

Level 3 Diploma in Teaching Pilates (QCF)

Learner Assessment Record



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Introduction

About CYQ

CYQ is one of the UK's leading health and fitness specific awarding organisations and is a trusted name that enjoys widespread respect within the fitness industry. CYQ qualifications are designed for people taking their first steps in the health and fitness industry or for those already working in the industry wishing to progress their careers. CYQ has been responsible for over 200,000 people launching or progressing their careers.

As an internationally recognised organisation, CYQ has a number of study options available including full time or part time, distance learning and progressive study routes. This variety ensures that there will be a study option that is right for you and which will enable you to increase your knowledge, gain new skills and develop your career. All of CYQ's proven and established resources and assessment materials have been developed by leading industry experts in consultation with employers and training providers.

For more information, visit www.cyq.org.uk

Learner assessment record (LAR)

Your learner assessment record is designed to support the assessment of your CYQ Level 3 Diploma in Teaching Pilates. It contains all the paperwork that you, your tutor and your assessor need to complete the 6 units.

You will share the learner assessment record with your tutor and assessor, who will use the paperwork contained within to assess you throughout the duration of 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

To achieve your CYQ Level 3 Diploma in Teaching Pilates, you must complete the following 6 units:

Unit reference number	Unit title	Level	GLH	Credits
A/600/9051	Anatomy and physiology for exercise and health	3	43	6
T/600/9016	Health, safety and welfare in a fitness environment	2	16	2
A/600/9017	Principles of exercise, fitness and health	2	28	4
M/600/9015	Know how to support clients who take part in exercise and physical activity	2	13	2
L/503/1304	Programming a Pilates Teaching Session	3	50	10
R/503/1305	Delivering a Pilates Teaching Session	3	60	13

You will gain 37 credits within the Qualifications and Credit Framework (QCF).

Assessment specification

Your assessment has 9 assessment elements across 6 units:

- Assessment elements 2, 3 and 4 are at level 2
- Assessment elements 1, 5, 6, 7, 8 and 9 are at level 3

Assessment element 1: Theory paper

You will be required to successfully complete the theory test from CYQ. Questions will relate to the syllabus for the 'Anatomy and physiology for exercise and health' unit (A/600/9051, Level 3).

Paperwork that relates to this assessment element:

N/A

Assessment element 2: Worksheet

You will be required to complete the 'Health, safety and welfare in a fitness environment' worksheet, externally set by CYQ.

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

Paperwork that relates to this element:

- Health, safety and welfare in a fitness environment – worksheet

Assessment element 3: Theory paper

You will be required to successfully complete the theory test from CYQ. Questions will relate to the syllabus for the 'Principles of exercise, fitness and health' unit (A/600/9017, Level 2).

Paperwork that relates to this element:

N/A

Assessment element 4: Worksheet

You will be required to complete the 'Know how to support clients who take part in exercise and physical activity' worksheet, externally set by CYQ.

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

Paperwork that relates to this element:

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

Assessment element 5 : Worksheets

You will be required to complete the 'Fundamentals of Pilates' worksheet and 'The original exercises, adaptations and modifications' worksheet, externally set by CYQ.

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 6: Progressive programme

Using a real, apparently healthy individual (eg, a peer, 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 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), showing progression over the weeks according to the client's goals, together with a 12-week progressive programme outline for weeks 1, 6 and 12, demonstrating 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 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

Client 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 includes:

- 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 7: Planning

You will be required to complete the following paperwork:

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 you will deliver for assessment element 8, 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
 - Supine lying (crook, corpse and tabletop)
 - 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:

- Planning – session overview (group)
- Planning – session plan (group)
- Planning checklist
- 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)

Assessment element 8: 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 CYQ guidelines.

The session delivered must relate to the session plan in assessment element 7.

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 – teaching content checklist:

- 4 start positions (these can feature in any section, 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
 - Supine lying (crook, corpse and tabletop)
 - Supine plank (weight between hands and feet)

Preparation phase

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

Main section

- 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

- 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 9 – evaluation (detailed below)

Paperwork that relates to this assessment element:

- Summative observation checklist

Assessment element 9: Evaluation and reflection

You are required to complete a session evaluation and reflection based on the session taught in assessment element 8.

Paperwork that relates to this assessment element:

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

The remainder of the forms contained within this record are explained below:

Assessment plan

This document is designed to allow you and your assessor to 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

Your assessor will use this form to record any feedback that you may be given for part of the assessment. This form may be used at any stage in your learning to record feedback.

Supplementary questions record

Your assessor will use this form to record any questions that you may be asked and any responses 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 required. For example, you may need to be re-assessed in a particular area. This form will also be signed by you to declare authenticity of work and by your assessor to indicate which of the units have been satisfactorily completed. This document should be kept in a safe place as it acts as evidence of your achievements.

Assessment plan

CYQ Level 3 Diploma in Teaching Pilates (QCF)

Unit title	Element number	Evidence/assessment method	Date, time and place of assessment	Any reasonable adjustments negotiated agreed
Anatomy and physiology for exercise and health (A/600/9051)	1	<ul style="list-style-type: none"> Multiple choice test: paper-based/online (delete as applicable) 		
Health, safety and welfare in a fitness environment (T/600/9016)	2	<ul style="list-style-type: none"> Written worksheet 		
Principles of exercise and health (A/600/9017)	3	<ul style="list-style-type: none"> Multiple-choice test: paper-based/online (delete as applicable) 		
Know how to support clients who take part in exercise and physical activity (M/600/9015)	4	<ul style="list-style-type: none"> Written worksheet 		
Programming a Pilates teaching session (L/503/1304)	5	<ul style="list-style-type: none"> Written worksheets 		
Delivering a Pilates teaching session (R/503/1305)				

Unit title	Element number	Evidence/assessment method	Date, time and place of assessment	Any reasonable adjustments negotiated agreed
Programming a Pilates teaching session (L/503/1304) Delivering a Pilates teaching session (R/503/1305)	6	<ul style="list-style-type: none"> • Written client profile and goal setting • Written 12-week progressive programme paperwork: <ul style="list-style-type: none"> ◦ 3 detailed session plans ◦ Outline of weeks 1, 6 and 12 ◦ Progressive programme checklist ◦ Progressive programme 'Viva' record 		
	7	<ul style="list-style-type: none"> • Written session overview (group) • Written session plan (group) • Planning checklist 		
	8	<ul style="list-style-type: none"> • Practical delivery of a Pilates session • Summative observation checklist 		
	9	<ul style="list-style-type: none"> • Written evaluation and reflection • Summative observation checklist 		

Learner's name: _____

Learner's signature: _____

Assessor's name: _____

Assessor's signature: _____

IOA's name: _____

IOA's signature: _____

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

Worksheet

Learner's name: _____

1. Identify 3 types of emergency that may occur in a fitness environment.

a)

b)

c)

2. Describe the responsibilities of the following individuals during an emergency.

Role	Responsibilities
General manager	
Duty first aider	
Emergency services	

3. Explain the importance of following emergency procedures calmly and effectively.

4. Describe how to maintain the safety of people involved in typical emergencies for the following groups of people.

Children	
Older people	
Disabled people	

5. Outline why health and safety is important in a fitness environment.

6. Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment.

a)	
b)	
c)	

7. Describe duty of care and professional role boundaries in relation to special population groups.

Children	
Older people	
Disabled people	

8. Identify the typical roles of individuals responsible for health and safety in a fitness organisation.

Individual	Health and safety role

9. Describe 3 types of security procedure that you may need to follow when working in a fitness environment.

a)	
b)	
c)	

Worksheet continued

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

Learner's name: _____

10. Describe 2 key health and safety documents that are relevant in a fitness environment.

a)

b)

11. Identify 1 possible hazard for each of the following aspects of working in a fitness environment.

Aspect	Hazard
Facilities	
Equipment	
Working practices (including lifting and handling of equipment)	
Client behaviour	
Security	
Hygiene	

12. Describe how to risk assess the types of hazard highlighted in Q11 above.

13. Describe how to control risks associated with the types of hazard highlighted in Q11 above.

Blank space for answer to Q13.

14. Identify the appropriate person/position to contact within the fitness organisation when you cannot personally control hazards and risks.

Blank space for answer to Q14.

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

Blank space for answer to Q15.

16. Describe the responsibilities and limitations of a fitness instructor with regards to safeguarding children and vulnerable adults.

Blank space for answer to Q16.

17. List 4 types of abuse and their associated signs that an instructor may encounter.

Types of abuse	Signs of abuse

Worksheet continued

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

Learner's name: _____

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

Policies	Reporting procedure

19. Describe the procedures to follow to protect yourself from accusations of abuse.

20. Identify 2 statutory agencies responsible for safeguarding children and vulnerable adults and state when it may be necessary to contact each one (contact scenario).

Statutory agency	Contact scenario

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

Final result: Pass Refer

Learner's signature: _____

Date: _____

Assessor's signature: _____

Date: _____

IQA's signature: _____

Date: _____

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

Worksheet

Learner's name: _____

1. Give 2 reasons why it is important to form effective working relationships with clients.

a)

b)

2. Give 2 reasons why it is important to present yourself and the organisation positively to clients.

a)

b)

3. Describe how the communication skills below can assist in client motivation.

Open questions

Eye contact

Active listening

4. Explain the importance of valuing equality and diversity when working with clients.

5. List 3 typical barriers to exercise/physical activity that clients may experience.

a)

b)

c)

6. Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence.

--

7. List 2 incentives and 2 rewards that can strengthen clients' motivation and adherence.

Incentives	Rewards

8. List 3 strategies and describe how they can help clients overcome typical barriers to exercise/physical activity.

Strategies	How does the strategy help the client overcome the barrier
a)	
b)	
c)	

9. Explain why it is important for clients to take personal responsibility for their own fitness and motivation.

--

Worksheet continued

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

Learner's name: _____

10. Explain how each of the following can assist clients to develop their own strategy for motivation and adherence.

Information gathering	
Goal setting	

11. Identify 2 behaviour change approaches/strategies to encourage adherence to exercise/physical activity.

a)

b)

12. What does SMART stand for?

S

M

A

R

T

13. Describe the process for setting short-, medium- and long-term goals following initial goal-setting.

14. Describe the process for revising short-, medium- and long-term goals.

15. Explain the importance of client care:

a) from the client's point of view

b) from the organisation's or company's point of view

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

17. List 2 ways to identify clients' needs.

a)

b)

18. Give 2 reasons for the importance of dealing with clients' needs in a timely manner, effectively and positively.

a)

b)

19. State 2 ways in which you could exceed clients' expectations.

a)

b)

Final result: Pass Refer

Learner's signature: _____

Date: _____

Assessor's signature: _____

Date: _____

IQA's signature: _____

Date: _____

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

Worksheet – Fundamentals of Pilates

Learner's name: _____

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

2. Explain the role of a Pilates teacher in relation to promoting long-term behavioural change (list the stages of change and appropriate interventions).

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

a)

b)

c)

d)

e)

f)

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

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

6. 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).

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

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

9. Explain the term 'integral biology'.

Worksheet - Fundamentals of Pilates continued

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

Learner's name: _____

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

11. Explain why a class without music might be beneficial.

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

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

14. List 1 reason for temporary deferral of exercise.

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

Final result: Pass Refer

Learner's signature: _____

Date: _____

Assessor's signature: _____

Date: _____

IQA's signature: _____

Date: _____

Worksheet - The original exercises, modifications and adaptations

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

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 eg, skill and fitness level required and potential contraindications for specific groups	Modifications/adaptations	Outcome P=Pass R=Refer
1. Hundred				
2. Roll-up				
3. Rollover with legs spread				
4. Rocking with open legs				
5. One-leg circle				

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. Rolling back like a ball				
7. Single-leg stretch				
8. Double-leg stretch				
9. Spine stretch				
10. Rocking				

Worksheet - The original exercises, modifications and adaptations continued

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

Learner's name: _____

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. Corkscrew				
12. Saw				
13. Swan dive				
14. One-leg kick				
15. Double-leg 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
16. Neck pull				
17. Scissors				
18. Bicycle				
19. Shoulder bridge				
20. Spine twist				
21. Jack knife				

Worksheet - The original exercises, modifications and adaptations continued

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

Learner's name: _____

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. Side-leg kick kneeling				
23. Side-leg kick lying				
24. Teaser				
25. Hip twist				
26. Swimming				

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
27. Leg pull – prone				
28. Leg pull – supine				
29. Mermaid – side bend				
30. Boomerang				
31. Seal				

Worksheet - The original exercises, modifications and adaptations continued

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

Learner's name: _____

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. Crab				
33. Control balance				
34. Push-up				

Final result: Pass Refer

Learner's signature: _____

Date: _____

Assessor's signature: _____

Date: _____

IOA's signature: _____

Date: _____

Progressive programme – client profile and goal setting

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

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 (alcohol, smoking etc.)

Activity levels

Postural assessment notes and screening (can include a copy of postural assessment records or photographs detailing client's 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

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

Learner's name: _____ Date: _____

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

Client's goals (process or outcome) – SMART eg, 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 – 12 week outline

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

Client's name: _____ Learner's name: _____

This is an outline of how the sessions would progress from weeks 1 to 6 and 6 to 12 and 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)			
	Any other information eg, home-care advice	Other information and explanation of changes	Other information and explanation of changes

Progressive programme – detailed session plan

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

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

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

Learner's name: _____

To be completed after each of the 3 implemented sessions.

Date	Session 1:	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 your Pilates programme.

Session 1

Session 2

Session 3

Progressive programme checklist

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

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 re-assessment (when applicable).

Progressive programme (client profile and goal setting)		
The learner	Outcome	Outcome
	Initial assessment	Re-assessment
PP1. Produced a client profile that: demonstrated methods of consultation, to include:		
• 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		
PP2. Explained the importance of a Pilates teacher working together with clients to agree goals, objectives, programme and adaptations, to include:		
• 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		
PP3. Demonstrated understanding of the client profile in the viva		
PP4. Demonstrated understanding of client goal setting in the viva		
Result for client profile and goal setting	Pass / Refer	Pass / Refer

Progressive programme (3 detailed session plans and progressive programme outline)		
The learner	Outcome	Outcome
	Initial assessment	Re-assessment
PP5. Produced progressive programme paperwork that:		
• Contained 3 detailed session plans that included the detail listed in assessment element 7 on p 9 & 10		
• Contained a progressive programme outline of weeks 1, 6 and 12		
• Clearly related to the client's current readiness, motivation and physical capabilities		
• Clearly related to the client's short-, medium- and long-term goals		
• Progressed appropriately for the client's needs and barriers (physically and psychologically)		
PP6. Demonstrated understanding of the principles of progression in the 'viva'		
Result for progressive programme	Pass / Refer	Pass / Refer

Final result: Pass Refer

Learner's signature: _____

Date: _____

Assessor's signature: _____

Date: _____

IQA's signature: _____

Date: _____

Planning – session overview (group)

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

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:	
Client 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)

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

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

Planning checklist

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

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 re-assessment (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:		
• Covered the health and safety precautions required prior to teaching a group Pilates session		
• Covered the session objectives		
• Covered any specific consideration relating to the participants or changes required to the plans		
P2. Produced a session plan for a group that included:		
• 4 start positions		
• Preparation phase (as detailed in assessment element 7 on p 9 & 10)		
• Main phase (as detailed in assessment element 7 on p 9 & 10)		
• Closing phase (as detailed in assessment element 7 on p 9 & 10)		
• Appropriate alternatives, progressions and regressions		
• Appropriate teaching points		
• Appropriate home-care advice		
Result for planning	Pass / Refer	Pass / Refer

Learner's signature: _____ Date: _____

Assessor's signature: _____ Date: _____

IQA's signature: _____ Date: _____

Session evaluation and reflection

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

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

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

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 teaching 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

Summative observation checklist continued p 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 re-assessed 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 re-assessments. 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. Explained the concepts and vital elements of the principles of Pilates within each exercise of the Pilates method					
T2. Explained and demonstrated the breathing and core engagement concepts					
T3. Explained and demonstrated the techniques of Pilates within each exercise of the Pilates method					
T4. Explained and demonstrated how to adapt, progress and regress Pilates exercises for different participants in the class					
T5. Explained and demonstrated health and safety precautions when performing Pilates movements					
T6. Demonstrated how to instruct a Pilates teaching session					
T7. Demonstrated appropriate methods of voice projection					
T8. Demonstrated appropriate correcting techniques (when necessary)					
T9. Delivered a range of content (to cover the range outlined in the teaching content checklist on the next page)					
Result for teaching				Pass / Refer	Pass / Refer

Summative observation checklist continued p 3 of 4 – teaching content checklist

Programming a Pilates teaching session (L/503/1304) and Delivering a Pilates teaching session (R/503/1305)

Learner's name: _____

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)		Closing phase – observed the following:		At least 3 actions (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	

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

Summative observation checklist continued p 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 clients/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 clients		
E8. Explained how to deal with negative feedback		
E9. Justified why the environment must be left in a condition suitable for future use		
Result for ending a Pilates session and evaluation	Pass / Refer	Pass / Refer

(All sections of the summative observation checklist need a pass to achieve a final result of a pass)

Final result: Pass Refer

Learner's signature: _____ Date: _____

Assessor's signature: _____ Date: _____

IQA's signature: _____ Date: _____

Appendices

Assessor feedback sheet

Learner's name: _____

Assessor's name: _____

Assessment element: _____

Ref	Feedback

Copy as required (This form should be used to record any feedback relating to any of the assessment elements)

Learner's signature: _____ Date: _____

Assessor's signature: _____ Date: _____

IQA's signature: _____ Date: _____

Supplementary questions record

Learner's name: _____

Assessor's name: _____

Assessment element: _____

Ref	Assessor's question	Learner's response

Copy as required

Learner's signature: _____ Date: _____

Assessor's signature: _____ Date: _____

IQA's signature: _____ Date: _____

Physical activity readiness questionnaire (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, and 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 above questions, then you are required to gain consent from your doctor before participating in the Pilates session.

If you have answered NO to all of the above questions and you have reasonable assurance of your suitability for:

A Pilates session – which will include: a preparation phase, a main section and a closing phase.

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 exercise sessions.

Client's signature: _____ Date: _____

Witness's signature: _____ Date: _____

This PAR-Q has been designed for use on the Level 3 Diploma in Teaching Pilates course; for a copy of a generic PAR-Q please go to: Canadian Society for Exercise Physiology's website (www.csep.ca/publications)

Informed consent

Informed consent form for exercise prescription

Programme objectives and procedures

I understand that the purpose of a Pilates session is to provide safe and individualised exercises to improve health and wellbeing. Exercises may include:

- Preparation phase activities
- Main section activities covering a range of mat Pilates exercises and techniques
- Closing phase activities

Potential risks

The Pilates session is designed to place a gradually increasing workload on the muscular systems and thereby improve function. The reaction of the 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:

- Improved muscular fitness and motor skills
- Improved flexibility
- Improvement in psychological function
- Improved posture, tone and shape
- Feeling of wellbeing
- Improved back care

The Pilates 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: _____

Summary of achievement

CYQ Level 3 Diploma in Teaching Pilates (QCF)

Learner's name: _____ Centre name: _____

Assessor's name: _____ IQA's name: _____

Unit title	Assessment element	Assessment outcome	Action plan for achievement and evidence produced for exemption	Re-assessment outcome (if applicable)	Assessor's and learner's signature and date of sign-off	IQA's signature and date (if sampled)	EQA's signature and date (if sampled)
Anatomy and physiology for exercise and health (A/600/9051)	1. Theory paper	Pass %		Pass %			
		Refer %		Refer %			
		Exemption		Refer %			
Health, safety and welfare in a fitness environment (T/600/9016)	2. Worksheet	Pass		Pass			
		Refer		Refer			
		Exemption					
Principles of exercise and health (A/600/9017)	3. Theory paper	Pass %		Pass %			
		Refer %		Refer %			
		Exemption					

Unit title	Assessment element	Assessment outcome	Action plan for achievement and evidence produced for exemption	Re-assessment outcome (if applicable)	Assessor's and learner's signature and date of sign-off	IQA's signature and date (if sampled)	EQA's signature and date (if sampled)
Know how to support clients who take part in exercise and physical activity (M/600/9015)	4. Worksheet	Pass		Pass			
		Refer		Refer			
		Exemption					
Programming a Pilates teaching session (L/503/1304)	Fundamentals of Pilates	Pass		Pass			
		Refer		Refer			
		Exemption					
Delivering a Pilates teaching session (R/503/1305)	The original exercises	Pass		Pass			
		Refer		Refer			
		Exemption					
	6. Progressive programme	Pass		Pass			
		Refer		Refer			
		Exemption					

Summary of achievement continued p3 of 3

CYQ Level 3 Diploma in Teaching Pilates (QCF)

Learner's name: _____

Unit title	Assessment element	Assessment outcome	Action plan for achievement and evidence produced for exemption	Re-assessment outcome (if applicable)	Assessor's and learner's signature and date of sign-off	IQA's signature and date (if sampled)	EQA's signature and date (if sampled)
Programming a Pilates teaching session (L/503/1304)	7. Planning	Pass		Pass			
		Refer		Refer			
		Exemption					
Delivering a Pilates teaching session (R/503/1305)	8. Observation of practical teaching	Pass		Pass			
		Refer		Refer			
		Exemption					
	9. Evaluation and reflection	Pass		Pass			
		Refer		Refer			
		Exemption					

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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