

# YMCA Level 3 Diploma in Teaching Pilates (Practitioner) (603/3855/6)

## Learner Assessment Record





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# Level 3 Diploma in Teaching Pilates (Practitioner) (603/3855/6)

## Learner Assessment Record

Qualification number: 603/3855/6

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# Introduction

## About YMCA Awards

At YMCA Awards we are passionate about your progress. Whether you're taking that first step into fitness and looking to kick-start your career or you want to simply boost your skills. We have the perfect qualification for you.

We have a huge range of study options depending on how you prefer to learn. You can study full or part time, through distance learning or taught courses. Whatever your preferred route, we will have the right choice for you. Our resources have been created by leading industry experts with the help of employers and training providers – so you can be sure we have your best interests at heart.

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

## Learner Assessment Record

Your Learner Assessment Record has been created to support the assessment of your YMCA Awards Level 3 Diploma in Teaching Pilates (Practitioner). It includes all the paperwork that you, your tutor and your assessor need to complete 3 out of the 6 mandatory units.

You will share the Learner Assessment Record with your tutor and assessor. They will use the paperwork to assess you throughout your training. This document is an essential part of your assessment and should be kept safe. Your tutor and assessor will guide you as to which forms you need at particular times as well as how they should be used and completed.

## Qualification structure

This qualification is made up of 6 mandatory units and 1 optional unit. To further support learners who don't have any previous anatomy and physiology knowledge, the YMCA Level 2 Anatomy and physiology for exercise and fitness instructors unit has been introduced as an optional unit.

### Mandatory units

Unit reference number	Unit title	Level	Credits
M/616/7824	Providing a positive customer experience in the exercise environment.	2	5
K/616/7949	Lifestyle management and health awareness	2	2
A/616/4747	Applied anatomy and physiology	3	5
R/617/1395	Principles of planning and delivering group exercise	2	5

K/617/3542	Principles and fundamentals of Pilates	3	8
M/617/3543	Plan and deliver a Pilates session	3	12

The Total Qualification Time (TQT) for this qualification is 373.  
The Guided Learning Hours (GLH) assigned are a minimum of 215.

### Optional unit

For learners without prior anatomy and physiology knowledge it would be beneficial for them to complete the Level 2 Anatomy and physiology for exercise and fitness instructors (K/616/7823) optional unit. YMCA Awards has eLearning and a manual to support this unit.

Unit reference number	Unit title	Level	Credit
K/616/7823	Anatomy and physiology for exercise and fitness instructors.	2	6

The Total Qualification Time (TQT) for this optional unit is 60.  
The Guided Learning Hours (GLH) assigned are 41.



# Assessment specification

There are 10 assessment elements across the 6 mandatory units and 2 assessment elements for the optional unit. **This LAR includes the paperwork for the 6 assessment elements relating specifically to the Pilates units.**

## Assessment element 1: Assessment workbook – Providing a positive customer experience in the exercise environment

This assessment element is assessed via an assessment workbook. This is an open book assessment and the questions refer to the content covered during your course. Information to aid completion will be delivered on course or via eLearning.

There are 2 parts to the Assessment Workbook:

- Providing a positive customer experience in the exercise environment - part 1.
- Providing a positive customer experience in the exercise environment - part 2.

This assessment workbook relates to the following unit:

- Level 2 Providing a positive customer experience in the exercise environment (M/616/7824).

All questions must be answered correctly. The work must be your own and group completion is not allowed.

The Assessment Workbook is available in the following formats:

- Y-Mark (auto-marking) via Moodle.
- Paper based document (order via YMCA Awards web shop).

[Paperwork that relates to this assessment element:](#)

- Assessment workbook.

## Assessment element 2: Assessment workbook – Lifestyle management and health awareness

This assessment element is assessed via an assessment workbook. This is an open book assessment and the questions refer to the content covered during your course. Information to aid completion will be delivered on course or via eLearning.

This assessment workbook relates to the following unit:

- Level 2 Lifestyle management and health awareness (K/616/7949).

All questions must be answered correctly. The work must be your own and group completion is not allowed.

The assessment workbook is available in the following formats:

- Y-Mark (auto-marking) via Moodle.
- Paper based document (order via YMCA Awards web shop).

[Paperwork that relates to this assessment element:](#)

- Assessment Workbook.

### Assessment element 3: Multiple choice theory paper

You will be required to successfully complete the externally set theory paper from YMCA Awards to assess the recall knowledge (knowledge you are required to remember) for the following unit relating to the syllabus:

- Level 3 Applied anatomy and physiology (A/616/4747).

The paper is a multiple choice theory paper set by YMCA Awards. The paper is comprised of 20 questions and the time allocation is 30 minutes.

Each question will be worth one mark and you must achieve a minimum of 14 marks overall to pass (70%).

### Assessment element 4: Assessment workbook – Applied Anatomy and physiology

This assessment element is assessed via an assessment workbook. This is an open book assessment and the questions refer to the content covered during your course. Information to aid completion will be delivered on course or via eLearning.

This section covers the research knowledge required for Level 3 Applied anatomy and physiology (A/616/4747).

All questions must be answered correctly. The work must be your own and group completion is not allowed. The assessment workbook is available in the following formats:

- Y-Mark (auto-marking) via Moodle.
- Paper based document (order via YMCA Awards webshop).

You will be required to fully complete and pass each section (pass mark 100%).

[Paperwork that relates to this assessment element:](#)

Assessment workbook (separate document).

## Assessment element 5: Principles of planning and delivering group exercise knowledge questions

You will be required to fully complete the knowledge questions in the following unit:

- Principles of planning and delivering group exercise (R/617/1395).

The worksheet can be found in this LAR.

Pass mark is 100%.

### Paperwork that relates to this element:

- Internally assessed Principles of planning and delivering group exercise knowledge questions.

## Assessment element 6: Fundamentals of Pilates worksheets

You will be required to complete:

- The 'Fundamentals of Pilates' worksheet.
- The original exercises, adaptations and modifications' worksheet, externally set by YMCA Awards.

The work must be your own and group completion is not permitted.

### Paperwork that relates to this element:

- Fundamental of Pilates – worksheet.
- The original exercise, adaptations and modifications – worksheet.

## Assessment element 7: Progressive programme and viva

Using a real, apparently healthy individual (where possible not a peer eg, a family member, friend or partner) who does not require medical intervention; you are required to produce and implement the following:

### Progressive programme – client profile and goal setting, including:

- Client's personal details
- Medical screening (PAR-Q)
- Informed consent form
- Description of lifestyle and factors that may affect posture and fitness
- Postural assessment and screening
- Past and present physical activity
- Readiness to participate in Pilates (to change/improve posture)
- Description of client's attitude and motivation to exercise
- Client's goals (process or outcome goals) – SMART:
  - Short
  - Medium

- Long.
- Client's barriers to achieving goals
- Strategies to overcome barriers
- How client's progress is linked to goals.

### Progressive programme – 12 week outline

The 12 week programme should contain 3 detailed session plans (from any of the 12 weeks). It should show progression over the weeks according to the client's goals. There should also be a 12 week progressive programme outline for weeks 1, 6 and 12. This should demonstrate the principles of progression.

The 3 detailed session plans must also be implemented with the client. The detailed session plans (each for a 60 minute duration Pilates session) should include:

- Detail of structure and content of the sessions (for a list of the content see assessment element 7 section below)
- Session evaluations with client feedback for each of the implemented sessions
- Records of any adjustments to be made following feedback.

### Other information

An 'apparently healthy' adult may be:

- An adult aged 16+
- An older person who is apparently healthy
- A person with a disability who is apparently healthy
- A newcomer to Pilates and exercise/activity
- An experienced (trained) individual
- A high performer (well trained)
- An individual with a specific goal.

Participant goals may relate to:

- General health
- Posture
- Fitness (mobility, balance, strength)
- Appearance
- Psychological eg, to reduce stress
- Performance eg, sport specific
- Social
- Functional ability.

Your assessor will conduct a 'viva' (oral assessment) with you to check your understanding of the principles of progression, recording questions and answers.

### Paperwork that relates to this assessment element:

- PAR-Q form (this can be found in the appendices at the back of this LAR)
- Informed consent (this can be found in the appendices at the back of this LAR)
- Progressive programme – client profile and goal setting

- Progressive programme – 12 week outline
- Progressive programme – detailed session plan (3 required)
- Progressive programme – evaluation form
- Progressive programme checklist
- Progressive programme - 'viva' record.

## Assessment element 8: Session planning

You will be required to complete the following:

### Session overview (group)

The session overview should take account of:

- Health and safety issues
- Resources
- Screening
- Different needs/abilities.

### Session plan (group)

You will also be required to prepare a detailed session plan for the Pilates session that you will deliver for assessment element 9. This plan must relate to teaching a group (minimum of 6).

The session plan should include the following (as a minimum):

- Starting positions (focus on at least 4; these can feature in any of the sections):
  - Standing (both feet, single foot)
  - Seated (crook, staff/legs straight, tailor/cross-legged, straddle)
  - Kneeling (buttocks on heels or buttocks lifted)
  - Prone lying (flat and elevated on elbows)
  - Prone plank (press-up position)
  - Side lying and kneeling
  - On all fours (hands and knees)
  - Supine lying (crook, corpse and table top)
  - Supine plank (weight between hands and feet).

### Preparation phase:

- Instruction of Pilates principles
- Alignment
- Breathing
- Core activation
- Concentration
- Mobility and flowing movement
- Posture and precision
- Balance.

### Main phase, involving whole-body movement:

- Instruction of Pilates principles.

Include all objectives/purposes listed below:

- Scapular stability
- Pelvic stability
- Trunk stability
- Spine mobility
- Shoulder and hip mobility
- Strength.

Include: 3 actions listed below:

- Flexion
- Extension
- Rotation
- Circumduction
- Lateral flexion.

### Closing phase:

- Instruction of Pilates principles
- Stretching
- Mobility
- Relaxation (active or passive).

### Plan must also include:

- Appropriate progressions, regressions and adaptations to accommodate different needs.
- Appropriate teaching points.
- An example of appropriate home-care advice that could be provided after the session.

### Paperwork that relates to this assessment element:

- PAR-Q form (this can be found in the appendices at the back of this LAR)
- Informed consent (this can be found in the appendices at the back of this LAR)
- Progressive programme – client profile and goal setting
- Progressive programme – 12 week outline
- Progressive programme – detailed session plan (3 required)
- Progressive programme – evaluation form
- Progressive programme checklist
- Progressive programme - 'viva' record.

## Assessment element 9: Summative observation of practical teaching

You will be required to deliver a Pilates session to a group of participants. Evidence for this assessment must be in the form of a direct observation of the performance. Video assessment is also permissible and must adhere to YMCA Awards guidelines.

The session delivered must relate to the session plan in assessment element 8.

You are required to cover the following:

### Preparing to teach a Pilates session

See criteria P1 to P3 on the summative observation checklist.

### Teaching

You will be assessed against the teaching criteria T1 to T9 on the summative observation checklist. Your assessor will need to see you deliver the following from your planned group session and will record these on the summative observation checklist

- 4 start positions (these can feature in any section ie, either preparation, main or closing):
  - Standing (both feet, single foot)
  - Seated (crook, staff/legs straight, tailor/cross-legged, straddle)
  - Kneeling (buttocks on heels or buttocks lifted)
  - Prone lying (flat and elevated on elbows)
  - Prone plank (press-up position)
  - Side lying and kneeling
  - On all fours (hands and knees)
  - Supine lying (crook, corpse and table top)
  - Supine plank (weight between hands and feet).

### Preparation phase

This should cover:

- Pilates principles
- Alignment
- Breathing
- Core engagement
- Concentration
- Mobility and flowing movement
- Posture and precision
- Balance.

### Main section

This should cover:

- Pilates principles
- Include all objectives/purposes listed below:
  - Scapular stability
  - Pelvic stability
  - Trunk stability
  - Spine mobility
  - Shoulder and hip mobility

- Strength.
- Include 3 of the actions listed below:
  - Flexion
  - Extension
  - Rotation
  - Circumduction
  - Lateral flexion.

### Closing phase

This should cover:

- Pilates principles
- Stretching
- Mobility
- Relaxation (active or passive).

### Ending the session and evaluation

You will be assessed against the ending a session and evaluation sections on the summative observation checklist:

- E1 and E2 relate to ending the session; this should be carried out verbally at the end of the session.
- E3 to E9 relate to assessment element 10 – evaluation (detailed below).

### Paperwork that relates to this assessment element:

- Summative observation checklist

## Assessment element 10: Evaluation and reflection

You are required to complete a session evaluation and reflection based on the session taught in assessment element 9.

### Preparing to teach a Pilates session

See criteria P1 to P3 on the summative observation checklist.

### Teaching

You will be assessed against the teaching criteria E3 to E9 on the summative observation checklist. Your assessor will need to see you deliver the following from your planned session.

### Paperwork that relates to this assessment element:

- Session evaluation and reflection.
- Summative observation checklist (ending a session and evaluation) criteria E3 to E9.



# Optional unit

## Assessment element 11: Multiple choice theory assessment

You will be required to successfully complete the externally set theory paper from YMCA Awards to assess the recall knowledge (knowledge you are required to remember) for the following unit (relating to the syllabus):

- Unit 1: Anatomy and physiology for exercise and fitness instructors (K/616/7823).

The paper is a multiple choice theory paper set by YMCA Awards. The paper is comprised of 30 questions and the time allocation is 45 minutes.

Each question will be worth one mark and you must achieve a minimum of 21 marks overall to pass (70%).

## Assessment element 12: Assessment workbook

This assessment element is assessed via an assessment workbook. This is an open book assessment and the questions refer to the content covered during your course. Information to aid completion will be delivered during the course or via eLearning.

This assessment workbook relates to the following unit:

- Level 2 Anatomy and physiology for the exercise and fitness instructors (K/616/7823).

All questions must be answered correctly. The work must be your own and group completion is not allowed.

The assessment workbook is available in the following formats:

- Y-Mark (auto-marking) via Moodle.
- Paper based document (order via YMCA Awards web shop).

Paperwork that relates to this assessment element:

- Assessment workbook.

## The other forms in this LAR include:

### **Assessment plan**

This form will help you and your assessor plan your progress through the assessment components. You can use this to plan with your assessor and tutor when assessment activities will take place.

### **Assessor feedback sheet**

This form will be used by your assessor to record any feedback that you may be given. This form may be used at any stage in your learning to record feedback.

### **Supplementary questions record**

This form will be used by your assessor to record any questions that you may be asked and any answers you may give.

### **Summary of achievement**

This document is designed to record the outcomes of the assessment elements and any further action that may be needed. For example, you may need to be reassessed in a particular area. This form will also be signed by you to declare authenticity of work and by your assessor to show which of the units have been satisfactorily completed. This form should be kept in a safe place as its evidence of your achievements.

# Assessment plan

## YMCA Level 3 Diploma in Teaching Pilates (Practitioner) (603/3855/6)

Unit title	Element number	Evidence/assessment method	Date, time and place of assessment	Any reasonable adjustments negotiated agreed
<b>Mandatory units</b>				
Providing a positive customer experience in the exercise environment (M/616/7824).	1	<ul style="list-style-type: none"> <li>Assessment workbook.</li> </ul>		
	9	<ul style="list-style-type: none"> <li>Summative observation of practical teaching</li> </ul>		
Lifestyle management and health awareness (K/616/7949).	2	<ul style="list-style-type: none"> <li>Assessment Workbook.</li> </ul>		
Applied anatomy and physiology (A/616/4747).	3	<ul style="list-style-type: none"> <li>Multiple choice theory paper</li> <li>Assessment workbook.</li> </ul>		
	4			
Principles of planning and delivering group exercise (R/617/1395)	5	<ul style="list-style-type: none"> <li>Principles of planning and delivering group exercise knowledge questions</li> </ul>		
	8	<ul style="list-style-type: none"> <li>Session planning</li> </ul>		
	7	<ul style="list-style-type: none"> <li>Progressive programme and viva</li> </ul>		
	9	<ul style="list-style-type: none"> <li>Summative observation of practical teaching</li> </ul>		
	10	<ul style="list-style-type: none"> <li>Evaluation and reflection</li> </ul>		
Principles and fundamentals of Pilates (K/617/3542)	6	<ul style="list-style-type: none"> <li>Fundamentals of Pilates worksheets</li> </ul>		
	9			

		<ul style="list-style-type: none"> <li>Summative observation of practical teaching</li> </ul>		
Plan and deliver a Pilates session (M/617/3543)	8	<ul style="list-style-type: none"> <li>Session planning</li> <li>Progressive programme and viva</li> <li>Summative observation of practical teaching</li> <li>Evaluation and reflection</li> </ul>		
	7			
	9			
	10			
<b>Optional Unit</b>				
Anatomy and physiology for exercise and fitness instructors (K/616/7823).	11	<ul style="list-style-type: none"> <li>Multiple choice theory paper</li> <li>Assessment workbook</li> </ul>		
	12			

Learner's name: \_\_\_\_\_ Learner's signature: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ Assessor's signature: \_\_\_\_\_

IQA's name: \_\_\_\_\_ IQA's signature: \_\_\_\_\_

# Principles of planning and delivering group exercise (R/617/1395)

## Principles of planning and delivering group exercise knowledge questions

### Assessment element 5

You must complete all of the following knowledge questions. Answers should be written/recorded in the space provided. Pass mark is 100%.

1. List **3** different group exercise class types/genres

a)

b)

c)

2. Identify **3** different methods of screening participants, giving a short description of each

Method of screening

Description

a)

b)

c)

3. List **2** examples of risk stratification models

Risk stratification model A:

Risk stratification model B:

4. With regard to risk stratification, explain what is meant by:

a) Low risk

b) Medium risk

c) High risk

5. Why is it important to set goals and objectives for a group exercise session?

6. Give **2** examples of how participant information can affect the planning of group exercise

7. Describe the importance of regularly reviewing a group exercise programme

8. Give **2** examples of how information obtained from a participant might affect the planning of group exercise

9. How might you adapt a group exercise session to consider the needs of the following special populations:

a) Older People

b) Young people (13-18)

c) Ante or Postnatal participant

10. How might participant types/demographics and motivations impact on planning group exercise session content and delivery?

11. Give **2** ways in which music can be used to assist in the delivery of group exercise sessions?

a)

b)

12. Identify **2** sources of music for use in group exercise

a)

b)

13. Describe the legalities of using music in group exercise?

14. Give **3** ways in which music can assist in the planning of group exercise sessions

a)

b)

c)

15. Briefly describe how self-evaluation/reflection could be used to further improve your teaching skills



16. Use the following table to describe how to plan group exercise to meet the needs of participants' with the following objectives:

Participant objective	Frequency	Intensity	Time	Type
Weight loss				
Increased cardiovascular improvement				

# Principles and fundamentals of Pilates (K/617/3542)

Assessment element 6

## Worksheet: Fundamentals of Pilates

Learner's name: \_\_\_\_\_

1. Identify the qualities of a Pilates teacher (minimum of 6 qualities)


2. Explain the benefits of Pilates (minimum of 6 benefits)

a)	
b)	
c)	
d)	
e)	
f)	

3. Explain the importance of effective communication and describe how to adapt communication to meet clients' needs

4. Explain the importance of verbal and non-verbal communication when instructing clients

5. Provide a brief explanation and overview on the history of Pilates and developments within the industry (the space provided gives an indication of the amount of explanation/overview required)

6. Explain the principles (techniques) of the original Pilates exercises and how they have evolved/been adapted to meet current theories and best practice

7. Explain what is meant by the 'holistic approach'

8. Explain the use of suitable music within a Pilates session

9. Explain why a class without music might be beneficial

10. Why is it important to have a PAR-Q and informed consent for every participant?

11. Describe 1 factor based on client screening that may affect safe exercise participation

12. List 1 reason for a temporary deferral of exercise

13. Explain when you might refer a client to another professional

Final result:  Pass  Refer

## Worksheet - The original exercises, modifications and adaptations

Plan and deliver a Pilates session (M/617/3543)

Learner's name: \_\_\_\_\_

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

Original exercise	Goals/purpose of exercise	Analysis considerations e.g. skill and fitness level required and potential contraindications for specific groups	Modifications/adaptations	Outcome P=Pass R=Refer
1. The hundred				
2. The roll-up				
3. The rollover with legs spread				
4. The one leg circle				
5. Rolling back				

Original exercise	Goals/purpose of exercise	Analysis considerations eg, skill and fitness level required and potential contraindications for specific groups	Modifications/Adaptations	Outcome P=Pass R=Refer
6. The one leg stretch				
7. The double leg stretch				
8. The spine stretch				
9. Rocker with open legs				
10. The cork screw				

Original exercise	Goals/purpose of exercise	Analysis considerations eg, skill and fitness level required and potential contraindications for specific groups	Modifications/adaptations	Outcome P=Pass R=Refer
11. The saw				
12. The swan dive				
13. The one leg kick				
14. The double leg kick				
15. The neck pull				
16. The scissors				

Original exercise	Goals/purpose of exercise	Analysis considerations eg, skill and fitness level required and potential contraindications for specific groups	Modifications/adaptations	Outcome P=Pass R=Refer
17. The bicycle				
18. The shoulder bridge				
19. The spine twist				
20. The jack knife				
21. The side kick				



Original exercise	Goals/purpose of exercise	Analysis considerations eg, skill and fitness level required and potential contraindications for specific groups	Modifications/adaptations	Outcome P=Pass R=Refer
22. The teaser				
23. The hip twist				
24. Swimming				
25. The leg pull front				
26.The leg pull (prone)				

27. The side kick kneeling				
28. The side bend				
29. The boomerang				
30. The seal				
31. The crab				

Original exercise	Goals/purpose of exercise	Analysis considerations eg, skill and fitness level required and potential contraindications for specific groups	Modifications/adaptations	Outcome P=Pass R=Refer
32. The rocking				
33. The control balance				
34. The push-up				

# Plan and deliver a Pilates session (M/617/3543)

## Progressive programme – client profile and goal setting

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Client details			
Age:	Gender:	Height:	Weight:
Medical screening (PAR-Q and informed consent – include copies)			
Outcome of PAR-Q and advice given:			
Lifestyle factors that affect posture and fitness			
Work	Home and family	Diet and habits eg, alcohol, smoking etc	Activity levels

Postural assessment notes and screening (can include a copy of postural assessment records or photographs detailing clients posture)		
Area of the body	Observation	Comments/recommendations
Head of cervical spine		
Shoulders, scapulae and thoracic spine		

Pelvis and lumbar spine		
Knees, feet and ankles		

## Progressive programme – client profile and goal setting continued

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Readiness to participate in Pilates and reasons for participation, including motivation and attitude

Clients goals (process or outcome) – SMART. For example, what improvements/changes would the client like to see/discuss how progress links to goals?

Short-term goals (4 weeks)

Medium-term goals (8-12 weeks)

Long-term goals (6months +)

Barriers to achieving goals (physical and psychological)

Strategies to overcome barriers



## Progressive programme – client profile and goal setting continued

Participant's name: \_\_\_\_\_ Learner's name: \_\_\_\_\_

This is an **outline** of how the sessions would progress from weeks 1-6 and 6 -12. The outline should summarise the general progressions and changes.

	Week 1	Week 6 – outline of changes	Week 12 – outline of changes
Frequency (number of sessions per week)			
Intensity of exercises (how hard they are, think about rest, rate, resistance, reps and range) Include progression of Pilates principles			
Time (per phase of class and overall session time)			

Further information	Any other information eg, home care advice	Other information and explanation of changes	Other information and explanation of changes
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# Progressive programme – detailed session plan

Learner's name: \_\_\_\_\_ Phase of the session: \_\_\_\_\_

Duration: \_\_\_\_\_

Name of exercises and repetitions	Purpose	Teaching points and visualisations/ imagery	Pilates principles	Progression (harder) Regression (easier)	Adaptation (alternative exercise or position change)

Copy as required

## Progressive programme – evaluation form

Learner's name: \_\_\_\_\_

To be completed after each of the 3 implemented sessions.

Date	Session1:	Session 2:	Session 3:
After my sessions, I received the following feedback from the client:			
Session 1			
Session 2			
Session 3			
My sessions met the client's needs in the following ways (comment on the effectiveness of your exercises, relationship with the client, how you motivated the client and how well your instruction style matched the client's needs):			
Session 1			

Session 2

Session 3

With the information gathered from your client and your own evaluation of the progressive programme, explain how you will review and adapt (as needed) the Pilates programme:

Session 1

Session 2



## Progressive programme checklist

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ IQA's name: \_\_\_\_\_

Key: ✓ = Pass, C = Pass with comment, Q = Question and R= Refer.

The learner requires a ✓ or a C in every box in order to pass. The second 'outcome' column is for reassessment (when applicable).

Progressive programme (client profile and goal setting)		
The learner	Outcome	Outcome
	Initial assessment	Re-assessment
<b>PP1. Produced a client profile that: demonstrated methods of consultation, to include:</b>		
• The client's personal details		
• Medical screening (PAR-Q)		
• Informed content		
• The client's lifestyle and factors that may affect posture and fitness		
• A postural assessment and screening (photographs optional)		
• Past and present physical activity.		
<b>PP2. Explained the importance of a Pilates teacher working together with clients to agree goals, objectives, programme and adaptations, to include:</b>		
• The client's readiness to participate in Pilates (to change/improve posture)		
• The client's attitude and motivation to exercise		
• The client's goals (process or outcome goals) – SMART, short, medium and long term		
• Barriers to achieving goals		
• Strategies to overcome barriers.		
<b>PP3. Demonstrated understanding of the client profile in the viva</b>		
<b>PP4. Demonstrated understanding of client goal setting in the viva</b>		
<b>Result for client profile and goal setting</b>	<b>Pass / Refer</b>	<b>Pass / Refer</b>

Progressive programme (3 detailed session plans and progressive programme outline)		
The learner	Outcome	Outcome
	Initial assessment	Re-assessment
<b>PP5. Produced progressive programme paperwork that:</b>		
<ul style="list-style-type: none"> <li>Contained 3 detailed session plans that included the detail listed in assessment element 7</li> </ul>		
<ul style="list-style-type: none"> <li>Contained a progressive programme outline of weeks 1, 6 and 12</li> </ul>		
<ul style="list-style-type: none"> <li>Clearly related to the client's current readiness, motivation and physical capabilities</li> </ul>		
<ul style="list-style-type: none"> <li>Clearly related to the client's short, medium and long-term goals</li> </ul>		
<ul style="list-style-type: none"> <li>Progressed appropriately for the client's needs and barriers (physically and psychologically).</li> </ul>		
<b>PP6. Demonstrated understanding of the principles of progression in the 'viva'</b>		
Result for progressive programme	Pass / Refer	Pass / Refer

Final result:     Pass     Refer



## Progressive programme - 'viva' record

Learner's name: \_\_\_\_\_

Assessor's name: \_\_\_\_\_

The questions asked during the 'viva' must be recorded below, along with the learner's responses.

Ref	Assessor's question	Learner's response

**Copy as required**

## Planning – session overview (group)

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Session and venue details		
Venue:	Location of first aid kit:	
Duty first aider:	Location of telephone:	
Discipline: Group Pilates session	Duration of session:	
Participants' information		
Informed consent completed: YES / NO	PAR-Qs completed: YES / NO	Visual postural assessment of the group completed: YES / NO
Session objectives:		
Any specific consideration relating to the participants' or changes to the plans eg, postural needs, injuries, clothing?		
Environment checks – list the health and safety checks made to the following:		
Temperature/ventilation:	Water availability:	Fire exits:
Studio/space:	Obstacles:	
Organisation of equipment/resources		
Equipment requirements	List of health and safety checks made to equipment	

## Planning – session plan (group)

Learner's name: \_\_\_\_\_ Phase of the session: \_\_\_\_\_

Duration: \_\_\_\_\_

Name of exercises and repetitions	Purpose	Teaching points and visualisations/ imagery	Pilates principles	Progression (harder); Regression (easier)	Adaptation (alternative exercise or position change)

Name of exercises and repetitions	Purpose	Teaching points and visualisations/ imagery	Pilates principles	Progression (harder) Regression (easier)	Adaptation (alternative exercise or position change)

**Copy as required**



## Planning checklist

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ IQA's name: \_\_\_\_\_

Key: ✓ = Pass, C = Pass with comment, Q = Question and R= Refer.

The learner requires a ✓ or a C in every box in order to pass. The second 'outcome' column is for reassessment (when applicable).

This checklist relates to the session overview and session plan (group)		
The learner	Outcome	Outcome
	Initial assessment	Re-assessment
P1. Produced a session overview that:		
<ul style="list-style-type: none"> <li>Covered the health and safety precautions required prior to teaching a group Pilates session</li> </ul>		
<ul style="list-style-type: none"> <li>Covered the session objectives</li> </ul>		
<ul style="list-style-type: none"> <li>Covered any specific consideration relating to the participants or changes required to the plans.</li> </ul>		
P2. Produced a session plan for a group that included:		
<ul style="list-style-type: none"> <li>4 start positions</li> </ul>		
<ul style="list-style-type: none"> <li>Preparation phase (as detailed in assessment element 7)</li> </ul>		
<ul style="list-style-type: none"> <li>Main phase (as detailed in assessment element 7)</li> </ul>		
<ul style="list-style-type: none"> <li>Closing phase (as detailed in assessment element 7)</li> </ul>		
<ul style="list-style-type: none"> <li>Appropriate alternatives, progressions and regressions</li> </ul>		
<ul style="list-style-type: none"> <li>Appropriate teaching points</li> </ul>		
<ul style="list-style-type: none"> <li>Appropriate home-care advice.</li> </ul>		
Result for planning	Pass / Refer	Pass / Refer

## Session evaluation and reflection

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

After my group Pilates teaching session I gave the following feedback and positive reinforcement to the participants:

After my group Pilates teaching session I received the following feedback from the participants:

Explain the importance of giving feedback to the participants

Explain how to deal with negative feedback

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

Exercises

Relationship  
(effectiveness/ motivational)

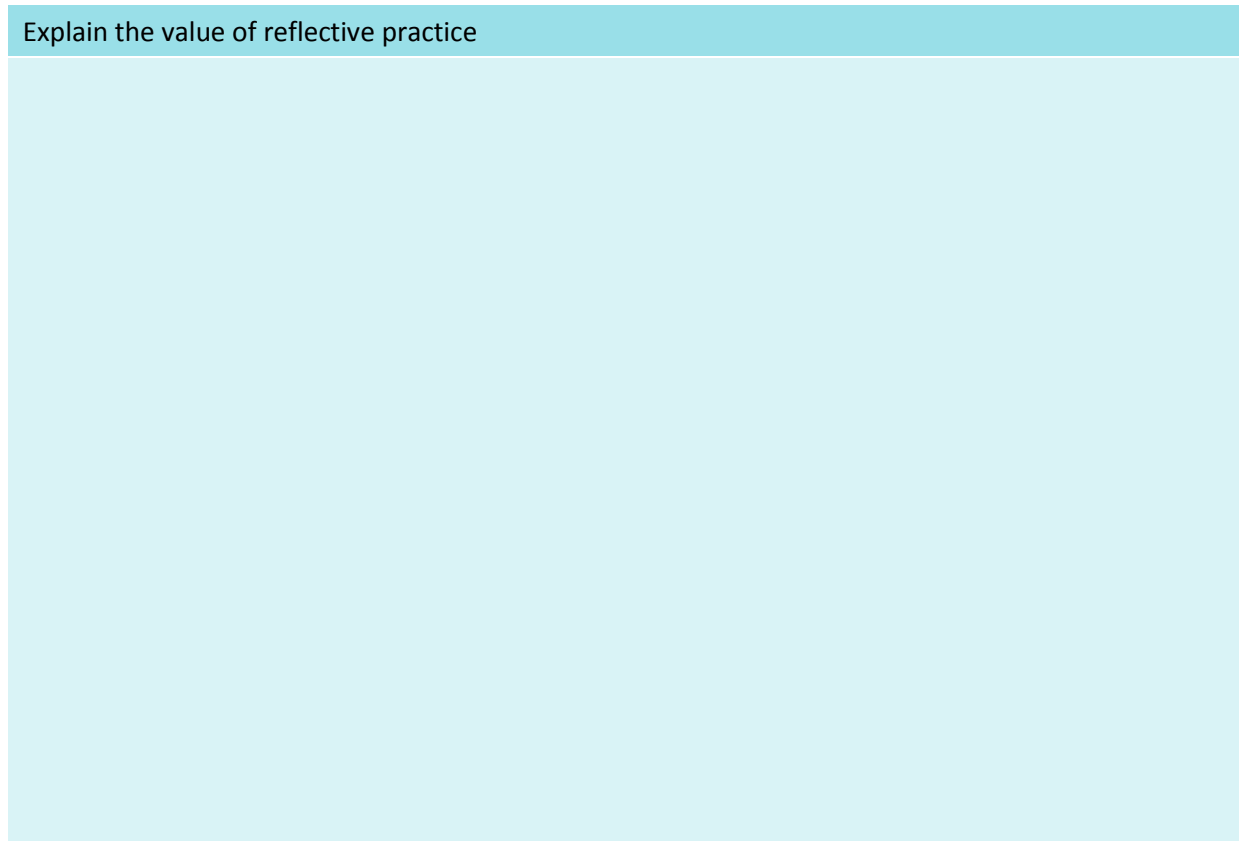
Instructing style

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

Identify how to improve personal practice



Explain the value of reflective practice



## Summative observation checklist

Learner's name: \_\_\_\_\_ Venue: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ IQA's name: \_\_\_\_\_

Key: ✓ = Pass, C = Pass with comment, Q = Question and R = Refer. The learner requires a ✓ or a C in every box in order to pass this section. Questioning is not permitted to confirm competence of practical skills.

The second 'outcome' column is for reassessment should the learner not achieve a pass against all criteria.

Preparing to teach a Pilates session – the learner	Outcome	Outcome
	Initial assessment	Re-assessment
P1. Prepared the environment and range of resources required to deliver a Pilates teaching session		
P2. Checked participants' readiness to exercise using appropriate methods (verbal/PAR-Q) and recommended referral/deferral (when appropriate)		
P3. Explained the purpose and value of the session.		
Result for preparing	Pass / Refer	Pass / Refer

**Please note: this observation checklist is over 4 parts.**

## Summative observation checklist continued (part 2 of 4)

Key: ✓ = Pass, C = Pass with comment, R = Refer, NA = not applicable. The learner requires a ✓ or a C in every box in order to pass. Learners who are referred in 1 session component eg, preparation phase may be reassessed on just that session component. However when they are referred in more than 1 session component the learner will need to be re-assessed on the whole session (preparation phase, main section and closing phase). You may need a second copy of this checklist for further reassessments. Questioning is not permitted to confirm competence of practical skills.

Teaching a Pilates session – the learner	Session component			Outcome	Outcome
	Preparation phase	Main section	Closing phase	Initial assessment	Re-assessment
T1. Delivered/demonstrated the essential principles and techniques of Pilates within each exercise of the Pilates method					
T2. Delivered/demonstrated the breathing and core engagement concepts					
T3. Delivered/demonstrated how to adapt (progress or regress) Pilates exercises for different participants in the class					
T4. Demonstrated health and safety precautions when performing Pilates movements					
T5. Demonstrated how to instruct a Pilates teaching session through each phase					
T6. Demonstrated appropriate methods of voice projection					
T7. Demonstrated appropriate correcting techniques (when necessary)					
T8. Delivered a range of content (to cover the range outlined in the teaching content checklist on the next page).					
<b>Result for teaching</b>				<b>Pass / Refer</b>	<b>Pass / Refer</b>

## Summative observation checklist continued (part 3 of 4 – teaching content checklist)

The below all need to be delivered (as a minimum requirement) during the summative observation to meet criteria T9.

Start positions (these can feature in any phase of the session)	Tick	Preparation phase – observed the following:	Tick	Main section – observed the following:	Tick
A minimum of 4 start positions (tick positions observed)		Instruction of Pilates principles		Instruction of Pilates principles	
Standing (both feet, single foot)		Alignment		All objectives/purposes from the list below:	
Seated (crook, staff/legs straight, tailor/cross-legged, straddle)		Breathing		Scapular stability	
Kneeling (buttocks on heels or buttocks lifted)		Core activation		Pelvic stability	
Prone lying (flat and elevated on elbows)		Concentration		Trunk stability	
Prone plank (press-up position)		Mobility and flowing movement		Spine mobility	
Side lying and kneeling		Posture and precision		Shoulder and hip mobility	
On all fours		Balance		Strength	
Supine lying (crook, corpse and table top)		<b>Closing phase – observed the following:</b>		<b>At least 3 actions</b> (tick which actions):	
Supine plank (weight between hands and feet)		Appropriate inclusion of Pilates principles		Flexion	
		Stretching		Extension	
		Mobility		Rotation	
		Relaxation (active or passive)		Circumduction	
				Lateral flexion	

## Summative observation checklist continued (part 4 of 4)

Key: ✓ = Pass, C = Pass with comment, Q = Question and R = Refer. The learner requires a ✓ or a C in every box in order to pass this section. Questioning is not permitted to confirm competence of practical skills.

The second 'outcome' column is for reassessment should the learner not achieve a pass against all criteria.

Ending a Pilates session and evaluation – the learner:	Outcome	Outcome
	Initial assessment	Re-assessment
E1. Provided participants with feedback and positive reinforcement at the end of the session		
E2. Explained the information required for future sessions, including home care advice		
E3. Reviewed the outcomes of the Pilates session		
E4. Identified how well the exercises met participants' needs, how effective and motivational the relationship with the participants was and how well the instructing style matched the participants' needs		
E5. Identified how to improve personal practice		
E6. Explained the value of reflective practice		
E7. Explained the importance of giving feedback to participants		
E8. Explained how to deal with negative feedback		
E9. Justified why the environment must be left in a condition suitable for future use.		
<b>Result for ending a Pilates session and evaluation</b>	<b>Pass / Refer</b>	<b>Pass / Refer</b>

All sections of the summative observation checklist need a pass to achieve a final result of a pass. Final result:  Pass  Refer

# Appendices

## PAR-Q

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Contact number: \_\_\_\_\_ Email: \_\_\_\_\_

Next of kin: \_\_\_\_\_ Contact number: \_\_\_\_\_

This PAR-Q is designed to help you to help yourself. Many benefits are associated with regular exercise. The completion of the PAR-Q form is a sensible first step to take if you are planning to increase the amount of physical activity in your life.

For most people, physical activity should not pose a problem or hazard.

The PAR-Q has been designed to identify the small number of people for whom physical activity might be inappropriate or for those who should seek medical advice concerning the type of activity most suitable for them. Common sense is your best guide for answering these questions.

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

If you have answered YES to any of the PAR-Q sections then you are required to gain consent from your doctor before participating in the exercise programme.

An exercise programme will include exercises designed around your needs and goals. The programme will work all components of physical fitness and use the principles of training.

You are advised to postpone entry into the programme if you feel unwell or have a temporary illness. You must inform your instructor of any changes to your health status whilst engaged in your training programme.

Client's name:

Date:

Witness's signature:

Date:

### Informed consent form for exercise prescription

#### Programme objectives and procedures

I understand that the purpose of the exercise programme is to provide safe exercise to improve health and fitness. Exercises **may** include:

- Cardiovascular activities.
- Resistance training activities.
- Core and flexibility/mobility exercises to improve core stability and movement around the joints and range of motion.
- Motor skills training.

#### Potential risks

The exercise programme is designed to place a gradually increasing workload on the cardiovascular and muscular systems and thereby improve their function. The reaction of the cardiovascular and muscular system to such exercise cannot always be predicted with complete accuracy. There is a risk of certain changes that might occur during or following the exercise. These changes could relate to blood pressure or heart rate.

#### Potential benefits

I understand that a programme of regular exercise has been shown to be beneficial. Some of these benefits include:

- a decreased risk of heart disease
- a decrease in body fat
- improved blood pressure
- improvement in psychological function
- improvement in aerobic fitness.

The group exercise session has been explained to me and my questions regarding the session have been answered to my satisfaction. I understand that I am free to withdraw at any time. The information obtained will be treated as private and confidential.

Client's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness's signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Assessor feedback sheet

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment element/Learning outcome/Ac	Feedback

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

IQA's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Assessor question and response sheet

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ Date: \_\_\_\_\_

**Viva record (assessor questions and learner responses to be recorded).**

**Assessor note:** Questions need to relate to the principles of progression that have been applied to the learner's progressive programme/session plans.

Assessor's questions	Learner's responses



# Summary of achievement

## YMCA Level 3 Diploma in Teaching Pilates (Practitioner) (603/3855/6)

Learner's name: \_\_\_\_\_ Centre name: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ IQA's name: \_\_\_\_\_

### Mandatory units

Unit title	Element number	Evidence/assessment method	Assessment outcome			Assessor signature/date	Action plan/evidence for exemption	Reassessment outcome			Assessor signature/date	Assessor's signature for sign off
			P	R	E			P	R	E		
Providing a positive customer experience in the exercise environment (M/616/7824)	1	Assessment workbook (parts 1 & 2)	P	R	E			P	R	E		
	9		P	R	E			P	R	E		
IQA's (signature if sampled)						EQA's signature (if sampled)						

Unit title	Element number	Evidence/assessment method	Assessment outcome			Assessor signature/date	Action plan/evidence for exemption	Reassessment outcome			Assessor signature/date	Assessor's signature for sign off
			P	R	E			P	R	E		
Lifestyle management and health awareness (K/616/7949)	2	Assessment workbook	P	R	E			P	R	E		
IQA's (signature if sampled)						EQA's signature (if sampled)						

Unit title	Element number	Evidence/assessment method	Assessment outcome			Assessor signature/date	Action plan/evidence for exemption	Reassessment outcome			Assessor signature/date	Assessor's signature for sign off
Applied anatomy and physiology (A/616/4747)	3	Multiple choice theory paper	P	R	E			P	R	E		
	4	Assessment workbook	P	R	E			P	R	E		
IQA's (signature if sampled)						EQA's signature (if sampled)						

Unit title	Element number	Evidence/assessment method	Assessment outcome			Assessor signature/date	Action plan/evidence for exemption	Reassessment outcome			Assessor signature/date	Assessor's signature for sign off
Principles and fundamentals of Pilates (K/617/3542)	6	Fundamentals of Pilates worksheets	P	R	E			P	R	E		
	9	Summative observation of practical teaching assessment checklist	P	R	E			P	R	E		
IQA's (signature if sampled)						EQA's signature (if sampled)						

Unit title	Element number	Evidence/assessment method	Assessment outcome			Assessor signature/date	Action plan/evidence for exemption	Reassessment outcome			Assessor signature/date	Assessor's signature for sign off
Principles of planning and delivering group exercise (R/617/1395)	5	Principles of planning and delivering group exercise knowledge questions	P	R	E			P	R	E		
	8	Session planning Assessment checklist	P	R	E			P	R	E		
	7	Progressive programme and viva	P	R	E			P	R	E		

	9	Summative observation of practical teaching assessment checklist	P	R	E			P	R	E		
	10	Evaluation and reflection	P	R	E			P	R	E		
IQA's (signature if sampled)						EQA's signature (if sampled)						

Unit title	Element number	Evidence/assessment method	Assessment outcome			Assessor signature/date	Action plan/evidence for exemption	Reassessment outcome			Assessor signature/date	Assessor's signature for sign off
Plan and deliver a Pilates session (M/617/3543)	8	Session planning assessment checklist.	P	R	E			P	R	E		
	7	Progressive programme and viva	P	R	E			P	R	E		
	9	Summative observation of practical teaching Assessment checklist	P	R	E			P	R	E		
	10	Session evaluation form	P	R	E			P	R	E		
IQA's (signature if sampled)						EQA's signature (if sampled)						

## Optional unit

Unit title	Element number	Evidence/assessment method	Assessment outcome			Assessor signature/date	Action plan/evidence for exemption	Reassessment outcome			Assessor signature/date	Assessor's signature for sign off
			P	R	E			P	R	E		
Anatomy and physiology for exercise and fitness instructors (K/616/7823)	11	Multiple choice theory paper	P	R	E			P	R	E		
	12	Assessment workbook	P	R	E			P	R	E		
IQA's (signature if sampled)							EQA's signature (if sampled)					

### Learner authenticity statement

I confirm that the evidence provided for this qualification is entirely my own work.

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Assessor sign-off statement

I confirm that I am satisfied that the learner named above has provided evidence that is valid, authentic, reliable, current and sufficient to demonstrate the required knowledge, understanding and/or skills for the units signed off here.

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

IQA's signature: \_\_\_\_\_ Date: \_\_\_\_\_



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