

## Diploma in Comprehensive Pilates Qualification Standards (Core, Mat-based, Comprehensive)

These standards describe the competences required to instruct the full Diploma in Comprehensive Pilates (Core, Mat-based and Comprehensive units).

The Diploma in Comprehensive Pilates requires 500 Guided Learning Hours (GLH) to include 300 mandatory Face to Face Tuition Hours (FTH), of which 150 hours must be practical. The GLH and FTH are identified on each unit page; the **Comprehensive Pilates Qualification & Assessment Structure** in your Accreditation Pack also shows a full breakdown of the hours.

*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 the Pilates industry.*

These standards cover teaching of Mat-based Pilates to include:

- working one to one with a **client** or **small client groups** (no more than 3)
- working with a larger group of clients in a **class** format.

These standards include giving clear instructions, demonstration of skills, techniques of teaching and correcting exercise with clear and positive feedback and monitoring a Mat-based 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.

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

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

<b>Unit 1 (P1)</b>	<a href="#">Anatomy and physiology for Pilates</a>
<b>Unit 2* (F16)</b>	<a href="#">Professional practice and personal career development</a>
<b>Unit 3* (F12)</b>	<a href="#">Supporting and educating the client</a>
<b>Unit 4* (F14)</b>	<a href="#">Provide customer services</a>
<b>Unit 5* (F17)</b>	<a href="#">Adaptations, modifications and contraindications for special populations</a>
<b>Unit 6* (F15)</b>	<a href="#">Health, safety and welfare</a>
<b>Unit 7 (P2)</b>	<a href="#">Principles of exercise and programming for Pilates</a>
<b>Unit 8 (P3)</b>	<a href="#">Principles, fundamentals, philosophy and original of Mat-based Pilates</a>
<b>Unit 9 (P4)</b>	<a href="#">Collect and analyse relevant information</a>
<b>Unit 10 (P5)</b>	<a href="#">Assessing the Pilates client</a>
<b>Unit 11 (P6)</b>	<a href="#">Plan and design Mat-based Pilates (group class and one to one)</a>
<b>Unit 12 (P7)</b>	<a href="#">Prepare to instruct Mat-based Pilates sessions</a>
<b>Unit 13 (P8)</b>	<a href="#">Teach, adapt, modify and progress Mat-based Pilates exercises</a>
<b>Unit 14 (P9)</b>	<a href="#">One to one re-assessment</a>
<b>Unit 15** (P10)</b>	<a href="#">Principles, fundamentals, philosophy and origins of Comprehensive Pilates</a>
<b>Unit 16** (P11)</b>	<a href="#">Plan and design a Comprehensive Pilates programme</a>
<b>Unit 17** (P12)</b>	<a href="#">Prepare to instruct Comprehensive Pilates sessions</a>
<b>Unit 18** (P13)</b>	<a href="#">Teach, adapt, modify and progress Comprehensive Pilates exercises</a>
	<a href="#">The Pilates repertoire</a>
	<a href="#">Scope and range</a>

\* Core units

\*\* Comprehensive units

## Unit 1 (P1): Anatomy and physiology for Pilates

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

- General anatomy and physiology knowledge
- The anatomy and physiology of the heart,
- The anatomy and physiology of the lungs
- Circulatory systems in relation to Pilates
- The skeletal system in relation to Pilates
- Joint and joint action
- The muscular system in relation to Pilates
- The nervous system in relation to Pilates
- The digestive system
- The endocrine system
- Posture
- Stabilisation of the body during Pilates

**GLH required to deliver and assess this unit: 30 (including 20 FTH)**

Knowledge and understanding (you need to know and understand)
<b>General anatomy and physiology knowledge</b>
K1. Relevant anatomical and physiological terminology in the provision of programming
K2. The classification of anatomical planes of movement: frontal, (coronal), sagittal and transverse
K3. The classification of anatomical terms of location: superior and inferior, anterior and posterior, medial and lateral, proximal and distal, superficial deep, Ipsilateral, contralateral, unilateral and bilateral.
K4. The effect of exercise on the body systems (acute/short term and long-term effects)
K5. How to use anatomy and physiology principles in the design of exercise <b>programmes</b> and in providing exercise advice and instruction
<b>The anatomy and physiology of the heart</b>
K6. The location and function of the heart
K7. Structure of the heart and how blood is moved through the four chambers of the heart (pumped and collected)
K8. The purpose of the valves in the heart
K9. The link between the heart, the lungs and the muscles
<b>The anatomy and physiology of the lungs</b>
K10. The location and function of the lungs
K11. Structure of the lungs, the mechanism of breathing (inspiration and expiration) and contraction and relaxation of the muscles involved
K12. The action of the diaphragm and the basic mechanics of breathing including the main muscles involved in breathing
K13. Passage of air through nasal passages, pharynx, larynx, trachea, bronchi, bronchioles, alveoli and capillaries
K14. Gaseous exchange of oxygen and carbon dioxide in the body (to cover internal and external respiration)
K15. How oxygen travels to the muscles via the blood
K16. Relative composition of oxygen and carbon dioxide gases in inhaled and exhaled air and the relationship to aerobic respiration
<b>Circulatory systems in relation to Pilates</b>

K17. Relate the structure and function of the circulatory system and respiratory system to exercise
K18. The systemic and pulmonary circulation to include structure and functions of the arteries, veins and capillaries and how they link to the heart, lungs and muscles
K19. The cardiac cycle
K20. The structure and function of arteries, veins, capillaries and mitochondria
K21. blood pressure and blood pressure classifications
K22. Venous return
K23. Exercise implications of the key cardiovascular and respiratory when working with <b>special populations</b>
K24. The effect of disease processes on the structure and function of blood vessels
<b>The skeletal system in relation to Pilates</b>
<p>K25. The function of the skeleton to include:</p> <ul style="list-style-type: none"> <li>• muscle attachments</li> <li>• levers</li> <li>• protection of internal organs</li> <li>• provides shape</li> <li>• red and white blood cell production</li> <li>• mineral storage</li> </ul>
<p>K26. Structure of the skeleton to include:</p> <p><b>Axial skeleton:</b></p> <ul style="list-style-type: none"> <li>• cranium</li> <li>• cervical vertebrae</li> <li>• thoracic vertebrae</li> <li>• lumbar vertebrae</li> <li>• sacral vertebrae</li> <li>• sternum</li> <li>• ribs</li> <li>• coccyx</li> <li>• pubis</li> </ul> <p><b>Appendicular skeleton:</b></p> <ul style="list-style-type: none"> <li>• scapula</li> <li>• clavicle</li> <li>• humerus</li> <li>• ulna</li> <li>• radius</li> <li>• carpals</li> <li>• metacarpals</li> <li>• phalanges</li> <li>• ilium</li> <li>• ischium</li> <li>• femur (include the Greater Trochanter)</li> <li>• patella</li> <li>• tibia</li> <li>• fibula</li> <li>• tarsals</li> <li>• metatarsals</li> </ul>
<p>K27. Classification of bones to include:</p> <ul style="list-style-type: none"> <li>• long</li> <li>• short</li> </ul>

<ul style="list-style-type: none"> <li>• flat</li> <li>• sesamoid</li> <li>• irregular</li> </ul>
<p>K28. Structure of long bone to include:</p> <ul style="list-style-type: none"> <li>• compact and spongy/cancellous tissue,</li> <li>• articular cartilage</li> <li>• epiphysis</li> <li>• diaphysis</li> <li>• periosteum</li> <li>• epiphyseal (growth) plates</li> <li>• bone marrow</li> </ul>
<p>K29. Stages of bone growth and the effects of exercise on bones and joints including:</p> <ul style="list-style-type: none"> <li>• the remodelling process and the role of osteoblasts and osteoclasts</li> <li>• the significance of weight bearing exercise, hormones, body weight, calcium, vitamin D and the ageing process</li> <li>• considerations during childhood/adolescence (growing pains, development of peak bone mineral density, common overtraining/overuse injuries)</li> <li>• the effect of pregnancy on joint alignment</li> </ul>
<p>K30. The role of tendons, ligaments and cartilage</p>
<p><b>Joint and joint action</b></p>
<p>K31. Classification of joints to include:</p> <ul style="list-style-type: none"> <li>• immovable (fibrous)</li> <li>• semi-movable (cartilaginous)</li> <li>• moveable (synovial)</li> </ul>
<p>K32. Structure of synovial joints to include:</p> <ul style="list-style-type: none"> <li>• articular cartilage</li> <li>• fibrous capsule</li> <li>• joint/synovial cavity</li> <li>• synovial membrane</li> <li>• synovial fluid</li> </ul>
<p>K33. Types of synovial joints and their range of motion to include:</p> <ul style="list-style-type: none"> <li>• gliding</li> <li>• Hinge</li> <li>• ball and socket</li> <li>• pivot</li> </ul>
<p>K34. Joint movement potential and joint actions to include:</p> <ul style="list-style-type: none"> <li>• flexion</li> <li>• extension</li> <li>• hyperextension</li> <li>• adduction</li> <li>• abduction</li> <li>• circumduction</li> <li>• supination</li> <li>• pronation</li> <li>• plantar flexion</li> <li>• lateral flexion</li> <li>• horizontal flexion/adduction</li> <li>• horizontal extension/abduction</li> <li>• dorsiflexion</li> <li>• internal/medial</li> <li>• external and lateral rotation</li> </ul>

K35. The life-course of the musculoskeletal system, including bone, tendon, ligament and bone mass density changes and its implications when working with <b>special populations</b>
K36. Joint stability, passive and active structures, shock absorption, key joints at risk (spine and shoulder)
K37. The effects of exercise on joints to include: <ul style="list-style-type: none"> <li>• effect of muscle contractions and movements</li> <li>• posture</li> <li>• impact</li> <li>• body weight</li> </ul>
K38. Risks of exercise on joints to include: <ul style="list-style-type: none"> <li>• lack of biomechanical efficiency</li> <li>• reduction in transmission of stress</li> <li>• increased risk of injury</li> <li>• increased loading placed on synergists</li> </ul>
<b>The muscular system in relation to Pilates</b>
K39. Types, function and basic characteristics of muscle including cardiac, smooth and skeletal
K40. Structure of skeletal muscle (epimysium, fascicle, perimysium, endomysium)
K41. Muscle fibres, including myofibrils, sarcomere, actin, myosin and <b>troponin</b>
K42. Name and location of muscles: <ul style="list-style-type: none"> <li>• pectoralis major</li> <li>• deltoids</li> <li>• biceps</li> <li>• rectus abdominis</li> <li>• obliques</li> <li>• transversus abdominis</li> <li>• trapezius</li> <li>• rhomboids</li> <li>• triceps</li> <li>• latissimus dorsi</li> <li>• erector spinae</li> <li>• hip flexors</li> <li>• quadriceps</li> <li>• adductors</li> <li>• tibialis anterior</li> <li>• gluteals</li> <li>• abductors</li> <li>• hamstrings</li> <li>• gastrocnemius</li> <li>• soleus</li> </ul>
K43. The muscular system/muscles building on Level 2, to cover the list below including muscle attachment sites (origin and insertion): <p><b>Rotator cuff (SITS)</b></p> <ul style="list-style-type: none"> <li>• supraspinatus</li> <li>• infraspinatus</li> <li>• teres minor</li> <li>• subscapularis</li> <p><b>Shoulder girdle</b></p> <ul style="list-style-type: none"> <li>• levator scapulae</li> <li>• pectoralis minor</li> <li>• serratus anterior</li> <li>• trapezius</li> </ul> </ul>

- rhomboids major/minor
- teres major
- Spinal extensors**
- erector spinae: iliocostalis, longissimus, spinalis
- multifidus
- quadratus lumborum

**Hip flexors (iliopsoas)**

- iliacus
- psoas major

**Deep hip lateral rotators**

- gemellus superior
- gemellus inferior
- obturator externus
- obturator internus
- quadratus femoris
- piriformis

**Adductors**

- magnus
- brevis
- longus
- pectinius
- gracilis
- sartorius

**Abductors**

- gluteus medius
- gluteus minimus
- piriformis
- tensor fascia latae

**Abdominals**

- internal and external obliques
- transversus abdominus
- Rectus abdominis

**Intercostals**

**Diaphragm**

**Pelvic floor muscles**

K44. Structure and function of the pelvic floor muscles and associated muscles and ligaments

K45. The principles of muscle action and contraction, to include:

- Muscles cross joints
- muscles only pull
- contraction along the line of fibres
- muscles working in pairs
- concentric/eccentric/ isometric, (static), isokinetic contractions
- the role of antagonistic pairs, prime mover (agonist), antagonist, synergist, stabiliser and fixator

K46. Joint actions brought about by specific muscle group contractions

K47. The principles of muscle contraction stretch reflex and reverse stretch reflex, size principle

K48. Analyse exercises to identify the joint action occurring, and the muscle responsible

K49. Skeletal muscle fibre types and their characteristics slow twitch - Type 1 (slow oxidative) and fast twitch - Type 2a (fast oxidative glycolytic or FOG) and Type 2b (fast glycolytic or FG)

K50. Methods to recognise overuse, underuse, misuse of muscles to include:

- shortening/weakening

<ul style="list-style-type: none"> <li>• altered roles/synergists becoming prime movers</li> </ul>
K51. Exercise implications of the muscular system when working with <b>special populations</b>
<b>The nervous system in relation to Pilates</b>
K52. Structure and function of a neuron or nerve cell
K53. The neuromuscular adaptations associated with exercise/training
K54. The benefits of improved neuromuscular coordination/efficiency to exercise performance
K55. How physical activity can enhance neuromuscular connections and improve motor fitness
K56. Motor unit recruitment, inter and intramuscular coordination, neuromuscular coordination
K57. Role and basic functions of the nervous system (central nervous system and peripheral nervous system CNS and PNS)
K58. Neurons, motor units, proprioceptors (muscle spindles and Golgi tendon organs)
K59. Principles of muscle contraction (the stimulation of the nervous system to carry an electrical/nervous impulse to muscle to produce movement)
K60. Motor unit recruitment in relation to strength/force of muscle contraction inter and intramuscular coordination
K61. Describe neuromuscular coordination
K62. An overview of the 'all or none law'
K63. How exercise can enhance neuromuscular connections and improve motor fitness
K64. Exercise implications of the nervous system when working with <b>special populations</b>
<b>The digestive system</b>
K65. The structure and function of the digestive system and the effect of healthy eating on other major body systems
K66. Role of the liver and pancreas in assisting digestion
K67. Timescales for digestion
K68. Importance of fluid for the digestive system
<b>The endocrine system</b>
K69. The structure and function of the endocrine systems and the effects of exercise on the endocrine system
K70. The major glands in the endocrine system
K71. The function of hormones including: <ul style="list-style-type: none"> <li>• growth hormone</li> <li>• thyroid hormones</li> <li>• corticosteroids</li> <li>• catecholamines</li> <li>• insulin</li> <li>• glucagon</li> </ul>
K72. The secretion of hormones and hormonal responses
<b>Posture</b>
K73. Curves of the spine

K74. Neutral spine alignment
K75. Potential ranges of motion of the spine
K76. Postural deviations including kyphosis, lordosis, scoliosis. Flatback, swayback and the effect of pregnancy on posture
K77. Reasons and procedures for referring on to an appropriate professional
K78. Muscles associated with stabilisation and mobilisation
K79. The ligaments and muscles of the spine
K80. Procedures/methods used to identify postural deviations
K81. Abnormal degrees of curvature of the spine and their implications to include: <ul style="list-style-type: none"> <li>• medical conditions associated with dysfunctional stabilisation</li> <li>• common spinal disorders</li> </ul>
K82. Muscle role changes and imbalances associated with incorrect stabilisation
K83. The relationship between centre of gravity excursions and adiposity on posture deviation
K84. Principles and techniques of flexibility training including Static (passive and active), Dynamic and Proprioceptive Neuromuscular Facilitation
K85. Exercise implications of posture when working with <b>special populations</b>
<b>Stabilisation of the body during Pilates</b>
K86. Appropriate stabilisation exercise activities, such as <ul style="list-style-type: none"> <li>• floor based exercises</li> <li>• exercises using equipment</li> </ul>
K87. Functional movement exercises (e.g. balance, stability, flexibility)
K88. The importance of progressive stabilisation exercises
K89. Exercise implications and contraindications of stability when working with special populations

<b>Performance Criteria (you must be able to)</b>
<b>General anatomy and physiology knowledge</b>
P1. Use relevant anatomical and physiological terminology in the provision of programming
P2. Use classification of anatomical planes of movement: Frontal, (coronal), sagittal and transverse in the provision of client advice and programming
P3. Use classification of anatomical terms of location: - Superior and inferior, anterior and posterior, medial and lateral, proximal and distal, superficial and deep in the provision of client advice and programming
P4. Identify the effects of exercise on each of the body systems described in terms of physiological responses (acute/short term and long-term)
P5. Apply knowledge of anatomy and physiology in the design of <b>safe</b> and effective exercise <b>programmes</b> for a range of <b>participants</b>
P6. Describe the exercise implications and contraindications when working with <b>special populations</b> with regards to their anatomy and physiology.
<b>The anatomy and physiology of the heart</b>
P7. Identify the location and describe the function of the heart
P8. Describe the structure of the heart and how blood is moved through the four chambers of the heart (pumped and collected)
P9. Explain the purpose of the valves in the heart



P10. Explain the link between the heart, the lungs and the muscles
<b>The anatomy and physiology of the lungs</b>
P11. Identify the location and describe the function of the lungs
P12. Describe the structure of the lungs, the mechanism of breathing (inspiration and expiration) and contraction and relaxation of the muscles involved
P13. Describe the action of the diaphragm and the basic mechanics of breathing including the main muscles involved in breathing
P14. Describe the passage of air through nasal passages, pharynx, larynx, trachea, bronchi, bronchioles, alveoli and capillaries
P15. Explain gaseous exchange of oxygen and carbon dioxide in the body (to cover internal and external respiration).
P16. Explain how oxygen travels to the muscles via the blood
P17. Explain the relative composition of oxygen and carbon dioxide gases in inhaled and exhaled air and the relationship to aerobic respiration
<b>Circulatory systems in relation to Pilates</b>
P18. Relate the structure and function of the circulatory system and respiratory system to exercise
P19. Describe the systemic and pulmonary circulation to include structure and functions of the arteries, veins and capillaries and how they link to the heart, lungs and muscles
P20. Explain the cardiac cycle
P21. Describe the structure and function of arteries, veins, capillaries and mitochondria
P22. Explain blood pressure and identify blood pressure classifications
P23. Explain venous return
P24. Explain the effect of disease processes on the structure and function of blood vessels
<b>The skeletal system in relation to Pilates</b>
P25. Describe the function of the skeleton (movement, muscle attachments and levers, protection of internal organs, provides shape, red and white blood cell production, mineral storage)
<p>P26. Identify the structure of the skeleton to include:</p> <p>Axial skeleton:</p> <ul style="list-style-type: none"> <li>• cranium</li> <li>• cervical vertebrae</li> <li>• thoracic vertebrae</li> <li>• lumbar vertebrae</li> <li>• sacral vertebrae</li> <li>• sternum</li> <li>• ribs</li> <li>• coccyx</li> <li>• pubis</li> </ul> <p>Appendicular skeleton:</p> <ul style="list-style-type: none"> <li>• scapula</li> <li>• clavicle</li> <li>• humerus</li> <li>• ulna</li> <li>• radius</li> <li>• carpals</li> <li>• metacarpals</li> <li>• phalanges</li> <li>• ilium</li> </ul>

<ul style="list-style-type: none"> <li>• ischium</li> <li>• femur</li> <li>• patella</li> <li>• tibia</li> <li>• fibula</li> <li>• tarsals</li> <li>• metatarsals</li> </ul>
P27. Identify the classification of bones (long, short, flat, sesamoid, irregular)
P28. Describe the structure of long bone (compact and spongy/cancellous tissue, articular cartilage, epiphysis, diaphysis, periosteum, epiphyseal (growth) plates, bone marrow)
P29. Describe the stages of bone growth and the effects of exercise on bones and joints including: <ul style="list-style-type: none"> <li>• the remodelling process and the role of osteoblasts and osteoclasts</li> <li>• the significance of weight bearing exercise, hormones, body weight, calcium, vitamin D and the ageing process</li> <li>• considerations during childhood/adolescence (growing pains, development of peak bone mineral density, common overtraining/overuse injuries)</li> <li>• the effect of pregnancy on joint alignment</li> </ul>
P30. Explain the role of tendons, ligaments and cartilage
<b>Joint and joint action</b>
P31. Identify the classification of joints (immovable (fibrous), semi-movable (cartilaginous), moveable (synovial))
P32. Identify the structure of synovial joints (articular cartilage, fibrous capsule, joint/synovial cavity, synovial membrane, synovial fluid)
P33. Explain the types of synovial joints and their range of motion (gliding, hinge, ball and socket, pivot)
P34. Identify joint movement potential and joint actions (flexion, extension, hyperextension, adduction, abduction, circumduction, supination, pronation, plantar flexion, lateral flexion, horizontal flexion, horizontal extension, dorsiflexion)
P35. Relate the type and the structure of joints to joint mobility, joint integrity and risk of injury when planning exercise <b>programmes</b> and providing guidance to clients
P36. Identify factors affecting Joint stability
P37. Identify the effects and risks of exercise on joints
<b>The muscular system in relation to Pilates</b>
P38. Identify the different types of muscles, describe their function and basic characteristics of muscle including cardiac, smooth and skeletal
P39. Identify the structure of skeletal muscle to include: <ul style="list-style-type: none"> <li>• epimysium</li> <li>• fascicle</li> <li>• perimysium</li> <li>• muscle fibres</li> <li>• endomysium</li> <li>• myofibrils</li> <li>• sarcomere</li> <li>• actin</li> <li>• myosin</li> <li>• troponin</li> </ul>
P40. Identify the effects of exercise on muscle fibre type
P41. Name and identify the location of muscles: <ul style="list-style-type: none"> <li>• pectoralis major</li> <li>• deltoids</li> </ul>

- biceps
- rectus abdominis
- obliques
- transversus abdominis
- trapezius
- rhomboids
- triceps
- latissimus dorsi
- erector spinae
- hip flexors
- quadriceps
- adductors
- tibialis anterior
- gluteals
- abductors
- hamstrings
- gastrocnemius
- soleus

P42. Name and locate the muscular system/muscles including the muscle attachment sites (origin and insertion) of the following:

**Rotator cuff (SITS)**

- supraspinatus
- infraspinatus
- teres minor
- subscapularis

**Shoulder girdle**

- levator scapulae
- pectoralis minor
- serratus anterior
- trapezius
- rhomboids major/minor
- teres major

**Spinal extensors**

- erector spinae: iliocostalis, longissimus, spinalis
- multifidus
- quadratus lumborum

**Hip flexors (iliopsoas)**

- iliacus
- psoas major

**Adductors**

- magnus
- brevis
- longus
- pectiniis
- gracilis
- sartorius

**Abductors**

- gluteus medius
- gluteus minimus
- piriformis
- tensor fascia latae

<b>Abdominals</b> <ul style="list-style-type: none"> <li>• internal and external obliques</li> <li>• transversus abdominus</li> <li>• Rectus abdominis</li> </ul> <b>Intercostals</b> <b>Diaphragm</b> <b>Pelvic floor muscles</b> <b>Local/deep, global/superficial muscles</b>
P43. Describe the structure and function of the pelvic floor muscles and associated muscles and ligaments
P44. Explain the principles of muscle contraction stretch reflex and reverse stretch reflex, size principle
P45. Respond to overuse, underuse, misuse of muscle
P46. Describe the principles of muscle action and contraction, to include: <ul style="list-style-type: none"> <li>• Muscles cross joints</li> <li>• muscles only pull</li> <li>• contraction along the line of fibres</li> <li>• muscles working in pairs</li> <li>• concentric/eccentric/ isometric, (static), isokinetic contractions</li> <li>• the role of antagonistic pairs, prime mover (agonist), antagonist, synergist, stabiliser and fixator</li> </ul>
P47. Identify which Joint actions are brought about by specific muscle group contractions
P48. Analyse exercises to identify the joint action occurring and the muscle responsible
P49. Explain skeletal muscle fibre types and their characteristics slow twitch - Type 1 (slow oxidative) and fast twitch - Type 2a (fast oxidative glycolytic or FOG) and Type 2b (fast glycolytic or FG)
<b>The nervous system in relation to Pilates</b>
P50. Describe the structure and function of a neuron or nerve cell
P51. Explain the neuromuscular adaptations associated with exercise/training
P52. Identify the benefits of improved neuromuscular coordination and efficiency to exercise performance
P53. Identify how physical activity can enhance neuromuscular connections and improve motor fitness
P54. Describe motor unit recruitment, inter and intramuscular coordination, neuromuscular coordination.
P55. Explain the role and basic functions of the nervous system
P56. Explain the principles of muscle contraction (the stimulation of the nervous system to carry an electrical/nervous impulse to muscle to produce movement)
P57. Describe motor unit recruitment in relation to strength/force of muscle contraction inter and intramuscular coordination
P58. Explain the principle of 'all or none law'
P59. Describe how exercise can enhance neuromuscular connections and improve motor fitness
P60. Describe neuromuscular coordination
P61. Describe neurons, motor units, proprioceptors (muscle spindles and Golgi tendon organs)
P62. Identify how exercise can enhance neuromuscular connections and improve motor fitness
<b>The digestive system</b>
P63. Describe the structure and function of the digestive system and the effect of healthy eating on other major body systems
P64. Describe the role of the liver and pancreas in assisting digestion

P65. Identify timescales for digestion
P66. Explain the importance of fluid
P67. Use knowledge of the structure and function of the digestive system when providing guidance to participants
<b>The endocrine system</b>
P68. The structure and function of the endocrine systems and the effects of exercise on the endocrine system
P69. Identify the major glands in the endocrine system
P70. Identify the function of hormones including: <ul style="list-style-type: none"> <li>• growth hormone</li> <li>• thyroid hormones</li> <li>• corticosteroids</li> <li>• catecholamines</li> <li>• insulin</li> <li>• glucagon</li> </ul>
P71. Explain the secretion of hormones and hormonal responses
<b>Posture</b>
P72. Identify the curves of the spine
P73. Identify potential ranges of motion of the spine
P74. Identify possible postural deviations
P75. Identify the muscles associated with stabilisation and mobilisation
P76. Identify the ligaments and muscles of the spine
P77. Describe the effect of exercise on posture
P78. Use correct procedures and methods used to identify postural deviations
P79. Identify muscle role changes and imbalances associated with incorrect stabilisation
P80. Describe the relationship between centre of gravity excursions and adiposity on posture deviation
P81. Describe the impact of stabilisation exercise and the potential for injury and/or aggravation of problems
P82. Describe the principles and techniques of flexibility training
P83. Identify reasons and procedures for referring on to <b>other professionals</b>
<b>Stabilisation of the body during Pilates</b>
P84. Identify appropriate stabilisation exercise activities, such as <ul style="list-style-type: none"> <li>• floor based exercises</li> <li>• exercises using equipment</li> </ul>
P85. Identify functional movement exercises (e.g. balance, stability, flexibility)
P86. Explain the importance of progressive stabilisation exercises

## Unit 2\* (F16): Professional practice and personal career development

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

- Structure of the Industry
- Roles and responsibilities
- Continuing professional development (CPD)
- Reflect on teaching practice
- Improve own development and career opportunities
- Personal business acumen

**GLH required to deliver and assess this unit: 10 (including 5 FTH)**

Knowledge and understanding (you need to know and understand)	
Structure of the industry	
K1.	The structure and roles within the Pilates industry
K2.	Industry organisations and their relevance to the Pilates professional
K3.	Employment opportunities in different sectors of the industry
Roles and responsibilities	
K4.	Know roles and responsibilities of self and <b>other professionals</b> involved in the <b>programme</b> including the <b>client</b> to ensure the safety and wellbeing of everyone at all times.
K5.	Know why you need to clearly define your role and responsibilities with the <b>client</b>
K6.	The importance of presenting a professional and positive image of yourself and your organisation to <b>participants</b> to include: Positive, honest, empowering, personal integrity, respectful of clients and other professionals, motivating, trustworthy, committed, non- judgemental, consistent, personal conduct, role model, how to portray a professional image.
K7.	Know when to consult <b>other professionals</b> if <b>clients'</b> needs and expectations go outside your level of competence
K8.	Know current national guidelines, <b>legislation and organisational procedures</b> relevant to own role
K9.	The professional ethics related to the role of the Pilates instructor to include: Maintaining a professional membership, role boundaries/scope of practice and responsibilities, representation of skills, abilities, and knowledge, interface with other relevant professionals, business practices and professional code of conduct.
K10.	The importance of being able to work alone and as part of a team with minimal supervision
K11.	The skills and abilities such as adaptability, confidence, team working, problem solving, conscientiousness, efficient time management, ability to plan and prepare own work, ability to identify areas for development, ability to follow instructions.
K12.	Ensure compliance with appropriate legislative requirements. Ensure appropriate licenses are in place <ul style="list-style-type: none"> <li>• music</li> <li>• products</li> <li>• broadcasting</li> <li>• public performance</li> </ul>
K13.	Ensure compliance with appropriate insurance guidelines <ul style="list-style-type: none"> <li>• public liability</li> <li>• personal indemnity</li> </ul>
Continuing professional development (CPD)	
K14.	The importance of reflection and continuing professional development (CPD) in helping you to develop your skills as a Pilates instructor

K15. Appropriate registration systems and their importance
K16. How to keep knowledge and skills up to date: <ul style="list-style-type: none"> <li>• Importance of accessing regular relevant CPD activities</li> <li>• How to access relevant industry-recognised CPD</li> <li>• How to incorporate them into your personal action plan</li> <li>• Keeping up to date with industry trends</li> <li>• Know relevant legislation/policy and guidelines relating to CPD</li> </ul>
<b>Reflect on teaching practice</b>
K17. The importance of reflection and continuing professional development in helping to develop client health, fitness and motivation
K18. Review the outcomes of working with <b>clients</b> , their feedback and feedback from <b>other professionals</b>
K19. How to reflect on professional teaching practice, complete self-reflection/evaluation to aid personal development to include: <ul style="list-style-type: none"> <li>• exercise instruction</li> <li>• <b>motivational methods</b></li> <li>• <b>learning styles</b> of the <b>client</b></li> <li>• <b>teaching methods</b></li> <li>• health, safety and welfare of the <b>client</b></li> </ul>
K20. The importance of evaluating performance against a code of conduct or code of ethical practice for instructors
K21. The importance of discussing ideas with <b>other professionals</b> and take account of their views
K22. When to discuss your work with <b>other professionals</b> and take account of their views, reflecting on your own professional practice
<b>Improve own development and career opportunities</b>
K23. Consider career pathways
K24. How to develop a personal action plan that will help you improve your professional practice
K25. The importance of receiving and accepting feedback from <b>other professionals</b>
K26. How to work and interact with <b>other professionals</b>
K27. How to access sources of information on developments in the Pilates industry

<b>Performance Criteria (you must be able to)</b>
<b>Structure of the Industry</b>
P1. Identify the structure and roles within the Pilates industry
P2. Identify industry organisations and their relevance to the Pilates professional
P3. Identify employment opportunities in different sectors of the industry
<b>Roles and responsibilities</b>
P4. Identify roles and responsibilities of self and <b>other professionals</b> involved in the <b>programme</b> including the <b>client</b>
P5. Explain why you need to clearly define your role and responsibilities with <b>participants</b>
P6. Present a professional and positive image of yourself and your organisation to <b>participants</b> and <b>clients</b>
P7. Consult <b>other professionals</b> if <b>participants'</b> needs and expectations go outside your level of competence

P8. Demonstrate skills and abilities such as adaptability, confidence, team working, problem solving, conscientiousness, efficient time management, ability to plan and prepare own work, ability to identify areas for development, ability to follow instructions
P9. Identify professional ethics related to the role of the Pilates instructor
P10. Identify compliance with appropriate legislative and insurance requirements.
<b>Continuing professional development (CPD)</b>
P11. Identify appropriate CPD and registration systems to help support and develop your skills as a Pilates instructor
<b>Reflect on teaching practice</b>
P12. Reflect on professional teaching practice to include:
P13. Discuss ideas with <b>other professionals</b> and take account of their views
P14. Evaluate performance against a code of conduct or code of ethical practice for instructors
P15. Identify key lessons and how to make use of these in the future practice
<b>Improve own development and career opportunities</b>
P16. Identify potential career pathways
P17. Develop a personal action plan that will help improve your professional practice
P18. Identify how to access suitable sources of information to keep you up-to-date with developments in the Pilates industry



## Unit 3\* (F12): Supporting and educating the client

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

- Rapport and communicating with client
- Client consultation
- Conduct health screening
- Supporting participation in regular exercise
- Setting goals
- Client induction

**GLH required to deliver and assess this unit: 10 (including 5 FTH)**

Knowledge and understanding (you need to know and understand)	
Rapport and communicating with client	
K1.	How to professionally interact with <b>clients</b> and relevant <b>other professionals</b> to include: <ul style="list-style-type: none"> <li>• rapport building with different types of clients ie gender, age, social class, current level of fitness, ethnicity and culture</li> <li>• connecting with people to create a positive experience</li> <li>• adapting communication style to suit <b>client</b> needs</li> <li>• presenting accurate information: e.g. sensitivity, discretion, non-judgemental manner</li> <li>• respect the individuality of the <b>client</b></li> <li>• language and terms understood by <b>client</b> (simplify technical information)</li> </ul>
K2.	The use of effective <b>communication techniques</b> to engage and motivate the <b>client</b>
K3.	The importance of showing sensitivity and empathy to <b>clients</b> and the <b>information</b> they provide
K4.	How to interpret <b>client</b> responses including body language and other forms of behaviour especially when undertaking physical activity
K5.	How to praise and encourage positive behaviour
K6.	How to show genuine interest in the <b>client</b> (remember people's names)
Client consultation	
K7.	Understand the consultation process and own professional role boundaries
K8.	Understand the significance of the consultation as part of the customer experience/customer journey
K9.	The importance of educating the <b>client</b> about the purpose of the consultation and their own role, responsibilities and limitations in providing assistance and clear information about their health and fitness (scope of practice)
Conduct health screening	
K10.	Understand the purpose and content of basic health screening questionnaires/lifestyle questionnaire and what may happen if health screening <b>information</b> is not collected and correctly processed
K11.	The purpose and importance of Informed consent
K12.	Risk stratification models and when to signpost or refer a client to <b>other professionals</b> and/or medical professionals: <ul style="list-style-type: none"> <li>• How to risk stratify clients</li> <li>• Clear understanding of the absolute contraindications to exercise and factors that indicate that a client is at low, medium or high risk of an adverse event occurring during exercise/propensity for risk</li> <li>• Recognised tools (Irwin and Morgan traffic light system/other national/international evidence-based tools, national/locally agreed protocols/referral/care pathways)</li> </ul>

<ul style="list-style-type: none"> <li>• Relevant health history, current health status, particularly in relation to risk factors for heart disease</li> <li>• The identification of medical conditions that would necessitate medical clearance or referral to an appropriate medical professional or other clinician or medically supervised exercise programme, past and present injuries and disabilities</li> </ul>
K13. Know the <b>legal and organisational procedures</b> for the collection, use, storage and disposal of personal <b>client information</b>
K14. Know <b>methods</b> of recording <b>information</b> in a way that will help with analysing it
K15. Know different types of <b>information</b> which can be collected from <b>clients</b> and <b>methods</b> of collection
K16. The importance of gaining <b>client</b> feedback to ensure they understand the reasons for the collection of <b>information</b> and how it will be used
<b>Supporting participation in regular exercise</b>
<p>K17. Components of a healthy lifestyle and factors that affect health and wellbeing to include:</p> <ul style="list-style-type: none"> <li>• smoking</li> <li>• alcohol</li> <li>• nutrition</li> <li>• physical activity levels</li> <li>• weight management</li> <li>• rest and relaxation</li> <li>• stress (signs, symptoms, effects and management)</li> <li>• work patterns/job,</li> <li>• relevant personal circumstances,</li> <li>• posture</li> </ul>
K18. The importance of clarifying own role, the <b>client's</b> role and responsibilities and those of any <b>other professionals</b> involved in the <b>client's programme</b> .
K19. The recommended amount of exercise and physical activity
K20. The perceived benefits <b>clients</b> can expect from a Pilates exercise <b>programme</b>
K21. Know how to manage the expectations of clients related to their participation in exercise
K22. Know typical contraindications to physical activity and how to respond to these
<p>K23. Know and understand different behaviour change approaches/strategies to encourage adherence to exercise/physical activity to include:</p> <ul style="list-style-type: none"> <li>• stages of change/trans-theoretical model of behaviour change Prochaska and Di Clemente</li> <li>• <b>goal</b> setting</li> <li>• social support</li> <li>• problem-solving</li> <li>• reinforcement strategies</li> <li>• self-monitoring</li> <li>• <b>motivational methods</b></li> </ul>
<p>K24. <b>Clients</b> incentives and barriers to participate in exercise, including:</p> <ul style="list-style-type: none"> <li>• influencing factors</li> <li>• category of <b>client</b></li> <li>• stage of fitness</li> <li>• personal</li> <li>• <b>programme</b></li> <li>• <b>environment</b></li> <li>• social</li> </ul>
<b>Setting goals</b>
K25. Know ways to identify the typical <b>goals</b> and expectations that <b>clients</b> have

K26. Know why it is important to base <b>goal</b> setting on proper analysis of <b>clients'</b> needs
K27. Know how to analyse and interpret collected <b>information</b> so that <b>client</b> needs and <b>goals</b> can be identified
K28. Know how to work with <b>clients</b> to agree <b>SMART goals</b> linked to their individual needs, wants and motivators
<b>Client induction</b>
K29. How to conduct <b>safe</b> and effective inductions with <b>clients</b> , to cover etiquette, rules, booking systems, late arrival policy and cancellation of classes and <b>sessions</b> policies
K30. The importance of being accountable and take responsibility for clients

<b>Performance Criteria (you must be able to)</b>
<b>Rapport and communicating with client</b>
P1. Demonstrate the use of effective <b>communication techniques</b> to engage and motivate <b>participants</b>
<b>Client consultation</b>
P2. Complete an effective one to one <b>client</b> consultation within own professional role boundaries and know how and when to refer to <b>other professionals</b> as appropriate
<b>Conduct health screening</b>
P3. Demonstrate ability to perform effective health screening of 121 <b>client</b> , using correct processes and paperwork
P4. Demonstrate use of a risk stratification models
P5. Demonstrate the industry standards and practices for the collection, use, storage and disposal of personal client <b>information</b>
P6. Record <b>information</b> in a way that will help with analysing it
P7. Gain <b>client</b> feedback to ensure they understand the reasons for the collection of <b>information</b> and how it will be used
<b>Supporting participation in regular exercise</b>
P8. Educate <b>clients</b> on the components of a healthy lifestyle:
P9. Clarify own role, the <b>client's</b> role and responsibilities and those of any <b>other professionals</b> involved in the <b>client's programme</b> .
P10. Recognise personal barriers to exercise and use strategies to overcome them.
P11. Provide the <b>client</b> with information about the recommended amount of exercise and physical activity
P12. Explain the perceived benefits <b>clients</b> can expect from following a Pilates <b>programme</b>
P13. Identify typical contraindications to physical activity and respond to these accordingly
<b>Setting goals</b>
P14. Analyse and interpret collected <b>information</b> so that <b>client</b> needs and <b>goals</b> can be identified
P15. Agree with <b>client SMART goals</b> linked to their individual needs, wants and motivators
<b>Client induction</b>
P16. Conduct a <b>safe</b> and effective induction with the <b>client</b>
P17. Conduct a safe and effective induction with <b>client/participants</b>

## Unit 4\* (F14): Provide customer service

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

- Provide customer service to clients
- Respond to client complaints

GLH required to deliver and assess this unit: 5 (including 5 FTH)

Knowledge and understanding (you need to know and understand)	
Provide customer service to clients	
K1.	A typical <b>client's</b> journey in a Pilates <b>environment</b>
K2.	The importance of <b>client</b> care both for the <b>client</b> and the organisation
K3.	The basic principles of customer service to include: <ul style="list-style-type: none"> <li>• how to welcome and receive the customer</li> <li>• the need and how to be service oriented</li> <li>• how to be open and friendly all the time</li> <li>• how to approach and respond to customers in a positive way</li> <li>• present yourself in a professional and approachable manner</li> <li>• how to ensure <b>client</b> satisfaction</li> <li>• how to provide support to the <b>client</b></li> <li>• techniques to meet <b>client</b> requirements and requests</li> <li>• how to provide alternative customer service solutions if necessary</li> <li>• personal and interpersonal factors and their influence on customer service</li> <li>• how to provide on-going customer service to <b>clients</b></li> <li>• how to engage with <b>clients</b> during exercise</li> </ul>
K4.	The importance of valuing equality and diversity when working with <b>clients</b>
Respond to client complaints	
K5.	Different methods to obtain <b>client</b> feedback and channels of recording and reporting in line with <b>organisational procedures</b> to support membership retention
K6.	How to recognise <b>client</b> dissatisfaction promptly and take action to resolve the situation effectively
K7.	The importance of handling <b>client</b> complaints positively, sensitively and politely

Performance Criteria (you must be able to)	
Provide customer service to clients	
P1.	Identify a typical <b>client</b> journey in a Pilates <b>environment</b>
P2.	Explain the importance of <b>client</b> care both for the <b>client</b> and the organisation
P3.	Identify the basic principles of customer service
P4.	Use effective customer care skills when working with <b>clients/participants'</b>
P5.	Value equality and diversity when working with <b>clients</b>
Respond to client complaints	
P6.	Identify different methods to obtain <b>client</b> feedback and channels of recording and reporting to support membership retention
P7.	Describe techniques of handling <b>clients'</b> queries and complaints

## Unit 5\* (F17): Adaptations, modifications and contraindications for special populations

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

- Professional role boundaries in relation to special populations
- Antenatal and postnatal women
- Older adult
- Disabled clients
- Young people
- Duty of care
- Safeguarding children and vulnerable adults

GLH required to deliver and assess this unit: 15 (including 5 FTH)

Knowledge and understanding (you need to know and understand)	
Professional role boundaries in relation to special populations	
K1.	Understand professional role boundaries when working with <b>special populations</b> and that this qualification does not qualify instructors to: <ul style="list-style-type: none"> <li>• be a specialist instructor in the area, or advertise as such</li> <li>• instruct <b>special population clients</b>, 1:1 or in groups, on a regular and/or frequent progressive basis</li> <li>• plan a progressive, long-term <b>special populations</b> physical activity <b>programme</b></li> </ul>
K2.	The base knowledge required to enable an instructor to accommodate appropriately screened an <b>asymptomatic** special population clients</b> within a mainstream studio, aqua or gym exercise <b>session</b> on an occasional basis. **Asymptomatic is the term used by the American College of Sports Medicine/American Heart Association (ACSM/AHA) to denote the absence of any of the specified key symptoms of disease (that are considered to put an individual at risk of an adverse event related to participation-during or following-exercise) identified in the Physical Activity Readiness Questionnaire (PARQ) and AHA/ACSM pre-exercise screening tools.
K3.	The importance of informing <b>clients</b> that they do not have the specialised qualification and training in the adaptation of exercise for <b>special populations</b> and only possess basic knowledge regarding recommended guidelines
K4.	The importance of giving <b>clients</b> the choice to stay in the <b>session</b> and follow the basic recommended guidelines and/or seek further guidance from an appropriate <b>special populations</b> qualified instructor
K5.	When Instructors find themselves frequently working with <b>special population clients</b> , the importance of obtaining the relevant qualification/s, and how failure to do so could render them in breach of their duty of care
K6.	How to ensure insurance policies covers their instruction, however brief, of <b>special population clients</b>
K7.	How to give guidance to encourage <b>special population clients</b> to follow the key safety guidelines and to discourage them from anything deemed to be potentially hazardous/contra-indicated to enable them to take part in <b>sessions</b>
Antenatal and postnatal women	
This information relates only to normal, healthy, adult women experiencing a normal, healthy, single pregnancy, or who have had a normal, healthy birth, and who have had previous normal, healthy pregnancies and births. Postnatal refers to a woman up to 12 months after birth.	
K8.	Brief overview of the changes to the body systems during antenatal and postnatal period, to include: <ul style="list-style-type: none"> <li>• general changes to the cardiovascular system</li> <li>• impact of hormones</li> <li>• changes to musculoskeletal system (including bones and joints)</li> </ul>

K9. Why in most cases exercise is <b>safe</b> for both mother and baby.
K10. Why exercise at appropriate intensity for the <b>client</b> concerned is not associated with adverse pregnancy outcome
K11. Guidelines for women who have not exercised prior to pregnancy
K12. The importance for the pregnant to: <ul style="list-style-type: none"> <li>• maintain adequate hydration during exercise</li> <li>• avoid exercising in very hot or humid conditions</li> <li>• consume adequate calories</li> <li>• restrict exercise sessions to no longer than 45 minutes</li> </ul>
K13. The best method for monitoring heart rate and exercise intensity during pregnancy <ul style="list-style-type: none"> <li>• women should be advised to exercise according to how they are feeling and encouraged to use the talk-test to monitor appropriate, individual intensity</li> </ul>
K14. The main ccontraindications for pregnant and postnatal <b>clients</b> and movements to avoid during exercise: <ul style="list-style-type: none"> <li>• exercising in the supine position after 16 weeks of pregnancy</li> <li>• inclined position is also unlikely to be a successful alternative to flat supine</li> <li>• exercising prone</li> <li>• prolonged, motionless standing</li> <li>• overhead resistance exercise</li> <li>• leg adduction and abduction against a resistance</li> <li>• isometric exercises</li> <li>• loaded forward flexion</li> <li>• rapid changes of direction or position</li> <li>• uncontrolled twisting</li> <li>• exercise with a risk of falling or abdominal trauma</li> <li>• excessive and uncontrolled de-stabilisation techniques</li> <li>• impact</li> <li>• rapid, ballistic or aggressive movements</li> <li>• sit up', 'crunch' or 'oblique cross-over' type exercises</li> </ul>
K15. The reasons pregnant women should stop exercising immediately if they experience: <ul style="list-style-type: none"> <li>• dizziness, faintness or nausea</li> <li>• bleeding or leakage of amniotic fluid</li> <li>• abdominal or contraction type pain</li> <li>• unexplained pain in the back, pelvis, groin, buttocks or legs</li> <li>• excessive shortness of breath, chest pain or palpitations</li> </ul>
K16. The hormonal and postural changes that can make pregnant and postnatal women vulnerable to injury during exercise: <ul style="list-style-type: none"> <li>• joint misalignment</li> <li>• muscle imbalance</li> <li>• motor skill decline (especially if they are genetically hypermobile)</li> <li>• stability</li> <li>• transversus abdominis muscle recruitment</li> <li>• pelvic floor muscle function</li> </ul>
K17. The timeline that these changes in hormones may start (from very early on in pregnancy and gradually become more significant as pregnancy progresses)
K18. The effects of high intensity or impact exercise on the pelvic floor during and after pregnancy
K19. Certain conditions that have elevated risk during the first weeks post birth such as: <ul style="list-style-type: none"> <li>• air embolism</li> <li>• thrombosis</li> <li>• haemorrhage</li> </ul>

K20. The importance of waiting until the women has the postnatal 6 to 8 week check before beginning exercising post birth and/or have received the permission of their health care professional
K21. The importance of re-educating posture and joint alignment with postnatal clients
K22. Linea Alba separation and the effects on the rectus abdominis for at least 12 months postnatal
K23. Suitable and non-suitable exercises for the abdominal, obliques, lower back and pelvic floor during pregnancy and postnatal
K24. Common changes to postural alignment in pregnant and postnatal to include: <ul style="list-style-type: none"> <li>• forward flexed with shoulder girdle protraction</li> <li>• thoracic kyphosis</li> <li>• long weak upper back extensors</li> <li>• short tight pectoral muscles</li> <li>• prone to neck and shoulder pain</li> </ul>
K25. Why a woman should be referred to a health professional if she is experiencing any of the following symptoms post birth: <ul style="list-style-type: none"> <li>• stress incontinence or pelvic floor muscle weakness</li> <li>• 'dragging' pain or a feeling of heaviness in the lower abdominal or pelvic floor area</li> <li>• groin, low back pain or difficulty walking, even if mild and intermittent</li> <li>• abdominal muscle weakness</li> <li>• excessive abdominal doming</li> <li>• abdominal muscle separation or softness/sinking at the umbilical mid-line</li> <li>• umbilical hernia</li> </ul>
K26. Why babies should not be used as resistance or a weight for exercise and why they should be excluded from the exercise area
K27. Why pregnant women may be vulnerable to nausea, dizziness and fainting, and the importance for instructors to ensure they hold up to date first aid skills
<b>Older adult</b> This guidance relates to clients aged 50 and over.
K28. Brief overview of the changes to the body systems in an older adult, to include: <ul style="list-style-type: none"> <li>• general changes to the cardiovascular system</li> <li>• impact of hormones</li> <li>• changes to musculoskeletal system (including bones and joints)</li> </ul>
K29. 50 is the current internationally recognised age at which there is significant reduction in the safety margins relating to exercise and when pre-exercise screening is essential to ensure exercise professionals meet their duty of care. These best practice guidelines are for 50+ <b>participants</b> who: <ul style="list-style-type: none"> <li>• are asymptomatic (i.e. determined by the pre-exercise completion and interpretation of one of the two recommended 50+ pre-exercise Screening Tools namely: Revised PARQ (PARQ-R) or the AHA/ACSM Health/Fitness Facility Pre-participation Screening Questionnaire)</li> <li>• have little or no recent and frequent experience of the particular exercise modality</li> </ul>
K30. Why relaxation of these guidelines for highly trained, recently and frequently, physically active asymptomatic individuals in a particular exercise modality is at the client's own risk
K31. Why an instructor needs to be mindful that regardless of the older adult's fitness levels and outward appearance, the ageing process is underway and the effects this can have on their body
K32. That 40 is the approximate age at which the ageing process begins and 50 is the age at which the progressive losses in the musculoskeletal/cardiovascular/neuromuscular systems means that adaptation of exercise needs to be considered
K33. Highly trained individuals in the 50+ age range are a very small and elite group accounting for approximately 1% of the 50+ population
K34. Ageing is not a disease. It is a natural, universal, complex and highly individual process characterised by progressive losses and declines in the function of most physiological and psychological systems and impacts on fitness and safety during exercise. Eventually these losses lead to increased frailty and inability to respond to stress and disease



K35. Functional status at any age depends not only on our age but also on our rate of ageing, health, gender, lifestyle (including our physical activity levels), behaviour and socio-economic influences
K36. Why potentially serious disease is increasingly prevalent with increasing age
K37. For most older adults, activity levels remain low or decrease with increasing age
K38. The losses in each of the body systems (NB from the age of 40) result in a corresponding loss of 1-2% loss per year in physical capacity in: <ul style="list-style-type: none"> <li>• muscular strength (fewer, smaller and weaker fibres)</li> <li>• power (fewer fast twitch, smaller, weaker and slower)</li> <li>• bone density (thinner, more brittle bone and less ability to withstand fracture)</li> <li>• aerobic endurance (fewer capillaries, less elastic vessels and reduced intake, uptake and utilisation of oxygen)</li> <li>• balance and co-ordination (less sensory input and less postural stability, co-coordinated and less ability to prevent a trip turning into a fall)</li> <li>• flexibility</li> <li>• agility</li> <li>• mobility and transfer skills (stiffer joints, reduced range and ease of movement and less ability to perform activities of daily living (ADLs) such as getting up and down from floor, chairs safely etc.)</li> </ul>
K39. The sensory declines including: <ul style="list-style-type: none"> <li>• reduced motor learning (slower motor learning)</li> <li>• reduced visual and aural acuity (sight and hearing difficulties)</li> </ul>
K40. The cognitive declines including: <ul style="list-style-type: none"> <li>• poorer short term memory</li> </ul>
K41. The recommendations for all clients over the age of 50 to complete a pre-exercise health screening questionnaire (PARQ-R or AHA/ACSM) to establish whether they are asymptomatic and ready to participate or whether they should seek further medical assessment prior to participating in an exercise <b>programme</b>
K42. The importance of spend longer warming up and warming up more gradually than younger clients (i.e. to ensure a total of 15 minutes)
K43. The importance of including mobility exercises in the <b>session</b> such as moderate shoulder circles before increasing the shoulder range of movement (ROM) and progressing to arm circles
K44. Why clients should be encouraged to take responsibility for additional warm ups themselves, such as by walking to the <b>session</b> or by coming early and warming up before the <b>session</b>
K45. The importance of building in a longer, more gradually tapered ending to the <b>session</b>
K46. How to keep the intensity of all training components to a challenging but health related level, that is, without pain or strain and within their individual 'personal best training zone'
K47. The benefits of using the talk-test and educating clients on the use of the RPE scale as a means of monitoring and regulating exercise intensity, as required (NB it should be challenging)
K48. In addition, where appropriate, instructors should encourage 50+ <b>clients</b> to: <ul style="list-style-type: none"> <li>• ensure correct technique as it is even more important for injury prevention with this client group</li> <li>• take more time during transitions, such as floor to standing etc.</li> <li>• simplify exercise; when correct technique cannot be maintained and risk is increased, such as when any weight bearing steps involving laterally crossing one leg over the other (as in grapevine) are included in a group session</li> <li>• break down moves into stages to prevent dizziness</li> <li>• learn new exercises with the easiest position and/or the lightest resistance and progress slowly initially</li> </ul>
K49. Why the instructor should use their professional judgement (including the client's current physical activity history) before giving suitable alternatives
K50. Why to avoid contraindicated exercises such as: <ul style="list-style-type: none"> <li>• extreme spinal flexion</li> <li>• extension in the neck area, supported head if needed</li> </ul>



<b>Disabled clients</b>
K51. Why many disabled <b>clients</b> experience barriers to accessing sufficient physical exercise to include psychological, physical or social barriers
K52. How regular and planned physical activity in a <b>safe</b> and supportive <b>environment</b> may not only help disabled <b>clients</b> in the same range of ways as for non-disabled clients, but it may also: <ul style="list-style-type: none"> <li>• reduce the risk of gaining additional disabling conditions</li> <li>• improve the ability to perform activities of daily living that might previously have been difficult</li> <li>• maintain or even improve independence</li> </ul>
K53. Why it is unlawful to: <ul style="list-style-type: none"> <li>• refuse to serve a disabled person</li> <li>• provide a lower standard of service</li> <li>• offer a less favourable service to a disabled person</li> </ul>
K54. What disable refers to - a person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities
K55. The legal requirements of service providers: <ul style="list-style-type: none"> <li>• they must make 'reasonable adjustments' to their facilities and services so that they are accessible to disabled people</li> <li>• Adjustments to buildings and services must be made in expectation of attendance by disabled people; it is not reasonable for disabled people to be asked to wait until adjustments have been made</li> <li>• This may include providing extra help when required, but does not include automatically providing an additional service that is not required</li> <li>• Exemption is justified for the following reasons: <ul style="list-style-type: none"> <li>– if by meeting the needs of the disabled person the health and safety of any person, including the disabled person, is endangered</li> <li>– if by serving the needs of the disabled person the service provider is unable to serve others (not including a delay or inconvenience to others)</li> <li>– if the disabled person is unable to enter into a legally enforceable agreement, or give informed consent</li> <li>– if providing a service to disabled people on the same terms as to other people means that it would not be possible to offer the service at all, or if a higher charge would have to be made to others</li> </ul> </li> </ul>
K56. Where to find guidance and support for operators interested in welcoming disabled people into their facilities, and to disabled people interested in getting active
<b>Young people</b> This guidance relates to the provision of <b>safe</b> exercise instruction to young people in a gym and studio <b>environment</b> (aged 14 to 17)
K57. Brief overview of the changes to the body systems during adolescences, to include: <ul style="list-style-type: none"> <li>• general changes to the cardiovascular system</li> <li>• impact of hormones</li> <li>• changes to musculoskeletal system (including bones and joints)</li> </ul>
K58. Adolescence is characterised by dramatic physical, cognitive, social and emotional changes. These changes, along with the young person's growing independence, search for identity, concern with appearance, need for peer acceptance and active lifestyle, can significantly affect their mental and physical activity behaviours
K59. The importance of understanding how the impact of exercise participation on the young person both now and in the future will greatly depend on how psychological and physiological changes are managed by the individual and others
K60. If there is any doubt over the suitability of the <b>environment</b> , equipment and training for young people then instructors should contact a fully qualified children's physical activity instructor
K61. Physiological safety considerations:

<ul style="list-style-type: none"> <li>• a Pilates <b>environment</b> is typically designed with an adult in mind; therefore, certain elements may not be suitable until an individual reaches physical maturity.</li> <li>• emphasise the importance of variety within a <b>session</b>. it is extremely important to avoid excessive training. these include too much of one form of exercise, participating in the wrong class for their body type</li> <li>• inappropriate size matching in pairs should be avoided</li> <li>• the appropriate equipment for the activity (correct size, weight etc.) should always be provided</li> </ul>
K62. Psychological safety considerations - it is important to remember that psychological symptoms/difficulties often go hand in hand with growing up. It is extremely important that a qualified children's physical activity instructor is consulted if any situations causing concern arise
K63. Why instructors should be aware of the lack of mental ability of some young people to cope with the psychological and physiological changes they are undergoing, especially if they are considerably bigger or smaller than the rest of their peer group. This may lead to low self-esteem or other psychological problems
K64. Why instructors should be aware that psychological changes in young people could lead to bouts of teenage depression, social issues (such as violence), smoking and drugs, eating disorders and even over-training
K65. How to use effective <b>communicate methods</b> with both young people and parents to ensure an intelligent and <b>safe session</b> is followed. Simple language that is jargon free and not overly technical needs to be used
K66. The importance of implementing etiquette and rules from the onset (young people need clear guidelines of expected behaviour)
K67. Why it is important to identify common ground to build rapport and trust with young people but remain within the guidelines of safeguarding children
K68. The importance of a youth specific PAR-Q and needs analysis to accommodate the young people who sign up to use the facilities (this should be done by a qualified children's physical activity instructor). The terminology used in a youth specific PAR-Q needs to be client friendly to ensure they understand the questions asked. The PAR-Q and etiquette/rules will need to be signed for by their parent or guardian, if they are under the age of 16, to allow access into the gym prior to their first <b>session</b>
<p>K69. Understand your scope of practice:</p> <ul style="list-style-type: none"> <li>• if an instructor does not hold a children's physical activity qualification, then they should not instruct young people to lift weights</li> <li>• free-weight exercises including dumbbells, barbells and cables require a significant amount of knowledge and experience with regards to postural alignment and engaging a neutral spine; therefore, these exercises must be guided under and provided by a qualified children's physical activity instructor to encourage and develop solid basic skills</li> <li>• ultimately the most effective form of resistance training could cause the most harm if not supervised correctly by an experienced children's physical activity instructor</li> </ul>
<p>K70. Guidelines for flexibility training in young people:</p> <ul style="list-style-type: none"> <li>• Caution should be taken when teaching any stretch exercise especially when young people are in a growth spurt. These are really vulnerable times and there is an increased injury risk as the soft tissue around the joints is already stretched as muscle growth does not keep up with bone growth rates</li> <li>• Flexibility classes, for example yoga, need to be taught with caution especially with young people who are in their growth spurt. Adapted exercises may need to be applied if the young person complains of any discomfort or pain during certain exercises</li> <li>• Some young people will not have gained sufficient motor skills to develop their flexibility with good technique and therefore risk injury by not understanding stretching to the point of 'mild tension'. Terminology and understanding needs to be adapted to ensure young people understand the given task</li> </ul>
<p><b>Duty of care</b></p>

K71. The Safeguarding of Children and Vulnerable Adults - with young people training within a Pilates <b>environment</b> , the instructor is in 'loco parentis' in this situation and it is their responsibility to ensure the individuals are using the correct and suitable equipment according to their stature and mental capacity. In legal terms this is known as Duty of Care. If during a liability claim procedure it was found that an accident occurred on a piece of equipment that was unsuitable for the end-user, then the instructor and his/her employer would be held jointly responsible and therefore be deemed negligent
K72. Why duty of care applies to all clients (it is the obligation to exercise a reasonable level of care towards an individual, to avoid injury to that individual or his/her property)
K73. How duty of care and liability with regard to a breach in duty of care is based upon the relationship between the parties, the negligent act or omission and whether the loss to the individual was reasonably foreseeable
K74. Examples of how a negligent act is an unintentional but careless act which results in loss
K75. Why duty of care is said to be greater when working with vulnerable adults
K76. The definition of a vulnerable adult is defined by the UK government as 'a person aged 18 years or over, who is in receipt of or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'
K77. Why instructors have a greater duty of care to vulnerable clients and any client undergoing a 'special' physiological lifespan process that puts them at greater risk of an exercise related event, such as childhood, ageing, ante and postnatal
<b>Safeguarding children and vulnerable adults</b>
K78. Health and safety requirements for safeguarding and protecting participants
K79. Ways of assessing and controlling risks using legal and organisational procedures
K80. Examples of procedures for safeguarding and protecting <b>participants</b> and why you should adhere to these at all times
K81. The values or codes of practice relevant to the work you will carrying out (the Exercise and Fitness Code of Ethical Practice) and their importance
K82. The responsibilities and limitations of an instructor and the importance of demonstrating safeguarding behaviour at all times; this includes: <ul style="list-style-type: none"> <li>• acting as a role model</li> <li>• adhering to the policies and procedures</li> <li>• adhering to the code of practice</li> <li>• always wearing uniform and/or name badge if one is provided</li> <li>• understanding and acting upon their responsibilities</li> <li>• recognising the need to protect the rights of participation, for fun, enjoyment and achievement for all</li> <li>• reporting any suspected abuse to the safeguarding and protection officer or senior manager</li> <li>• responding to cases of abuse in a responsible manner</li> <li>• working in an open environment</li> </ul>
K83. The types of abuse which an instructor may encounter - Abuse can take on many forms, but it can be broadly separated into five categories: <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• sexual</li> <li>• bullying</li> <li>• neglect</li> </ul>
K84. The statutory agencies responsible for safeguarding in your area

Performance Criteria (you must be able to)
<b>Professional role boundaries in relation to special populations</b>
P1. Identify the boundaries when working with <b>special populations</b> in a normal exercise setting
P2. Explain an asymptomatic <b>special population client</b>
P3. Give the <b>client</b> the choice to stay in the <b>session</b> and follow the basic recommended guidelines and/or seek further guidance from an appropriate <b>special populations</b> qualified instructor if the Pilates instructor is not trained in these specific areas.
P4. Explain why Instructors who find themselves frequently working with <b>special population clients</b> may be in breach of their duty of care if they do not hold the suitable qualifications
P5. Identify how to ensure insurance policies covers their instruction, however brief, of <b>special population clients</b>
P6. Identify how to give guidance to encourage <b>special population clients</b> to follow the key safety guidelines and to discourage them from anything deemed to be potentially hazardous/contraindicated to enable them to take part in <b>sessions</b> .
<b>Antenatal and postnatal women</b>
P7. Identify the changes to the body systems during antenatal and postnatal period,
P8. Identify relevant guidelines for women who have not exercised prior to pregnancy
P9. Identify relevant exercise guidelines for pregnant women during exercise
P10. Identify relevant exercise guidelines for postnatal women up to 12 months after childbirth
P11. Identify the main contraindications for pregnant and postnatal and movements to avoid during exercise
P12. Identify the reasons pregnant women should stop exercising
P13. Identify conditions that may have elevated risk during the first weeks post birth
P14. Describe the importance of re-educating posture and joint alignment with postnatal clients
P15. Explain Linea Alba separation and the effects on the rectus abdominis
P16. Identify common changes to postural alignment in pregnant and postnatal
P17. Identify reasons why a postnatal woman should be referred to a health professional
P18. Explain why babies should not be used as resistance or a weight for exercise and why they should be excluded from the exercise area
<b>Older adult</b>
This guidance relates to clients aged 50 and over
P19. Identify the changes to the body systems in the older adult
P20. Explain why the older adult's fitness levels and outward appearance, may not be true indicators to their fitness ability
P21. Describe the main considerations for changes to the musculoskeletal/cardiovascular/neuromuscular systems
P22. Outline the main losses in each of the body systems for an older <b>client</b>
P23. Outline the main exercise guidelines for programming for an older <b>client</b>
P24. Explain the benefits of using the talk-test and educating clients on the use of the RPE scale as a means of monitoring and regulating exercise intensity
P25. Identify any contra-indicated exercises for older <b>clients</b>
<b>Disabled clients</b>
P26. Explain why disabled <b>clients</b> may encounter barriers to regular physical activity

P27. Identify the benefits of exercise to most disabled <b>clients</b>
P28. Describe the law in relation to the disable <b>client's</b> ability to use a Pilates <b>environment</b>
P29. Identify where to find guidance and support for operators interested in welcoming disabled people into their facilities, and to disabled <b>clients</b> interested in getting active
<b>Young people</b> This guidance relates to the provision of <b>safe</b> exercise instruction to young people in a gym and studio <b>environment</b> (aged 14 to 17)
P30. Identify the changes to the body systems during adolescence, to include: <ul style="list-style-type: none"> <li>• general changes to the cardiovascular</li> <li>• impact of hormones</li> <li>• changes to musculoskeletal system (including bones and joints)</li> </ul>
P31. Explain a Pilates studio <b>environment</b> may not be a suitable place for a young person to exercise
P32. Identify the physiological and psychological implications of working with young people
P33. Describe your scope of practice when programming exercise for young people
P34. Outline the general guidelines for programming exercise for young people
P35. Describe how to effectively communicate with both young people and parents to ensure an intelligent and <b>safe session</b> is followed
P36. Explain the importance of implementing etiquette and rules from the onset
P37. Identify the <b>information</b> that should be collected on a youth specific PAR-Q and needs analysis
<b>Duty of care</b>
P38. Describe loco parentis in regards to working with young adults and vulnerable adults
P39. Explain duty of care and neglect and how it applies to all your clients
<b>Safeguarding children and vulnerable adults</b>
P40. Explain how to safeguard children, young adults and vulnerable adults who may use your facilities
P41. Explain the responsibilities and limitations of an instructor with regards to safeguarding
P42. Identify the statutory agencies responsible for safeguarding in your area

## Unit 6\* (F15): Health, safety and welfare

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

- Maintain a healthy and safe environment
- Assessing and controlling risks
- Organisational procedures
- Deal with accidents, injuries signs of illness and emergency

**GLH required to deliver and assess this unit: 15 (including 5 FTH)**

Knowledge and understanding (you need to know and understand)	
Maintain a healthy and safe environment	
K1.	National and local, <b>legal and organisational procedures</b> for health and safety relevant to working in a Pilates <b>environment</b> , could include: <ul style="list-style-type: none"> <li>• health and safety policies</li> <li>• Safeguarding</li> <li>• manual handling</li> <li>• control of substances hazardous to health</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations</li> <li>• First Aid regulations</li> <li>• Emergency Action Plan (EAP)</li> <li>• hazard identification</li> <li>• health, hygiene and cleaning</li> <li>• personal safety</li> <li>• reporting procedures</li> </ul>
K2.	How to access up to date health and safety information to carry out all work tasks safely and responsibly
K3.	Legislative rights and responsibilities for workplace health and safety
K4.	How to maintain the safety of the <b>participants</b> involved
Assessing and controlling risks	
K5.	Definition of hazards and how they can be identified, isolated, eliminated or minimised
K6.	Know and understand ways of controlling risk in the Pilates <b>environment</b> to include: <ul style="list-style-type: none"> <li>• dealing with the hazard personally</li> <li>• reporting the hazard to the relevant colleague</li> <li>• protecting others from harm</li> </ul>
K7.	How to identify likely hazards in the exercise <b>environment</b> and <b>programme</b> and assess the risks of these hazards, to include: <p><b>Environment</b> factors which can affect the health and safety of the instructor and client</p> <ul style="list-style-type: none"> <li>• premises - surfaces</li> <li>• staff</li> <li>• customers</li> <li>• behaviour, attitudes, needs</li> <li>• equipment</li> </ul> <p><b>Operations</b> which can affect the health and safety of the instructor and <b>client</b>:</p> <ul style="list-style-type: none"> <li>• between staff, <b>client</b>, equipment and premises</li> <li>• activities in the <b>programme</b></li> <li>• other activities happening at the same time</li> <li>• <b>client</b> assessment methods</li> </ul>
K8.	Carry out risk assessments and minimise risk within the Pilates setting: <ul style="list-style-type: none"> <li>• demonstrate a duty of care to <b>clients</b></li> </ul>

<ul style="list-style-type: none"> <li>• <b>client</b> safety and wellbeing</li> <li>• legal responsibilities</li> <li>• compliance with national</li> <li>• health and safety policies</li> <li>• ethics and professional</li> <li>• conduct</li> </ul>
<p>K9. How to implement risk management procedures required to minimise risk within the exercise setting:</p> <ul style="list-style-type: none"> <li>• systems for identifying, assessing, reviewing and minimising risk</li> <li>• systems for logging action</li> <li>• systems for informing staff of risk management procedures and health and safety requirements</li> <li>• industry and national guidelines for normal operating procedures</li> <li>• supervision</li> <li>• systems for informing <b>participants</b> of facility rules, correct use of services and equipment and health and safety requirements</li> <li>• systems for maintenance of equipment and facilities</li> <li>• breaches in risk management procedures/health and safety</li> <li>• maintenance of risk management/health and safety records</li> </ul>
<p>K10. How to identify any new risks during a <b>session</b> and take action to control these in line with national guidelines</p>
<p>K11. Know why it is important to get advice from a relevant colleague if unsure about hazards and risks in the workplace</p>
<p><b>Organisational procedures</b></p>
<p>K12. Why health, safety and welfare are important in a Pilates <b>environment</b></p>
<p>K13. Typical safety issues in the Pilates <b>environment</b> which may include:</p> <ul style="list-style-type: none"> <li>• environmental conditions</li> <li>• slippery surfaces</li> <li>• manual handling and lifting</li> <li>• body fluids</li> <li>• fire</li> <li>• noise, light and energy sources</li> <li>• faulty electrical equipment</li> <li>• faulty equipment</li> <li>• vehicles</li> </ul>
<p>K14. The persons responsible for health and safety in a general Pilates <b>environment</b> and their role, could include:</p> <ul style="list-style-type: none"> <li>• supervisors</li> <li>• managers</li> <li>• team leaders</li> </ul>
<p>K15. Manufacturers' guidelines for set up, maintenance and servicing and instructions for the use of facilities and equipment and where to locate them</p>
<p>K16. The health and safety implications of assembly, dismantling, maintaining hygiene and storage of equipment</p>
<p>K17. The importance of storage plans and how to create one</p>
<p>K18. Key health and safety policies, <b>legal and organisational procedures</b> and documents</p>
<p>K19. Know why it is important to make suggestions about health and safety issues and how to do so</p>
<p>K20. The principle uses and suitability of a range of cleaning substances relevant to the Pilates <b>environment</b> e.g. anti-bacterial spray</p>



<b>Deal with accidents, injuries signs of illness and emergency</b>
K21. The types of accidents, injuries and illnesses that may occur in the Pilates <b>environment</b>
K22. How to deal with accidents, injuries and illnesses according to <b>legal and organisational procedures</b>
K23. Ensure first aid equipment meets health and safety guidelines and is present and functional
K24. Know how to decide whether to contact the on-site first aider or immediately call the emergency services
K25. Know the procedures to follow to contact the emergency services
K26. How to carry out your role whilst following emergency procedures
K27. Know the roles that different staff and external services play during an emergency
K28. How to maintain the safety of the <b>participants</b> involved in an emergency
K29. The <b>legal and organisational procedures</b> of your organisation for reporting an emergency
K30. How to show a responsible attitude to the care and safety of <b>participants</b> within the Pilates <b>environment</b> and in planned activities ensuring that both are appropriate to the needs of the clients
K31. The importance of adequate and appropriate liability and indemnity insurance in place to protect their clients and any legal liability arising.

<b>Performance Criteria (you must be able to)</b>
<b>Maintain a healthy and safe environment</b>
P1. Identify national and local, <b>legal and organisational procedures</b> for health and safety relevant to working in a Pilates <b>environment</b>
P2. Identify how to access up to date health and safety information to carry out all work tasks safely and responsibly
P3. Describe legislative rights and responsibilities for workplace health and safety
P4. Maintain the safety of the <b>participants</b> involve
P5. Demonstrate manual handling during role as an instructor
<b>Controlling risks</b>
P6. Identify likely hazards in the Pilates setting
P7. Carry out risk assessments and minimise risk within the exercise setting
P8. Demonstrate how to implement risk management procedures required to minimise risk within the Pilates setting
P9. Identify any new risks during a <b>session</b> and take action to control these in line with national guidelines
P10. Get advice from a relevant colleague if unsure about hazards and risks in the workplace
<b>Organisational procedures</b>
P11. Explain why health, safety and welfare are important in a Pilates <b>environment</b>
P12. Identify the persons responsible for health and safety the Pilates <b>environment</b>
P13. Identify the health and safety implications of correct assembly, dismantling, maintaining hygiene and storage of equipment.
P14. Create a storage plan for studio equipment
P15. Identify key Health and safety policies, <b>legal and organisational procedures</b> and documents which may be used in the Pilates environment.
P16. Identify and report unsafe work practices



P17. Address safety issues within the limits of own role and responsibility
P18. Demonstrate suitable use of appropriate cleaning substances
<b>Deal with accidents, injuries signs of illness and emergency</b>
P19. Outline how to deal with accidents, injuries and illnesses according to <b>organisational procedures</b> , including when to call for emergency services as the involvement of <b>other professionals</b>
P20. Check suitable first aid equipment is available in the Pilates environment
P21. Describe how to maintain the safety of the <b>participants</b> involved in an emergency
P22. Identify the <b>legal and organisational procedures</b> for reporting an emergency
P23. Demonstrate a responsible attitude to the care and safety of <b>participants</b> within the Pilates <b>environment</b>
P24. Explain how to ensure adequate and appropriate liability and indemnity insurance is in place

## Unit 7 (P2): Principles of exercise and programming for Pilates

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

- Lifestyle and health promotion
- The components of fitness
- The principles of progression
- Biomechanical concepts
- Muscular strength and endurance
- Stretch theory

**GLH required to deliver and assess this unit: 30 (including 15 FTH)**

Knowledge and understanding (you need to know and understand)	
Lifestyle and health promotion	
K1.	The relevant physical activity guidelines for different ages and dose-response relationship including appropriate exercise activity required for health benefits and fitness benefits
K2.	General benefits of physical activity to include: <ul style="list-style-type: none"> <li>• reduced blood pressure</li> <li>• improved body composition</li> <li>• reduced risk of certain diseases including: <ul style="list-style-type: none"> <li>– coronary heart disease (CHD)</li> <li>– some cancers</li> <li>– Type 2 Diabetes, hypertension</li> <li>– Stroke</li> <li>– Obesity</li> <li>– musculoskeletal conditions</li> <li>– Osteoporosis</li> </ul> </li> </ul>
K3.	Psychological benefits such as: <ul style="list-style-type: none"> <li>• reduced risk of stress,</li> <li>• mental health problems</li> <li>• depression</li> <li>• anxiety</li> </ul>
K4.	The agencies involved in promoting physical activity for health in their home country
K5.	Understand where to find credible information sources and research methods, and the importance of evidence-based practice
K6.	Know the range of relevant exercise or <b>other professionals</b> that <b>clients</b> can be signposted/referred onto when they are beyond own scope of practice/area of qualification
The components of fitness	
K7.	The components of physical and health-related fitness to include: (muscular strength, hypertrophy, aerobic endurance, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, speed)
K8.	Factors that affect health, physical fitness and skill related fitness
K9.	The relationship and differences between physical fitness, health-related exercise, sports specific exercise and programming for each
The principles of progression	
K10.	Understand the progressive principles and how to use them to adapt, modify, progress and regress in terms of: <ul style="list-style-type: none"> <li>• specificity</li> <li>• progression</li> <li>• reversibility</li> <li>• adaptability</li> </ul>

<ul style="list-style-type: none"> <li>• individuality</li> <li>• recovery time</li> <li>• adaptation</li> <li>• overload – Frequency, Intensity, Time, Type (FITT), adherence, rate, resistance, repetitions, rest, range of movement</li> </ul>
K11. The principles of a progressive training <b>programme</b> in developing components of fitness
K12. Understand the relevant physiological changes that occur in the body as a result of changes made to progress a <b>programme</b> over a period of time
<b>Biomechanical concepts</b>
K13. Biomechanical concepts and their effects on exercises, to include: <ul style="list-style-type: none"> <li>• centre of gravity</li> <li>• stability</li> <li>• momentum</li> <li>• inertia</li> <li>• alignment</li> <li>• levers</li> <li>• torque</li> <li>• base of support</li> <li>• balance</li> <li>• planes of motion</li> <li>• length-tension relationships</li> </ul>
K14. Open and closed chain kinetic movements. Understand their advantages and disadvantages
K15. The effect of speed of movement on posture, alignment and intensity
K16. The effects of the following on exercise and the <b>client</b> : <ul style="list-style-type: none"> <li>• resistance</li> <li>• force</li> <li>• axis</li> <li>• variable resistance</li> </ul>
<b>Muscular strength and endurance</b>
K17. The Muscular Strength and Endurance (MSE) continuum
K18. The benefits of MSE training in relation to health-related fitness and factors affecting individual's ability to achieve MSE gains
K19. The physiological changes that occur as a result of MSE training
K20. The need for the whole body approach
<b>Stretch theory</b>
K21. The range of movement continuum
K22. The physiological and health-related changes that occur as a result of stretching
K23. The different types of stretching (dynamic and static)
K24. The different methods of stretching (active and passive)
K25. Stretch reflex, desensitization and lengthening of muscle tissue (muscle creep)
K26. Factors affecting an individual's potential range of movement
K27. The activities that improve range of movement

Performance Criteria (you must be able to)
<b>Lifestyle and health promotion</b>
P1. Apply relevant physical activity guidelines to <b>client's</b> programme
P2. Explain the benefits of physical activity and their relation to reducing the risk of disease.
P3. Identify the agencies involved in promoting physical activity for health in their home country
P4. Identify credible information sources and research methods.
P5. Identify the range of relevant exercise or <b>other</b> professionals that <b>clients</b> can be signposted/referred onto when they are beyond own scope of practice/area of qualification
<b>The components of fitness</b>
P6. Apply the relevant components of health related fitness to <b>client's</b> programme
P7. Identify in the initial assessment, the factors that can affect client's health, physical fitness and skill related fitness
P8. Design a <b>programme</b> for client's physical fitness, health benefits and sports specific fitness as applicable
P9. Apply the principles and variables of fitness components to the <b>programme</b>
<b>The principles of progression</b>
P10. Apply the progressive principles in programming
P11. In programming show understand of the relevant physiological changes that occur in the body as a result of changes made to progress a <b>programme</b> over a period of time
<b>Biomechanical concepts</b>
P12. Apply the biomechanical concepts to programming
P13. Apply open and closed chain kinetic movements as relevant to the <b>client</b>
<b>Muscular strength and endurance</b>
P14. Apply the principles of the Muscular Strength and Endurance (MSE) continuum to programming
P15. Identify the benefits of MSE training in relation to health-related fitness and factors affecting individual's ability to achieve MSE gains
P16. Apply a whole body approach to programming
<b>Stretch theory</b>
P17. Apply the range of movement continuum to programming
P18. Apply relevant methods and principles of flexibility and stretching to programming
P19. Explain the stretch reflex, desensitization and lengthening of muscle tissue (muscle creep)
P20. Identify factors affecting an individual's potential range of movement
P21. Identify relevant activities that improve range of movement

## Unit 8 (P3): Principles, fundamentals, philosophy and origins of Mat-based 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 34 original Mat-based Pilates exercises

**GLH required to deliver and assess this unit: 20 (including 5 FTH)**

Knowledge and understanding (you need to know and understand)
<b>The history of Pilates</b>
P1. The history and <b>origins of Pilates</b> including the elders
P2. The <b>principles</b> of Pilates
P3. The Pilates Studio Equipment ( <b>Comprehensive</b> ) and its relationship to mat Pilates
<b>The fundamentals, philosophy and principles of Pilates</b>
P4. The <b>fundamentals</b> of Pilates
P5. The <b>Pilates movement principles</b>
P6. How Pilates has developed and changed and why
P7. The <b>Pilates philosophy</b>
P8. How to use the <b>principles</b> of Pilates in class design and teaching
P9. Embodying and teaching the <b>Pilates philosophy and fundamentals</b>
<b>The 34 original Mat-based Pilates exercises</b>
P10. The 34 original Pilates mat based exercises
P11. Suitable modifications and adaptations of the original moves that aim to work the client towards the original exercise if appropriate.

Performance Criteria (you must be able to)
<b>The history of Pilates</b>
P1. Describe the history and <b>origins of Pilates</b> and how it has developed
P2. Describe the <b>principles</b> of Pilates
P3. Describe what is <b>Comprehensive Pilates</b> and its relationship to mat Pilates
<b>The fundamentals, philosophy and principles of Pilates</b>
P4. Explain the <b>fundamentals</b> of Pilates
P5. Describe the <b>34 original Pilates mat based exercises</b>
P6. Describe the <b>Pilates movement principles</b>
P7. Identify how Pilates has developed and changed and why
P8. Demonstrate the Pilates philosophy
P9. Demonstrate how to use the <b>original principles</b> of Pilates in class design and teaching
P10. Demonstrate how to use the <b>fundamentals</b> of Pilates in class design and teaching
P11. Demonstrate an ability to embody the <b>Pilates philosophy</b> in teaching
<b>The 34 original Pilates exercises</b>
P12. Show an understanding of the 34 original Pilates mat based exercises
P13. Demonstrate use of suitable modifications and adaptations of the original moves that aim to work the client towards the original exercise if appropriate.

## Unit 9 (P4): Collect and analyse relevant information

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

- Collecting information
- Interpreting information collected
- Scope of practice and referring to another professional

**GLH required to deliver and assess this unit: 15 (including 5 FTH)**

Knowledge and understanding (you need to know and understand)
<b>Collecting information</b>
K1. A suitable intake procedure in questionnaire and interview formats
K2. The types of <b>information</b> required to design a Mat-Based Pilates programme to meet the needs of <b>clients/participants</b>
K3. <b>Safe</b> and appropriate methods to collect and record <b>information</b> about <b>clients/participants</b>
K4. Make sure collected <b>information</b> is up-to-date
K5. The importance of assessing client's readiness to participate in a Pilates <b>session</b> (e.g., physically through postural analysis and quality of movement and psychologically through verbal and non-verbal communication)
K6. Why it is important to ask <b>clients</b> if they have any illnesses or injuries
K7. When to advise <b>clients</b> of any reasons why they should not participate in the exercises
K8. Formats for recording <b>information</b>
K9. How to record <b>information</b> in a way that will help you analyse it
K10. Safeguarding the confidentiality of collected <b>information</b> , following <b>legal and organisational procedures</b>
<b>Interpreting information collected</b>
K11. Procedures for organising and interpreting <b>information</b> to allow you to identify <b>participants'</b> needs, <b>goals</b> and specific objectives
K12. How to analyse risk factors and co-morbidities (one or more coexisting medication conditions or disease processes)
K13. Precautions, contraindications, and modifications of Pilates exercises for specific needs to include: <ul style="list-style-type: none"> <li>• osteoporosis</li> <li>• arthritis</li> <li>• lower back pain</li> <li>• postural imbalance</li> </ul>
K14. Common pathologies and medical conditions
K15. Suitability of group mat classes or 121 for client's with specific needs or medical conditions
K16. Sourcing information related to <b>client's</b> risk factors and medical conditions
K17. Resources available to support researching of <b>client's</b> condition to include: <ul style="list-style-type: none"> <li>• peer review guidelines</li> <li>• libraries</li> <li>• Internet</li> <li>• medical professionals</li> <li>• support groups for specific conditions</li> </ul>
K18. How to analyse the <b>information</b> collated and identify the implications for the mat Pilates <b>session/class</b>
<b>Scope of practice and referring to another professional</b>

K19. Aligning experience and knowledge with <b>client</b> expectations to develop a successful and suitable <b>programme</b>
K20. When <b>participants</b> need referral to <b>other professionals</b>
K21. The procedures to follow when referring participants/client to <b>other professionals</b>

Performance Criteria (you must be able to)
Collecting information
P1. Outline a suitable intake procedure using a questionnaire and interview format to include: <ul style="list-style-type: none"> <li>• personal</li> <li>• health issues</li> <li>• exercise history</li> <li>• health goals</li> <li>• observation</li> </ul>
P2. Describe the types of <b>information</b> required to design a mat Pilates <b>programme</b> to meet the needs of <b>participants/client</b>
P3. Identify <b>safe</b> methods of collecting <b>information</b>
P4. Identify appropriate methods to collect and record <b>information</b> about <b>participants/client</b>
P5. Ensure collected <b>information</b> is up-to-date
P6. Assess client's readiness to participate in a Pilates <b>session</b>
P7. Ask <b>clients</b> if they have any illnesses or injuries
P8. Advise individuals of any reasons why they should not participate in the exercises
P9. Use suitable formats for recording <b>information</b>
P10. Record <b>information</b> in a way that will help you analyse it
P11. Maintain the confidentiality of collected <b>information</b> , following <b>legal and organisational procedures</b>
Interpreting information collected
P12. Interpret <b>information</b> to allow you to identify <b>participants'/client</b> needs and <b>goals</b> and specific objectives
P13. Analyse risk factors and co-morbidities (one or more coexisting medication conditions or disease processes)
P14. Consider from <b>information</b> collected: <ul style="list-style-type: none"> <li>• precautions</li> <li>• contraindications</li> <li>• modifications of Pilates exercises for specific needs</li> </ul>
P15. Identify common pathologies and medical conditions and know when to refer to <b>other professionals</b> and/or 121 Pilates sessions
P16. Source information related to <b>client's</b> risk factors and medical conditions
P17. Identify how to research information related to the <b>client's</b> condition
P18. Identify the implications for the mat Pilates <b>session</b>
Scope of practice and referring to another professional
P19. Align teacher experience and knowledge with client expectations to develop a successful and suitable program
P20. Describe the procedures to follow when referring <b>participants</b> to <b>other professionals</b>
P21. Identify when <b>participants</b> need referral to <b>other professionals</b>

## Unit 10 (P5): Assessing the Pilates client

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

- Assessing posture
- Assessing movement
- Methods of assessing

**GLH required to deliver and assess this unit: 25 (including 20 FTH)**

Knowledge and understanding (you need to know and understand)
<b>Assessing posture</b>
K1. Current ideals of static and dynamic postural alignment
K2. Common postural models
K3. Common patterns that deviate from the ideal postural alignment
<b>Assessing movement</b>
K4. Healthy joint range of motion
K5. Balanced muscle development
K6. Healthy body mechanics and movement patterns (e.g., squatting, reaching, walking, sitting)
K7. Common conditions or activities that may cause asymmetries or imbalances
<b>Methods of assessing</b>
K8. How to identify muscular imbalances and asymmetries that may affect a <b>client's</b> posture, movement, balance and coordination
K9. Observation and movement assessment skills needed as an instructor in order to develop an appropriate Pilates exercise programme.
K10. Methods of observing body mechanics and movement patterns
K11. Methods of observing and assessing static and dynamic postures
K12. Methods of analysing quality of movement, utilizing the Pilates movement principles
K13. The methods of collecting, analysing and recording <b>information</b> that enable progress to be reviewed against goals and initial baseline data
K14. Methods of documenting, interpreting, and archiving observations
K15. What is achievable in assessments of a group Pilates session versus a 121 client assessment

Performance Criteria (you must be able to)
<b>Assessing posture</b>
P1. Identify current ideals of static and dynamic postural alignment
P2. Identify common postural models/patterns that deviate from the ideal
<b>Assessing movement</b>
P3. Identify healthy joint range of motion
P4. Describe balanced muscle development
P5. Identify healthy body mechanics and movement patterns (e.g., squatting, reaching, walking, sitting)
P6. Analyse common conditions or activities that may cause asymmetries or imbalances
<b>Methods of assessing</b>



P7.	Identify muscular imbalances and asymmetries that may affect a <b>client's</b> posture, movement, balance and coordination
P8.	Demonstrate suitable observation and movement assessment skills in order to develop an appropriate Pilates exercise <b>programme</b> .
P9.	Demonstrate suitable methods for observing body mechanics and movement patterns
P10.	Demonstrate suitable methods for observing and assessing static and dynamic postures
P11.	Demonstrate suitable methods for analysing quality of movement, utilizing the Pilates movement principles
P12.	Demonstrate suitable methods for documenting, interpreting, and archiving observations

## Unit 11 (P6): Plan and design Mat-based Pilates (group class and one to one)

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

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

**GLH required to deliver and assess this unit: 30 (including 20 FTH)**

Knowledge and understanding (you need to know and understand)	
Principles of planning	
K1.	Why thorough planning and preparation are necessary for a mat based Pilates <b>programme</b>
K2.	How to set <b>goals</b> and objectives for Pilates <b>session</b>
K3.	The importance of planning demonstrations from a variety of positions within the <b>environment</b>
K4.	How to include relevant <b>teaching methods</b>
Meeting the needs of the participants and clients	
K5.	Methods of ensuring the <b>programme</b> meets the needs of <b>participants and client</b>
K6.	How to create modifications and adaptations including progression and regression for specific <b>clients'</b> needs to include: <ul style="list-style-type: none"> <li>• use of props</li> <li>• sequencing</li> <li>• timing</li> <li>• intensity</li> <li>• duration</li> <li>• repetitions</li> <li>• changing ROM</li> <li>• substituting equipment for additional support</li> </ul>
K7.	When to review the <b>programme</b> with <b>participant/client</b>
K8.	The effect of different <b>postural types</b> and postural issues on movement and exercise
K9.	A suitable session structure which is based on the <b>original 34 moves, principles and fundamentals</b> of Pilates and includes: <ul style="list-style-type: none"> <li>• Suitable use of apparatus (if required)</li> <li>• Options/modifications to help meet individual needs</li> <li>• Developmental progressions</li> </ul>
K10.	The purpose and value of each exercise within the <b>session</b>
K11.	How timings, intensities and sequences can affect outcomes of the <b>session</b>
The exercises/moves	
K12.	How to include exercises and adaptations that evolved from the <b>34 original mat-based exercises</b> and comprises the <b>original principles</b> and the <b>fundamentals</b> of Pilates
K13.	Select and structure exercises that will enable <b>clients</b> to become aware of their potential optimum movement
K14.	The effect of gravity on exercise positions and alignment
K15.	The importance of creating <b>balance in programming</b>
K16.	How to create transitions between exercises for continuity and flow of:

<ul style="list-style-type: none"> <li>• movement and breath</li> <li>• building endurance</li> <li>• cognitive skills</li> <li>• discipline</li> </ul>
K17. Selecting the appropriate number of exercises for the <b>participant's/client's</b> fitness level or experience
K18. How to modify and adapt the Pilates exercises whilst working towards the original moves
<b>The teaching environment</b>
K19. Availability of equipment (home and studio)
K20. How to take account of the <b>environment</b> when planning the sessions
K21. The structure and suitability of music (where appropriate) for the <b>clients</b> and the <b>session</b>
K22. The influence of <b>environment</b> on <b>participants'</b> ability to learn successfully
K23. How to prepare the environment you need for the <b>session</b> , following <b>legal and organisational procedures</b>
<b>Format of session plans</b>
K24. How to record plans in an accessible format that helps the implementation of the <b>programme</b>

<b>Performance Criteria (you must be able to)</b>
<b>Principles of planning</b>
P1. Set goals and objectives for Pilates <b>sessions</b> specific to your <b>participants'</b> and <b>client's</b> needs
P2. Demonstrate planning demonstrations from a variety of positions within the setting
P3. Select relevant <b>teaching methods</b>
<b>Meeting the needs of the participants</b>
P4. Agree the demands of the programme with your <b>participants</b> and <b>client</b>
P5. Create a plan with modifications and adaptations to meet the needs of the <b>client</b> during the <b>session</b>
P6. Add in to the plan review dates for the plan/ <b>session</b>
P7. Take account of <b>participants' postural types</b> when observing their movement
P8. Plan realistic timings, intensities and sequences
<b>The exercises/moves</b>
P9. Plan a mat Pilates <b>session</b> based on the <b>original 34 moves</b> , mat-based <b>principles</b> and <b>fundamentals</b> of Pilates
P10. Select and structure exercises that will enable <b>clients</b> to become aware of their potential optimum movement
P11. Plan methods to teach the correct exercise positions and alignment for each exercise and <b>starting position</b>
P12. Take in account the effect of gravity on exercise positions and alignment
P13. Create a balanced <b>programme</b>
P14. Create a <b>session</b> that includes transitional movements and flow
P15. Select the appropriate number of exercises for the <b>participant's/client's</b> fitness level or experience
<b>The teaching environment</b>
P16. Take account of the <b>environment</b> when planning the <b>sessions</b>

P17. Use suitable music (where appropriate), for the <b>participants</b> and <b>session</b>
P18. Show awareness of the influence of <b>environment</b> on <b>clients'</b> ability to learn successfully
<b>Format of session plans</b>
P19. Record plans in an accessible format that will help you, your <b>clients</b> and <b>other professionals</b> to implement the programme

## Unit 12 (P7): Prepare to instruct Mat-based Pilates session

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

- Preparing the participant(s)
- Preparing the environment

**GLH required to deliver and assess this unit: 25 (including 15 FTH)**

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

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

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

## Unit 13 (P8): Teach, adapt, modify and progress Mat-based 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

**GLH required to deliver and assess this unit: 25 (including 15 FTH)**

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 <b>session</b>
K2. The importance of using suitable <b>communication techniques</b> to make sure <b>clients</b> understand what is required
K3. A range of suitable teaching points, visualisations and imagery to support the <b>client</b> in their performance
K4. Educating and inspiring the <b>client</b> to commit both physically and mentally to the Pilates <b>session</b> and philosophy
K5. Methods of providing positive and timely reinforcement and feedback throughout the <b>session</b>
K6. The importance of maintaining supervision of the exercise <b>environment</b> at all time
K7. How to use appropriate <b>teaching methods</b> when instructing Pilates:
K8. The importance of matching <b>teaching methods</b> and <b>learning styles</b> to maximise <b>clients'</b> progress and motivation
K9. Methods of observes and analysing <b>clients'</b> performance
K10. Ways of providing effective instructions, demonstrations and explanations to <b>clients</b> to ensure correct exercise position and alignment for each <b>phase</b> of the <b>session</b>
K11. The importance of effective cueing, to guide or correct movement patterns
K12. The necessity of using suitable correcting techniques including appropriate hands-on (touch) guidance to enhance the execution of the exercises
K13. How to manage multiple <b>participants</b> in a group Mat-based Pilates class
K14. How to manage <b>session</b> structure for an effective Pilates <b>session</b> , to include: <ul style="list-style-type: none"> <li>• tempo</li> <li>• time management</li> <li>• momentum</li> <li>• dynamic movement</li> <li>• whole body integration</li> <li>• warm-up and closure</li> </ul>
K15. The importance and methods of voice projection and the effective use of volume and pitch of voice
K16. Methods of evaluating a mat Pilates <b>session</b> at regular intervals to maintain <b>participants'</b> motivation
K17. Addressing individual and group needs within a group class without losing primary <b>goal</b> of the <b>session</b>
K18. Integrating Mat and appropriate Pilates apparatus into the <b>session</b>
Adapting, modifying and progressing
K19. How to identify the movements that need to be adapted
K20. How to make use of existing progression and regression plans

K21. How to use modifications, adaptations or regressions to meet <b>participants'</b> needs
K22. How to communicate modifications, progressions and adaptations to your <b>participants</b>
K23. How to monitor the effectiveness of the adaptations
K24. When and how to progress <b>client</b> to a more challenging level
K25. Methods of recording changes and the reasons for the change
<b>Supporting the participants/client</b>
K26. The reasons <b>participants</b> need to be able to carry out the exercises on their own
K27. Educating the <b>client</b> to integrate and adapt the goals and benefits of the Pilates method into activities of daily living
K28. The ability to recognize changes in <b>participants'</b> current physical or psychological state
K29. How to assess <b>participants</b> readiness to progress during a current session
K30. Methods to motivate and develop participants independence, confidence, and awareness
K31. Recognising any warning signs and symptoms that may occur during a Pilates <b>session</b> and reacting safely and effectively
<b>Bring Pilates session to an end</b>
K32. Why it is important to allow sufficient time to end the session and how to adapt this to different levels of <b>client</b> needs and experience
K33. Ways of bringing a mat Pilates session safely to an end
K34. Why <b>participants</b> should be given the opportunity to ask questions, provide feedback and discuss their performance
K35. Why feedback should be given to <b>clients</b> on their performance and how to do this in a way that is accurate but maintains client motivation and commitment
K36. Methods of providing <b>participants</b> with feedback on their performance
K37. Why <b>participants</b> need to see how their progress links to their <b>goals</b>
K38. Why <b>clients</b> need information about future <b>sessions</b> , private group, home programmes and 121 sessions
K39. The correct procedures for dealing with the <b>environment</b> once the <b>session</b> is over
K40. The importance of evaluating mat Pilates <b>session</b>

Performance Criteria (you must be able to)
<b>Teaching skills</b>
P1. Instruct <b>participants</b> through the <b>session</b> using an effective balance of instruction, movement, interaction, discussion and suitable <b>teaching methods</b>
P2. Ensure the use of suitable <b>communication techniques</b> , teaching points, visualisations and imagery (as required) to support the performance of the <b>participants'/client</b>
P3. Educate and inspire the <b>participants'/client</b> to commit both physically and mentally to the <b>session</b>
P4. Provide timely reinforcement and feedback throughout the <b>session</b>
P5. Demonstrate an ability to maintain supervision of the exercise environment
P6. Observe and correct <b>participants/clients</b> throughout the <b>session</b> using appropriate hands-on (touch) guidance to enhance the execution of the exercises
P7. Ensure the <b>participants/clients</b> maintain correct technique and alignment
P8. Use effective cueing throughout the <b>session</b>



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

## Unit 14 (P9): One to one re-assessment

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

- Methods of monitoring progress
- Reassessment of posture and movement
- Adapting programmes

**GLH required to deliver and assess this unit: 20 (including 10 FTH)**

Knowledge and understanding (you need to know and understand)
<b>Methods of monitoring progress</b>
K1. Methods of monitoring <b>client's</b> progress
K2. The importance of monitoring and reviewing programmes at regular intervals
K3. Methods of collecting, analysing and recording information that enable progress to be reviewed against goals and initial baseline data
<b>Reassessment of posture and movement</b>
K4. The importance of observing significant change in function, quality of movement and Pilates exercise execution
K5. Assessing imbalances and asymmetries in static and dynamic posture
K6. Reviewing previous records and recording reassessment findings
K7. The importance of empowering <b>clients</b> to take ownership of their own health and well being
<b>Adapting programmes</b>
K8. Why it is important to communicate progress and changes to all those involved in the programme
K9. How to review goals with the <b>client</b> taking into account any changes in circumstances
K10. Adjusting the <b>client's</b> Pilates programme based upon current findings

Performance Criteria (you must be able to)
<b>Methods of monitoring progress</b>
P1. Select the correct method to monitor <b>client's</b> progress
P2. Review <b>client's</b> progress at agreed points in the programme
<b>Reassessment of posture and movement</b>
P3. Collect, analyse and record information that enable progress to be reviewed against goals and initial baseline data
P4. Synthesise information gathered, resetting, and prioritising goals
P5. Observing significant change in function (e.g., sitting, walking, standing)
P6. Analyse quality of movement utilising Pilates movement principles
P7. Analyse technique in Pilates exercise execution
P8. Review previous records and recording reassessment findings
P9. Empowering <b>clients</b> to take ownership of their own health and well being
<b>Adapting programmes</b>
P10. Communicate ongoing progress with the <b>client</b>
P11. Identify and agree any changes to the programme as a result of the review
P12. Agree review outcomes with the <b>client</b> and keep an accurate record, as appropriate

## Unit 15\*\* (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)
<b>The history of Pilates</b>
K1. The history and origins of Pilates including the elders
K2. The principles of Pilates
K3. Comprehensive Pilates repertoire
<b>The fundamentals, philosophy and principles of Pilates</b>
K4. The <b>fundamentals</b> of Comprehensive Pilates
K5. The <b>Pilates movement principles</b>
K6. How Comprehensive Pilates has developed and changed and why
K7. The <b>Pilates philosophy</b>
K8. How to use the <b>principles</b> of Pilates in <b>session</b> design and teaching
K9. Embodying and teaching the <b>Pilates philosophy and fundamentals</b>
<b>The repertoire and Pilates exercises</b>
<b>Mat-based Pilates</b>
K10. The <b>34 original Pilates mat-based exercises</b>
K11. Suitable modifications and adaptations of the original moves that aim to work the client towards the original exercise if appropriate.
<b>The Reformer</b>
K12. How to use the Reformer safely and effectively this could include: <ul style="list-style-type: none"> <li>• Footbar</li> <li>• Carriage</li> <li>• Carriage stopper</li> <li>• Shoulder rests</li> <li>• Head rest</li> <li>• Ropes/straps</li> <li>• Pulleys</li> <li>• Pulley bar</li> <li>• Gearbar</li> <li>• Springs</li> <li>• Footstrap</li> </ul>
K13. The use of optional accessories for the Reformer which could include: <ul style="list-style-type: none"> <li>• Mat converter</li> <li>• Boards – jumpboard, diskboard</li> <li>• Box</li> </ul>
K14. The <b>Reformer exercises</b> , these may vary between training providers

<b>The Chair</b>
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"> <li>• Springs</li> <li>• Hinge</li> <li>• Pedal</li> <li>• Poles</li> <li>• Foot plate</li> </ul>
K16. The use of optional accessories for the <b>Chair</b>
K17. The <b>Chair exercises</b> , these may vary between training providers
<b>The Cadillac</b>
K18. How to use the Cadillac safely and effectively this could include: <ul style="list-style-type: none"> <li>• Handles</li> <li>• Springs</li> <li>• Chains</li> <li>• Straps</li> <li>• Roll down bar</li> <li>• Hooks</li> <li>• Trapeze bar</li> <li>• Boards</li> </ul>
K19. The use of optional accessories for the Cadillac
K20. The <b>Cadillac exercises</b> , these may vary between training providers
<b>The Barrel</b>
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
<b>The Magic Circle</b>
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
<b>The Spine Corrector</b>
K26. How to use the <b>spine corrector</b> safely and effectively
K27. A suitable range of uses and exercise for the <b>spine corrector</b> , these may vary between training providers

<b>Performance Criteria (you must be able to)</b>
<b>The history of Pilates</b>
P1. Describe the history and origins of Comprehensive Pilates and how it has developed
P2. Describe the principles of Pilates
<b>The fundamentals, philosophy and principles of Pilates</b>
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
<b>The repertoire and Pilates exercises</b>
<b>Mat-based Pilates</b>
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.
<b>The Reformer</b>
P11. Demonstrate safe and effective teaching and instructing on the Reformer
P12. Incorporate suitable Reformer exercises in session plan
<b>The Chair</b>
P13. Demonstrate safe and effective teaching and instructing on the Chair
P14. Incorporate suitable Chair exercises in session plan
<b>The Cadillac</b>
P15. Demonstrate safe and effective teaching and instructing on the Cadillac
P16. Incorporate suitable Cadillac exercises in session plan
<b>The Barrel</b>
P17. Demonstrate safe and effective teaching and instructing on the Barrel
P18. Incorporate suitable Barrel exercises in session plan
<b>The Magic Circle</b>
P19. Demonstrate safe and effective teaching and instructing of the Magic Circle
P20. Incorporate suitable exercise with the Magic Circle in session plan
<b>The Spine Corrector</b>
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 16\*\* (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 <b>programme</b>
K2.	How to set <b>goals</b> and objectives for a Comprehensive Pilates <b>session</b>
K3.	The importance of planning demonstrations from a variety of positions within the <b>environment</b>
K4.	How to include relevant <b>teaching methods</b>
Meeting the needs of the participants	
K5.	Methods of ensuring the <b>programme</b> meets the needs of <b>participants and client</b>
K6.	How to create modifications and adaptations including progression and regression for specific clients' needs to include: <ul style="list-style-type: none"> <li>• use of props</li> <li>• sequencing</li> <li>• timing</li> <li>• intensity</li> <li>• duration</li> <li>• repetitions</li> <li>• changing ROM</li> <li>• substituting equipment for additional support</li> </ul>
K7.	When to review the <b>programme</b> with <b>participant/client</b>
K8.	The effect of different <b>postural types</b> 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"> <li>• Suitable use of apparatus (if required)</li> <li>• Options/modifications to help meet individual needs</li> <li>• developmental progressions</li> </ul>
K10.	The purpose and value of each exercise within the <b>session</b>
K11.	How timings, intensities and sequences can affect outcomes of the <b>session</b>
The exercises/moves	
Mat-based Pilates	
K12.	How to include exercises and adaptations that evolved from the repertoire of <b>exercises</b> and comprises the <b>original principles</b> and the <b>fundamentals</b> of Pilates
K13.	Select and structure exercises that will enable <b>clients</b> to become aware of their potential optimum movement
K14.	The effect of gravity on exercise positions and alignment
K15.	The importance of creating <b>balance in programming</b>

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

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

## Unit 17\*\* (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 <b>session</b>
K2.	Why it is important to make sure <b>participants/clients</b> are properly prepared before <b>session</b> begins
K3.	Ways of ensuring the <b>participants/clients</b> are prepared before the <b>session</b> begins
K4.	Methods of finding out how <b>clients</b> responded to previous physical activity
K5.	Why it is important to explain to <b>clients</b> the objectives, physical demands and exercises that are planned
K6.	Methods of assessing <b>clients'</b> readiness to take part in a Pilates <b>session</b>
K7.	The instances when you may need to negotiate and agree changes to your plans with <b>participants/clients</b>
K8.	The importance of being aware of the health, safety and emergency procedures for each <b>environment</b> 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"> <li>• equipment set-up</li> <li>• correct use/settings</li> <li>• maintenance</li> <li>• safety of use</li> </ul>
K10.	How to prepare the environment for a safe and effective session to include: <ul style="list-style-type: none"> <li>• lighting</li> <li>• sound</li> <li>• temperature</li> <li>• space</li> <li>• floor surfaces available</li> </ul>
K11.	How to prepare the <b>environment</b> according to <b>clients'</b> needs and following <b>legal and organisational procedure</b>

Performance Criteria (you must be able to)	
Preparing the participant(s)	
P1.	Meet your <b>clients</b> at the agreed time and make them feel welcome and at ease
P2.	Establish a rapport with <b>clients</b> using appropriate methods
P3.	Assess and agree with your <b>clients'</b> their motivation to take part in the planned <b>session</b>
P4.	Assess and agree your <b>clients'</b> stage of readiness to take part in the planned <b>session</b>
P5.	Explain the objectives and exercises that you have planned for the <b>session</b> to the <b>participants</b>
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 <b>clients</b> and how they can progress and regress these to meet their <b>goals</b>



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

## Unit 18\*\* (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)
<b>Teaching skills</b>
K1. Why an effective balance of instruction, movement, interaction and discussion is necessary within the <b>session</b>
K2. The importance of using suitable <b>communication techniques</b> to make sure <b>clients</b> understand what is required
K3. A range of suitable teaching points, visualisations and imagery to support the <b>client</b> in their performance
K4. Educating and inspiring the <b>client</b> to commit both physically and mentally to the Comprehensive Pilates <b>session</b> and philosophy
K5. Methods of providing positive and timely reinforcement and feedback throughout the <b>session</b>
K6. The importance of maintaining supervision of the exercise <b>environment</b> at all time
K7. How to use appropriate <b>teaching methods</b> when instructing Comprehensive Pilates
K8. The importance of matching <b>teaching methods</b> and <b>learning styles</b> to maximise <b>clients'</b> progress and motivation
K9. Methods of observes and analysing <b>clients'</b> performance
K10. Ways of providing effective instructions, demonstrations and explanations to <b>clients</b> to ensure correct exercise position and alignment for each <b>phase</b> of the <b>session</b>
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 <b>participants</b> 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"> <li>• tempo</li> <li>• time management</li> <li>• momentum</li> <li>• dynamic movement</li> <li>• whole body integration</li> <li>• warm-up and closure</li> </ul>
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 <b>session</b> at regular intervals to maintain <b>clients'</b> motivation
K18. Addressing individual and group needs within a group class without losing primary <b>goal</b> of the <b>session</b>
K19. Integrating appropriate Pilates apparatus into the <b>session</b>
<b>Adapting, modifying and progressing</b>

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 <b>clients'</b> needs
K23. How to communicate modifications, progressions and adaptations to your <b>participants</b>
K24. How to monitor the effectiveness of the adaptations
K25. When and how to progress <b>client</b> to a more challenging level
K26. Methods of recording changes and the reasons for the change
<b>Supporting the participants/client</b>
K27. The reasons <b>participants</b> need to be able to carry out the exercises on their own
K28. Educating the <b>client</b> to integrate and adapt the goals and benefits of the Pilates method into activities of daily living
K29. The ability to recognize changes in <b>participants'</b> current physical or psychological state
K30. How to assess <b>participants'</b> 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 <b>session</b> and reacting safely and effectively
<b>Bringing Pilates session to an end</b>
K33. Why it is important to allow sufficient time to end the session and how to adapt this to different levels of <b>client</b> needs and experience
K34. Ways of bringing a Mat-based Pilates session safely to an end
K35. Why <b>participants</b> should be given the opportunity to ask questions, provide feedback and discuss their performance
K36. Why feedback should be given to <b>clients</b> on their performance and how to do this in a way that is accurate but maintains client motivation and commitment
K37. Methods of providing <b>participants</b> with feedback on their performance
K38. Why <b>participants</b> need to see how their progress links to their <b>goals</b>
K39. Why <b>clients</b> need information about future <b>sessions</b> , private group, home programmes and one to one sessions
K40. The correct procedures for dealing with the <b>environment</b> once the <b>session</b> is over
K41. The importance of evaluating Mat-based Pilates <b>session</b>

<b>Performance Criteria (you must be able to)</b>
<b>Teaching skills</b>
P1. Instruct the <b>participants/client</b> through the <b>session</b> using an effective balance of instruction, movement, interaction, discussion and suitable <b>teaching methods</b>
P2. Ensure the use of suitable <b>communication techniques</b> , teaching points, visualisations and imagery (as required) to support the performance of the <b>participants/client</b>
P3. Educate and inspire the <b>participants/client</b> to commit both physically and mentally to the <b>session</b>
P4. Provide timely reinforcement and feedback throughout the <b>session</b>
P5. Demonstrate and ability to maintain supervision of the exercise environment
P6. Observe and correct <b>participants/client</b> throughout the <b>session using</b> appropriate hands-on (touch) guidance to enhance the execution of the exercises

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

## 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

<b>Footwork</b> Toes V, T together Arches Heels Tendon Stretch	<b>Long stretch series</b> Long stretch Down stretch Up stretch Elephant Arabesque One leg back elephant Long back stretch Long box rowing Grasshopper swimming	<b>Knee stretch series</b> Round (Tiger) Arched back Knees off/standing Kneeling/round back
Hundred	<b>Stomach massage series</b> 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	<b>Short box series</b> Round back Flat back Reach Side to side Twist Tree Around the world	<b>Balance controls</b> Control push up front Control push up back Star

<b>The rowing series</b> 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	<b>Short spine massage</b> 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	<b>Splits</b> Side splits Front splits Back splits Big Split Russian splits
<b>Long box Series 1</b> Swan dive Pull straps T straps Backstroke (swimming) Teaser Breaststroke Hamstring stretch Horseback	<b>Feet in straps</b> Frogs Leg circles	<b>Kneeling side arms</b> 1 2 3 Side stretch/Cleopatra

#### Cadillac/Trapeze Table exercises

<b>Roll back Bar</b> Roll down One arm roll down	<b>Leg springs</b> Walking Beats Frog Wraps Scissors Bicycle Circles	<b>Arm springs series</b> 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	<b>Push Through Bar</b> Upper arms Swan Push-through seated front Push-through seated back Cat Teaser Mermaid Parakeet Monkey Push Thru	<b>Springs from below</b> Bend and stretch/footwork Sit-up Monkey Tower Hip opener

<b>Standing on the floor</b> 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	<b>Rolldown bar</b> Rolldown Breathing Hundred Short spine/semi-circle Swan Chest expansion Thigh stretch Rolling in and out Side bend	<b>Side-lying</b> Circles Bicycle Magician airplane
<b>Full Trapeze table</b> Hanging down Hanging up Hanging half Handing full Spread eagle Pull ups Hanging pull ups		

#### Chair exercises

<b>Footwork</b> Toes Arches Heels Tendon Stretch Tendon stretch – one leg  <b>One arm push-ups</b> Hand on chair Lying prone Standing Hand on floor Push up – top Push up – bottom  <b>Head</b> 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

<b>Arm series</b> Circles One arm up/down Hug Stretch with bar	<b>Leg series</b> 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	<b>Short box series</b> Round back Flat back Twist Climb-a-tree horseback	<b>Leg series</b> Scissors Walking Bicycle Helicopter
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### Magic circle

<b>Arm work</b> Pectoral press – chest height Two arm press – waist height Two arm press – overhead Two arm press – front	<b>Leg work</b> 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