

# Qualification Guidance Syllabus

[www.activeiq.co.uk](http://www.activeiq.co.uk)



## Active IQ Level 3 Diploma in Instructing Pilates Matwork (QCF)



Accreditation Number:  
501/1778/6 (QCF)

Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.

# Level 3 Diploma in Instructing Pilates Matwork (QCF)

**Qualification Accreditation No:** 501/1778/6 (QCF)

## Introduction

The Active IQ Diploma in Instructing Pilates Matwork is at level 3 on the Qualifications and Credit Framework. It also provides access onto The Register of Exercise Professionals (REPs) at level 3.

**Guided** learning hours: 240    Notional learning hours: 370    Credit: 37

Minimum credit to be achieved at or above the level of the qualification	29
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

## Entry Requirements

- There are no specific entry requirements for this qualification
- Some experience of Pilates classes is highly recommended
- The course requires physical exertion and individual participation is essential; therefore, a degree of physical fitness is necessary
- There is also an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2

## Qualification Outline

### Target Learners:

- Adults (aged 16+) wishing to pursue a career in the health and fitness sector as a Pilates instructor
- Please note that 16 to 18 year-olds may need to be supervised in the workplace, once they have achieved the qualification

### Aim:

- To provide learners with the skills and knowledge to enable them to be professionally competent to design, plan and deliver safe and effective Pilates classes

### Objectives:

- To provide learners with the knowledge to be able to understand the principles of Pilates Matwork
- To provide learners with the knowledge to be able to plan and programme Pilates Matwork classes
- To provide learners with the knowledge and skills to be able to instruct Pilates Matwork classes

### Progression:

This qualification provides:

- Progression to Level 3 qualifications in Personal Training for learners who wish to further their knowledge and skills to work as personal trainers.
- Progression to Level 3 Exercise Referral for learners who wish to work with specialist populations referred to exercise.

- Progression to the Active IQ Level 3 Certificate in Sports Massage Soft Tissue therapy, where learners will be provided with the knowledge and skills to practise sports massage alongside fitness instructing in the health club environment.
- The opportunity for learners to broaden their knowledge and skills and progress to other Level 2 qualifications in instructing Circuits, Gym, Exercise to Music, Step and Aqua

### **Links to National Occupational Standards**

There are direct links to the NOS in Instructing Exercise and Fitness and Instructing Physical Activity and Exercise:

- A355 Reflect on and develop own practice in providing exercise and physical activity
- C22 Promote health, safety and welfare in active leisure and recreation
- C316 Work with clients to help them to adhere to exercise and physical
- D459 Evaluate exercise and physical activity programmes
- D462 Apply the principles of nutrition to support client goals as part of a physical activity programme
- D465 Design, manage and adapt a mat Pilates programme
- D466 Instruct mat Pilates sessions

## Occupational competence statements for tutoring, assessing and internal verifying

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

### Tutors, Assessors and Internal Verifiers

#### Required Criteria

All Tutors, Assessors and Verifiers must:

- Possess a discipline specific qualification equivalent to the qualification being taught
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

#### Tutors

Tutors must hold, or be working towards a teaching qualification.

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS)
- Level 3 Award in Education and Training (QCF)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (QCF) (CTTLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) (DTTLS)
- Level 5 Diploma in Education and Training
- Certificate in Education

#### Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment (QCF) or
- Level 3 Award in Assessing Vocationally Related Achievement (QCF) or
- Level 3 Award in Assessing Competence in the Work Environment (QCF) or
- Level 3 Certificate in Assessing Vocational Achievement (QCF), or
- A1 (previously D32, D33)

#### Internal Verifiers

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (QCF) or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF) or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF) or
- V1 (previously D34)

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

## Active IQ Level 3 Diploma in Instructing Pilates Matwork (QCF)

**Qualification Accreditation Number: 501/1778/6 (QCF)**

### Qualification Structure

Learners must complete the seven mandatory units (37 credits).

#### Mandatory unit

Unit	Unit accreditation number	Level	Credit
1 Anatomy and physiology for exercise and health	A/600/9051	3	6
2 Know how to support clients who take part in exercise and physical activity	M/600/9015	2	2
3 Health, safety and welfare in a fitness environment	T/600/9016	2	2
4 Principles of exercise, fitness and health	A/600/9017	2	4
5 Principles of Pilates Matwork	D/602/5324	3	4
6 Programming Pilates Matwork	H/602/5325	3	9
7 Instructing Pilates Matwork	K/602/5326	3	10

**Additional unit** (this does not form part of the mandatory units)

Unit	Unit accreditation number	Level	Credit
8 Applying the principles of nutrition to a physical activity programme	L/600/9054	3	6

**Unit 1** A/600/9051      **Level:** 3      **Credit Value:** 6  
**Unit Title:** Anatomy and physiology for exercise and health

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the heart and circulatory system and its relation to exercise and health	1.1 Explain the function of the heart valves 1.2 Describe coronary circulation 1.3 Explain the effect of disease processes on the structure and function of blood vessels 1.4 Explain the short and long term effects of exercise on blood pressure, including the valsalva effect 1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training 1.6 Define blood pressure classifications and associated health risks
2. Understand the musculoskeletal system and its relation to exercise	2.1 Explain the cellular structure of muscle fibres 2.2 Describe the sliding filament theory 2.3 Explain the effects of different types of exercises on muscle fibre type 2.4 Identify and locate the muscle attachment sites for the major muscles of the body 2.5 Name, locate and explain the function of skeletal muscle involved in physical activity 2.6 Identify the anatomical axis and planes with regard to joint actions and different exercises 2.7 Explain the joint actions brought about by specific muscle group contractions 2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk 2.9 Describe joint movement potential and joint actions 2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments
3. Understand postural and core stability	3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine 3.2 Describe local muscle changes that can take place due to insufficient stabilisation 3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency 3.4 Explain the potential problems that can occur as a result of postural deviations 3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems 3.6 Explain the benefits, risks and applications of the following types of stretching: <ul style="list-style-type: none"> <li>• static (passive and active)</li> <li>• dynamic</li> <li>• proprioceptive neuromuscular facilitation (PNF)</li> </ul>



<p>4. Understand the nervous system and its relation to exercise</p>	<p>4.1 Describe the specific roles of:</p> <ul style="list-style-type: none"> <li>the central nervous system (CNS)</li> <li>the peripheral nervous system (PNS) including somatic and autonomic systems</li> </ul> <p>4.2 Describe nervous control and transmission of a nervous impulse</p> <p>4.3 Describe the structure and function of a neuron</p> <p>4.4 Explain the role of a motor unit</p> <p>4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres</p> <p>4.6 Explain the function of muscle proprioceptors and the stretch reflex</p> <p>4.7 Explain reciprocal inhibition and its relevance to exercise</p> <p>4.8 Explain the neuromuscular adaptations associated with exercise/training</p> <p>4.9 Explain the benefits of improved neuromuscular co-ordination/efficiency to exercise performance</p>
<p>5. Understand the endocrine system and its relation to exercise and health</p>	<p>5.1 Describe the functions of the endocrine system</p> <p>5.2 Identify the major glands in the endocrine system</p> <p>5.3 Explain the function of hormones including:</p> <ul style="list-style-type: none"> <li>growth hormone</li> <li>thyroid hormones</li> <li>corticosteroids</li> <li>catecholamines</li> <li>insulin</li> <li>glucagon</li> </ul>
<p>6. Understand energy systems and their relation to exercise</p>	<p>6.1 Identify the contribution of energy according to:</p> <ul style="list-style-type: none"> <li>duration of exercise/activity being performed</li> <li>type of exercise/activity being performed</li> <li>intensity of exercise/activity being performed</li> </ul> <p>6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue</p> <p>6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise</p>
<p>Assessment</p>	<p>Externally set multiple choice question paper</p>



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to form effective working relationships with clients	1.1 Explain why it's important to form effective working relationships with clients 1.2 Explain why it's important to present oneself and the organisation positively to clients 1.3 Describe how different communication skills can be used to assist clients with motivation 1.4 Explain the importance of valuing equality and diversity when working with clients
2. Understand how to address barriers to exercise/physical activity that clients experience	2.1 Identify the typical barriers to exercise/physical activity that clients experience 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence 2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity
3. Understand how to support clients to adhere to exercise/physical activity	3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation 3.2 Describe how to assist clients to develop their own strategy for motivation and adherence 3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity 3.4 Describe how to set short, medium and long term SMART goals 3.5 Describe how to review and revise short, medium and long term SMART goals
4. Understand how to provide ongoing customer service to clients	4.1 Explain the importance of client care both for the client and the organisation 4.2 Explain why it is important to deal with clients needs to their satisfaction 4.3 Identify where to source relevant and appropriate information to meet clients needs 4.4 Explain the importance of dealing with any delay in meeting clients needs timely and effectively 4.5 Give examples of how to exceed customer expectations, when appropriate 4.6 Explain the importance of handling client complaints positively following an organisation's procedure
Assessment	Client interview and worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand emergency procedures in a fitness environment	1.1 Identify the types of emergencies that may occur in a fitness environment 1.2 Describe the roles that different staff and external services play during an emergency 1.3 Explain the importance of following emergency procedures calmly and correctly 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people
2. Understand health and safety requirements in a fitness environment	2.1 Outline why health and safety is important in a fitness environment 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation 2.5 Describe the types of security procedures that may apply in a fitness environment 2.6 Describe the key health and safety documents that are relevant in a fitness environment
3. Understand how to control risks in a fitness environment	3.1 Identify possible hazards in a fitness environment, relating to: <ul style="list-style-type: none"> <li>• facilities</li> <li>• equipment</li> <li>• working practices, including lifting and handling of equipment</li> <li>• client behaviour</li> <li>• security</li> <li>• hygiene</li> </ul> 3.2 Describe how to risk assess the types of possible hazards in a fitness environment 3.3 Describe how to control risks associated with hazards in a fitness environment 3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally
4. Understand how to safeguard children and vulnerable adults	4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults 4.2 Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults 4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual 4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual 4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures 4.6 Describe the procedures to follow to protect oneself from accusations of abuse 4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults 4.8 Explain when it may be necessary to contact statutory agencies 4.9 Describe how to maintain the confidentiality of information relating to possible abuse
Assessment	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the effects of exercise on the body	1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training 1.2 Identify the short and long term effects of exercise on blood pressure 1.3 Describe the “blood pooling” effect following exercise 1.4 Describe the effects of exercise on bones and joints including the significance of weight bearing exercise 1.5 Describe delayed onset of muscle soreness (DOMS) 1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness 1.7 Describe the short and long term effects of different types of exercise on muscle 1.8 Describe different exercises that can improve posture
2. Understand the components of fitness	2.1 Define the components of health related fitness 2.2 Define the components of skill related fitness 2.3 Identify the factors that affect health and skill related fitness
3. Understand how to apply the principles and variables of fitness to an exercise programme	3.1 Describe the physiological implications of: <ul style="list-style-type: none"> <li>• specificity</li> <li>• progressive overload</li> <li>• reversibility</li> <li>• adaptability</li> <li>• individuality</li> <li>• recovery time</li> </ul> 3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type) 3.3 Explain the principles of a progressive training programme in developing components of fitness 3.4 Explain how to recognise when and how to regress a training programme 3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type) 3.6 Describe the effect of speed on posture, alignment and intensity 3.7 Describe the effect of levers, gravity and resistance on exercise 3.8 Describe the differences between programming exercise for physical fitness and for health benefits
4. Understand the Exercise contraindications and key safety guidelines for special populations	4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus) 4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients 4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16) 4.4 Describe the key safety considerations for working with disabled people
5. Understand how to safely monitor exercise intensity	5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including: <ul style="list-style-type: none"> <li>• the talk test</li> <li>• Rate of Perceived Exertion (RPE)</li> <li>• heart rate monitoring and the use of different heart rate zones</li> </ul>
6. Understand the health benefits of physical activity	6.1 Describe the health benefits of physical activity 6.2 Describe the effect of physical activity on the causes of certain diseases including: <ul style="list-style-type: none"> <li>• Coronary Heart Disease</li> <li>• Some cancers</li> <li>• Type 2 Diabetes</li> <li>• Hypertension</li> <li>• Obesity</li> <li>• Osteoporosis</li> </ul>

7. Understand the importance of healthy eating	<p>7.1 Describe the national food model/guide</p> <p>7.2 Describe key healthy eating advice that underpins a healthy diet</p> <p>7.3 Explain the importance of adequate hydration</p> <p>7.4 Explain professional role boundaries in relation to offering nutritional advice</p> <p>7.5 Explain the dietary role of the key nutrients</p> <p>7.6 Identify the common dietary sources of the key nutrients</p> <p>7.7 Describe the energy balance equation</p> <p>7.8 Explain the health risks of poor nutrition</p>
Assessment	Externally set multiple choice question paper

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the origins of the Pilates matwork method	1.1 Summarise the history of Joseph Pilates 1.2 Explain the original principles of Joseph Pilates, to include: <ul style="list-style-type: none"> <li>• Breathing</li> <li>• Concentration</li> <li>• Control</li> <li>• Centring</li> <li>• Precision</li> <li>• Flow</li> </ul> 1.3 Describe the fundamentals of Pilates matwork <ul style="list-style-type: none"> <li>• Alignment</li> <li>• Breathing</li> <li>• Centring</li> </ul> 1.4 Show an awareness of the repertoire of the 34 original Pilates matwork exercises
2. Understand the phases of a Pilates matwork class	2.1 Identify the phases of a Pilates matwork class <ul style="list-style-type: none"> <li>• Preparation phase</li> <li>• Main phase</li> <li>• Closing phase</li> </ul> 2.2 Explain the purpose and value of the preparation phase, to include: <ul style="list-style-type: none"> <li>• Breathing</li> <li>• Concentration</li> <li>• Postural alignment</li> <li>• Mobilisation</li> <li>• Activation of the core</li> </ul> 2.3 Explain the purpose and value of the main phase, comprising of whole body movements in anatomical planes <ul style="list-style-type: none"> <li>• Flexion</li> <li>• Extension</li> <li>• Rotation</li> <li>• Spinal movements</li> <li>• Lateral flexion</li> </ul> 2.4 Explain the purpose and value of the closing phase, to include: <ul style="list-style-type: none"> <li>• Stretching / mobilisation</li> <li>• Balance</li> <li>• Relaxation and consolidation</li> </ul>
Assessment	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the principles of collecting information to plan a Pilates matwork programme	1.1 Explain the principles of informed consent 1.2 Explain why informed consent should be obtained before collecting information for a Pilates matwork programme 1.3 Summarise the client information that should be collected when designing a Pilates matwork programme to include: <ul style="list-style-type: none"> <li>• personal goals</li> <li>• lifestyle</li> <li>• medical history</li> <li>• physical activity history</li> <li>• physical activity likes and dislikes</li> <li>• motivation and barriers to participation</li> <li>• current fitness level</li> <li>• posture and alignment</li> <li>• functional ability</li> </ul> 1.4 Explain how to select the most appropriate methods of collecting client information 1.5 Explain the legal and ethical implications of collecting client information, including confidentiality
2. Understand how to screen clients prior to a Pilates matwork programme	2.1 Explain how to interpret information collected from the client in order to identify needs and goals 2.2 Explain how to analyse responses to the Physical Activity Readiness Questionnaire (PAR-Q) 2.3 Describe the types of medical conditions that will prevent Pilates matwork teachers from working with a client unless they have specialist training and qualifications 2.4 Explain how and when Pilates matwork teachers should refer clients to another professional
3. Understand how to identify goals with clients	3.1 Explain how to identify clients' short, medium and long term goals to include: <ul style="list-style-type: none"> <li>• general health and fitness</li> <li>• physiological</li> <li>• psychological</li> <li>• lifestyle</li> <li>• social</li> <li>• functional ability</li> </ul> 3.2 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a Pilates matwork programme
4. Understand the exercise contraindications and key safety guidelines for special populations	4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus) 4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients 4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16) 4.4 Describe the key safety considerations for working with disabled people

5. Understand how to plan a Pilates matwork programme	<p>5.1 Identify credible sources of information on programme design and safe exercise</p> <p>5.2 Summarise the key principles of designing Pilates matwork programmes to meet client needs</p> <p>5.3 Describe a range of safe and effective exercises/physical activities derived from the original principles and fundamentals of Pilates matwork to include:</p> <ul style="list-style-type: none"> <li>• Original principles <ul style="list-style-type: none"> <li>o Breathing</li> <li>o Concentration</li> <li>o Control</li> <li>o Centring</li> <li>o Precision</li> <li>o Flow</li> </ul> </li> <li>• Fundamentals <ul style="list-style-type: none"> <li>o Alignment</li> <li>o Breathing</li> <li>o Centring</li> </ul> </li> </ul>
6. Understand how to adapt a Pilates matwork programme with clients	<p>6.1 Explain how the principles and fundamentals of Pilates matwork can be used to adapt the programme where:</p> <ul style="list-style-type: none"> <li>• goals are not being achieved</li> <li>• new goals have been identified</li> </ul> <p>6.2 Explain why it is important to keep accurate records of changes and the reasons for change</p>
7. Be able to collect information about clients	<p>7.1 Establish a rapport with the client</p> <p>7.2 Explain own role and responsibilities to clients</p> <p>7.3 Collect the information needed to plan a programme using appropriate methods</p> <p>7.4 Show sensitivity and empathy to clients and the information they provide</p> <p>7.5 Record the information using appropriate formats in a way that will aid analysis</p> <p>7.6 Treat confidential information correctly</p>
8. Be able to agree goals with clients	<p>8.1 Work with clients to agree short, medium and long-term goals appropriate to their needs</p> <p>8.2 Ensure the goals are:</p> <ul style="list-style-type: none"> <li>• specific, measurable, achievable, realistic and time bound</li> <li>• consistent with industry good practice</li> </ul> <p>8.3 Agree with clients their needs and readiness to participate</p>
9. Be able to plan a progressive Pilates matwork programme	<p>9.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are:</p> <ul style="list-style-type: none"> <li>• appropriate to clients' goals and level of fitness</li> <li>• consistent with accepted good practice</li> </ul> <p>9.2 Plan a progressive programme of safe and effective exercises that incorporate principles and fundamentals of Pilates matwork</p> <p>9.3 Plan realistic timings and order appropriate to your clients</p> <p>9.4 Ensure that the programme allows for clients to participate in a range of movements that can be modified, progressed or adapted according to their needs</p> <p>9.5 Agree the demands of the Pilates matwork programme with the clients</p> <p>9.6 Agree appropriate evaluation methods and review dates</p> <p>9.7 Identify the resources needed for the Pilates matwork programme</p> <p>9.8 Record plans in a format that will help you and your client to implement the programme</p>
Assessment	<p>Client interview and PARQ</p> <p>Group profile</p> <p>Class plan</p> <p>Progression overview</p> <p>Worksheet</p>



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to plan and prepare for a Pilates matwork sessions	1.1. Plan a range of safe and effective exercises/physical activities derived from the original principles and fundamentals of Pilates matwork to include: <ul style="list-style-type: none"> <li>• Original principles               <ul style="list-style-type: none"> <li>o Breathing</li> <li>o Concentration</li> <li>o Control</li> <li>o Centring</li> <li>o Precision</li> <li>o Flow</li> </ul> </li> <li>• Fundamentals               <ul style="list-style-type: none"> <li>o Alignment</li> <li>o Breathing</li> <li>o Centring</li> </ul> </li> </ul> 1.2. Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary
2. Be able to prepare class participants for Pilates matwork sessions	2.1 Help class participants feel at ease in the exercise environment 2.2 Explain the planned objectives and exercises/physical activities to class participants 2.3 Explain to class participants how objectives and exercises/physical activities support their goals 2.4 Explain the physical and technical demands of the planned exercises/physical activities to class participants 2.5 Explain to class participants how planned exercise/physical activity can be progressed or regressed to meet their goals 2.6 Negotiate and agree with class participants any changes to the planned exercises/physical activities that: <ul style="list-style-type: none"> <li>• meet their goals and preferences</li> <li>• enable them to maintain progress</li> </ul> 2.7 Record changes to plans if appropriate
3. Be able to instruct and adapt planned Pilates matwork exercises	3.1 Use motivational styles that: <ul style="list-style-type: none"> <li>• are appropriate to the class participants</li> <li>• are consistent with accepted good practice</li> </ul> 3.2 Instruct your class participants through the preparation, main and closing phases of a Pilates matwork class 3.3 Make best use of the environment in which clients are exercising 3.4 Provide instructions, explanations and demonstrations that are technically correct, safe and effective 3.5 Identify the exercises that need to be adapted 3.6 Provide alternatives to the planned exercises if participants cannot take part

4. Be able to improve class participants performance in Pilates matwork	<p>4.1 Adopt appropriate positions to observe class participants and respond to their needs</p> <p>4.2 Adapt verbal and non-verbal communication methods to make sure class participants understand what is required</p> <p>4.3 Take account of class participants posture</p> <p>4.4 Analyse clients' performance, providing positive reinforcement throughout</p> <p>4.5 Use appropriate methods to correct and reinforce technique, including</p> <ul style="list-style-type: none"> <li>tactile cueing</li> <li>changing teaching positions</li> <li>asking questions</li> <li>verbal and visual communication</li> <li>mirroring</li> </ul> <p>4.6 Provide feedback and instructing points which are timely, clear and motivational</p> <p>4.7 Adapt exercises with suitable progressions and regressions according to participants' needs</p>
5. Be able to bring the Pilates matwork sessions to an end	<p>5.1 Allow sufficient time for the closing phase of the session</p> <p>5.2 Provide participants with feedback and positive reinforcement</p> <p>5.3 Explain to participants how their progress links to their goals</p> <p>5.4 Leave the environment in a condition suitable for future use</p>
6. Be able to reflect on providing Pilates matwork sessions	<p>6.1 Review the outcomes of working with class participants including their feedback</p> <p>6.2 Identify:</p> <ul style="list-style-type: none"> <li>how well the sessions met class participants goals</li> <li>how effective and motivational the relationship with the class participants was</li> <li>how well the instructing styles matched the class participants needs</li> </ul> <p>6.3 Identify how to improve personal practice</p> <p>6.4 Explain the value of reflective practice</p>
Assessment	<p>Summative observed session</p> <p>Session and self-evaluation</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of nutrition	1.1 Describe the structure and function of the digestive system 1.2 Explain the meaning of key nutritional terms including: <ul style="list-style-type: none"> <li>• diet</li> <li>• healthy eating</li> <li>• nutrition</li> <li>• balanced diet</li> </ul> 1.3 Describe the function and metabolism of: <ul style="list-style-type: none"> <li>• macro nutrients</li> <li>• micro nutrients</li> </ul> 1.4 Explain the main food groups and the nutrients they contribute to the diet 1.5 Identify the calorific value of nutrients 1.6 Explain the common terminology used in nutrition including: <ul style="list-style-type: none"> <li>• UK dietary reference values (DRV)</li> <li>• recommended daily allowance (RDA)</li> <li>• recommended daily intake (RDI)</li> <li>• glycemic Index</li> </ul> 1.7 Interpret food labelling information 1.8 Explain the significance of healthy food preparation 1.9 Explain the relationship between nutrition, physical activity, body composition and health including: <ul style="list-style-type: none"> <li>• links to disease / disease risk factors</li> <li>• cholesterol</li> <li>• types of fat in the diet</li> </ul>
2. Understand key guidelines in relation to nutrition	2.1 Identify the range of professionals and professional bodies involved in the area of nutrition 2.2 Explain key healthy eating advice that underpins a healthy diet 2.3 Describe the nutritional principles and key features of the National food model/guide 2.4 Define portion sizes in the context of the National food model/guide 2.5 Explain how to access reliable sources of nutritional information 2.6 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers
3. Understand nationally recommended practice in relation to providing nutritional advice	3.1 Explain professional role boundaries with regard to offering nutritional advice to clients 3.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients 3.3 Evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain 3.4 Identify clients at risk of nutritional deficiencies 3.5 Explain how cultural and religious dietary practices can influence nutritional advice 3.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation 3.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician
4. Understand the relationship between nutrition and physical activity	4.1 Define the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production 4.2 Explain the components of energy expenditure and the energy balance equation 4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR) 4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors 4.5 Identify energy expenditure for different physical activities 4.6 Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity

5. Understand how to collect information relating to nutrition	<p>5.1 Explain why it is important to obtain clients' informed consent before collecting nutritional information</p> <p>5.2 Describe the information that needs to be collected to offer nutritional advice to clients</p> <p>5.3 Explain the legal and ethical implications of collecting nutritional information</p> <p>5.4 Describe different formats for recording nutritional information</p> <p>5.5 Explain why confidentiality is important when collecting nutritional information</p> <p>5.6 Describe issues that may be sensitive when collecting nutritional information</p> <p>5.7 Explain different methods that can be used to measure body composition and health risk in relation to weight</p>
6. Understand how to use nutritional information	<p>6.1 Describe basic dietary assessment methods</p> <p>6.2 Explain how to analyse and interpret collected information so that clients' needs and nutritional goals can be identified with reference to the National food model/guide recommendations</p> <p>6.3 Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight</p> <p>6.4 Explain how to sensitively divulge collected information and 'results' to clients</p> <p>6.5 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns</p> <p>6.6 Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders'</p> <p>6.7 Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician</p>
7. Understand the principles of nutritional goal setting with clients	<p>7.1 Explain how to apply the principles of goal setting when offering nutritional advice</p> <p>7.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current National guidelines</p> <p>7.3 Explain when people other than the client should be involved in nutritional goal setting</p> <p>7.4 Define which other people could be involved in nutritional goal setting</p> <p>7.5 Identify the barriers which may prevent clients achieving their nutritional goals</p> <p>7.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse</p> <p>7.7 Explain the need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme</p>
8. Be able to collect and analyse nutritional information	<p>8.1 Collect information needed to provide clients with appropriate healthy eating advice</p> <p>8.2 Record information about clients and their nutritional goals in an approved format</p> <p>8.3 Analyse collected information including nutritional needs and preferences in relation to the clients current status and nutritional goals</p>
9. Be able to apply the principles of nutrition to a physical activity programme	<p>9.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients</p> <p>9.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines</p> <p>9.3 Ensure that the nutritional goals support and integrate with other programme components</p> <p>9.4 Agree review points with the clients</p> <p>9.5 Review the clients' understanding of how to follow the nutritional advice as part of their physical activity programme</p> <p>9.6 Monitor, evaluate and review the clients' progress towards their nutritional goals</p>
Assessment	<p>Theory paper</p> <p>Case study</p>

[www.activeiq.co.uk](http://www.activeiq.co.uk)



Westminster House, The Anderson Centre,  
Ermine Business Park, Huntingdon, PE29 6XY

T: 01480 467950 F: 01480 456283  
E: [info@activeiq.co.uk](mailto:info@activeiq.co.uk)