The Thoughtful Body™ Ltd

Assessment Guidelines

Mandatory Unit 7 INSTRUCTING PILATES MATWORK

Aim: Plan, deliver and evaluate a Pilates teaching session.

Paperwork: on the day of your practical assessment, you are responsible for bringing

1. A copy of your register.
2. Client PARQs and Informed Consent.
3. Class plans must be presented in a A4 punch pocket, on single sided paper and the pages clearly numbered. Please print two, one for the assessor and one for the IQA.
4. A copy of Unit 6 Programming Pilates matwork Unit accreditation number: H/602/5325 Group profile.
5. A copy of Unit 7 Instructing Pilates matwork Unit accreditation number: K/602/5326_Session self-evaluation _Review the outcomes of working with class participants.
6.

Brief: Present a Pilates session plan according to the needs of your Group Profile and to meet Active IQ assessment criteria which is found in your LAP.

Offer a balanced Pilates matwork session that includes a variety of movement directions, with suitable alternatives to allow clients to work at their appropriate level. You may need to be able to adapt your session for specialist populations so you should plan for this in your adaptations and modifications. You may wish to share and expand with your clients' one of Joseph Pilates original quotes and demonstrate your knowledge of Pilates history.

Your aim is to broaden your clients' understanding of the Pilates method by offering a flowing creative class based on Pilates Principles and Fundamentals.

The class plan needs to include the following:

- Overall objectives for your planned session, for example: To teach a balanced class in all planes of movements for an Intermediate level with a focus on posture and alignment.
- Mobilisation e.g. for the spine, shoulder, hips, all joints in the warm up.
- Stabilisation and strengthening e.g. for the spine, pelvis, scapula, trunk, shoulder girdle.
- Improve posture e.g. hyperkyphosis, hyperlordosis, flat back, sway back, scoliosis, winged scapula etc.

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- Objectives for each phase: these should be more focused and have a similar theme as your overall objectives but with a specific focus.
- Approximate timings for each phase: approximately 10 mins for the opening and closing phase and plan for 40 mins for your main phase although your assessor will not observe all your main phase.
- Your class plan must meet the **assessment criteria** and **observation checklist** for Active IQ, it is your responsibility to look at your class plan and see if you have met the criteria. If you have any issues understanding criteria, then please contact your tutor.
- Please refer to **Understanding the Planning of a Pilates Session** for more in-depth information on planning and delivery.

The plan needs to include the following for each exercise:

- **Starting positions:**

  Your assessor will require you to teach at least three different start positions in your main phase. However, to ensure that you teach a balanced session in your Pilates sessions in future The Thoughtful Body™ requires you to plan for at least five in the main phase to ensure you have covered all movement directions. These include:

  - Standing (both feet, single foot)
  - Seated (crook, staff/legs straight, tailor/cross-legged, straddle)
  - Kneeling (buttocks on heels or buttocks lifted, wide triangle or narrow triangle)
  - Prone lying (flat and elevated on elbows)
  - Prone plank (press up position)
  - Side-lying and kneeling side lying
  - On all fours
  - Supine lying (crook, corpse and table top
  - Supine plank (weight between hands and feet

- **Name of the exercise:**
  - ABC, roll down, small pelvic tilt etc.
- **Reps:** x10, x5 each side, x5 R, L.
- **Purpose of the exercise:** mobilise, strengthen, stretch etc, be specific and name the joint or muscle.

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- **Instructions:** keep them succinct / teaching points: what you would expect to correct /visualisation cues.
- **Pilates principles / fundamentals:** including Control, Centre, Breath, Concentration, Flow, Precision, stabilisation of scapulae, pelvis, trunk, shoulder.
- **Adaptation or modification:** include specifics to your clients as well as demonstrating knowledge of your specialist populations: teenagers, older adults, disability, pregnancy, postnatal. Please refer to your handouts on specialist populations to assist you with this. If you are using headblocks, Therabands or overballs include them here. No more than two or three modifications are required.
- **Medium term progression** (after six weeks). Use a variety of progressions increasing load, lever length, increase reps, choreography, increase speed, slow down speed under load to challenge control and precision, working against gravity, directional changes, working with a prop, working with body weight, working with a prop weight, increasing ROM, introducing balance, introduce, unilateral stability, introduce contralateral stability, challenge stability, take away stability or provider a narrower starting platform, co-ordination challenge, change of breath focus, reduce rest time etc.
- **Longer term progression** (after twenty weeks). As in medium term progressions but with a more advanced focus.

Planning Guidelines

Group Profile

You will be required to complete a **group profile** - for the session you plan to deliver. The session overview should take account of:

√ Number of clients (5-12)

√ Gender ratio

√ Age range

√ Level of the session – this should reflect the participants you have in your group

√ Duration of the session – this should be planned for 60 mins although the assessor will not observe all 60 mins

√ Number of sessions per week

√ Client goals – be general and specific if you can

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- √ Review stages and measures you will use to check client's performance. For example: in the opening phase you may want to check their ability to balance, in the roll down there is an opportunity to check their posture, you may want to check that they understand the importance of warming up before they exercise. In the main phase you may want to check they are actively listening to you, are able to perform the exercises correctly, can stabilise, are not putting themselves at risk of injury, are correctly recruiting the abs, looking for R and L imbalances, they are taking on board your corrections or they many need re-enforced corrections, are not doming their abs, are able to maintain stability. You may refer to one or two exercises that you are unsure how the group will respond to and demonstrate how you will check good technique and performance.
- √ Special considerations relating to posture and alignment: your screening has taken place in advance of the class, so you are able to plan and note this. However, on the day of your assessment there may be an unknown client in your class. This client you will screen on the day and make notes relating to any postural and alignment or functional limitations on the register.
- √ Physical/ technical demands of the class: note any exercises that may require any extra assistance due to a higher load, lever or more complex patterns being introduced.
- √ Resources required: state all of your resources including whether or not you have checked them for any repairs, faults and cleanliness.
- √ Health and Safety Issues

Every box should be completed, or you will be referred.

Session Plan

Please refer to **Understanding the Planning of a Pilates Session** for more in-depth information on planning and delivery. For your assessment you will be required to prepare a detailed **planning session plan with home-care advice.**

To include:

Preparation phase:

- Instruction of Pilates Principles

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- Alignment
- Breathing
- Centring/core activation
- Concentration
- Mobility and flowing movement in all joints in different ranges of movement
- Posture and precision
- Balance
- Functional movement
- Roll down for posture and alignment check

Main phase involving whole-body movements

- Instruction of Pilates Principles

Include all **objectives/purpose** listed below:

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

Include **actions** listed below from three planes of movement:

- Flexion
- Extension
- Rotation
- Circumduction
- Lateral flexion
- Abduction

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- Adduction
- Movements of the Scapulae

Closing Phase

- Instruction of Pilates principles
- Stretching
- Watch points for safe stretching
- Mobility
- Relaxation (active or passive)
- Energiser and homework
- Evaluation of your homecare advice

Delivery of the practical

You should plan to introduce yourself and outline your session in such a way that good professional practice is demonstrated, and you are clear about the composition and "wellness" of your group on the day.

If you are using any accessory equipment/music for your session, please organise this in advance. You should not use any small apparatus that has not been taught to you on the course. Development in this area will form part of your CPD. Prior to delivering your session, you will need to conduct a risk-assessment, observing any potential hazards, locating first-aid kit and other preparations. This will be obvious when planning your group profile. Ensure participants have removed any jewellery as this may cause injury/turn off mobile phones and that all bags and coats are removed from the room.

Your **introduction** should consist of:

- Introducing yourself and the level/type of class you will be delivering
- Health and safety aspects: to include fire exits, water, and toilets.
- Acknowledge that you have read all PAR-Qs, and you may adapt exercises if necessary.
- Ask how everyone is feeling today?
- If any of the participants feel unwell to stop and let you know.

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- Is there anything else you should be aware of? Pregnancy?
- Please take responsibility for your own bodies, stop if it hurts and let me know.
- Work within your pain free zone.
- When using small equipment make sure it is placed somewhere safe when not being used, so if anyone needs to get up it won't be in the way or cause a hazard.
- Let everyone know you are a hands-on teacher either in your introduction or once your participants are on the floor, so if they don't feel comfortable with that, reassure them that it's not a problem and you have other methods of teaching.

Teaching focus for the practical delivery this session

It is your responsibility to plan your verbal teaching so that your assessor can see you have met the criteria. If there is anything that you do not understand or need further clarification on, please contact your tutor for assistance.

√ Include **set up position,** including ABC if relevant.

√ Include **objectives/purposes** of the exercise/movement with your clients. Make it relevant to them.

√ Use **a balance** of teaching skills (VAK) including explanations, cueing (auditory) demonstration (visual and imagery) and hands on (kinaesthetic). Elicit feedback from your class as you teach and to give you the opportunity to reflect in action and modify and adapt as appropriate.

√ Teach your participants the **Pilates Principles and Fundamentals.** Try to mention 2-3 per exercise and remember your breath patterns.

√ Make corrections and re-enforce if necessary.

√ **Include progressions, regressions and adaptations –** according to what you have planned.

√ Do not deviate from your plan, if on the day you forget or miss out something then leave that exercise out and do not go back to it. You can always reflect on it in your evaluation.

√ Do not add in any props or modifications or adaptations that you have not planned for. You can always reflect in your evaluation how you would plan for this in future sessions.

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Evaluation

After your teaching session you will take feedback from your clients about the session. You will have 20 mins to complete a session evaluation based on the session taught (reasonable adjustment may be applied – a dyslexic candidate or ESL may request a verbal evaluation).

Viva

Your viva will consist of questions with reference to:

- Your planning – if applicable
- Your session delivery
- Your session evaluation and reflection

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THEORY ASSESSMENT CONDITIONS

Mandatory Unit 1 LEVEL 3 Anatomy and Physiology for Exercise and Health

Mandatory Unit 4 LEVEL 2 Principles of Exercise, Fitness and Health

Please read the following very carefully

- Candidates **MUST** produce a form of picture identification to be inspected by the invigilator (e.g. driving licence/passport).
- Candidates **MUST** be at the venue in good time for their assessment, to allow for registration.
- Candidates must be seated 15 minutes before the assessment is due to start.
- N.B: Candidates who arrive **UP TO** 15 minutes late for the assessment will be allowed to sit the assessment at the discretion of the invigilator/centre, but only if the other candidates are not compromised. Invigilators should note the circumstances of the late arrival and a written report, giving the appropriate details, should be submitted to Active IQ. A copy of this report should be retained by the centre and made available at the request of the Active IQ External Quality Assurer (EQA).
- Candidates arriving **MORE THAN** 15 minutes late will **NOT** be permitted to take the assessment.
- Extra time will not be allowed unless previously arranged with Active IQ.
- Any request for reasonable adjustments or special considerations must be made to the Course Director, who will inform the administrator, at least 1 month prior to the assessment so that the necessary application to Active IQ may take place.
- Candidates with dyslexia or English as a second language are offered an extra 15 minutes to finish the paper. Candidates with dyslexia need to provide certification of their status.

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- Candidates must leave all personal belongings (e.g. bags, coats, mobile phones) at their own risk, in the area designated by the Invigilator. This must be a distance away from where the candidates are seated. Candidates are advised not to bring valuables with them to the assessment day. Mobile phones must be switched off.
- Bottled drinking water is allowed in the assessment area.
- Candidates must use a black pen to complete their theory answer sheets. Scrap paper will be provided and collected by the Invigilator after the assessment.
- A personal Active IQ theory answer sheet will be provided for the candidate to complete.
- Candidates should complete the theory paper answer sheet following the information provided by the Invigilator.
- Candidates should sign their theory answer sheet, which will be countersigned by the Invigilator.
- Each assessment lasts 90 minutes and is in **MULTIPLE CHOICE** format.
- The assessment must take place in silence.
- Candidates are not permitted to leave the assessment room until at least 30 minutes after the published start time. Candidates wishing to leave the room before the end must do so with the least amount of disruption.
- Candidates must not re-enter the assessment room once they have finished their assessment if they have been allowed to leave the assessment room early.
- Candidates must not communicate in any way with and/or seek assistance from and/or give assistance to any other candidate whilst they are in the assessment room.
- Candidates must be aware that any actual or suspected misconduct will be reported to the relevant Centre Contact, supported by a signed statement from the Invigilator. The candidate concerned will be asked to state their case in writing.

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- Candidates must ensure all assessment materials remain in the assessment room after the assessment has finished (including any blank paper used for making notes during the assessment).
- Candidates must leave the room quietly and be supportive to any other candidates.

What to expect?

Starting the assessment and the role of the Invigilator

- The Invigilator will ensure that all candidates have the correct theory answer sheet with their name on it, corresponding to the correct paper.
- The Invigilator will ensure a clock showing the accurate time is visible to all candidates.
- The Invigilator will ensure that the following assessment information is available to the candidate (written on a flipchart or white board) and that the candidates are clear on how to complete their theory answer sheets:
    - The start and finish times of the assessments which should be clearly visible to all candidates. The Invigilator will ask learners if they would like 15, 10, or 5-minute notice, which will then be written on the board.
    - An example of how to complete the tick box and what to do in case of an error.

At the start of the assessment the Invigilator will:

- Inform candidates they are now subject to the rules of assessment.
- Check that candidates have all the necessary materials.
- Ensure candidates are clear on how to complete their theory answer sheets.
- Remind candidates to sign their theory paper answer sheet (failure to do this will render the assessment invalid).
- Open the pack of theory papers and distribute to the candidates.
- Check that candidates have the correct papers in relation to the paper given.
- Advise candidates of any errata notices (if applicable).

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- Remind candidates they must not communicate with any other candidates during the assessment period.
- Announce clearly when candidates can begin and specify the time allowed.
- Sign the theory answer sheet in accordance with Active IQ Awards Regulations.

During the assessment

The Invigilator will:

- Supervise the candidates throughout the whole assessment.
- Be alert and always observe candidates.
- Not undertake any other activities while invigilating.

Emergencies

In the event of an emergency occurring during the assessment e.g. fire alarm:

- The assessment room must be evacuated in accordance with the instructions of the appropriate authority.
- Candidates must leave all assessment materials on their desks.
- A record detailing the date and time of the incident must be kept and made available to Active IQ.

After the assessment

The Invigilator will ensure that:

- That all candidates answer sheets have been fully completed and signed.
- All candidates and Invigilator signatures are contained within the relevant box.
- Ensure all related paperwork is secure to pass on to the appropriate Centre Contact/appointed person.
- A copy of all completed answer sheets are made and stored safely by the Course Director.
- The original answer sheets should be sent to the Assessor for marking by registered mail.

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The Assessor will:

- Mark the theory papers.
- Send a record of the results to the centre within 05 working days of receipt.

Policy Renewal and Review

This policy will be renewed annually. The policy will also act upon any feedback from external organisations, actions from regulatory bodies, individual (s) or feedback or any changes in our working practices. Any individual (s) are welcomed to enquire further about the policy or give us feedback.

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