



Qualification  
Guidance

# Active IQ Level 4 Certificate in Instructing Pilates Matwork

Qualification  
Accreditation Number:  
**600/6982/X**  
Version AIQ004835

**Active iQ**

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## Introduction

The Active IQ Level 4 Certificate in Instructing Pilates Matwork is at Level 4 on the Regulated Qualifications Framework (RQF). It also provides 16 Continuing Professional Development points for instructors on the Register of Exercise Professionals (REPs). It does not, however, give instructors access to Level 4 Specialist Instructor status on the REPs.

<b>Guided learning hours:</b>	70	<b>Total qualification time:</b>	130
<b>Credits:</b>	18	<b>Minimum credit to be achieved at or above the level of the qualification:</b>	11

## Entry requirements:

- Learners need to hold the Active IQ Level 3 Diploma in Instructing Matwork, or equivalent.
- Learners need to have had a minimum of 6–12 months' experience in Instructing Pilates Matwork post qualifying at Level 3.
- 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:

- Learners aged 16+.
- Qualified Pilates instructors/teachers.

### Aim

- To provide learners with additional teaching skills, which will enable them to work with a range of clients and small equipment.

### Objectives

- To provide learners with additional knowledge of classical Pilates.
- To provide learners with the opportunities to work with specialist populations.
- To provide learners with additional knowledge and skills to further their Pilates matwork repertoire.

## **Progression**

- This qualification provides direct progression onto other specialist qualifications, for example:
  - Active IQ Level 3 Diploma in Exercise Referral.
  - Active IQ Level 4 Certificate in Physical Activity and Lifestyle Strategies for Managing Low Back Pain.
  - Active IQ Level 4 Certificate in Physical Activity and Weight Management for Obese and Diabetic Clients.
- Learners may also progress onto the Active IQ Level 3 Diploma in Sports Massage Therapy, where they will be provided with the knowledge and skills needed to practise sports massage.
- Learners may also broaden their knowledge and skills by progressing to Level 2 qualifications in gym, exercise to music and aqua.

## **Links to National Occupational Standards (NOS)**

This qualification has direct links to the NOS in:

- Instructing Exercise and Fitness.
- Instructing Physical Activity and Exercise.

# Occupational competence statements for tutoring, assessing and internally verifying

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

## **Required criteria**

All tutors, assessors and internal 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 (this may be discipline/context-specific or relevant to tutoring, assessing or quality assurance).

## **Tutors**

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

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education a

## **Assessors**

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

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- 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.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- 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.

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## Qualification Structure

Learners must complete all three mandatory units (11 credits), a minimum of one unit from Group A (minimum of 3 credits) and a further 4 credits from any of the optional groups (Group A, B, or C).

A total of 18 credits must be achieved for the full qualification; a minimum of 11 credits must be achieved at Level 4.

### Mandatory units

Learners must complete all three mandatory units (11 credits).

Unit	Unit accreditation number	Level	Credits	
1	Movement assessment and analysis	T/504/3544	4	6
2	Understanding how to progress and prepare for classical Pilates matwork	A/504/3545	4	2
3	Understanding modes of progression and regression in a Pilates environment	D/504/3554	4	3

### Optional units

#### Group A – special populations

Learners must select a minimum of one special population group (minimum of 3 credits).

Please note that units 4 and 5 must be taken together, units 6 and 7 must be taken together and units 8 and 9 must be taken together.

Unit	Unit accreditation number	Level	Credits	
4	Physical activity and health considerations for the pre- and post-natal client	K/600/2595	3	2
5	Design and implement exercise programmes for the pre- and post-natal client	M/600/2596	3	3
6	Physical activity and health considerations for the older adult	H/504/3555	3	3
7	Designing and adapting exercise programmes for the older adult	K/504/3556	3	3
8	Planning health-related exercise and physical activity for children	A/600/9048	2	3
9	Instructing health-related exercise and physical activity to children	T/600/9050	2	6
10	Understanding physical activity and its impact on bone health	M/504/3557	3	3

**Group B – repertoire**

Unit		Unit accreditation number	Level	Credits
11	Teaching adaptations and progressions of classical Pilates matwork	T/504/3558	3	4
12	Choreographic adaptations for Pilates matwork	A/504/3559	2	3
13	Adaptations to mat-based Pilates utilising a standing position	M/504/3560	2	3
14	Adapting a mat-based Pilates session using small equipment	T/504/3561	2	3

**Group C – client-specific**

Unit		Unit accreditation number	Level	Credits
15	Adapting a physical activity programme for the needs of a specific sport/discipline	A/504/3562	4	3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the biomechanical and physiological processes involved in human movement.	1.1 Identify the anatomical planes and their respective axis of movement. 1.2 Explain joint actions in relation to the axis of movement. 1.3 Explain functional kinesiology in terms of: <ul style="list-style-type: none"> <li>• Levers.</li> <li>• Planes.</li> <li>• Axes.</li> </ul> 1.4 Identify joint actions and associated muscle actions involved in movement.
2. Understand how to determine biomechanical and physiological processes required for exercise.	2.1 Describe the relationship between communication and explanation of movement objectives. 2.2 Describe exercises using spatial descriptions. 2.3 Identify the joint actions that are being used at any given time during an exercise. 2.4 Identify muscle groups being employed at any given time during an exercise. 2.5 Identify joints that are being stabilised at any given time during an exercise. 2.6 Explain the biomechanical process for joint stabilisation at any given time during an exercise.
3. Understand the systems employed to control the relationship between stability and mobility of joints.	3.1 Describe the passive factors that influence the functional range of available movement at a joint. 3.2 Describe the active factors that influence control of joint position. 3.3 Explain the implications of muscle length and tension on joint position and movement potential. 3.4 Explain the influence of motor control on joint position and movement potential.
4. Understand the factors that can limit the effectiveness of joint position and movement potential.	4.1 Describe the concept of movement impairment. 4.2 Explain how the following components of the neuromuscular system influence movement potential: <ul style="list-style-type: none"> <li>• Motor control.</li> <li>• Muscle length and tension.</li> <li>• Relative flexibility.</li> </ul>
5. Be able to analyse exercises based on their physiological and technical demands.	5.1 Analyse exercises and categorise them in terms of the: <ul style="list-style-type: none"> <li>• Physical skills being challenged/developed.</li> <li>• Technical challenges they present.</li> </ul>



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
6. Understand how to collect information.	6.1 Explain the importance of pre-activity screening. 6.2 Identify information to be collected, to include: <ul style="list-style-type: none"> <li>• Personal goals.</li> <li>• Medical and injury history.</li> <li>• Professional working environment.</li> <li>• Recreational activities.</li> <li>• Commitment/motivation/attitude.</li> <li>• Current and previous physical training regimes.</li> </ul> 6.3 Explain how to select the most appropriate methods of collecting client information. 6.4 Explain the legal and ethical implications of collecting client information, including confidentiality.
7. Understand how to identify client-specific goals and objectives.	7.1 Explain how to identify clients' short-, medium- and long-term goals. 7.2 Explain how to use specific, measurable, achievable, realistic and time-bound (SMART) objectives in a programme of physical activities appropriate to clients' goals. 7.3 Describe the meaning of a client-centred approach. 7.4 Explain why it is important to implement a client-centred approach within group and one-to-one sessions.
8. Be able to plan an exercise session to assess a client's existing movement strategies.	8.1 Plan a client-centred session that will: <ul style="list-style-type: none"> <li>• Assess a client's existing movement strategies.</li> <li>• Identify the presence of any movement impairments and faulty recruitment patterns.</li> </ul>
9. Be able to conduct a movement assessment with clients.	9.1 Conduct a movement assessment session. 9.2 Record the outcomes of each physical activity, to include: <ul style="list-style-type: none"> <li>• Deviation from the prescribed activity.</li> <li>• Movement.</li> <li>• Stability.</li> <li>• Recruitment objectives.</li> </ul>
10. Be able to analyse the outcomes of a movement assessment.	10.1 Analyse the outcomes of a movement assessment. 10.2 Refine client objectives and prioritise these objectives in relation to the client's personal goals.
11. Be able to design a physical activity programme based on movement assessment.	11.1 Design a physical activity programme to facilitate the client's refined objectives. 11.2 Explain the principal objectives for each exercise, justifying its inclusion in the programme. 11.3 Identify the key exercises included within the physical activity that specifically target improvement of the client's movement function.
12. Understand how to modify a physical activity programme.	12.1 Describe adaptations for progressing and regressing the physical challenge provided by an exercise. 12.2 Describe adaptations for progressing and regressing the technical challenge provided by an exercise.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
13. Be able to modify a programme based on clients performance.	13.1 Analyse and assess the client's performance over a series of sessions. 13.2 Reactively respond to the client's performance during each session, offering appropriate adjustments to the planned session. 13.3 Identify the client's progress towards their agreed goals. 13.4 Provide suitable adjustments to the planned programme and goals to ensure sustainable progression of the client. 13.5 Record changes made to the programme.
<b>Assessment</b>	Worksheet Case study

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the classical Pilates matwork repertoire.	1.1 Summarise the repertoire of the original Pilates matwork exercises. 1.2 Explain how the principles and fundamentals of Pilates matwork incorporate the original exercises.
2. Understand how to create adaptations and modifications of the classical Pilates matwork repertoire.	2.1 Explain how to break down the original Pilates matwork exercises into their component parts. 2.2 Explain how the principles and fundamentals of Pilates matwork can be used to adapt the original exercises. 2.3 Explain how to create a range of adaptations and modifications which are both safe and effective for clients.
3. Be able to create a variety of preparations and progressions for the classical Pilates matwork repertoire.	3.1 Create a range of safe and effective exercises derived from the original Pilates matwork repertoire, incorporating: <ul style="list-style-type: none"> <li>• Original principles.</li> <li>• Fundamentals.</li> <li>• Teaching points.</li> <li>• Modifications/adaptations.</li> <li>• Progressions.</li> </ul>
<b>Assessment</b>	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to develop the components of fitness within a Pilates environment.	1.1 Describe the components of fitness. 1.2 Explain how the components of fitness can be influenced in a Pilates environment. 1.3 Define the possible training objectives of a Pilates exercise programme over a period of time. 1.4 Explain the considerations needed when designing a balanced session plan within a Pilates environment.
2. Understand the concepts of progression and regression for the components of fitness.	2.1 Explain the concepts of progression and regression of each of the components of fitness. 2.2 Explain how a client's progression and regression can be measured. 2.3 Explain the physiological factors that can affect the client's ability to progress.
3. Be able to analyse Pilates exercises based on their physiological and technical demands.	3.1 Analyse Pilates exercises and establish the components of fitness being challenged/developed. 3.2 Analyse Pilates exercises and categorise them in terms of the: <ul style="list-style-type: none"> <li>• Physical skills being challenged/developed.</li> <li>• Technical challenges they present.</li> </ul>
4. Be able to create Pilates exercise modifications.	4.1 Create Pilates exercise modifications for progressing the physical components of fitness. 4.2 Create Pilates exercise modifications for progressing each of the technical components of fitness. 4.3 Appropriately categorise the modified exercises in terms of: <ul style="list-style-type: none"> <li>• Technical difficulty.</li> <li>• Physical difficulty.</li> </ul>

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
<p>5. Understand how to apply strategies for progression and/or regression in a Pilates environment.</p>	<p>5.1 Explain how to identify clients' short-, medium- and long-term goals.</p> <p>5.2 Explain how to use specific, measurable, achievable, realistic and time-bound (SMART) objectives in a programme of Pilates sessions that are appropriate to clients' goals.</p> <p>5.3 Describe how to adapt the exercises in a planned session in relation to a client's performance within that session.</p> <p>5.4 Describe how to assess and appraise a client's level of progression in relation to the initial programme objectives.</p> <p>5.5 Describe how to appropriately modify a planned programme as a result of a client's deviation from the planned pathway of progression.</p>
<b>Assessment</b>	<p>Worksheet</p> <p>Case study</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the benefits of physical activity for pre- and post-natal clients.	1.1 Explain the value of physical activity for pre- and post-natal clients, to include: <ul style="list-style-type: none"> <li>• Maintenance of fitness levels.</li> <li>• Increased body awareness and improved posture.</li> <li>• Prevention of low back pain.</li> <li>• Weight control.</li> <li>• Faster post-natal recovery.</li> <li>• Reported easier pregnancy and delivery.</li> </ul>
2. Know the physiological and biomechanical changes that take place during pregnancy.	2.1 Summarise the three trimesters. 2.2 Describe the physiological and biomechanical changes associated with each trimester, to include: <ul style="list-style-type: none"> <li>• The circulatory system.</li> <li>• The respiratory system.</li> <li>• The musculoskeletal system.</li> <li>• The metabolic and hormonal systems.</li> </ul> 2.3 Explain the implications of these changes for the client taking part in physical activity.
3. Understand the key considerations for pre- and post-natal clients participating in physical activity.	3.1 List the contraindications to physical activity during and after pregnancy. 3.2 Explain the guidelines for referral. 3.3 Identify the warning signs that indicate the client should stop exercising. 3.4 Explain how to respond to these warning signs. 3.5 Describe the key considerations when developing an effective working relationship with pre- and post-natal clients. 3.6 List the types of real and perceived barriers that pre- and post-natal clients may have about participating in physical activity. 3.7 Describe ways in which these barriers can be overcome.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
<p>4. Know the nutritional requirements for pre- and post-natal clients.</p>	<p>4.1 Explain the importance of a balanced diet for pre- and post-natal clients, with particular reference to the importance of:</p> <ul style="list-style-type: none"> <li>• Avoiding dramatic weight loss during pregnancy.</li> <li>• Increasing maternal caloric intake to support the breastfeeding process.</li> </ul> <p>4.2 List the sources of food which are important for pre- and post-natal clients.</p> <p>4.3 List the foods which should be avoided during pregnancy and the reasons for these.</p> <p>4.4 Explain the reasons why pre- and post-natal clients should keep hydrated and avoid hot and or humid conditions.</p>
<b>Assessment</b>	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Be able to collect information and select appropriate activities with the pre- or post-natal client.</p>	<p>1.1 Explain the importance of pre-activity screening for pre- and post-natal clients.</p> <p>1.2 Identify information to be collected by a fitness professional, to include:</p> <ul style="list-style-type: none"> <li>• Lifestyle.</li> <li>• Medical and pregnancy history.</li> <li>• Physical activity history.</li> <li>• Attitude and motivation.</li> <li>• Exercise preferences.</li> <li>• Barriers to exercise (perceived or actual).</li> <li>• Current level of fitness.</li> </ul> <p>1.3 Collect information about the pre- or post-natal client, selecting appropriate methods.</p> <p>1.4 Interpret the information gathered from the screening process and identify any reasons for referral.</p> <p>1.5 Record information in an effective manner with:</p> <ul style="list-style-type: none"> <li>• Accuracy.</li> <li>• Appropriate to the interview and/or questionnaire results.</li> </ul> <p>1.6 Observe the legal and ethical responsibilities regarding screening, client records and confidentiality.</p> <p>1.7 Identify sources of information and advice when working with pre- and post-natal clients.</p> <p>1.8 Select activities that are appropriate to the pre- or post-natal client, taking into consideration the client's:</p> <p>1.9 Health status and any contraindications.</p> <ul style="list-style-type: none"> <li>• Injury status and any specific recommended adaptations, if appropriate.</li> <li>• Any other precautions identified during the client consultation.</li> </ul>



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2. Be able to design an individualised, safe and effective exercise programme for pre- or post-natal clients.	2.1 Apply the principles of FITT (Frequency, Intensity, Time and Type) to the design of an exercise programme during the: <ul style="list-style-type: none"> <li>• First trimester.</li> <li>• Second trimester.</li> <li>• Third trimester.</li> <li>• Recovery from pregnancy.</li> </ul> 2.2 Select appropriate types of activity for the client and the stage of pregnancy.           2.3 List the types of activity which should be avoided for: <ul style="list-style-type: none"> <li>• Prenatal clients.</li> <li>• Post-natal clients.</li> </ul> And explain the reasons for avoiding these.           2.4 Identify any alternatives or modifications specific to the individual client's needs for: <ul style="list-style-type: none"> <li>• Individual exercises.</li> <li>• Equipment selection.</li> <li>• Programme content.</li> </ul> 2.5 Describe the guidelines on stretching for: <ul style="list-style-type: none"> <li>• Prenatal clients.</li> <li>• Post-natal clients.</li> </ul> 2.6 Explain the importance of pelvic floor exercises.           2.7 Explain the importance of not exercising to exhaustion and how to avoid this.
3. Be able to record the individualised exercise programme for the pre- or post-natal client.	3.1 Record the programme in an appropriate format, ensuring that the information is usable to the pre- or post-natal client.
4. Be able to identify and manage specific risks to the pre- or post-natal client when participating in physical activity.	4.1 Identify any specific risks for the pre- or post-natal client when participating in physical activity related to: <ul style="list-style-type: none"> <li>• Stage of pregnancy.</li> <li>• Type of activity.</li> <li>• Equipment.</li> <li>• Environment.</li> </ul> 4.2 Describe ways to manage the identified risks.
<b>Assessment</b>	Case study <ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Session plans</li> <li>• Risk assessment</li> </ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the effects of ageing on the UK population.	1.1 Describe how the UK's demographics have changed over the last 20 years, to include: <ul style="list-style-type: none"> <li>• Age.</li> <li>• Gender.</li> </ul> 1.2 Give an overview of the different theories of ageing, to include: <ul style="list-style-type: none"> <li>• Chronological.</li> <li>• Biological.</li> <li>• Functional.</li> <li>• Successful.</li> <li>• Pathological.</li> </ul> 1.3 Describe the benefits of physical activity for the older person, to include: <ul style="list-style-type: none"> <li>• Disease prevention.</li> <li>• Health promotion.</li> <li>• Preservation of function.</li> <li>• Quality of life.</li> </ul> 1.4 Give an overview of current research on physical activity, inactivity and ageing.
2. Understand the physiological and biomechanical changes associated with ageing and their implications for physical activity.	2.1 Explain the skeletal system changes associated with ageing. 2.2 Explain the muscular system changes associated with ageing. 2.3 Explain the respiratory system changes associated with ageing. 2.4 Explain the cardiovascular system changes associated with ageing. 2.5 Explain the nervous system changes associated with ageing. 2.6 Describe the implications for the older adults' ability to perform physical activity, to include: <ul style="list-style-type: none"> <li>• Benefits.</li> <li>• Risks.</li> </ul>
3. Understand the medical conditions commonly associated with old age and their implications for physical activity.	3.1 Outline medical conditions commonly associated with old age. 3.2 Outline any implications these medical conditions may have on the client's ability to partake in physical activity.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Understand the key considerations for older adults participating in physical activity.	4.1 Explain the absolute contraindications to exercise. 4.2 Explain the risks of exercise for an older adult. 4.3 Define the fitness professionals' scope of practice. 4.4 Describe how to deal with a client who has a medical condition outside the scope of practice of the fitness professional. 4.5 Explain when to refer to other professionals. 4.6 Identify the warning signs that indicate the client should stop exercising. 4.7 Explain how to respond to these warning signs. 4.8 Explain how to maintain the safety of older clients in an emergency. 4.9 Describe the key considerations when developing an effective working relationship with older clients. 4.10 List the types of real and perceived barriers that older clients may have regards participating in physical activity. 4.11 Describe ways in which these barriers can be overcome. 4.12 Identify credible sources of information on age-related issues, for example, health, social, exercise/activity.
5. Understand the communication skills required to engage with older adults.	5.1 Describe a range of motivational communication strategies suitable when working with older adults in a range of settings/environments, for example, sheltered housing, residential homes, community centres, leisure centres. 5.2 Explain why the use of appropriate language is vital when engaging with clients. 5.3 Explain the importance of listening to and addressing client feedback. 5.4 Describe how to develop social support strategies to enable long-term participation. 5.5 Describe the components of age-friendly marketing strategies.
<b>Assessment</b>	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of collecting information to plan a physical activity programme for the older adult.	1.1 Explain the principles of informed consent. 1.2 Summarise the client information that should be collected when designing a physical activity programme for the older adult. 1.3 Explain how to interpret information collected from the client in order to identify client needs and goals. 1.4 Explain the legal and ethical implications of collecting client information.
2. Understand how to identify goals with older adults.	2.1 Explain how to identify clients' short-, medium- and long-term goals, to include: <ul style="list-style-type: none"> <li>• Physical/functional.</li> <li>• Psychological.</li> <li>• Social.</li> <li>• Lifestyle.</li> <li>• Adherence.</li> </ul> 2.2 Explain how to use specific, measurable, achievable, realistic and time-bound (SMART) objectives in a physical activity programme for the older adult.
3. Understand how to plan a physical activity programme for the older adult.	3.1 Summarise the key principles of designing physical activity programmes to achieve short-, medium- and long-term goals, including the order and structure of sessions for the older adult. 3.2 Explain how to incorporate the components of fitness and principles of training into programme design. 3.3 Describe a range of safe and effective exercises/physical activities suitable for older adults. 3.4 Explain how to include physical activities as part of a client's lifestyle to complement exercise sessions. 3.5 Identify when it might be appropriate to share the programme with other professionals.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Understand the teaching and instructing skills required when working with older adults.	4.1 Explain how to develop and refine their teaching skills to enable the effective instruction of older adults, to include: <ul style="list-style-type: none"> <li>• Visual and verbal instruction.</li> <li>• Observation.</li> <li>• Movement analysis.</li> </ul> 4.2 Explain how to develop safe, effective, enjoyable older-adult-friendly exercise and physical activity environments. 4.3 Explain how to create a social atmosphere and peer support groups.
5. Be able to plan a physical activity programme for the older adult.	5.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are: <ul style="list-style-type: none"> <li>• Appropriate to the client's age, any associated medical condition/s, goals and level of fitness.</li> <li>• Consistent with accepted good practice.</li> </ul> 5.2 Ensure appropriate components of fitness are built into the programme. 5.3 Apply the principles of training which are appropriate to the client, their age and ability, to help achieve short-, medium- and long-term goals. 5.4 Agree the demands of the programme with the client. 5.5 Agree the appropriate evaluation methods and review points with the client. 5.6 Identify the resources needed for the programme. 5.7 Record plans in a format that will help clients and other professionals involved to implement the programme.
6. Understand how to adapt exercise to meet the needs of older adults.	6.1 Explain why it is important to monitor individual progress if more than one client is involved in the session. 6.2 Describe different methods of monitoring client's progress during exercise, including groups of clients. 6.3 Explain when it may be necessary to adapt planned exercises to meet client's needs. 6.4 Explain how to adapt exercise/exercise positions, as appropriate, to individual clients and the environment. 6.5 Explain how to modify the intensity of exercise according to the needs and response of clients.
<b>Assessment</b>	Case study

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to collect relevant information to plan health-related exercise/physical activity for children.	1.1 Describe the process of screening as it applies to children. 1.2 Explain the process of informed consent as it applies to children. 1.3 Describe different methods to collect information: <ul style="list-style-type: none"> <li>• Questionnaire.</li> <li>• Interview.</li> <li>• Observation.</li> </ul> 1.4 Describe how to determine which method/s of collecting information are appropriate according to the individual child.
2. Be able to collect relevant information to plan safe and effective exercise/physical activity for children.	2.1 Collect the information needed to plan exercise/physical activity sessions for children. 2.2 Make sure the information is accurate and up-to-date. 2.3 Give examples of how participant information affects the planning of exercise/physical activity for children. 2.4 Make sure there is informed parental/carer consent for the exercise/physical activity sessions. 2.5 Maintain confidentiality of information.
3. Understand how to use information to plan health-related exercise/physical activity for children.	3.1 Describe the factors, based on screening, which may affect safe exercise/physical activity participation for children. 3.2 Give examples of how information affects the planning of health-related exercise/physical activity sessions for children. 3.3 Identify the reasons for temporary deferral of exercise in children. 3.4 Explain the reasons for referring children to other professionals. 3.5 Describe the process of referring children to other professionals.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Understand how to plan safe and effective exercise/physical activity for children.	4.1 Identify the key stages in planning and preparing exercise/physical activity for children. 4.2 Outline how to identify objectives for sessions based on collected information and ensure they: <ul style="list-style-type: none"> <li>• Promote and enhance activity levels.</li> <li>• Improve social skills.</li> <li>• Promote personal development.</li> <li>• Improve skills and techniques.</li> <li>• Provide opportunities for fun and enjoyment.</li> </ul> 4.3 Describe how the use of music can enhance exercise/physical activity sessions for children. 4.4 Describe how to apply the principles and variables of fitness to a range of activities to achieve health benefits and required levels of physical activity in children. 4.5 Identify exercises/physical activities that are safe and appropriate for children of all ages, and include possible alternatives. 4.6 Outline the importance and application of warm-up and cool-down when designing exercise/physical activity for children.
5. Be able to plan safe and effective exercise/physical activity for children.	5.1 Identify objectives that are appropriate to: <ul style="list-style-type: none"> <li>• The needs and potential of children.</li> <li>• Accepted good practice in the industry.</li> <li>• The learner's own level of competence.</li> <li>• The aims of the session.</li> </ul> 5.2 Plan exercise/physical activity that will help children to achieve the planned objectives. 5.3 Structure the session so that children will be motivated to adhere to exercise/physical activity. 5.4 Plan realistic timings for sessions. 5.5 Identify ground rules for behaviour that will minimise the risks to children. 5.6 Record plans in an appropriate format.
<b>Assessment</b>	PARQ Participant enrolment form Worksheet Session plans

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of instructing health-related exercise/physical activity to children.	1.1 Identify safe and effective alignment for a range of health-related exercises/physical activities for children. 1.2 Identify different methods of adapting health-related exercise/physical activity to the needs of children. 1.3 Describe how to develop children's coordination by building up exercises/movements gradually. 1.4 Describe the principles of group behaviour management when working with children in the age range of 5–15.
2. Understand the principles of motivating children to adhere to exercise/physical activity.	2.1 Explain why children need to take personal responsibility for their own fitness and motivation. 2.2 Identify the typical barriers to exercise/physical activity that children experience. 2.3 Describe strategies that can help children overcome these barriers. 2.4 Explain how incentives and rewards, appropriate to a range of children, can be used to strengthen motivation and adherence. 2.5 Explain how children's exercise/physical activity preferences can be used to strengthen motivation and adherence. 2.6 Describe how to assist children to develop their own strategy for motivation and adherence appropriate to their age.



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3. Be able to prepare children for exercise/physical activity.	3.1 Help children feel welcome and at ease in the exercise environment. 3.2 Provide sufficient and appropriate resources for the session. 3.3 Follow the correct procedures for registering children's attendance. 3.4 Check children's level of experience, ability and physical/medical condition. 3.5 Confirm or revise plans in light of new information. 3.6 Explain the purpose and value of the exercises/physical activities, including the warm-up and cool-down. 3.7 Explain the agreed exercises/physical activities, including physical and technical demands. 3.8 Provide clear information to children about the ground rules for behaviour and the reasons for these. 3.9 Advise children, parents and carers of the facility's emergency procedures.
4. Be able to instruct exercise/physical activity to children.	4.1 Check that children are appropriately dressed for exercise/physical activity. 4.2 Develop and maintain an atmosphere of fun and enjoyment. 4.3 Prepare children for the session using safe and effective warm-ups. 4.4 Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of children. 4.5 Communicate with children in a way that: <ul style="list-style-type: none"> <li>• Is appropriate to their needs.</li> <li>• Is fun.</li> <li>• Motivates them to take part.</li> </ul> 4.6 Monitor that children take part in the session in a safe manner. 4.7 Keep to the planned timings for the session. 4.8 Use the appropriate volume, pitch and voice projection according to the exercise/physical activity. 4.9 Provide cueing to enable children to work to the structure and

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
5. Be able to support children to take part in exercise/physical activity.	5.1 Present a positive image of self and organisation to children. 5.2 Establish an effective working relationship with children. 5.3 Communicate with children in a way that makes them feel valued. 5.4 Use motivational styles appropriate to children and the exercise/physical activity format. 5.5 Give the children attention and motivation appropriate to their needs. 5.6 Provide appropriate progressions and regressions. 5.7 Use appropriate methods to correct and reinforce technique, including: <ul style="list-style-type: none"> <li>• Changing positions.</li> <li>• Asking questions.</li> <li>• Making adaptations/offering alternatives.</li> <li>• Using verbal communication.</li> <li>• Using visual communication.</li> </ul> 5.8 Build exercises/physical activities gradually, as appropriate for children. 5.9 Manage children's behaviour throughout the session. 5.10 Provide guidance and feedback that are timely, clear and help children to achieve the objectives. 5.11 Adapt the exercises/physical activities to the changing needs of children during the session.
6. Be able to bring an exercise/physical activity session to an end.	6.1 Allow sufficient time to end the session. 6.2 End the session using cool-down activities that are safe and effective for children. 6.3 Provide motivational feedback on the session to children. 6.4 Provide children with the opportunity to: <ul style="list-style-type: none"> <li>• Think about the session.</li> <li>• Ask questions.</li> <li>• Provide feedback.</li> </ul> 6.5 Follow the correct procedures for checking and dealing with any equipment used. 6.6 Leave the environment in a condition acceptable for future use.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
7. Be able to reflect on providing health-related exercise/physical activity for children.	7.1 Review the outcomes of working with children, their feedback and feedback from other adults/carers. 7.2 Identify: <ul style="list-style-type: none"> <li>• How well the exercises/physical activities met children’s needs.</li> <li>• How effective and motivational the relationship with the children was.</li> <li>• How well the instructing style matched children’s needs.</li> </ul> 7.3 Identify how to improve personal practice. 7.4 Explain the value of reflective practice.
<b>Assessment</b>	Worksheet Observed summative assessment Session and self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the characteristics and prevalence of osteoporosis in the UK.	1.1 Explain the prevalence of osteoporosis in the UK. 1.2 Describe the characteristics of low bone density. 1.3 Explain the life course of the skeletal system and the effects of ageing on bone density. 1.4 Identify common fracture sites of clients suffering from low bone density. 1.5 Identify the main risk factors for low bone density.
2. Understand the effects of exercise on bone density.	2.1 Identify the types of exercise that stimulate bone growth. 2.2 Summarise current research findings into the types of exercise and the relationship to bone density. 2.3 Explain the effects of exercise on bone density.
3. Understand the information that needs to be collected from clients with osteoporosis/low bone density.	3.1 Explain the principles of informed consent. 3.2 Summarise the client information that should be collected when designing a programme for clients with low bone density. 3.3 Explain how to select the most appropriate methods of collecting client information according to client needs. 3.4 Explain how to interpret information collected from the client in order to identify clients' needs and goals. 3.5 Explain the legal and ethical implications of collecting client information.
4. Understand how to design a physical activity programme for clients with low bone density.	4.1 Summarise the key principles of designing physical activity programmes to achieve short-, medium- and long-term goals, including the order and structure of sessions. 4.2 Describe a range of safe and effective exercises/physical activities to develop bone density. 4.3 Explain how to include physical activities as part of a client's lifestyle to complement exercise sessions. 4.4 Identify when it might be appropriate to share the programme with other professionals.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
5. Understand the risks and health and safety requirements when designing a physical activity programme for clients with low bone density.	5.1 Explain the absolute contraindications to exercise/physical activity. 5.2 Explain the risks of exercise for clients with low bone density. 5.3 Outline the exercise guidelines and restrictions for clients with low bone density. 5.4 Describe how to set up and maintain a safe activity environment for clients with low bone density. 5.5 Explain how to maintain the safety of clients with low bone density in an emergency.
6. Be able to design a physical activity programme for clients with low bone density.	6.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are: <ul style="list-style-type: none"> <li>• Appropriate to clients' goals and level of fitness.</li> <li>• Consistent with accepted good practice.</li> </ul> 6.2 Ensure the components of fitness are built into the programme. 6.3 Agree the demands of the programme with clients. 6.4 Agree a timetable of sessions with clients. 6.5 Agree the appropriate evaluation methods and review dates. 6.6 Identify the resources required for the programme. 6.7 Record plans in a format that will help clients and others involved to implement the programme.
<b>Assessment</b>	Worksheet Case study

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the movement components of the classical Pilates matwork repertoire.	1.1 Describe the correct order of the classical Pilates matwork exercises. 1.2 Explain how to ensure there is a smooth transition from one exercise to another. 1.3 Explain how to connect breath to each movement/exercise.
2. Be able to plan a Pilates matwork class incorporating a range of the classical Pilates matwork exercises.	2.1 Plan a Pilates matwork class incorporating a range of the classical Pilates matwork exercises. 2.2 Show a logical and progressive order of exercises. 2.3 Provide suitable modifications and adaptations for each exercise.
3. Be able to create teaching strategies to enable clients to perform classical Pilates matwork exercises.	3.1 Break down a range of classical Pilates matwork exercises from their original to a basic form in a minimum of five levels/stages. 3.2 Show progressive physical development through the five levels/stages. 3.3 Show progressive technical development through the five levels/stages.
4. Be able to teach a range of the classical Pilates matwork exercises.	4.1 Teach a range of the classical Pilates matwork exercises to clients. 4.2 Demonstrate appropriate transitions from one exercise to the next. 4.3 Provide adaptations and modifications appropriate to the ability of the client. 4.4 Provide effective exercise-correction techniques using observational awareness of a client's postural alignment and movement quality. 4.5 Provide a balance of verbal, visual and tactile cues which are relevant to the exercise, level and the client/s performance. 4.6 Show correct use of breath for the movement being performed. 4.7 Use appropriate volume and intonation of the voice throughout the class.
<b>Assessment</b>	Session plans Observed summative assessment

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand how changing the choreographic elements of Pilates matwork exercises will affect training objectives.	1.1 Describe the implications of modifying the choreographic elements of Pilates matwork exercises. 1.2 Explain how to create a range of choreographic adaptations and modifications which are both safe and effective for clients. 1.3 Explain how these modifications can affect training objectives.
2. Be able to utilise choreographic adaptations to create modifications and variations of Pilates matwork exercises.	2.1 Create modifications to a range of Pilates matwork exercises utilising choreographic adaptations. 2.2 Explain how each of these modifications/variations will affect the physical and/or technical skills being developed.
<b>Assessment</b>	Session plans

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the benefits of introducing additional standing exercises into a Pilates matwork session..	1.1 Describe the benefits of incorporating additional standing-based exercises into a Pilates matwork session.
2. Understand how to create modifications and variations of Pilates exercises when working in a standing position.	2.1 Explain how the physical challenge/functionality can be changed when working in a standing position. 2.2 Describe how to create modifications and variations of Pilates exercises when working in a standing position. 2.3 Describe how to create new exercises that adhere to the Pilates principles when working in a standing position. 2.4 Explain how each of these modifications will affect the physical and/or technical skills being developed..
3. Be able to create modifications and variations of mat-based Pilates exercises when working in a standing position.	3.1 Create modifications and variations of mat-based Pilates exercises utilising a standing position. 3.2 Create new exercises utilising a standing position that incorporate Pilates principles.
<b>Assessment</b>	Worksheet Session plans Observed summative assessment



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the safety considerations when using small equipment in a Pilates matwork session.	1.1 Describe the common hazards associated with incorporating small equipment into a Pilates matwork session. 1.2 Identify any increased level of risk associated with incorporating small equipment into a Pilates matwork session. 1.3 Describe the precautionary measures which should be undertaken to minimise the common hazards and level of risk.
2. Understand the benefits of using small equipment in a Pilates matwork session.	2.1 Describe a range of benefits for the client when using small equipment in a Pilates matwork session.
3. Understand how to create modifications and variations of Pilates exercises using small equipment.	3.1 Explain how small equipment can be used to change the components of fitness. 3.2 Describe how to incorporate small equipment to create modifications and variations of Pilates exercises. 3.3 Describe how to incorporate small equipment to create new exercises that adhere to the Pilates principles. 3.4 Explain how each of these modifications will affect the physical and/or technical skills being developed.
4. Be able to incorporate small equipment into a Pilates matwork session.	4.1 Create modifications of standard Pilates matwork exercises using small equipment. 4.2 Using small equipment create new Pilates matwork exercises which adhere to the Pilates principles.
<b>Assessment</b>	Worksheet Session plans Observed summative assessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the physiological and technical demands of a specific sport/discipline.	1.1 Explain movement analysis and its relevance to designing effective physical activity sessions. 1.2 Explain the biomechanical demands of a specific sport/discipline. 1.3 Describe the physiological demands of a specific sport/discipline. 1.4 Explain the principles of specificity, progressive overload and reversibility relevant to a specific sport/discipline. 1.5 Explain the effects of overtraining.
2. Understand how to collect information.	2.1 Explain the importance of pre-activity screening. 2.2 Identify information to be collected, to include: <ul style="list-style-type: none"> <li>• Personal and/or team goals.</li> <li>• Injury history.</li> <li>• Experience of the sport/discipline.</li> <li>• Performance level.</li> <li>• Commitment/motivation/attitude.</li> <li>• Current and previous training regimes.</li> </ul> 2.3 Explain how to select the most appropriate methods of collecting client information. 2.4 Explain the legal and ethical implications of collecting client information, including confidentiality.
3. Understand how to identify specific sporting/discipline goals with clients.	3.1 Explain how to identify clients' short-, medium- and long-term goals, to include, for example: <ul style="list-style-type: none"> <li>• Sporting events.</li> <li>• Recreational (fun).</li> <li>• Recreational (serious).</li> <li>• Seasonal goals (pre, in and post).</li> <li>• Adherence.</li> </ul> 3.2 Explain how to use specific, measurable, achievable, realistic and time-bound (SMART) objectives in a programme of physical activities appropriate to clients' specific sporting/discipline goals.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Be able to collect information and select physical activities appropriate to clients' specific sporting/ discipline goals.	4.1 Collect information about the client, selecting appropriate methods. 4.2 Interpret the information gathered from the screening process and identify any reasons for referral. 4.3 Record information in an effective manner that is: <ul style="list-style-type: none"> <li>• Accurate.</li> <li>• Appropriate to the interview, observation, adapted fitness test and/or questionnaire results.</li> </ul> 4.4 Observe the legal and ethical responsibilities regarding screening, client records and confidentiality. 4.5 Identify sources of information and advice when working with clients in relevant sports/disciplines. 4.6 Select activities that are appropriate to the specific sport/ discipline and client, taking into consideration the client's: <ul style="list-style-type: none"> <li>• Sporting/discipline-specific goals.</li> <li>• Injury status and any specific recommended adaptations, if appropriate.</li> <li>• Other precautions identified during client consultation.</li> </ul>
5. Be able to design an individualised, safe and effective programme of physical activities appropriate to clients' specific sporting/discipline goals.	5.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are: <ul style="list-style-type: none"> <li>• Appropriate to clients' sporting goals and level of fitness.</li> <li>• Consistent with accepted good practice.</li> </ul> 5.2 Ensure the components of fitness are built into the programme. 5.3 Agree the demands of the programme with clients. 5.4 Agree a timetable of sessions with clients. 5.5 Agree appropriate evaluation methods and review dates. 5.6 Identify the resources needed for the programme. 5.7 Record plans in a format that will help clients and others involved to implement the programme.
6. Understand the common injuries and medical conditions associated with a specific sport/discipline.	6.1 Identify the common injuries associated with a specific sport/discipline. 6.2 Identify common medical conditions which clients suffer from but would not prevent them from taking part in a specific sport/discipline. 6.3 Explain the implications of common injuries and medical conditions on exercise prescription. 6.4 Explain when to refer to other professionals. 6.5 Identify strategies to reduce the risk of injury for a specific sport/discipline. 6.6 Identify strategies to support recovery from injury.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
7. Be able to identify and manage specific risks associated with the planned physical activities and the individual client.	7.1 Monitor effective integration of all programme exercises/ physical activities and sessions. 7.2 Provide alternatives to the programmed exercises/ physical activities if clients cannot take part as planned. 7.3 Monitor clients' progress using appropriate methods.
<b>Assessment</b>	Worksheet Client interview Session plans Observed summative assessment



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