



Specific
Assessment
Guidance

Level 3 Diploma in Instructing Pilates Matwork

Qualification
Accreditation Number:
501/1778/6
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Active iQ

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Specific Assessment Guidance

Qualification Structure and Unit Content

This qualification comprises of seven mandatory units and one optional unit.

Mandatory Units

	Unit	Unit accreditation number	Level	Credits
1	Anatomy and physiology for exercise and health	A/600/9051	3	6
2	Know how to support clients who take part in exercise and physical activity	M/600/9015	2	2
3	Health, safety and welfare in a fitness environment	T/600/9016	2	2
4	Principles of exercise, fitness and health	A/600/9017	2	4
5	Principles of Pilates matwork	D/602/5324	3	4
6	Programming Pilates matwork	H/602/5325	3	9
7	Instructing Pilates matwork	K/602/5326	3	10

Successful achievement of all seven mandatory units must be achieved for the full qualification.

Optional Unit

Learners may complete the following additional unit:

	Unit	Unit accreditation number	Level	Credits
8	Applying the principles of nutrition to a physical activity programme	L/600/9054	3	6

N.B. Guidance for this additional unit is available on request.

Unit 1 Anatomy and physiology for exercise and health

Unit accreditation number: A/600/9051

This unit is assessed by:

- an externally set, internally marked theory paper consisting of multiple choice questions

Please see Annex 1 for further information on the bones, joints and muscles which need to be covered in this unit.

External theory paper

Please follow the Active IQ invigilation and marking guidelines for the application of the External Theory Paper.

Record the results of the External Theory Paper in the L.A.P. including any actions and re-assessment information

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	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 	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 	Spinal extensors: <ul style="list-style-type: none"> • Erector spinae: Iliocostalis, Longissimus, Spinalis • Multifidus • Quadratus lumborum 	Hamstrings <ul style="list-style-type: none"> • Semitendinosus • Semimembranosus • Biceps femoris
Adductors <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

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

Unit accreditation number: M/600/9015

This unit is assessed by:

- an externally set, internally marked client interview
- an externally set, internally marked worksheet – Know how to support clients who take part in exercise and physical activity

Client interview

Please see unit 6 for further guidance

Learners must gather information from a client using an interview approach.

Learners must record the information gathered within the L.A.P. (Unit 6).

There are sample answers within this guidance (Unit 6).

N.B. Learners who receive A.P.A. for this unit must complete the client interview for a Pilates client (see Unit 6).

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

The worksheet consists of 8 questions.

There are 8 marks available in this worksheet. Learners must score a minimum 8 marks in total to achieve a pass.

In addition to achieving the total pass mark, learners must also score at least the minimum marks set for each question to achieve an overall pass.

The worksheet is within the learner's Learner Achievement Portfolio (L.A.P.)

The worksheet should be completed in a class situation, during the course or set as homework. The learner can attempt this as many times as is needed.

Marks should be allocated to reflect the detail provided in the learner answers. Please ensure the answers are sufficiently detailed to meet the assessment criteria.

There are sample answers within this guidance.

N.B. Sample answers shown within this specific assessment guidance are examples only and are not exhaustive. The assessor must utilise their own technical competence to assess whether the answer provided by the learner meets the assessment criteria.

Unit 2 Know how to support clients who take part in exercise and physical activity
Unit accreditation number: M/600/9015

Worksheet sample answers – 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?

To help promote exercise adherence. The client will feel more supported and is more likely to trust the instructor and what they are being advised to do.

1 mark (minimum 1 mark)

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

This will help promote a professional image, a united front and high standards that are more likely to impress a client and ensure they feel part of a reputable organisation.

1 mark (minimum 1 mark)

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

To adhere to the code of ethics and respect individual difference/diversity and ensure that all prospective clients/current customers are treated equally and fairly.

1 mark (minimum 1 mark)

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

Client care should be upheld to help ensure repeat business and so that they feel their needs are being met or exceeded, thus improving exercise adherence.

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?

Keeping a client informed when there is a delay in meeting their needs will demonstrate that the instructor and organisation are doing something about their needs rather than ignoring it, which they may feel if they haven't heard back in a timely manner.

1 mark (minimum 1 mark)

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

Going the ‘extra mile’ will set excellent customer service that will potentially set the instructor/organisation apart from other organisations/instructors. This will help client retention.

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?

Dealing with complaints in a positive manner will create a ‘can do’ attitude and the client is likely to have more faith that something is being done about their concerns. Adhering to organisational procedures will help ensure consistency and that everyone is dealt with equally.

1 mark (minimum 1 mark)

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

This will help ensure that the participant becomes independent and able to maintain their own health and fitness without reliance on others.

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)

Unit 3 Health, safety and welfare in a fitness environment

Unit accreditation number: T/600/9016

This unit is assessed by:

- an externally set, internally marked worksheet - Health, safety and welfare in a fitness environment

The worksheet consists of 19 questions.

There are 69 marks available in this worksheet. Learners must score a minimum 56 marks in total to achieve a pass.

In addition to achieving the total pass mark, learners must also score at least the minimum marks set for each question to achieve an overall pass.

The worksheet is within the learner's Learner Achievement Portfolio (L.A.P.)

The worksheet should be completed in a class situation, during the course or set as homework. The learner can attempt this as many times as is needed.

Marks should be allocated to reflect the detail provided in the learner answers. Please ensure the answers are sufficiently detailed to meet the assessment criteria.

There are sample answers within this guidance.

N.B. Sample answers shown within this specific assessment guidance are examples only and are not exhaustive. The assessor must utilise their own technical competence to assess whether the answer provided by the learner meets the assessment criteria.

Unit 3 Health, safety and welfare in a fitness environment

Unit accreditation number: T/600/9016

Worksheet sample answers - 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.

Sudden illness.

Toxic spillage.

2 marks (minimum 1 mark)

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

Police – providing community safety and acting to reduce crime against persons and property.

Fire and Rescue Service – Responsible for firefighting and many safety issues.

Emergency medical service – providing ambulances and staff to deal with medical emergencies.

3 marks (minimum 2 marks)

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

Logging details in the accident book.

Calling emergency services.

Providing first aid.

1 mark (minimum 1 mark)

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

To avoid panic.

To prevent further danger/harm.

By non-compliance with following correct safety procedures the organisation could be liable for insurance claims.

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	<i>Talk to the children, listen to their feelings and give short truthful answers to specific questions. Instructors should remain calm and positive in an emergency situation.</i>
Older people	<i>Evacuation routes and any equipment older people may need should be considered in advance of an emergency. Instructors should buddy up with older people where possible to assist them in evacuating the building.</i>
Disabled people	<i>Evacuation routes and any equipment disabled people may need should be considered in advance of an emergency. The instructor should assist the disabled person to evacuate the building following the organisation's guidelines and pre-planned evacuation route.</i>

3 marks (minimum 2 marks)

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

<i>To comply with legislation and law. To provide a safe/secure environment for employees and customers.</i>
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1 mark (minimum 1 mark)

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

<i>Provide and maintain equipment. Provide training instruction for health and safety practice.</i>
<i>Provide a health and safety policy statement when employing five or more people. Ensure that visitors and members of the public are not put at unnecessary risk.</i>

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	<i>Ensure that the relevant adult/guardian has completed correct PAR-Q screening form for the young person.</i>	<i>An instructor should only work with a young person who is part of a larger adult group; not in a 1:1 session.</i>
Older people	<i>Inform the client that they only possess a basic knowledge regarding recommended guidelines for their special populations group.</i>	<i>An instructor should not advertise as a specialist instructor in this area.</i>

Special population group	Duty of care	Limitations of the fitness instructor
Pre / post-natal women	<i>Obtain the appropriate qualification to deal with this type of client on a regular basis.</i>	<i>An instructor should not be working closely with a special populations group on a regular basis.</i>
Disabled people	<i>Give the client the choice of following the basic guidelines or refer them to an appropriately qualified person.</i>	<i>An instructor is not able to plan a progressive long-term programme for this special population group.</i>

8 marks (minimum 6 marks)

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

<i>Ensure that there is a designated meeting point for fire.</i>
<i>Ensuring that cash is stored safely and securely.</i>

2 marks (minimum 1 mark)

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

<i>PAR-Q, Informed Consent.</i>
<i>Health Commitment Statement.</i>

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	<i>A spillage of hazardous material.</i>	<i>Use of sand bags to contain it.</i>	<i>Identified health and safety officer.</i>
Equipment	<i>A broken cable on resistance machine.</i>	<i>Use of an 'out of order sign'.</i>	<i>Maintenance personnel or equipment suppliers.</i>
Manual handling	<i>Needing to move a heavy load.</i>	<i>Get assistance from another person or some machinery.</i>	<i>Duty manager.</i>
Client behaviour	<i>A member attempting to exercise within the environment without having gone through a screening/ induction process.</i>	<i>Arranging an appointment with the individual.</i>	<i>Direct manager/ Supervisor.</i>

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?
Security	<i>Bomb threat.</i>	<i>Evacuation of the premises.</i>	<i>The police service.</i>
Hygiene	<i>Unclean equipment.</i>	<i>Educating the client to wipe down equipment after use.</i>	<i>Cleaning staff.</i>

18 marks (minimum 15 marks)

12. Explain the five steps of risk assessment.

<i>Look for the hazards.</i>
<i>Decide who might be harmed and how.</i>
<i>Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done.</i>
<i>Record findings.</i>
<i>Review assessment and revise as necessary.</i>

5 marks (minimum 2 marks)

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

<i>Requirement of a DBS (previously CRB) check. Always wearing a name badge when provided.</i>
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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
<i>Physical</i>	<i>Marks, bruises, withdrawn, flinches when touched.</i>
<i>Sexual</i>	<i>Withdrawn, inappropriate knowledge for their age, flinches when touched.</i>
<i>Emotional</i>	<i>Extreme outbursts of angry, aggressive behaviour, could be a bully, lacking self-esteem.</i>
<i>Neglect</i>	<i>Constantly hungry, wearing wrong clothes for the time of year, unwashed appearance.</i>

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.

When reporting suspected abuse, record in writing the details of the child/vulnerable adult, what has been said, heard or seen.

Pass on any matters of concern to the Child Protection Manager, social services or senior manager.

Maintain written reports locked away and maintain confidentiality.

3 marks (minimum 2 marks)

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

Child welfare agencies.

Child welfare officers.

Social services.

Police.

Childline.

Child protection officer in the workplace, or appointed person, or senior management.

1 mark (minimum 1 mark)

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

Avoid spending time alone with children away from others.

Always wear a uniform (where provided).

Never take photographs of children and young people without the permission of the parents, carers and the facility operators.

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
<i>Child welfare agencies.</i>	<i>Signs of fear. Unexplained injury.</i>
<i>Social services.</i>	<i>Neglect. Self-harming.</i>

4 marks (minimum 3 marks)

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

Confidentiality should be maintained on a 'need-to-know basis' only. All written reports should be locked away securely.

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)

Unit 4 Principles of exercise, fitness and health

Unit accreditation number: A/600/9017

This unit is assessed by:

- an external theory paper consisting of multiple choice questions set by Active IQ

External theory paper

Please follow the Active IQ invigilation and marking guidelines for the application of the External Theory Paper.

Record the results of the External Theory Paper in the L.A.P. including any actions and re-assessment information

Unit 5 Principles of Pilates matwork

Unit Accreditation: D/602/5324

This unit is assessed by:

- an externally set, internally marked worksheet - Principles of Pilates Matwork

The worksheet consists of 8 questions.

There are 37 marks available in this worksheet. Learners must score a minimum 30 marks in total to achieve a pass.

In addition to achieving the total pass mark, learners must also score at least the minimum marks set for each question to achieve an overall pass.

The worksheet is within the learner's Learner Achievement Portfolio (L.A.P.)

The worksheet should be completed in a class situation, during the course or set as homework. The learner can attempt this as many times as is needed.

Marks should be allocated to reflect the detail provided in the learner answers. Please ensure the answers are sufficiently detailed to meet the assessment criteria.

There are sample answers within this guidance.

N.B. Sample answers shown within this specific assessment guidance are examples only and are not exhaustive. The assessor must utilise their own technical competence to assess whether the answer provided by the learner meets the assessment criteria.

Unit 5 Principles of Pilates matwork
Unit accreditation number: D/602/5324

Worksheet sample answers - 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?

Joseph Pilates Emigrated to the United States of America in 1926. (Give 1 mark for 1920s).

1 mark (minimum 1 mark)

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

'Return to Life through Contrology' (1945) republished in 1998.

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?

The method was originally called 'Contrology', it changed to Pilates after his death in 1967.

1 mark (minimum 1 mark)

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

The first UK studio was established in London in 1970 by Alan Herdman.

2 marks (minimum 1 mark)

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

*Breathing (1 mark) and 1 mark for any correct explanation.
 Making maximum use of the expansion of ribcage and using the lower lungs (widening the ribcage as you breathe).
 Pilates uses the timing of the breath to maximise the effectiveness of the movements. Different exercises have their own breathing pattern.
 Lateral or thoracic breathing is taught for the majority of Pilates exercises. It makes maximum use of the expansion of the ribcage and therefore the lower lungs. The client is encouraged to breathe into their sides and back of the rib cage while maintaining abdominal engagement and core stability.
 Pilates uses the timing of the breath to maximise the effectiveness of the movements.
 Each exercise has its own breathing pattern. You move with the breath, breathing with the movement, which helps to facilitate better movement.*

Concentration (1 mark) and 1 mark for any correct explanation.

Being mindful and paying attention to all movements. Focusing on the 'here and now', being in the moment to maintain quality of movement and correct alignment.

Pilates is both mental and physical training. Without appropriate focus, the exercises cannot be performed correctly. Clients (and teachers) must focus on the present and be mindful of their movements. It is essential to concentrate fully in order to maintain control of your body throughout the whole session.

Control (1 mark) and 1 mark for any correct explanation.

Using full concentration to perform smooth, accurate, co-ordinated and controlled movements and at the same time maintaining balance of the centre of gravity throughout the movement. The mind and body work collaboratively.

Joseph Pilates called his method "Contrology" as the exercises teach you how to master control of the mind and the body. Exercises in the full mat are complex choreographed movements requiring not only strength and flexibility but also excellent co-ordination and balance.

Centring (1 mark) and 1 mark for any correct explanation.

Pilates used the cue 'navel to spine' to encourage participants to engage the deeper abdominal muscles to assist performance of each exercise.

The principle of 'Centring' lies at the heart of Pilates. It is the ability to control your movements from the centre or core. The term 'core stability' is also often used to explain the principle of centring. The goal of core stability is to create a 'stable' or robust spine and pelvis, which, together with scapular and cervical stability, ensures that the exercises are performed correctly and safely.

Precision (1 mark) and 1 mark for any correct explanation.

Using a controlled pace with total concentration, control of the breath, correct alignment and posture and centring to control each movement.

Precision of movement requires total concentration and control of the breath, the alignment of the body and the use of the centre.

No part of the body should be uncontrolled – the precise angle of the head, neck, shoulders, elbows, wrists, hips, knees, ankles and feet are all important. The pace of each exercise also need to be precise and controlled. This requires focus and excellent co-ordination and balance skills.

Flow (1 mark) and 1 mark for any correct explanation.

The result of using all other principles is that the movements should flow smoothly with a graceful dynamic.

The exercises which form part of the full mat require controlled yet flowing movement. The whole sequence of full mat exercises are choreographed to flow naturally one exercise into the next.

Each exercise is composed of a collection of flowing control movements performed with precision and control.

A Pilates exercise should feel dynamic with a focus on grace and ease of movement. If all of the other Pilates principles are considered and interrelated then flowing movement should occur as a result.

12 marks (minimum 9 marks)

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

<p>Alignment: <i>Setting the body in a correct alignment and start position, connecting with the breath to move and engaging the abdominals to allow controlled, precise and flowing movements. Good alignment, both static and dynamic, is the key to good Pilates practice and to establishing good movement patterns. Care and attention must be paid to the precise starting position of each exercise and then control and alignment considered throughout the movement pattern.</i></p>
<p>Breathing: <i>Lateral or thoracic breathing is taught for the majority of Pilates exercises. It makes maximum use of the expansion of the ribcage and therefore the lower lungs. The client is encouraged to breathe into their sides and back. In this way, core stability can be maintained.</i></p>
<p>Centring: <i>Centring,' is the ability to control your movements from the centre or core. The term 'core stability' is also often used to explain the principle of centring. The goal of core stability is to create a 'stable' or robust spine and pelvis, which, together with scapular and cervical stability, ensures that the exercises are performed correctly and safely.</i></p>

6 marks (minimum 4 marks)

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

<p>1. Hundred 2. Roll up 3. Roll over 4. One leg circle 5. Rolling back (rolling like a ball) 6. One leg stretch 7. Double leg stretch 8. Spine stretch 9. Rocker with open legs 10. Corkscrew 11. Saw 12. Swan-dive</p>	<p>13. One leg kick 14. Double leg kick 15. Neck pull 16. Scissors 17. Bicycle 18. Shoulder bridge 19. Spine twist 20. Jack knife 21. Side kick 22. Teaser 23. Hip twist 24. Swimming</p>	<p>25. Leg pull front 26. Leg pull 27. Side kick kneeling 28. Side bend 29. Boomerang 30. Seal 31. Crab 32. Rocking 33. Control balance 34. Push-up</p>
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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
<i>Preparation</i>	<i>The start of the class. To prepare the client mentally and physically for the activities ahead. To introduce breathing, concentration, postural alignment, mobilisation and activation of the core.</i>	<i>To introduce the principles and fundamentals of Pilates.</i>
<i>Main phase</i>	<i>The middle of the class – the ‘heart’ of the class. To provide a full and balanced workout moving the spine in all anatomical planes including flexion, extension, rotation, spinal movements and lateral flexion..</i>	<i>To build on the principles and fundamentals of Pilates.</i>
<i>Closing phase</i>	<i>The end of every class. To bring the different elements of the class together (stretching, mobilisation and balance) allowing consolidation. To promote recuperation from the session.</i>	<i>To consolidate the principles and fundamentals of Pilates.</i>

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)

Unit 6 Programming Pilates matwork

Unit accreditation number: H/602/5325

This unit is assessed by:

- an externally set, internally marked client interview
- an externally set, internally marked group profile
- an externally set, internally marked class plan
- an externally set, internally marked worksheet – Programming Pilates matwork

Part 1

- Client interview
- Group profile
- Class plan

There are 54 marks available for part 1. Learners must score a minimum of 64 marks in total to achieve a pass.

In addition to achieving the total pass mark, learners must also score at least the minimum marks set for each section to achieve an overall pass.

The marking scheme is within the learner's L.A.P.

There are sample answers within this guidance.

Part 1 can be completed in a class situation, during the course or set as homework. The learner can attempt these as many times as is needed.

Marks should be allocated to reflect the detail provided by the learner. Please ensure the answers are sufficiently detailed to meet the assessment criteria.

N.B. Sample answers shown within this specific assessment guidance are examples only and are not exhaustive. The assessor must utilise their own technical competence to assess whether the answer provided by the learner meets the assessment criteria.

Client interview

There are 18 marks available for the client interview. Learners must score a minimum of 18 marks in total to achieve a pass.

The marking scheme is within the learner's L.A.P.

Marks should be allocated to reflect the detail provided by the learner. Please ensure the answers are sufficiently detailed to meet the assessment criteria.

The client interview template is within the learner's Learner Achievement Portfolio (L.A.P.)

The client profile should be completed in a class situation, during the course or set as homework. The learner can attempt this as many times as is needed.

There are sample answers within this guidance.

N.B. Sample answers shown within this specific assessment guidance are examples only and are not exhaustive. The assessor must utilise their own technical competence to assess whether the answer provided by the learner meets the assessment criteria.

The learner will need to interview one of their 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.

Group profile

There are 11 marks available for the group profile. Learners must score a minimum of 11 marks in total to achieve a pass.

The marking scheme is within the learner's L.A.P.
Marks should be allocated to reflect the detail provided by the learner. Please ensure the answers are sufficiently detailed to meet the assessment criteria.

The group profile template is within the learner's Learner Achievement Portfolio (L.A.P.)

The group profile should be completed in a class situation, during the course or set as homework. The learner can attempt this as many times as is needed.

There are sample answers within this guidance.

N.B. Sample answers shown within this specific assessment guidance are examples only and are not exhaustive. The assessor must utilise their own technical competence to assess whether the answer provided by the learner meets the assessment criteria.

The learner must describe a real or theoretical group of participants 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

Class plan

There are 25 marks available for the class plan. Learners must score a minimum of 25 marks in total to achieve a pass.

The marking scheme is within the learner's L.A.P. Marks should be allocated to reflect the detail provided by the learner. Please ensure the answers are sufficiently detailed to meet the assessment criteria.

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

The class plan should be completed in a class situation, during the course or set as homework. The learner can attempt this as many times as is needed.

There are sample answers within this guidance.

N.B. Sample answers shown within this specific assessment guidance are examples only and are not exhaustive. The assessor must utilise their own technical competence to assess whether the answer provided by the learner meets the assessment criteria.

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

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)

Part 2

Worksheet - Programming Pilates matwork

The worksheet consists of 9 questions.

There are 22 marks available in this worksheet. Learners must score a minimum 22 marks in total to achieve a pass.

The worksheet is within the learner's Learner Achievement Portfolio (L.A.P.)

The worksheet should be completed in a class situation, during the course or set as homework. The learner can attempt this as many times as is needed.

Marks should be allocated to reflect the detail provided in the learner answers. Please ensure the answers are sufficiently detailed to meet the assessment criteria.

There are sample answers within this guidance.

N.B. Sample answers shown within this specific assessment guidance are examples only and are not exhaustive. The assessor must utilise their own technical competence to assess whether the answer provided by the learner meets the assessment criteria.

Unit 6 Programming Pilates matwork
Unit accreditation number: H/602/5325

Client interview

Personal information									
Age: 45		Gender: Female		Occupation: Teacher			Hours worked per week: 40		
Lifestyle information									
Smoker: Yes		Cigarettes per day: 20		Alcohol: Yes			Units per week: 14 - 16		
Five a day: No		Breakfast: Not always		6-8 glasses of water daily: No			Overview of diet: Mainly a vegetarian diet but does like snacking on sweets and cakes		
Currently active? Yes		Minutes per week: 240		Type of activity: two group classes, one Pilates group class and one gym session per week					
Current fitness (Client's perception) (Please tick)									
1 Low	2	3	4	5	6	7	8	9	10 High
						✓			
Activity likes and preferences		<i>I like group classes and dance, Pilates, yoga and walking outdoors. Also like gym and weights.</i>							
Activity dislikes and reasons		<i>Don't really like running or too much impact, feels stressful for body and back. Don't like cycling or step climber.</i>							
Motivation and readiness to participate (Please tick)									
1 Low	2	3	4	5	6	7	8	9	10 High
								✓	
Barriers to participation (Perceived or actual) and a strategy to overcome									
Barrier: <i>Sometime feel quite stressed after work and just want to go home and relax and have a glass of wine, but I can generally overcome this. Can sometimes be a rush to get out of the class on time.</i>					Strategy: <i>Aim for one session a week to give some flexibility. I need to organise myself and be assertive and book time with learners in tutorial sessions rather than managing all tutorial issues at end of class.</i>				
Posture and alignment									
Neck, scapula and upper spine: <i>Round shoulders and winged scapula.</i>									

<p>Pelvis and lumbar spine: <i>Flatter lower spine but ASIS/PSIS okay.</i></p>
<p>Other: <i>Hamstrings tight but not short.</i></p>
<p>Functional ability: <i>Currently mobile and flexible, although she says she has lost a lot of flexibility.</i></p>
<p>Medical history</p>
<p>Medical history / CHD risk factors that may affect participation (summary of PAR-Q): <i>Healthy. Diagnosed with mild stress/anxiety. CHD risk factors – smoking.</i></p>

<p>Personal goals</p>
<p>General health and fitness: <i>Walk more, feel less tired.</i></p>
<p>Physiological: <i>Improve posture, stronger core.</i></p>
<p>Psychological: <i>To reduce stress caused by work.</i></p>
<p>Social: <i>Attend more Pilates classes to enable me to meet some like-minded people.</i></p>
<p>Functional: <i>To improve sitting and walking posture.</i></p>
<p>SMART goals</p>
<p>Short term: <i>Attend two Pilates classes a week, one group and one personal training to assist stress management. Continue to walk for 20 minutes during two lunch breaks and practise correct breathing during these walks. Would like to manage the work stress first.</i></p>
<p>Medium term: <i>To continue with the above but walk for an hour every day and introduce Pilates exercises at home. Be more mindful of how sitting affects posture.</i></p>
<p>Long term: <i>Improve posture and reduce the appearance of round shoulders. Re-visit the initial postural assessment. To stand and sit correctly and be more mindful of sitting, standing and walking posture. Manage stress more effectively.</i></p>

Unit 6 Programming Pilates matwork
Unit accreditation number: H/602/5325

Group profile

Number of clients: 12	Gender ratio M:F: 11.0	Age range: 35 - 55 years
Level of class (Starter/beginner, improver/intermediate, experienced/advanced): <i>Group are low fitness and new to Pilates so they are Beginners / new starters.</i>		
Duration of session: One hour		Numbers of sessions per week: One
Individual needs: <i>All participants work in an FE college and are either teaching or administration staff.</i> <i>All participants are inactive.</i> <i>One with low back pain.</i>		
Client goals: <i>Collective reasons for participation are to manage stress, assist relaxation and improve mobility and posture.</i>		
Review stages and outcome measures you will use to check client's progress: <i>Gain feedback from group after each session and use a questionnaire mid-way and at the end of the programme so that group can self-report personal benefits and progress.</i>		
Special considerations relating to posture and alignment or functional limitations: <i>Plan a whole body approach to accommodate different posture types.</i>		
Physical / technical demands of class: <i>Planned exercises are based on modern principles, so less technical and physical demands than the original exercises.</i>		
Resources required: <i>Stereo – relaxation tapes</i> <i>Mats, blocks/head rests, flexibility/yoga straps</i>		
Health and safety information, e.g. space, layout, temperature, ventilation, flooring, lighting, use of music, personal clothing and equipment: <i>Floor clean and dry. Space for 20 people, maximum of 12 allowed. Well lit room with natural light from windows and electrical lighting.</i> <i>Arrive early to meet caretaker and ensure room has been cleared and to ensure the heating is on, so the room is warmer prior to starting class.</i> <i>First aider on duty and emergency phone in class room.</i> <i>Participants wear loose, comfortable clothing appropriate for classes, no shoes worn.</i> <i>Socks kept on for lying mat exercises and removed when potential to slide (e.g. standing).</i>		

Unit 6 Programming Pilates matwork Unit accreditation number: H/602/5325

Class plan sample answers

N.B. This is not a full class plan. A sample of information is provided. Learners should provide a full class plan for all phases.

Overall objective/s of class	<i>To manage stress, assist relaxation and improve mobility and posture.</i>	
Class phase		Timing (in minutes) 20 minutes
Objective of phase	<i>Mobilisation for the spine, shoulder, hips.</i>	

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
Supine lying. Relaxation focusing on breath and bringing attention to the here and now.	Lengthen spine. Arms slightly away from the sides of the body, palms up. Practise different breathing patterns while lying to enable differentiation, e.g. chest, lateral, diaphragmatic and abdominal.	Focus on releasing tension from the body and bringing the mind's attention to the here and now by using breath as a focus.	Crook lying. Side crook lying or any other comfortable position to relax in.	Focus on lateral breath as the group will be more aware of other patterns. Introduce full exhalation.	Focus should develop sooner, so isolated relaxation time can reduce and mobility exercises can be integrated – relaxation and mindful movement.
Crook lying. Alternate arm floats to shoulder height – single and double. Shoulder joint mobility.	Lengthen and align spine. Shoulder blades connected with the floor. Neck lengthened. Move from the shoulder joint.	Inhale to prepare. Exhale and float one arm up. Inhale to lower. Exhale and raise the other arm. Visualise the arm floating upwards, as if attached to a balloon. Keep the abdominals engaged.	Option to perform the repetitions on one side rather than alternating. Option to reduce speed and timing of movement Inhale to prepare and exhale to move.	Add arms coming over head to floor, single and double.	Add sawing of alternate arm action and combine with alternate leg slides.

Class phase	Main	Timing (in minutes)	30 minutes
Objective of phase	Stabilisation and strengthening for the spine, pelvis, scapula. Improved posture.		

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
<p>Single leg stretch.</p> <p>Supine – legs in table top.</p> <p>Strengthens abdominals and stabilises trunk with hip mobility and leg load.</p> <p>Up to ten repetitions.</p>	<p>Lengthen spine with shoulders away from ears. Feet lifted and legs in table top position. The arms are lengthened and the hands placed on the shin bones.</p> <p>Curl up, lifting the shoulders away from the floor, maintaining an appropriate core connection.</p> <p>Spine can be lightly imprinted or neutral.</p>	<p>Inhale, prepare the body. Exhale, extend the right knee and press the leg forwards and away from the spine in line with the hip. Place the right hand on the left knee. Inhale, bend and return the right leg back to start position.</p> <p>Exhale, extend the left knee and press the leg forwards and away from the spine in line with the hip. Place the left hand on the right knee.</p> <p>Inhale, bend and return the left leg back to start position.</p>	<p>Light imprint to start and progress to neutral.</p> <p>Partially extend legs – smaller range of motion.</p> <p>Keep head down and table top toe dips to floor.</p>	<p>Increase repetitions progressively</p> <p>Progress to alternating and switching legs at a slightly faster pace.</p>	<p>Option to build towards double leg stretch, starting with single R and L then 1 rep double and Repeat.</p>
<p>Gluteal bracing.</p> <p>Prone lying.</p> <p>Gluteal activation and strengthening.</p> <p>Pelvic and spine stability.</p> <p>4-10 repetitions.</p>	<p>Prone lying.</p> <p>Hands in diamond position or open door position.</p> <p>Big toes touching and heel slightly rolled outwards.</p>	<p>Inhale to prepare. Exhale, engage abdominals, activate gluteals and draw inner thighs and ankles together, fully extending legs. Inhale to prepare. Exhale, release ankles, inner thighs, gluteals and abdominals.</p>	<p>Block under forehead.</p> <p>Focus on abdominal hollow and engagement and gluteal activation without sequential leg movement.</p>	<p>Variation to breathing.</p> <p>Inhale to prepare.</p> <p>Exhale to lower.</p> <p>Increase repetitions</p>	<p>Hold at top of movement for 5-10 seconds, maintain natural breathing action with abdominals braced.</p> <p>Leg brace with swimming arms.</p>

Class phase	Closing phase	Timing (in minutes)	10 minutes
Objective of phase	Relaxation		

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
<p>Hamstring stretch.</p> <p>Supine crook lying.</p> <p>Lengthen hamstrings</p> <p>Hold between 15-30 seconds.</p>	<p>Lengthen spine, feet light on the floor.</p> <p>Spine neutral. Raise one foot away from the floor, bringing knee over the hip and towards chest, take hold of the thigh.</p> <p>Extend the knee to a point of mild tension at back of thigh in central part of the muscle.</p>	<p>Breathe rhythmically.</p> <p>Extend further into the stretch on the exhale and only when tension eases from the muscle. Keep the shoulders relaxed and away from the ears. Keep the facial muscles relaxed.</p>	<p>Use a strap to assist the stretch and keep the hip at a 90 degree angle.</p> <p>Visualise the spine and leg lengthening.</p>	<p>Increase range of motion by bending further at the hip.</p> <p>Hold stretch for longer.</p>	<p>Progress to extending/straightening the opposite leg (semi splits position), stretching the hip flexor.</p>
<p>Oblique stretch.</p> <p>Supine crook lying.</p> <p>Lengthen the obliques and mobilise the spine.</p> <p>Hold for up to 15 seconds.</p>	<p>Feet and knees together with spine lengthened. Rotate to one side, as far is comfortable. Keep the shoulder blades on the floor. Arms light by sides or in cross position. Ensure ribs maintain connection with pelvis.</p>	<p>Inhale to prepare. Exhale into stretch position.</p> <p>Maintain rhythmic breathing in stretch. Return to centre on an exhale repeat to other side. Visualise the side of the trunk lengthening.</p> <p>Visualise vertebrae opening and the spine lengthening.</p>	<p>Legs can be wider, less weight (Legs together, weight of top leg increases resistance moving into stretch).</p>	<p>Option to increase hold, extending range of movement (developing).</p> <p>Variations include feet together, feet hip width, feet wide.</p>	<p>The lower foot can be placed across the top leg to add resistance to increase the stretch and range of motion.</p> <p>Lengthen hold.</p>

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)	
Fully complete the class plan for the main phase and record:			
9.	Phase objective/s	1 (minimum 1 mark)	
10.	Timing	1 (minimum 1 mark)	
11.	Exercise/s and purpose	1 (minimum 1 mark)	
12.	Instructions and teaching points	1 (minimum 1 mark)	
13.	Pilates principles and fundamentals	1 (minimum 1 mark)	
14.	Adaptation or modification	1 (minimum 1 mark)	
15.	Medium term progression - After six weeks	1 (minimum 1 mark)	
16.	Longer term progression - After twenty weeks	1 (minimum 1 mark)	
Fully complete the class plan for the closing phase and record:			
17.	Phase objective/s	1 (minimum 1 mark)	
18.	Timing	1 (minimum 1 mark)	
19.	Exercise/s and purpose	1 (minimum 1 mark)	
20.	Instructions and teaching points	1 (minimum 1 mark)	
21.	Pilates principles and fundamentals	1 (minimum 1 mark)	
22.	Adaptation or modification	1 (minimum 1 mark)	
23.	Medium term progression - After six weeks	1 (minimum 1 mark)	
24.	Longer term progression - After twenty weeks	1 (minimum 1 mark)	
Section total		25 (minimum 25 marks)	
Total / 54 marks (54 marks in total, with the minimum set marks achieved for each question required to pass)			
Pass / Refer			

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?

*As with any physical activity, doing Pilates matwork exercises can lead to physical injury, and the risk of cardiac failure is improbable but not impossible. Participants are entering into this physical activity voluntarily and they may withdraw at any time.
A participant's written consent means that they have full knowledge and understanding of the nature of the exercise programme, the risks that may be encountered and that they agree to participate on that basis.*

2 marks (minimum 2 marks)

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

Observation	<i>Observe initial posture and alignment and walking gait to identify primary posture type.</i>
Interview questions	<i>Gather information on goals, health history and activity preferences etc.</i>

2 marks (minimum 2 marks)

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

*Speak to clients about personal information (screening) in private, e.g. not discussing loudly in front of rest of the group.
Store any written records in a locked file, with access only by appropriate personnel.
Confidentiality is important because it is a legal requirement and helps to build a relationship of trust demonstrating client respect.*

2 marks (minimum 2 marks)

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

Any 'Yes' response to PAR-Q or if client has any concerns about their health or if as an instructor I have concerns.

1 mark (minimum 1 mark)

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

Clients with medical conditions would need to be supervised by a level 3 qualified exercise referral instructor and clients with low back pain need to be supervised by a level 4 lower back pain qualified instructor. These would be additional qualifications if the instructor does not hold these already.

1 mark (minimum 1 mark)

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

Early Joseph Pilates books, books/ DVDs from other Pilates schools (Alan Herdman, Body Control, Stott, Modern Pilates etc.). Other organisations include Pilates Umbrella, Pilates Alliance. General fitness – REPs. Or any Pilates books recommended.

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)	<i>Progressive loss and decline in the function of most physiological systems over time. Osteoporosis – stage 2</i>	<i>Spend longer warming-up. More gradual tapered cool-down. Keep intensity to a challenging but health-related level. Avoid supine lying. Be qualified to teach this group.</i>
Ante-natal participant	<i>Pain and bleeding. Post six months weight of baby can press on main artery and reduce blood supply to foetus. Hormonal and postural changes make pregnant women more vulnerable to injury.</i>	<i>Avoid lying supine or semi supine from sixteen weeks due to supine hypotensive syndrome. Maintain adequate hydration. Be qualified to teach this group.</i>
Post-natal participant	<i>Post-birth hormonal and postural changes maintain vulnerability to injury. Return to activity after eight weeks if normal birth.</i>	<i>Check for any abdominal separation and focus on activating muscles initially with less load bearing. Be qualified to teach this group.</i>
Young people (14-16)	<i>Growth-related injuries. Not Pilates specific, but avoid heavy resistance/impact as this may overstress growing bones.</i>	<i>Avoid excessive training. Provide appropriate equipment (size and weight). Teach an appropriate warm-up and cool-down. Focus on posture and Pilates principles using less complex exercises as this age group tend to be less co-ordinated Be qualified to teach this group.</i>
Disabled people	<i>Depends on specific disability and health. Visual impairment.</i>	<i>Adapt exercises and teaching style to match specific disability and any other chronic health conditions. Ensure the environment is clear of obstacles and potential hazards. Be qualified to teach this group.</i>

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:

Discuss with the client why the goals are not being achieved and the various factors that may be affecting their goals. A possibility could be that exercise intensity/ complexity has progressed before the client has mastered the principles in which case, modify the exercise and check client's understanding and application of the principles of each stage. The exercises can be modified, progressed or regressed

New goals identified:

A new goal would indicate progression to a certain level and perhaps the client needs more challenging and complex positions. When exercises change, principles (breath, alignment and control/centring) need to be clearly explained for the new exercise.

New exercises can be introduced, exercises can be modified, progressed or regressed to meet the new goals.

2 marks (minimum 2 marks)

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

So you have a clear record of work completed with clients/groups of clients and rationale for selection of exercises and modification. This is professional practice and also a legal requirement.

Provides a written record with reasoning which could be used if the instructor faced litigation from an exercise participant.

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)

Unit 7 Instructing Pilates matwork

Unit accreditation number: K/602/5326

Assessment

This unit is assessed by:

- an externally set, internally marked summative observed session
- an externally set, internally marked session and self-evaluation

Summative observed session - Instructing Pilates matwork

The assessor will need to observe the learner instructing their planned Pilates matwork class.

The assessor should 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

N.B. A minimum of twelve exercises from the full class plan should be observed across all class phases. Six exercises need to be in the main phase and the others may come from any phase.

Group size

Minimum of 5 and a maximum of 12 participants

Completing the observation checklist

The observation checklist is within the learner's 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.

The assessor can move the learner on within their assessment if the criteria and minimum timings have been covered sufficiently.

The assessor needs to adhere to the following key when completing the checklist:

✓	If the criteria has been met - Competent
X	If the criteria has not been met - Not competent
•	If the criteria has been met but a comment relating to the criteria is needed Record the comment in the feedback section (noting the criteria it refers to)
Q	If a question relating to any of the criteria is needed. Record the question in the feedback section (noting the criteria it refers to) and record the learner's answer alongside it N.B. If a question is recorded a tick or cross must also be recorded in the same box to show whether the learner is competent or not

Ensure the observation checklist is completed along with associated comments and questions before feeding back to the learner.

Recording the result

The assessor must complete in full the signature and date boxes and indicate if the learner is competent or not competent and whether a re-assessment is required.

Referral

A learner will refer the assessment if they:

- 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

Re-assessment guidance

If a learner refers their observed assessment the assessor may determine what course of action would be the most suitable method to confirm learner competence i.e. whether the learner needs to complete the whole assessment again or just part of the assessment, unless the specific assessment guidance states otherwise.

In all cases the assessor must make a judgement as to when it is appropriate to carry out the re-assessment. This may be done almost immediately after the learner's referred assessment or at a later agreed date and time.

Feedback needs to be given where referral occurs and the learner needs to be given an action plan to enable them to gain competence.

A re-assessment observation checklist is included within this guidance document, the assessor only needs to complete the relevant columns, rows or sections that the learner has referred on.

Session and self-evaluation

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

N.B. If the learner incurs an X in a non-shaded box and upon self-evaluation recognises their omission, the assessor may re-assess this criterion considering the evidence given.

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

Observed summative session checklist

Key: Pass mark a tick (✓) Refer 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

<p>Assessment criteria:</p>	
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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

X said she found herself getting confused on when to breathe, so I suggested in early stages, to focus on not holding the breath.

Y cannot rest on all fours with hand flexed (carpal tunnel syndrome), so we use flat edge dumbbells to keep her wrist aligned (knuckles face down).

The group have requested another class later in the week. They feel that doing two sessions a week would help them to progress and learn quicker.

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

Exercises are planned to mobilise all major joint areas as part of preparation phase. Posture and alignment is a focus throughout the session. A key aim for this group is stress management, so relaxation and mental focus and breath work is key, rather than exercise intensity/progression.

Stability exercises are appropriate for the groups skills and fitness, e.g. prone lying swim arms and gluteal bracing, rather than a less stable all fours position.

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

I have a positive relationship with the group. I praise and encourage and tell them what they do well and I use exercises that are within their capability and make them feel confident. When I add a progression, I explain that it is harder and how/why and always offer the earlier stage as an alternative that they can stay with until they feel comfortable and ready.

I use an encouraging and positive teaching style. I focus on what they are doing well and how to enhance this rather than pointing out errors.

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

I use simple language and analogies to explain exercises, e.g. arm float - visualise a balloon carrying arm to ceiling, abdominal engagement - visualise zipping up a tight pair of jeans, bridge - focus on each section of the spine.

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

My class plan details this for specific exercises. I can adapt stability of start positions (prone lying is easier than all fours), reduce repetitions, isolate movements (single arm or leg rather than arms and legs together). Basic principles can be established in the exercise start position before progressing.

How you could improve your personal practice?

It would be useful for me to teach on a regular basis so that I can develop my skills working with different groups.

I am less comfortable with some of the original exercises, so I would like to develop my own performance before I progress to teaching these myself.

I would also like to train to use equipment.

Explain the value of reflective practice

Reflective practice is thinking about what you do, working mindfully, looking at what works and what doesn't work for different clients. It is way of gathering information, from which you can improve and develop your skills, plan continued professional development (CPD) and also career direction (e.g. whether to progress to working with specialist groups or using Pilates equipment). It is also a way of improving how you work with clients, for example finding different exercises and different ways of communicating to suit different needs. Reflective practice starts by looking at what you do, after you've done it (reflection-on-action) and develops into reflection-in-action, where you are aware and mindful of your practice all the time, becoming more aware of what is working and not working during a class and responding immediately.

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