation number: H/602/5325

Class plan

Photocopy as required

Overall objective/s of class	
Class phase	Timing (in minutes)
Objective of phase	

Exercise and purpose	Instructions and teaching points	Pilates principles and fundamentals	Adaptation or modification	Medium term progression after six weeks	Longer term progression after twenty weeks

Exercise and purpose	Instructions and teaching points	Pilates principles and fundamentals	Adaptation or modification	Medium term progression after six weeks	Longer term progression after twenty weeks

Class phase		Timing (in minutes)	
Objective of phase			
Exercise and purpose	Instructions and teaching points	Pilates principles and fundamentals	Adaptation or modification
			Medium term progression after six weeks
			Longer term progression after twenty weeks

Exercise and purpose	Instructions and teaching points	Pilates principles and fundamentals	Adaptation or modification	Medium term progression after six weeks	Longer term progression after twenty weeks

Class phase		Timing (in minutes)	
Objective of phase			
Exercise and purpose	Instructions and teaching points	Pilates principles and fundamentals	Adaptation or modification
		Medium term progression after six weeks	Longer term progression after twenty weeks

Exercise and purpose	Instructions and teaching points	Pilates principles and fundamentals	Adaptation or modification	Medium term progression after six weeks	Longer term progression after twenty weeks

Assessor's feedback:

Unit 6 Programming Pilates matwork

Unit accreditation number: H/602/5325

Mark scheme

Client interview (A) Did the learner:		Possible marks	Actual marks
Fully complete the PARQ screening form for the client and record:			
1.	Medical and health history and any CHD risk factors	2 (minimum 2 marks)	
2.	Medical conditions requiring medical clearance	1 (minimum 1 mark)	
Fully complete the client interview and record:			
3.	Personal information	1 (minimum 1 mark)	
4.	Lifestyle information	1 (minimum 1 mark)	
5.	Perceived current fitness level	1 (minimum 1 mark)	
6.	Activity likes and dislikes	2 (minimum 2 marks)	
7.	Barriers to participation and strategies to overcome	2 (minimum 2 marks)	
8.	Posture and alignment assessment	2 (minimum 2 marks)	
9.	Impact of medical history	1 (minimum 1 mark)	
10.	Client's personal goals	2 (minimum 2 marks)	
11.	SMART goals (including short, medium and long-term)	3 (minimum 3 marks)	
Section total		18 (minimum 18 marks)	
Group profile (B) Did the learner:		Possible marks	Actual marks
Fully complete the group profile and record:			
1.	The number of participants, gender ratio and age range	1 (minimum 1 mark)	
2.	Level of class	1 (minimum 1 mark)	
3.	Duration of class	1 (minimum 1 mark)	
4.	Number of classes attended per week	1 (minimum 1 mark)	
5.	Individual needs	1 (minimum 1 mark)	
6.	Summary of goals	1 (minimum 1 mark)	
7.	Review and outcome measures	1 (minimum 1 mark)	
8.	Special considerations	1 (minimum 1 mark)	
9.	Any physical and technical demands of the class	1 (minimum 1 mark)	
10.	Resources required	1 (minimum 1 mark)	
11.	Health and safety information	1 (minimum 1 mark)	
Class plan (C) Did the learner:		Possible marks	Actual marks
Record the overall objective for the class:		1 (minimum 1 mark)	
Fully complete the class plan for the preparation phase and record:			
1.	Phase objective/s	1 (minimum 1 mark)	
2.	Timing	1 (minimum 1 mark)	
3.	Exercise/s and purpose	1 (minimum 1 mark)	
4.	Instructions and teaching points	1 (minimum 1 mark)	
5.	Pilates principles and fundamentals	1 (minimum 1 mark)	
6.	Adaptation or modification	1 (minimum 1 mark)	
7.	Medium term progression - After six weeks	1 (minimum 1 mark)	
8.	Longer term progression - After twenty weeks	1 (minimum 1 mark)	

Unit 6 Programming Pilates matwork

Unit accreditation number: H/602/5325

Worksheet - Programming Pilates matwork

There are 22 marks available in this worksheet. You must score a minimum of 22 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Why is it important to collect informed consent from clients?

--

2 marks (minimum 2 marks)

2. How would you use the following methods to collect information from participants?

Observation	
Interview questions	

2 marks (minimum 2 marks)

3. How do you maintain your participant's confidentiality and why is this important?

--

2 marks (minimum 2 marks)

4. When may you need to refer a client to a GP or health professional, prior to participation?

--

1 mark (minimum 1 mark)

5. Give an example of a participant need for which you would need to undertake further training and qualifications.

--

1 mark (minimum 1 mark)

6. Name a credible source of information for Pilates programme design and safe exercise.

--

1 mark (minimum 1 mark)

7. Give one contraindication and one key safety guideline when working with the following populations:

Special population	Contraindication	Key safety guideline
Older people (50 plus)		
Ante-natal participant		
Post-natal participant		
Young people (14-16)		
Disabled people		

10 marks (minimum 10 marks)

8. How would you modify the principles and fundamentals of Pilates matwork when goals are not being achieved and when new goals have been identified?

Goals not being achieved:

New goals identified:

2 marks (minimum 2 marks)

9. Why is it important to keep accurate records of changes and the reasons for change?

1 mark (minimum 1 mark)

Result total / **22 marks** (22 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Unit 7 Instructing Pilates matwork

Unit accreditation number: K/602/5326

Learner guidance

Summative observed session - Instructing Pilates matwork

The assessor will observe you instructing your planned Pilates matwork class (from unit 6).

The assessor will observe a minimum of 45 minutes of the session broken down as follows:

- Preparation phase - 10 minutes minimum
- Main phase - 25 minutes minimum to include:
 - at least six of the planned exercises
 - at least three different start positions
 - at least three anatomical planes
- Closing phase – 10 minutes minimum

The assessor will observe a minimum of twelve exercises across all class phases. The assessor will observe a minimum of six exercises in the main phase and the others may come from any phase.

The size of your group/class will need to be a minimum of 5 and a maximum of 12 participants. The assessor will complete the observation checklist within the L.A.P.

To pass the assessment the learner will need to demonstrate all of the components and meet the assessment criteria on the checklist.

You will refer the assessment if you:

- Incur one X in a shaded box
- Incur two or more Xs in a horizontal row (non-shaded or shaded)
- Incur six Xs in any vertical row
- Incur a high proportion of Xs throughout the assessment and is deemed not competent

Shaded box criteria:

7. Selected safe and effective exercises appropriate to participant's goals and derived from the original principles and fundamentals of Pilates matwork

8. Demonstrated correct exercise technique and safe use of equipment (when appropriate)

17. Applied the original principles of Joseph Pilates (Breathing, Concentration, Control, Centring, Precision and Flow) and the fundamentals of Pilates

Session self-evaluation

After the observed summative assessment you will need to complete a session self-evaluation. You will need to gain feedback from the participants after the observed session. The session self-evaluation is within the L.A.P. This must be completed with as much detail as possible (to ensure the relevant assessment criteria are met) and will be discussed during the feedback section for the observed summative assessment.

Unit 7 Instructing Pilates Matwork - Unit Accreditation Number: K/602/5326

Observed summative session checklist

Key: Pass mark a tick (✓) Réfer mark a cross (x) Pass with a comment mark a bullet point (●) Question mark a (Q)						
Date:						
Starting the session (A) the learner has:						
1.	Arrived in time to obtain and prepare the environment and equipment for the planned session					
2.	Worn appropriate clothing					
3.	Ensured appropriate clothing was worn by participants					
4.	Carried out verbal screening checks, giving appropriate advice (when appropriate) to check information gathered via PAR-Q					
5.	Explained the objectives and demands of the session and how these meet participants goals					
6.	Advised on appropriate health and safety procedures specific to the session (when appropriate)					
Delivering the exercise session (B) the learner has:						
7.	Selected safe and effective exercises appropriate to participants goals and derived from the original principles and fundamentals of Pilates matwork					
8.	Demonstrated correct exercise technique and safe use of equipment (when appropriate)					
9.	Provided clear and accurate instructions and explanations to the participants					
10.	Projected volume and pitch of voice effectively (without the aid of artificial amplification)					
11.	Communicated with participants clearly and accurately using a supportive, motivational and non-judgemental style					
12.	Used appropriate teaching position/s to enable observation of participants and respond to participant needs					
13.	Observed the participants posture and alignment					
14.	Provided and reinforced key instruction points to improve participants performance and encourage independence					
15.	Adapted the exercise appropriately for the participants when necessary					
16.	Provided appropriate alternatives to the participants when necessary					
17.	Applied the original principles of Joseph Pilates (Breathing, Concentration, Control, Centring, Precision and Flow) and the fundamentals of Pilates					
18.	Used a variety of communication methods to reinforce and correct technique (Tactile cueing, Visualisation, Question and answer/Verbal and visual communication/Mirroring)					
19.	Created a suitable atmosphere that made participants feel at ease					
20.	Managed the timings of the session effectively					
Ending the session (C) the learner has:						
21.	Provided constructive feedback to the participants based on their performance and with reference to their future goals					
22.	Gained feedback from the participants to reflect on how well the planned activities met their goals					
23.	Gained feedback from the participants to reflect on how effective the motivational and instructional styles were					
24.	Checked that the environment and equipment were left in suitable order for future use					
Result: Delete as appropriate		Competent			Not competent	

Unit 7 Instructing Pilates matwork
Unit accreditation number: K/602/5326

Assessor's feedback

Assessment criteria:	
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Unit 7 Instructing Pilates matwork

Unit accreditation number: K/602/5326

Session self-evaluation

Review the outcomes of working with class participants

Feedback from participant/s

How well did the session and planned exercises meet your class participant/s goals?

How effective and motivational was the relationship with your class participant/s?

How well did your instructing style match the class participant/s needs?

How would you adapt the exercises to progress or regress according to your participant/s needs?

How you could improve your personal practice?

Explain the value of reflective practice

Assessor's feedback:

Annex 1 Bones, Joints and Muscles Unit 1: Anatomy and physiology for exercise and health Unit accreditation number: A/600/9051

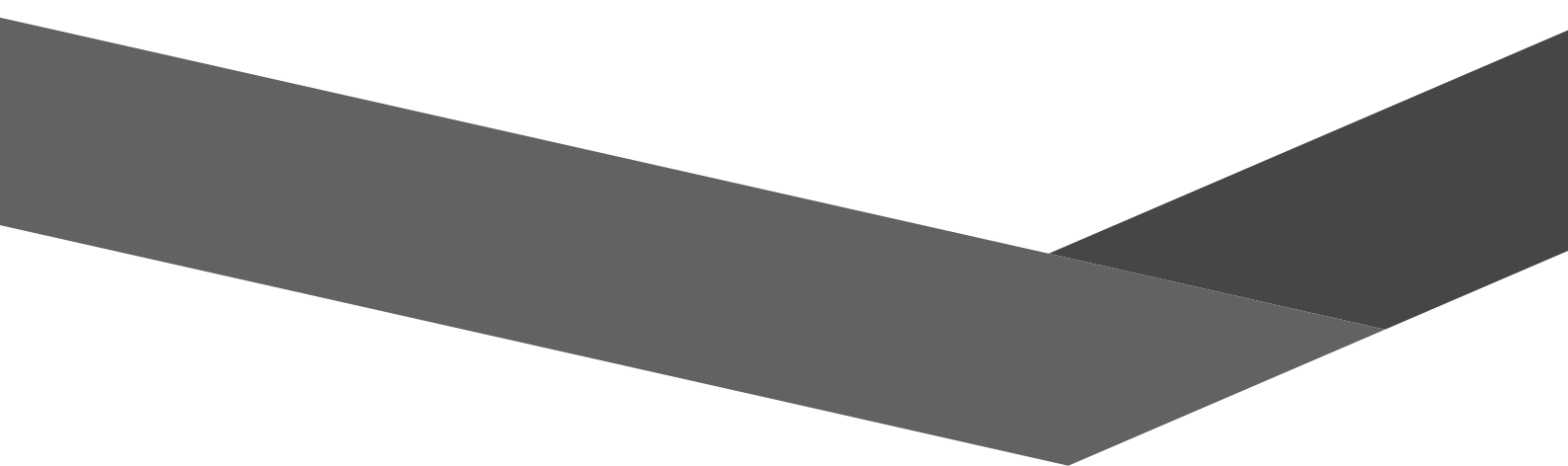
Bones - Axial skeleton		Bones - Appendicular skeleton		Joints - As Level 2 plus:	
Cranium Cervical vertebrae Thoracic vertebrae Lumbar vertebrae Sacral vertebrae Sternum Ribs Coccyx	Scapula Clavicle Humerus Ulna Radius Carpals Metacarpals Phalanges Ilium	Ischium Pubis Femur Patella Tibia Fibula Tarsals Calcaneus Metatarsals	Synovial Condylloid / Ellipsoid Saddle		
Muscles (building on Level 2)					
Rotator cuff: <ul style="list-style-type: none"> • Teres minor • Supraspinatus • Subscapularis • Infraspinatus 	Shoulder girdle: <ul style="list-style-type: none"> • Levator scapulae • Pectoralis minor • Serratus anterior • Trapezius • Rhomboids major/minor • Teres major 	Spinal extensors: <ul style="list-style-type: none"> • Erector spinae: Iliocostalis, Longissimus, Spinalis • Multifidus • Quadratus lumborum 	Abdominals: <ul style="list-style-type: none"> • Internal/external obliques • Transversus abdominis 	Hip Flexors (Iliopsoas) <ul style="list-style-type: none"> • Iliacus • Psoas major 	
Adductors <ul style="list-style-type: none"> • Magnus • Brevis • Longus • Pectinius • Gracilis • Sartorius 	Abductors <ul style="list-style-type: none"> • Gluteus medius • Gluteus minimus • Piriformis • Tensor fascia latae 	Quadriceps <ul style="list-style-type: none"> • Rectus femoris • Vastus lateralis • Vastus medialis • Vastus intermedius 	Hamstrings <ul style="list-style-type: none"> • Semitendinosus • Semimembranosus • Biceps femoris 		

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