

Certificate in Comprehensive Pilates Qualification Standards

PLEASE NOTE

- If you are applying for the **Certificate in Comprehensive Pilates**, you must only complete the mapping for the four Comprehensive Pilates standards in the Comprehensive Mapping Toolkit (provided in the Accreditation Pack). **NB** your learners must have a pre-requisite of a PD:Approval accredited Certificate in Mat-based Pilates.
- If you are applying for the **Diploma in Comprehensive Pilates**, you must complete the full Comprehensive Pilates mapping toolkit which includes the Core and Mat-based units.
- If you specify that your students must have a **PD:Approval accredited Gym Instructor or Group Exercise qualification as a prerequisite to the Pilates qualification you are offering**, you do not need to map to the five Core units.

These standards describe the competencies required to instruct Comprehensive Pilates sessions to already qualified Mat-based Pilates Instructors.

The total required Guided Learning Hours is 225 to include 150 face-to-face hours, which are identified on each unit page. The **Comprehensive Qualification & Assessment Structure** in your Accreditation Packs also shows a full breakdown of the hours.

These standards include giving clear instructions, demonstration of skills, techniques of teaching and correcting exercise with clear and positive feedback and monitoring a Comprehensive Pilates session. The goal of the Pilates Instructor is to impart the knowledge, skill and confidence for clients to be able to follow an exercise plan for a lifetime. The Pilates Instructor will normally be working without direct supervision.

Wherever the term 'standards' is used in this document, this means skills (or occupational) standards, not any other types of standards that may be used in Pilates industry.

Click on the link below to take you to each unit.

The unit code given in brackets refers to the ICREPs Global Standards.

Unit 1 (P10) [Principles, fundamentals, philosophy and origins of Comprehensive Pilates](#)

Unit 2 (P11) [Plan and design a Comprehensive Pilates programme](#)

Unit 3 (P12) [Prepare to instruct Comprehensive Pilates sessions](#)

Unit 4 (P13) [Teach, adapt, modify and progress Comprehensive Pilates exercises](#)

Unit 1 (P10): Principles, fundamentals, philosophy and origins of Comprehensive Pilates

This section covers the following knowledge, which must be delivered in full to the learners:

- The history of Pilates
- The fundamentals, philosophy and principles of Pilates
- The repertoire and Pilates exercises

Guided Learning Hours (GLH) required to deliver and assess this unit: 150

Knowledge and understanding (you need to know and understand)
The history of Pilates
K1. The history and origins of Pilates including the elders
K2. The principles of Pilates
K3. Comprehensive Pilates repertoire
The fundamentals, philosophy and principles of Pilates
K4. The fundamentals of Comprehensive Pilates
K5. The Pilates movement principles
K6. How Comprehensive Pilates has developed and changed and why
K7. The Pilates philosophy
K8. How to use the principles of Pilates in session design and teaching
K9. Embodying and teaching the Pilates philosophy and fundamentals
The repertoire and Pilates exercises
Mat-based Pilates
K10. The 34 original Pilates mat-based exercises
K11. Suitable modifications and adaptations of the original moves that aim to work the client towards the original exercise if appropriate.
The Reformer
K12. How to use the Reformer safely and effectively this could include: <ul style="list-style-type: none"> • Footbar • Carriage • Carriage stopper • Shoulder rests • Head rest • Ropes/straps • Pulleys • Pulley bar • Gearbar • Springs • Footstrap
K13. The use of optional accessories for the Reformer which could include: <ul style="list-style-type: none"> • Mat converter • Boards – jumpboard, diskboard • Box
K14. The Reformer exercises , these may vary between training providers

The Chair
K15. How to use the Chair (varies options of chair can be used) safely and effectively this could include: <ul style="list-style-type: none"> • Springs • Hinge • Pedal • Poles • Foot plate
K16. The use of optional accessories for the Chair
K17. The Chair exercises , these may vary between training providers
The Cadillac
K18. How to use the Cadillac safely and effectively this could include: <ul style="list-style-type: none"> • Handles • Springs • Chains • Straps • Roll down bar • Hooks • Trapeze bar • Boards
K19. The use of optional accessories for the Cadillac
K20. The Cadillac exercises , these may vary between training providers
The Barrel
K21. How to use the Barrel safely and effectively
K22. The range of Barrel's available
K23. The Barrel exercises, these may vary between training providers
The Magic Circle
K24. How to use the magic circle safely and effectively
K25. A suitable range of uses and exercise for the magic circle, these may vary between training providers
The Spine Corrector
K26. How to use the spine corrector safely and effectively
K27. A suitable range of uses and exercise for the spine corrector , these may vary between training providers

Performance Criteria (you must be able to)
The history of Pilates
P1. Describe the history and origins of Comprehensive Pilates and how it has developed
P2. Describe the principles of Pilates
The fundamentals, philosophy and principles of Pilates
P3. Explain the fundamentals of Comprehensive Pilates
P4. Describe the Pilates movement principles
P5. Identify how Comprehensive Pilates has developed and changed and why
P6. Demonstrate the Pilates philosophy

P7. Demonstrate how to use the original principles of Pilates in session design and teaching
P8. Demonstrate an ability to embody the Pilates philosophy and fundamentals in teaching
The repertoire and Pilates exercises
Mat-based Pilates
P9. Show an understanding of the 34 original Pilates mat-based exercises
P10. Demonstrate use of suitable modifications and adaptations of the original moves that aim to work the client towards the original exercise if appropriate.
The Reformer
P11. Demonstrate safe and effective teaching and instructing on the Reformer
P12. Incorporate suitable Reformer exercises in session plan
The Chair
P13. Demonstrate safe and effective teaching and instructing on the Chair
P14. Incorporate suitable Chair exercises in session plan
The Cadillac
P15. Demonstrate safe and effective teaching and instructing on the Cadillac
P16. Incorporate suitable Cadillac exercises in session plan
The Barrel
P17. Demonstrate safe and effective teaching and instructing on the Barrel
P18. Incorporate suitable Barrel exercises in session plan
The Magic Circle
P19. Demonstrate safe and effective teaching and instructing of the Magic Circle
P20. Incorporate suitable exercise with the Magic Circle in session plan
The Spine Corrector
P21. Demonstrate safe and effective teaching and instructing of the Spine Corrector
P22. Demonstrate safe and effective teaching and instructing of the Spine Corrector

Unit 2 (P11): Plan and design a Comprehensive Pilates programme

This section covers the following knowledge, which must be delivered in full to the learners:

- Principles of planning
- Meeting the needs of the participants
- The exercises/moves
- The teaching environment
- Format of session plans

Guided Learning Hours (GLH) required to deliver and assess this unit: 35

Knowledge and understanding (you need to know and understand)	
Principles of planning	
K1.	Why thorough planning and preparation are necessary for a Comprehensive Pilates programme
K2.	How to set goals and objectives for a Comprehensive Pilates session
K3.	The importance of planning demonstrations from a variety of positions within the environment
K4.	How to include relevant teaching methods
Meeting the needs of the participants	
K5.	Methods of ensuring the programme meets the needs of participants and client
K6.	How to create modifications and adaptations including progression and regression for specific clients' needs to include: <ul style="list-style-type: none"> • use of props • sequencing • timing • intensity • duration • repetitions • changing ROM • substituting equipment for additional support
K7.	When to review the programme with participant/client
K8.	The effect of different postural types and postural issues on movement and exercise
K9.	A suitable session structure which is based on the principles and fundamentals of Pilates and includes: <ul style="list-style-type: none"> • Suitable use of apparatus (if required) • Options/modifications to help meet individual needs • developmental progressions
K10.	The purpose and value of each exercise within the session
K11.	How timings, intensities and sequences can affect outcomes of the session
The exercises/moves	
Mat-based Pilates	
K12.	How to include exercises and adaptations that evolved from the repertoire of exercises and comprises the original principles and the fundamentals of Pilates
K13.	Select and structure exercises that will enable clients to become aware of their potential optimum movement
K14.	The effect of gravity on exercise positions and alignment
K15.	The importance of creating balance in programming

K16. How to create transitions between exercises for continuity and flow of: <ul style="list-style-type: none"> • movement and breath • building endurance • cognitive skills • discipline
K17. Selecting the appropriate number of exercises for the participant's/client's fitness level or experience
K18. How to modify and adapt the Pilates exercises whilst working towards the original moves
Format of session plans
K19. How to record plans in an accessible format that helps the implementation of the programme

Performance Criteria (you must be able to)
Principles of planning
P1. Set goals and objectives for Pilates sessions specific to your participants' and client's needs
P2. Demonstrate planning demonstrations from a variety of positions within the setting
P3. Select relevant teaching methods
Meeting the needs of participants
P4. Agree the demands of the programme with your participants and client
P5. Create a plan with modifications and adaptations to meet the needs of the client during the session
P6. Add in to the plan review dates for the plan/ session
P7. Take account of participants' postural types when observing their movement
P8. Plan realistic timings, intensities and sequences
The exercises/moves
P9. Plan a Comprehensive Pilates session based on the repertoire of the original principles and fundamentals of Pilates
P10. Select and structure exercises that will enable clients to become aware of their potential optimum movement
P11. Plan methods to teach the correct exercise positions and alignment for each exercise and starting position
P12. Take in account the effect of gravity on exercise positions and alignment
P13. Create a balanced programme
P14. Create a session that includes transitional movements and flow
P15. Select the appropriate number of exercises for the participant's/client's fitness level or experience
The teaching environment
P16. 4.1 Take account of the environment when planning the sessions
P17. 4.2 Use suitable music (where appropriate), for the participants and session
P18. 4.3 Show awareness of the influence of environment on clients' ability to learn successfully
Format of session plans
P19. Record plans in an accessible format that will help you, your clients and other professionals to implement the programme

Unit 3 (P12): Prepare to instruct Comprehensive Pilates sessions

This section covers the following knowledge, which must be delivered in full to the learners:

- Preparing the participant(s)
- Preparing the environment

Guided Learning Hours (GLH) required to deliver and assess this unit: 20

Knowledge and understanding (you need to know and understand)	
Preparing the participant(s)	
K1.	The importance of careful preparation for the session
K2.	Why it is important to make sure participants/clients are properly prepared before session begins
K3.	Ways of ensuring the participants/clients are prepared before the session begins
K4.	Methods of finding out how clients responded to previous physical activity
K5.	Why it is important to explain to clients the objectives, physical demands and exercises that are planned
K6.	Methods of assessing clients' readiness to take part in a Pilates session
K7.	The instances when you may need to negotiate and agree changes to your plans with participants/clients
K8.	The importance of being aware of the health, safety and emergency procedures for each environment in which you teach
Preparing the environment	
K9.	How to select and prepare the equipment for safe and effective use in the session to include: <ul style="list-style-type: none"> • equipment set-up • correct use/settings • maintenance • safety of use
K10.	How to prepare the environment for a safe and effective session to include: <ul style="list-style-type: none"> • lighting • sound • temperature • space • floor surfaces available
K11.	How to prepare the environment according to clients' needs and following legal and organisational procedure

Performance Criteria (you must be able to)	
Preparing the participant(s)	
P1.	Meet your clients at the agreed time and make them feel welcome and at ease
P2.	Establish a rapport with clients using appropriate methods
P3.	Assess and agree with your clients' their motivation to take part in the planned session
P4.	Assess and agree your clients' stage of readiness to take part in the planned session
P5.	Explain the objectives and exercises that you have planned for the session to the participants
P6.	Collect any new information from your clients about their response to previous activity
P7.	Explain the physical and technical demands of the planned exercises to the clients and how they can progress and regress these to meet their goals

P8. Agree with your clients any changes to the planned exercises that will assist them to meet their needs and enable them to maintain progress
P9. Explain to clients the health, safety and emergency procedures
Preparing the environment
P10. Select and prepare the resources, equipment and environment
P11. Organising the Pilates exercise space for safety and efficiency
P12. Prepare the environment according to clients' needs and following legal and organisational procedures

Unit 4 (P13): Teach, adapt, modify and progress Comprehensive Pilates exercises

This section covers the following knowledge, which must be delivered in full to the learners:

- Teaching skills
- Adapting, modifying and progressing
- Supporting the participants/client
- Bring Pilates session to an end

Guided Learning Hours (GLH) required to deliver and assess this unit: 20

Knowledge and understanding (you need to know and understand)
Teaching skills
K1. Why an effective balance of instruction, movement, interaction and discussion is necessary within the session
K2. The importance of using suitable communication techniques to make sure clients understand what is required
K3. A range of suitable teaching points, visualisations and imagery to support the client in their performance
K4. Educating and inspiring the client to commit both physically and mentally to the Comprehensive Pilates session and philosophy
K5. Methods of providing positive and timely reinforcement and feedback throughout the session
K6. The importance of maintaining supervision of the exercise environment at all time
K7. How to use appropriate teaching methods when instructing Comprehensive Pilates
K8. The importance of matching teaching methods and learning styles to maximise clients' progress and motivation
K9. Methods of observes and analysing clients' performance
K10. Ways of providing effective instructions, demonstrations and explanations to clients to ensure correct exercise position and alignment for each phase of the session
K11. How to implement safe spotting techniques
K12. The importance of effective cueing, to guide or correct movement patterns
K13. The necessity of using suitable correcting techniques including appropriate hands-on (touch) guidance to enhance the execution of the exercises
K14. How to manage multiple participants in a group Comprehensive Pilates class
K15. How to manage session structure for an effective Comprehensive Pilates session, to include: <ul style="list-style-type: none"> • tempo • time management • momentum • dynamic movement • whole body integration • warm-up and closure
K16. The importance and methods of voice projection and the effective use of volume and pitch of voice
K17. Methods of evaluating a Comprehensive Pilates session at regular intervals to maintain clients' motivation
K18. Addressing individual and group needs within a group class without losing primary goal of the session
K19. Integrating appropriate Pilates apparatus into the session

Adapting, modifying and progressing
K20. How to identify the movements that need to be adapted
K21. How to make use of existing progression and regression plans
K22. How to use modifications, adaptations or regressions to meet clients' needs
K23. How to communicate modifications, progressions and adaptations to your participants
K24. How to monitor the effectiveness of the adaptations
K25. When and how to progress client to a more challenging level
K26. Methods of recording changes and the reasons for the change
Supporting the participants/client
K27. The reasons participants need to be able to carry out the exercises on their own
K28. Educating the client to integrate and adapt the goals and benefits of the Pilates method into activities of daily living
K29. The ability to recognize changes in participants' current physical or psychological state
K30. How to assess participants' readiness to progress during a current session
K31. Methods to motivate and develop participants independence, confidence, and awareness
K32. Recognising any warning signs and symptoms that may occur during a Comprehensive Pilates session and reacting safely and effectively
Bringing Pilates session to an end
K33. Why it is important to allow sufficient time to end the session and how to adapt this to different levels of client needs and experience
K34. Ways of bringing a Mat-based Pilates session safely to an end
K35. Why participants should be given the opportunity to ask questions, provide feedback and discuss their performance
K36. Why feedback should be given to clients on their performance and how to do this in a way that is accurate but maintains client motivation and commitment
K37. Methods of providing participants with feedback on their performance
K38. Why participants need to see how their progress links to their goals
K39. Why clients need information about future sessions , private group, home programmes and one to one sessions
K40. The correct procedures for dealing with the environment once the session is over
K41. The importance of evaluating Mat-based Pilates session

Performance Criteria (you must be able to)
Teaching skills
P1. Instruct the participants/client through the session using an effective balance of instruction, movement, interaction, discussion and suitable teaching methods
P2. Ensure the use of suitable communication techniques , teaching points, visualisations and imagery (as required) to support the performance of the participants/client
P3. Educate and inspire the participants/client to commit both physically and mentally to the session
P4. Provide timely reinforcement and feedback throughout the session
P5. Demonstrate and ability to maintain supervision of the exercise environment

P6. Observe and correct participants/client throughout the session using appropriate hands-on (touch) guidance to enhance the execution of the exercises
P7. Ensure the participants/client maintain correct technique and alignment
P8. Use effective cueing throughout the session
P9. Implement safe spotting techniques
P10. Manage multiple participants in a group Comprehensive Pilates class
P11. Use effective methods of voice projection, volume and pitch of voice
P12. Evaluate a Comprehensive Pilates session at regular intervals to maintain participants'/ client's motivation
P13. Address individual and group needs within the group class without losing primary goal of the session
P14. Integrate appropriate Pilates apparatus into the session
Adapting, modifying and progressing
P15. Select suitable modifications, adaptations or regressions to meet participants'/ client's needs
P16. Make use of existing progression and regression plans
P17. Communicate modifications, progressions and adaptations to your participants/ client
P18. Monitor the effectiveness of the adaptations
P19. Progress the participants/ client to a more challenging level if applicable
P20. Make a recording of the changes made and the reasons for the change
Supporting the participants/client
P21. Support clients to be able to carry out the exercises on their own
P22. Educate the clients to integrate and adapt the goals and benefits of the Pilates method into activities of daily living
P23. The ability to recognize changes in client's current physical or psychological state
P24. Assess client's readiness to progress during a current session
P25. Motivate and develop client's independence, confidence, and awareness
P26. Recognise any warning signs and symptoms that may occur during a Comprehensive Pilates session and reacting safely and effectively
Bring Pilates session to an end
P27. Allow sufficient time to bring the session to an end
P28. End the activities in a way that is safe and effective for your clients
P29. Give clients the opportunity to ask questions, provide feedback and think about their performance
P30. Provide clients with positive reinforcement about their performance
P31. Encourage clients to give their views
P32. Explain to clients how their progress links to their goals
P33. Direct clients to private, group, or home programme based on finances, compliance, learning style, attitude, and success at meeting goals
P34. Leave the environment in a condition suitable for future use, by yourself or others
P35. Evaluate the Comprehensive Pilates session

The Pilates repertoire

34 original mat-based exercises (in order)

1. The hundred	18. Shoulder bridge
2. The roll up	19. Spine Twist
3. The roll over with legs spread	20. Jack Knife
4. One leg circle	21. Side kick
5. Rolling back	22. The teaser
6. One leg stretch	23. Hip twist
7. Double leg stretch	24. Swimming
8. Spine stretch	25. Leg pull prone
9. Rocker with open legs	26. Leg pull supine
10. Corkscrew	27. Side kick kneeling
11. The Saw	28. Side bend
12. Swan dive	29. Boomerang
13. One leg kick	30. Seal
14. Double leg kick	31. Crab
15. Neck Pull	32. Rocking
16. Scissors	33. Control balance
17. Bicycle	34. The push up

Pilates Equipment exercise

This list is for guidance only as the exercises will vary from school to school. All exercises should be linked to the original Pilates method.

Reformer exercises

Footwork Toes V, T together Arches Heels Tendon Stretch	Long stretch series Long stretch Down stretch Up stretch Elephant Arabesque One leg back elephant Long back stretch Long box rowing Grasshopper swimming	Knee stretch series Round (Tiger) Arched back Knees off/standing Kneeling/round back
Hundred	Stomach massage series Round back Flat back Arms/hands back Reach up Twist Tendon stretch Short spine massage	Running Pelvic lift Control front Bridge with arm pulls Side support Star Russian High bridge Push up front Push up back Long spine massage
Frog/leg circles Overhead/jack-knife Coordination	Short box series Round back Flat back Reach Side to side Twist Tree Around the world	Balance controls Control push up front Control push up back Star

The rowing series Into the sternum Round back Flat back Sitting tall Bending down Salute Hug-a-tree 90 degrees from the chest from the hips shave/shaving hug	Short spine massage Semicircle Headstand 1 Headstand 2 Chest expansion (kneeling) Thigh stretch Reverse chest expansion/arm circles Backbend Arm circles Snake/twist Headstand with straps Corkscrew Twist Tick Tock Control balance Long spine massage Mermaid High bridge Balance control into arabesque	Splits Side splits Front splits Back splits Big Split Russian splits
Long box Series 1 Swan dive Pull straps T straps Backstroke (swimming) Teaser Breaststroke Hamstring stretch Horseback	Feet in straps Frogs Leg circles	Kneeling side arms 1 2 3 Side stretch/Cleopatra

Cadillac/Trapeze Table exercises

Roll back Bar Roll down One arm roll down	Leg springs Walking Beats Frog Wraps Scissors Bicycle Circles	Arm springs series Circles supine Circles prone Flying eagle Rowing back/round back Flat back Rowing front/sitting tall Bending down Salute Hug-a-tree
Cat walkover Squirrel inversions	Push Through Bar Upper arms Swan Push-through seated front Push-through seated back Cat Teaser Mermaid Parakeet Monkey Push Thru	Springs from below Bend and stretch/footwork Sit-up Monkey Tower Hip opener

Standing on the floor Upper arm control facing in (vertical) Facing out (diagonal) Arm circles facing in (vertical) Punching (diagonal) Salute Hug-a-tree Twist Butterfly Chest expansion Reverse chest expansion lunge	Rolldown bar Rolldown Breathing Hundred Short spine/semi-circle Swan Chest expansion Thigh stretch Rolling in and out Side bend	Side-lying Circles Bicycle Magician airplane
Full Trapeze table Hanging down Hanging up Hanging half Handing full Spread eagle Pull ups Hanging pull ups		

Chair exercises

Footwork Toes Arches Heels Tendon Stretch Tendon stretch – one leg One arm push-ups Hand on chair Lying prone Standing Hand on floor Push up – top Push up – bottom Head Piano lesson on head Hanging torso Arm push down	Push down Push down one arm Pull up/Hamstring 3 Pull up/hamstring 3 one arm Teaser on the floor/pike Swan Swan one arm Swan front/chest press Reverse swan/torso press sit Teaser – on top Mermaid seated/side arm sit Arm frog Mermaid – kneeling Twist 1 Table top Mountain climb Horseback Side arm twist Tricep sit Cat Jack-knife from floor & corkscrew Swan from floor Frog lying flat Single leg pump – lying flat Scissor leg side-lying Side pull up/side leg extension Spine stretch forward/sitting arm push down Standing leg pump front Standing leg pump side	Going up front Going up side Push down one arm side Pumping – standing behind/washer woman Frog – facing chair/front Frog – facing out/back Leg press down – front Backward arms Flying eagle Washer woman/hamstring 1 Washer woman over the chair/hamstring 2 Washer woman over the chair/one arm Chest expansion/tricep press sit Piano lesson/pile front Piano lesson/pile back Kneeling mermaid/side arm kneeling Forward step down/Russian Sideward step down/side Russian Backward step down/running start Handstand Standing leg and foot press Forward lunge/straight stand/arabesque Side lunge/side stand Side body twist
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Spine corrector/Barrel exercises

Arm series Circles One arm up/down Hug Stretch with bar	Leg series Circles Small circles Walking Beats Scissors Bicycle Frog to V Helicopter Rolling In and Out Swan Rocking Low bridge Corkscrew	Reach/rolldown Overhead stretch/rollover Back arch and bridge Balance Swan Grasshopper Swimming Rocking Teaser Hip circles High bridge Forward stretch/rest position
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Ladder barrel exercises

Swan dive Swimming Grasshopper Side sit-ups Handstand Stomach jumps Back to forward bend	Short box series Round back Flat back Twist Climb-a-tree horseback	Leg series Scissors Walking Bicycle Helicopter
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Magic circle

Arm work Pectoral press – chest height Two arm press – waist height Two arm press – overhead Two arm press – front	Leg work Sitting – above knees Sitting – below knees Standing – at ankles Standing – above knees	
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Scope and Range

Programme(s)

This refers to a group of sessions over a period of weeks or months.

Session(s)

Single classes or one to one session (normally 60 minutes in duration).

Group session

A plan created for a group of clients to exercise together (3 or more)

Small client groups

A small group of clients (1-3 maximum)

Information

1. personal goal
2. lifestyle including diet, smoking, drinking, alcohol consumption
3. medical history
4. medications
5. physical activity history
6. physical activity preferences
7. likes and dislikes
8. time availability
9. attitude and motivation to participate
10. current fitness level
11. stage of readiness
12. psychological

Participants

1. more than one client
2. clients with specific fitness needs
3. clients with general health needs
4. beginners
5. experienced

Client

1. individual clients
2. clients with specific fitness needs
3. clients with general health needs
4. beginners
5. experienced

Special populations

1. Ante and Postnatal
2. Young People (age 14-17)
3. Older adult (50 plus)

Methods

1. interview
2. questionnaire
3. verbal screening
4. observation

Other professionals (could include)

1. physiotherapists and medics
2. psychologists
3. physiologists
4. biomechanists
5. nutritionists/dietician
6. lifestyle support specialists
7. participants' social support network
8. senior instructors
9. tutors and assessors

Legal and organisational procedures (could include)

1. Health and Safety policies
2. Control of Substances Hazardous to Health (chemical handling)
3. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
4. Accident reporting procedures
5. Electricity at Work regulations
6. First Aid regulations
7. Individual organisational policies and procedures
8. Data Protection laws
9. Equality and diversity
10. Emergency Action Plan (EAP)
11. Normal operating procedures (NOP)
12. Duty of Care
13. Safeguarding
14. manual handling
15. code of conduct
16. code of ethical practice
17. equipment storage
18. general maintenance
19. hazard identification
20. health, hygiene and cleaning
21. issue/complaint resolution
22. occupational health and safety
23. personal safety
24. reporting procedures
25. security procedures
26. stress management
27. use of personal protective equipment
28. waste disposal

Practice client

This refers to a client who is used for the case study and/or practical observation tasks in the assessments

Goals (could include)

1. short
2. medium
3. long
4. general health and fitness
5. physiological
6. psychological
7. lifestyle
8. social
9. functional ability

SMART

1. specific
2. measurable
3. achievable
4. result focused
5. time bound

Environment

1. space
 - studio
 - sports hall
 - community centre
 - Pilates studio
 - Client's home
 - Client's workplace
2. layout
3. temperature
4. flooring
5. lighting
6. ventilation
7. noise level
8. use of music
9. equipment for the session
10. personal clothing and equipment
11. atmosphere and ambience

Safe

1. contraindications
2. key safety guidelines
3. guidance for special population clients
4. safe environment
5. suitable intensity and equipment for client

Learning styles

1. visual
2. kinaesthetic
3. auditory
4. tactile

Communication techniques (could include)

1. interaction
 - question and answer
 - open-ended question
 - reflecting answering
 - simple explanations
 - offering feedback
 - active listening
 - empathetic listening
 - using understandable terminology
 - hands on correction and guidance
2. observation
3. practical demonstration
4. verbal - clear concise specific audible
5. body language
6. face-to-face
7. telephone
8. written (letters, email, posters)
9. social media
10. digital technology

Motivational methods

1. positive feedback
2. creating safe environment
3. effective communication techniques
4. behavioural modification techniques and strategies
5. use of intrinsic and extrinsic motivation

Behaviour change strategies

1. stages of change/trans-theoretical model of behaviour change Prochaska and Di Clemente
2. goal setting
3. social support
4. problem-solving
5. reinforcement strategies
6. self-monitoring
7. motivational methods

Teaching methods (could include)

1. changing teaching positions
2. questioning to check understanding
3. allowing client to ask questions
4. making adaptations and progressions
5. mirroring
6. teaching points
7. visualisations
8. imagery
9. tactile cues
10. correction/adjustment (hands-on correction/guidance)
11. demonstration
12. moving around the room
13. where to position yourself
14. linking moves
15. why it is important to explain the principles as you teach
16. voice and pitch
17. how to try and achieve good posture and precision in the moves

Postural types

1. kyphotic
2. lordotic
3. swayback
4. flatback
5. neutral/ideal

Full range of movement (ROM)

1. flexion
2. extension
3. rotation
4. circumduction
5. lateral flexion

Adaptations and modifications

Adapting or modifying an exercise to support the client in performing the exercises safely and effectively. For safety you may need to adapt the exercise by adding equipment or other support methods, or you may need to modify, for example change to a different exercise, reduce the lever length. You can also modify the exercise to increase or decrease the work or intensity.

Balanced programme

1. flexion and extension
2. lateral flexion and rotation
3. orientations to gravity
4. mobility and stability
5. strength and flexibility

Pilates specific

Origins of Pilates

1. The history of Joseph Pilates
2. The Elders
3. The development and changes of Pilates
4. Legalities of the use of the name Pilates

Pilates Studio Equipment/Comprehensive Pilates Equipment

The full syllabus and philosophy of Pilates

1. Reformer
2. Cadillac /Trapeze Table
3. Chairs – Wunda, electric, baby
4. Barrels – ladder barrel, baby arc, spine corrector
5. Mat
6. Magic Circle

Additional Pilates equipment

1. Ped-O-Pull
2. Foot Corrector
3. Toe Corrector
4. Finger Corrector
5. Pin Wheel
6. Head Harness
7. Weighted Shoe
8. Bean Bag
9. Guillotine

Pilates philosophy

The Pilates method of body conditioning develops the body uniformly, corrects posture, restores vitality, invigorates the mind and elevates the spirit.

The acquirement and enjoyment of physical well-being, mental calm and spiritual peace are priceless to their possessors...., and it is only through Contrology that this unique trinity of a balanced body, mind and spirit can ever be attained.

(taken from *Return to Life through Contrology*)

Pilates principles

1. The history of Joseph Pilates
2. The original Pilates exercises
3. The life-course of the musculoskeletal system (including cartilage/disc)

Pilates movement principles

1. whole body movement
2. breathing
3. balanced muscle development
4. concentration
5. control
6. centring
7. precision
8. flow and rhythm
9. joint mobility and mobilisation
10. posture
11. balance
12. postural alignment
13. activation of the powerhouse

Fundamentals

1. stabilisation, with particular emphasis on:
 - a. shoulder girdle
 - b. lumbar spine and pelvic girdle
 - c. breathing
 - d. mobilisation, and articulation of the spine
2. postural and structural alignment
3. postural types

Session structure

1. tempo
2. time management
3. momentum
4. dynamic movement
5. whole body integration

Objectives of a class

1. scapular stability
2. pelvic stability
3. trunk stability
4. spine mobility
5. shoulder and hip mobility
6. strength
7. challenging balance
8. flow - transitions and link exercises
9. flexibility – stretching
10. relaxation (active and passive)

34 original exercises (in order)

1. The hundred
2. The roll up
3. The roll over with legs spread (both ways)
4. One leg circle
5. Rolling back
6. One leg stretch
7. Double leg stretch
8. Spine stretch
9. Rocker with open legs
10. Corkscrew
11. The Saw
12. Swan dive
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. The teaser
23. Hip twist
24. Swimming
25. Leg pull prone
26. Leg pull supine
27. Side kick kneeling
28. Side bend
29. Boomerang
30. Seal
31. Crab
32. Rocking
33. Control balance
34. The push up