

YMCA Level 3 Diploma in Teaching Pilates (600/4015/4)

Qualification Specification



YMCA Awards

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Level 3 Diploma in Teaching Pilates

Qualification Specification

Qualification number: 600/4015/4

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wishing to boost their skills. Our high-quality resources and assessment materials have been created by leading industry experts in consultation with employers and training providers.

YMCA Awards is an internationally recognised organisation. We are highly respected in health and fitness circles and, most importantly of all, we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- CCEA (Council for Curriculum, Examinations and Assessment)
- QW (Qualifications Wales)

Qualification aim

This qualification aims to equip learners with the skills, knowledge and competence required to teach Pilates in an unsupervised capacity, including planning safe, effective sessions, instructing and self-assessment.

Overview of knowledge, skills and understanding

Learners will cover:

- Anatomy and physiology – specific to needs of exercise and health professionals
- How to programme a Pilates teaching session
- How to deliver a Pilates teaching session.

Target group and age range

This qualification is aimed at a range of learners aged 16 plus.

Qualification structure

To achieve the Level 3 Diploma in Teaching Pilates, learners must complete 6 mandatory units.

Unit reference number	Unit title	Level	Credit
A/600/9051	Anatomy and physiology for exercise and health	3	6
T/600/9016	Health, safety and welfare in a fitness environment	2	2

A/600/9017	Principles of exercise, fitness and health	2	4
M/600/9015	Know how to support clients who take part in exercise and physical activity	2	2
R/503/1305	Delivering a Pilates teaching session	3	13
L/503/1304	Programming a Pilates teaching session	3	10

The Total Qualification Time (TQT) for this qualification is 370. The Guided Learning Hours (GLH) assigned are 210 minimum.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- eLearning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record [LAR] at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to feedback on GLH annually as part of their quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

There are no formal prerequisites for this qualification, however, YCMA Awards recommends learners have a basic understanding of anatomy and physiology (Level 2 and above). Learners who practice Pilates regularly will also be at an advantage.

Opportunities for progression

Future employment possibilities

This qualification can lead to employment as a Pilates instructor in a variety of settings.

Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels, e.g.:

- Level 3 Diploma in Teaching Yoga (QCF)

Learners could also go on to take professional development qualifications in studio apparatus (for example, Reformer, Cadillac, Chair and Barrel) or small apparatus (for example, Pilates Ball, Magic Circle, Resistance bands, Foam Roller) based Pilates.

Mapping to standards

There are currently no National Occupational Standards mapping directly to this qualification.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment)

- Wales and regulated by QW (Qualifications Wales).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is unit-based and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (e.g., be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (e.g., know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion etc. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures www.ymcaawards.co.uk/centres/centre-guidance.

The Level 3 Diploma in Teaching Pilates is assessed through a combination of internal and external assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to evidence internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of Prior Learning (RPL)
- Summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessments methods see the suggested example in the 'Qualification content' section of this specification.

External assessment

Two units of this qualification, including 'Anatomy and physiology for exercise and health' and 'Principles of exercise, fitness and health', have external assessment elements. Mock papers can be found by visiting the centre home page of the YMCA Awards website here: <http://www.ymcaawards.co.uk/download-resources/mock-papers>.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement(s) regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods

Anatomy and physiology for exercise and health (A/600/9051)

Unit aim

This unit covers the anatomical and physiological knowledge needed to programme Pilates sessions for a range of clients – essential for all aspiring instructors.

Unit content

The learner will:

1. Understand the heart and circulatory system and its relation to exercise and health

The learner can:

1.1 Explain the function of the heart valves

1.2 Describe coronary circulation

1.3 Explain the effect of disease processes on the structure and function of blood vessels

1.4 Explain the short and long term effects of exercise on blood pressure, including the valsalva effect

1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training

1.6 Define blood pressure classifications and associated health risks

The learner will:

2. Understand the musculoskeletal system and its relation to exercise

The learner can:

2.1 Explain the cellular structure of muscle fibres

2.2 Describe the sliding filament theory

2.3 Explain the effects of different types of exercises on muscle fibre type

2.4 Identify and locate the muscle attachment sites for the major muscles of the body

2.5 Name, locate and explain the function of skeletal muscle involved in physical activity

2.6 Identify the anatomical axis and planes with regard to joint actions and different exercises

- 2.7 Explain the joint actions brought about by specific muscle group contractions
- 2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk
- 2.9 Describe joint movement potential and joint actions
- 2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments

The learner will:

3. Understand postural and core stability

The learner can:

- 3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine
- 3.2 Describe local muscle changes that can take place due to insufficient stabilisation
- 3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency
- 3.4 Explain the potential problems that can occur as a result of postural deviations
- 3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems
- 3.6 Explain the benefits, risks and applications of the following types of stretching:
 - static (passive and active)
 - dynamic
 - proprioceptive Neuromuscular Facilitation

The learner will:

4. Understand the nervous system and its relation to exercise

The learner can:

- 4.1 Describe the specific roles of:
 - the Central Nervous System (CNS)
 - the Peripheral Nervous System (PNS) including somatic and autonomic systems
- 4.2 Describe nervous control and transmission of a nervous impulse
- 4.3 Describe the structure and function of a neuron
- 4.4 Explain the role of a motor unit
- 4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres

4.6 Explain the function of muscle proprioceptors and the stretch reflex

4.7 Explain reciprocal inhibition and its relevance to exercise

4.8 Explain the neuromuscular adaptations associated with exercise/training

4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance

The learner will:

5. Understand the endocrine system and its relation to exercise and health

The learner can:

5.1 Describe the functions of the endocrine system

5.2 Identify the major glands in the endocrine system

5.3 Explain the function of hormones including:

- growth hormone
- thyroid hormones
- corticosteroids
- catecholamines
- insulin
- glucagon

The learner will:

6. Understand energy systems and their relation to exercise

The learner can:

6.1 Identify the contribution of energy according to:

- duration of exercise/activity being performed
- type of exercise/activity being performed
- intensity of exercise/activity being performed

6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue

6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise

Assessment specification

- Externally set multiple choice theory paper

Health, safety and welfare in a fitness environment (T/600/9016)

Unit aim

This unit aims to provide learners with the knowledge and understanding needed to maintain health, safety and welfare in a variety of fitness environments, including the safeguarding of children and vulnerable adults.

Tutor note: This unit is intended for use by learners across a range of disciplines, so its teaching should be as generic as possible and consider the relevance of the learning outcomes in a variety of disciplines and settings (e.g., gym, group exercise and water-based exercise).

Unit content

The learner will:

1. Understand emergency procedures in a fitness environment

The learner can:

- 1.1 Identify the types of emergencies that may occur in a fitness environment
- 1.2 Describe the roles that different staff and external services play during an emergency
- 1.3 Explain the importance of following emergency procedures calmly and correctly
- 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people

The learner will:

2. Understand health and safety requirements in a fitness environment

The learner can:

- 2.1 Outline why health and safety is important in a fitness environment
- 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment
- 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups
- 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation
- 2.5 Describe the types of security procedures that may apply in a fitness environment

2.6 Describe the key health and safety documents that are relevant in a fitness environment

The learner will:

3. Understand how to control risks in a fitness environment

The learner can:

3.1 Identify possible hazards in a fitness environment, relating to:

- facilities
- equipment
- working practices, including lifting and handling of equipment
- client behaviour
- security
- hygiene

3.2 Describe how to risk assess the types of possible hazards in a fitness environment

3.3 Describe how to control risks associated with hazards in a fitness environment

3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally

The learner will:

4. Understand how to safeguard children and vulnerable adults

The learner can:

4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults

4.2 Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults

4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual

4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual

4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures

4.6 Describe the procedures to follow to protect oneself from accusations of abuse

4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults

4.8 Explain when it may be necessary to contact statutory agencies

4.9 Describe how to maintain the confidentiality of information relating to possible abuse

Principles of exercise, fitness and health (A/600/9017)

Unit aim

This unit covers the knowledge an instructor needs to programme safe and effective exercise for a range of clients, including understanding the health benefits of physical activity and the importance of healthy eating.

Unit content

The learner will:

1. Understand the effects of exercise on the body

The learner can:

- 1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training
- 1.2 Identify the short and long term effects of exercise on blood pressure
- 1.3 Describe the 'blood pooling' effect following exercise
- 1.4 Describe the effects of exercise on bones and joints including the significance of weight bearing exercise
- 1.5 Describe delayed onset of muscle soreness (DOMS)
- 1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness
- 1.7 Describe the short and long term effects of different types of exercise on muscle
- 1.8 Describe different exercises that can improve posture

The learner will:

2. Understand the components of fitness

The learner can:

- 2.1 Define the components of health related fitness
- 2.2 Define the components of skill related fitness
- 2.3 Identify the factors that affect health and skill related fitness

The learner will:

3. Understand how to apply the principles and variables of fitness to an exercise programme

The learner can:

3.1 Describe the physiological implications of:

- specificity
- progressive overload
- reversibility
- adaptability
- individuality
- recovery time

3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)

3.3 Explain the principles of a progressive training programme in developing components of fitness

3.4 Explain how to recognise when and how to regress a training programme

3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type)

3.6 Describe the effect of speed on posture, alignment and intensity

3.7 Describe the effect of levers, gravity and resistance on exercise

3.8 Describe the differences between programming exercise for physical fitness and for health benefits

The learner will:

4. Understand the exercise contraindications and key safety guidelines for special populations

The learner can:

4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)

4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients

4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)

4.4 Describe the key safety considerations for working with disabled people

The learner will:

5. Understand how to safely monitor exercise intensity

The learner can:

5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including:

- the talk test
- Rate of Perceived Exertion (RPE)
- heart rate monitoring and the use of different heart rate zones

The learner will:

6. Understand the health benefits of physical activity

The learner can:

6.1 Describe the health benefits of physical activity

6.2 Describe the effect of physical activity on the causes of certain diseases including:

- Coronary Heart Disease
- Some cancers
- Type 2 Diabetes
- Hypertension
- Obesity
- Osteoporosis

The learner will:

7. Understand the importance of healthy eating

The learner can:

7.1 Describe the national food model/guide

7.2 Describe key healthy eating advice that underpins a healthy diet

7.3 Explain the importance of adequate hydration

7.4 Explain professional role boundaries in relation to offering nutritional advice

7.5 Explain the dietary role of the key nutrients

7.6 Identify the common dietary sources of the key nutrients

7.7 Describe the energy balance equation

7.8 Explain the health risks of poor nutrition

Assessment specification

- Externally set multiple-choice theory paper

Know how to support clients who take part in exercise and physical activity (M/600/9015)

Unit aim

This unit covers the knowledge and skills needed for an instructor to communicate with their clients effectively, as well as to motivate their clients into an exercise programme. Learners will apply the knowledge and skills they have learned to provide a more client-focused approach to their training.

Tutor note: The REPs' Code of Ethical Conduct covers in detail many of the suggested areas of further study under learning outcome 1. Please see www.exerciseregister.org.

Unit content

The learner will:

1. Understand how to form effective working relationships with clients

The learner can:

- 1.1 Explain why it's important to form effective working relationships with clients
- 1.2 Explain why it's important to present oneself and the organisation positively to clients
- 1.3 Describe how different communication skills can be used to assist clients with motivation
- 1.4 Explain the importance of valuing equality and diversity when working with clients

The learner will:

2. Understand how to address barriers to exercise/physical activity that clients experience

The learner can:

- 2.1 Identify the typical barriers to exercise/physical activity that clients experience
- 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence
- 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence

2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity

The learner will:

3. Understand how to support clients to adhere to exercise/physical activity

The learner can:

3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation

3.2 Describe how to assist clients to develop their own strategy for motivation and adherence

3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity

3.4 Describe how to set short, medium and long term SMART goals

3.5 Describe how to review and revise short, medium and long term SMART goals

The learner will:

4. Understand how to provide ongoing customer service to clients

The learner can:

4.1 Explain the importance of client care both for the client and the organisation

4.2 Explain why it is important to deal with clients' needs to their satisfaction

4.3 Identify where to source relevant and appropriate information to meet clients' needs

4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effective

4.5 Give examples of how to exceed customer expectations, when appropriate

4.6 Explain the importance of handling client complaints positively following an organisation's procedure

Assessment specification

- Worksheet

Delivering a Pilates Teaching Session (R/503/1305)

Unit aim

This unit will equip the learner with all the skills and knowledge needed to deliver a Pilates teaching session to groups and individuals.

Unit content

The learner will:

1. Understand how to instruct a Pilates teaching session

The learner can:

- 1.1 Explain the importance of verbal and non-verbal communication when instructing clients
- 1.2 Describe how to adapt communication to meet a client's needs
- 1.3 Evaluate different methods of maintaining clients' motivation
- 1.4 Explain the importance of correcting participant techniques

The learner will:

2. Understand how to adapt exercises to meet client needs during a Pilates teaching session

The learner can:

- 2.1 Explain the importance of monitoring individual progress
- 2.2 Describe different methods of monitoring clients' progress during exercise
- 2.3 Explain when it may be necessary to adapt planned exercises to meet clients' needs

The learner will:

3. Be able to plan and prepare for a Pilates teaching session

The learner can:

- 3.1 Plan how to instruct a Pilates teaching session
- 3.2 Plan and demonstrate how to instruct a Pilates teaching session through the preparation phase

3.3 Plan and demonstrate how to instruct a Pilates teaching session through the main phase involving whole body movement

3.4 Plan and demonstrate how to instruct a Pilates teaching session through the closing phase

3.5 Explain the importance of appropriate home care advice after each Pilates session

The learner will:

4. Be able to use effective methods of voice projection and music choice

The learner can:

4.1 Demonstrate appropriate methods of voice projection

4.2 Explain the use of suitable music

4.3 Explain why a class without music might be beneficial

The learner will:

5. Be able to reflect on and evaluate a Pilates teaching session

The learner can:

5.1 Explain the importance of giving feedback to the client

5.2 Explain how to deal with negative feedback

The learner will:

6. Understand Health and Safety precautions when instructing a Pilates teaching session

The learner can:

6.1 Explain and demonstrate Health and Safety precautions when performing the Pilates movements

6.2 Explain Health and Safety precautions that need to be checked prior to a Pilates session

The learner will:

7. Be able to bring a Pilates teaching session to an end

The learner can:

7.1 Justify why sufficient time must be allowed for the closing phase of the session

7.2 Explain the purpose and value of cooling down activities to participants

7.3 Provide clients with feedback and positive reinforcement

7.4 Explain to clients how their progress links to their goals

7.5 Explain the information required for future sessions

7.6 Justify why the environment must be left in a condition suitable for future use

The learner will:

8. Be able to reflect on instructing a Pilates teaching session

The learner can:

8.1 Review the outcomes of the Pilates session

8.2 Identify how well the exercises met participants' needs, how effective and motivational the relationship with the participants was and how well the instructing style matched the participants' needs

8.3 Identify how to improve personal practice

8.4 Explain the value of reflective practice

Assessment specification

- Worksheets
- Progressive programme and viva
- Planning
- Summative observation of practical teaching
- Evaluation and reflection

Programming a Pilates Teaching Session (L/503/1304)

Unit aim

This unit will equip the learner with all the skills and knowledge needed to programme a Pilates teaching session for both groups and individuals.

Unit content

The learner will:

1. Be able to plan for a Pilates teaching session

The learner can:

1.1 Prepare the environment and range of resources required to deliver a Pilates teaching session

The learner will:

2. Be able to understand the importance of long-term behaviour change for Pilates teaching

The learner can:

2.1 Explain the role and qualities of a Pilates teacher

2.2 Explain the benefits of Pilates

2.3 Explain the importance for a Pilates teacher to work together with clients to agree goals, objectives, programme and adaptations

2.4 Explain the importance of long-term behaviour change in developing client fitness

The learner will:

3. Be able to understand the principles of collecting information to plan a Pilates teaching session

The learner can:

3.1 Explain the principles of informed consent

3.2 Demonstrate methods of consultation and how to complete the Physical Activity Readiness Questionnaire (PARQ)

3.3 Explain the correct procedures for collecting participant information

The learner will:

4. Understand how to use participant information to plan a Pilates teaching session

The learner can:

4.1 Explain the factors, based on client screening, which affect safe exercise participation

4.2 Justify the reasons for temporary deferral of exercise

4.3 Explain how and when Pilates teachers should refer participants to other professionals

The learner will:

5. Be able to communicate effectively

The learner can:

5.1 Explain the importance of effective communication

The learner will:

6. Understand the fundamentals of Pilates teaching sessions

The learner can:

6.1 Explain the history of Pilates

6.2 Explain what is meant by the Holistic approach

6.3 Explain the term integral biology

6.4 Explain the concept and vital elements of the principles of Pilates within each exercise of the Pilates Method

6.5 Explain and demonstrate the breathing engagement concept

6.6 Explain and demonstrate the techniques of Pilates within each exercise of the Pilates Method

6.7 Explain the factors affecting physical fitness and posture

6.8 Explain developments within the industry

6.9 Explain the techniques of the original Pilates exercises, how they have evolved/been adapted to meet current theories and best practices

6.10 Explain the 34 original Pilates exercises and their goals, including adaptations and modifications for each exercise

The learner will:

7. Be able to adapt, evaluate and review a Pilates session

The learner can:

7.1 Explain and demonstrate how to adapt Pilates exercises for different clients/participants in the class

7.2 Evaluate the Pilates programme

7.3 Explain how to review the Pilates programme

Assessment specification

- Worksheets
- Progressive programme and viva
- Planning
- Summative observation of practical teaching
- Evaluation and reflection



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