NCFE Active IQ Level 3 Diploma in Instructing Pilates Matwork
QN: 610/7753/7



Qualification Specification

Qualification summary

Qualification title	**NCFE Active IQ Level 3 Diploma in Instructing Pilates Matwork**
Ofqual qualification number (QN)	610/7753/7
Guided learning hours (GLH)	190
Total qualification time (TQT)	375
Minimum age	16
Qualification purpose	This qualification aims to develop learners' professional level of skills and knowledge to enable them to design, plan and deliver safe and effective Pilates matwork classes. A Pilates matwork instructor plays an important role in improving the health of the nation, creating an opportunity to get more people more active, more often. This qualification has been designed in partnership with employers and covers the knowledge and skills identified in the industry as essential for the Pilates matwork instructor, covering the original principles and fundamentals of the Pilates method, designing one-to-one progressive Pilates matwork programmes as well as planning and delivering group sessions for all abilities. The qualification also provides the learner with a comprehensive understanding of anatomy and physiology, professionalism and customer care and health and safety needs.
Grading	Achieved/not yet achieved.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.

Endorsement	This qualification is endorsed by CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) and is fully mapped to the CIMSPA Pilates Based Matwork Instructor Professional Standard. Learners successfully completing this qualification will have met the requirements of the CIMSPA Pilates Based Matwork Instructor Professional Standard and can use the qualification as evidence when applying for the relevant CIMSPA professional status. CIMSPA Endorsed | Professional Standards
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Performance points	Please check the performance points data produced by the Department for Education (DfE) and available online.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7753/7.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to

- focus on the study of instructing Pilates matwork
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for learners wishing to pursue a career in the health and fitness sector, to become employed as a Pilates matwork instructor.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, some experience of Pilates matwork classes is highly recommended. The course requires physical exertion and individual participation is essential, therefore a degree of physical fitness is necessary. There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **6** units from the mandatory units.

This qualification contains 3 optional units. Learners are not required to complete any of the optional units to achieve this qualification.

Please refer to the list of units in Appendix A for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - Pilates matwork instructor
- further education:
  - Level 3 Diploma in Personal Training
  - Level 3 Diploma in Sports Massage Therapy.

Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- The work situation should closely resemble the relevant setting.
- Equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met.
- Time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- Interaction with colleagues and others should reflect expected communication approaches.
- Tasks performed must be completed to an acceptable timescale.
- Learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented.
- Learners operate professionally with clear understanding of their work activities and responsibilities.
- Feedback from colleagues and others (for example, customers or service users) is maintained and acted upon.
- Account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 3 Diploma in Instructing Pilates Matwork.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including grading, level and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in Section 3.

Unit 01 Anatomy and physiology for Pilates matwork (T/652/2622)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**55 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know the structure and function of the skeletal system in relation to Pilates matwork	1.1 Identify the relationship between the **structure and function** of the skeleton
	1.2 Identify the **main bones** and their implications for vital functions and movements
	1.3 Classify **types of bones** and relate their structure to function
	1.4 Identify the key **anatomical terms**
	1.5 Identify the anatomical **planes of motion** for different joint actions and exercises
	1.6 Identify the **joint actions** and typical ranges of movement of the **major joints** of the body
	1.7 Describe the **role of osteoblasts and osteoclasts** and their mechanical and hormonal contribution to bone density
	1.8 Describe the **structure** and **function** of the vertebral column, including the role of the **spinal curves**
	1.9 Identify the **benefits and risks** of weight-bearing exercise for the bones and joints
	1.10 Identify the long- and short-term **effects** of exercise on bones, to include osteoporosis
	1.11 Identify **changes** to the skeletal system as clients age
2. Know the structure and function of the myofascial system in relation to health and fitness	2.1 Identify the three **types of muscle** in the human body including their key characteristics
	2.2 Describe the **structure and function** of **skeletal muscle** and **connective tissue**
	2.3 Identify the **stages of the sliding filament theory**
	2.4 Identify the different types of **muscular contractions**
	2.5 Identify the **structural features and characteristics** of fibre types
	2.6 Identify the locations of the **major muscles** of the body
	2.7 Identify the **isolated muscle actions** responsible for producing specific body movements
	2.8 Identify the **roles of muscles** in integrated movements of the body compared to their isolated muscle actions
	2.9 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS)
	2.10 Identify the structure and functions of the different **types of connective tissue**
	2.11 Identify the short- and long-term **effects** of Pilates on muscles
	2.12 Identify **changes** to the myofascial system as clients age
3. Understand postural and core stability	3.1 Identify the structure and function of the stabilising ligaments and muscles of the spine

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
	3.2 Identify the structure of the pelvis and associated muscles and ligaments
	3.3 Identify scapula alignment and stabilisation
	3.4 Identify the location and the differences between global and local muscles
	3.5 Describe **local muscle** changes that can take place due to insufficient stabilisation
	3.6 Identify and give examples of the **biomechanical principles of movement**
	3.7 Describe common **postural patterns**, their associated muscle imbalances, and the problems these can cause
	3.8 Identify open and closed chain kinetic movements, including examples
	3.9 Identify the impact of core stabilisation exercise and the potential for injury/aggravation of problems
	3.10 Identify the benefits, risks, and applications of the different **types of stretching**
4. Know the structure and function of the cardiovascular and the respiratory systems	4.1 Identify the **structures** of the heart and their functions
	4.2 List the order in which blood flows through the cardiovascular system
	4.3 Identify the **structure and function** of the blood and blood vessels
	4.4 Define the **terms** related to the cardiovascular system
	4.5 Define the cardiac cycle and the terms stroke volume and cardiac output
	4.6 Identify the immediate blood pressure **response to exercise**, to include the Valsalva manoeuvre
	4.7 Identify the blood pressure classifications and associated health risks
	4.8 Identify the **structures** and function of the respiratory system
	4.9 Identify the **passage of inhaled air** through the respiratory tract
	4.10 Identify how gaseous exchange occurs in the lungs and the muscles
	4.11 Describe the relationship between the cardiovascular and respiratory systems
	4.12 Identify the long- and short-term effects of physical activity on cardiovascular and respiratory systems
	4.13 Identify **changes** to the cardiovascular and respiratory systems as clients age
5. Understand the role of energy systems in	5.1 Identify the energy substrates and by-products of each **energy system**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
relation to physical activity	5.2 Describe the **processes** by which adenosine triphosphate (ATP) is re-synthesised in each energy system
	5.3 Identify the contribution of each energy system to total energy expended in activities with **different characteristics**
6. Know the structure and function of the nervous system	6.1 Identify the main **functions and roles** of the nervous system
	6.2 Describe the **components of the nervous system** and their roles in regulating body functions
	6.3 Identify the **structure and function of a neuron**
	6.4 Identify the **structure and function of a motor unit**
	6.5 Identify the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment
	6.6 Identify the **stages** in the process of the stretch reflex and inverse stretch reflex
	6.7 Identify the **structure and function of muscle spindles**
	6.8 Identify the **structure and function of Golgi tendon organs**
	6.9 Describe the **definition and function of autogenic inhibition**
	6.10 Describe the **definition and function of reciprocal inhibition**
	6.11 Identify **changes** to the nervous system as clients age
7. Know the structure and function of the endocrine system	7.1 Identify the **role of the endocrine system**
	7.2 Identify the location, structure and functions of the **endocrine glands** of the body
	7.3 Identify the main roles and functions of **hormones** in the body
	7.4 Identify the influence of **lifestyle factors** on **endocrine health**
8. Understand the components of fitness and how the immune system relates to physical activity	8.1 Identify the three **somatotypes**
	8.2 Identify the components of **health-related fitness**
	8.3 Identify the components of **skill-related fitness**
	8.4 Identify the physiological effects of physical activity on each of the components of fitness and the body
	8.5 Identify the factors that can affect health-related fitness
	8.6 Identify how to apply **the principles of fitness** to progress and regress Pilates matwork exercises
	8.7 Identify the **potential long-term effects** of physical activity on the immune system
	8.8 Describe the **open window theory** for pathogen entrance after excessive exercise

Range
1. Know the structure and function of the skeletal system in relation to Pilates matwork
1.1 Structure and function relationships must include: • support • protection • movement. **1.2 Main bones** must be identified from the following skeletal regions: • axial skeleton • appendicular skeleton

Range

- upper limb
- lower limb.

1.3 Types of bones must include:

- long
- short
- flat
- irregular
- sesamoid.

Learners must cover a minimum of 12 major bones of the skeletal system overall with a minimum of 5 bones from each of the following areas of the body:

- anterior view
- posterior view.

1.4 Anatomical terms must include:

- superior
- inferior
- anterior
- posterior
- medial
- lateral
- proximal
- distal
- superficial
- deep.

1.5 Planes of motion must include:

- frontal plane
- sagittal plane
- transverse plane.

1.6 Joint actions must include:

- movement within anatomical planes.

Major joints must include:

- shoulder
- elbow
- wrist
- spine
- hip
- knee
- ankle.

Range
1.7 Role of osteoblasts and osteoclasts must include: • cellular roles: ○ bone formation   ○ bone resorption   ○ bone remodelling processes. **1.8 Structure** must include: • cervical • thoracic • lumbar • sacral • coccygeal. **Function** must include: • shock absorption • load distribution • posture and movement. **Spinal curves** must include: • cervical lordosis • thoracic kyphosis • lumbar lordosis. **1.9 Benefits and risks** must include: • bone health • joint health • connective tissue • injury risk. **1.10 Effects** must include: • long-term skeletal adaptations • impact on bone mineral density • implications for osteoporosis risk. **1.11 Changes** must include: • age-related skeletal adaptations • changes affecting joint function • implications for physical activity participation.
2. Know the structure and function of the myofascial system in relation to health and fitness
2.1 Types of muscle must include: • skeletal

Range

- smooth
- cardiac.

2.2 Structure and function must include:

- **skeletal muscle**:
  - muscle fibres
  - fascicles
  - connective tissue layers
- **connective tissue**:
  - structure
  - function in movement
  - role in joint stability.

2.3 Stages of the sliding filament theory must include:

- interaction between actin and myosin filaments
- muscle contraction process
- role of adenosine triphosphate (ATP) and calcium ions.

2.4 Muscular contractions must include:

- concentric
- eccentric
- isometric.

2.5 Structural features and characteristics must include:

- fibre characteristics
- energy system use
- fatigue resistance
- force production.

2.6 Major muscles may include:

- pectoralis major
- pectoralis minor
- deltoid (anterior, medial, posterior)
- trapezius (upper, middle, lower)
- Latissimus dorsi
- rhomboids
- rotator cuff muscles:
  - supraspinatus
  - infraspinatus
  - teres minor
  - subscapularis
- teres major
- serratus anterior
- biceps brachii

Range

- brachialis
- brachioradialis
- triceps brachii
- rectus abdominis
- transverse abdominis
- internal obliques
- external obliques
- erector spinae (iliocostalis, longissimus, spinalis)
- multifidus
- quadratus lumborum
- gluteus maximus
- gluteus medius
- gluteus minimus
- iliopsoas (iliacus + psoas major)
- tensor fasciae latae (TFL)
- quadriceps group:
  - rectus femoris
  - vastus lateralis
  - vastus medialis
  - vastus intermedius
- hamstrings:
  - biceps femoris
  - semitendinosus
  - semimembranosus
- adductors:
  - adductor longus
  - adductor brevis
  - adductor magnus
  - gracilis
- gastrocnemius
- soleus
- tibialis anterior
- fibularis (peroneals):
  - fibularis longus
  - fibularis brevis.

Learners must cover a minimum of 20 major muscles of the body overall, with a minimum of 4 muscles from each of the following areas of the body:

- upper body – anterior
- upper body – posterior
- lower body – anterior
- lower body – posterior.

2.7 Isolated muscle actions must include:

- major joints of the body
- corresponding muscle actions.

Range
2.8 Roles of muscles must include: • agonist muscles • antagonist muscles • synergists • stabilisers (fixators). **2.10 Types of connective tissue** must include: • tendons • ligaments • cartilage. **2.11 Effects** must include: • acute muscular responses • chronic muscular adaptations. **2.12 Changes** must include: • muscle mass changes • connective tissue elasticity changes • effects on strength and flexibility.
3. Understand postural and core stability
3.5 Local muscles must include: • transverse abdominis • internal obliques • pelvic floor • diaphragm • multifidus • quadratus lumborum. **3.6 Biomechanical principles of movement** must include: • centre of gravity • stability • momentum • alignment • base of support • balance • levers. **3.7 Postural patterns** must include: • kyphosis • lordosis • scoliosis • flat back.

Range
3.10 Types of stretching must include: • static (passive and active) • dynamic • proprioceptive neuromuscular facilitation (PNF).
4. Know the structure and function of the cardiovascular and the respiratory systems
4.1 Structures must include: • chambers • valves • blood vessels. **4.3 Structure and function** must include: • capillaries • veins • arteries. **4.4 Terms** must include: • HR (heart rate) • resting HR • HRmax. **4.6 Response to exercise** must include: • systolic blood pressure response to exercise • diastolic blood pressure response to exercise • the Valsalva manoeuvre and its effects on blood pressure. **4.8 Structures of the respiratory system** must include: • upper respiratory tract • lower respiratory tract • lungs and associated structures. **4.9 Passage of inhaled air** must include: • the pathway of air through the respiratory system • gaseous exchange within the lungs • delivery of oxygen to body tissues • removal of carbon dioxide. **4.13 Changes** must include: • structural changes to respiratory tissues • changes in lung capacity • changes in respiratory efficiency.

Range
5. Understand the role of energy systems in relation to physical activity
5.1 Energy system must include: • phosphocreatine system • lactate system • aerobic system. **5.2 Processes** must include: • the role of adenosine triphosphate (ATP) in energy production • how ATP is re-synthesised during exercise • differences in ATP production between energy systems. **5.3 Different characteristics** must include: • intensity • duration • type.
6. Know the structure and function of the nervous system
6.1 Functions and roles must include**:** • the role of the nervous system in controlling body functions • communication between the brain, spinal cord and body • co-ordination of movement. **6.2 Components of the nervous system** must include: • central nervous system • peripheral nervous system • somatic branch of the peripheral nervous system • autonomic branch of the peripheral nervous system • neurotransmitters and receptors. **6.3 Structure and function of a neuron** must include: • structural components of a neuron • the role of neurons in transmitting nerve impulses. **6.4 Structure and function of a motor unit** must include: • the relationship between motor neurons and muscle fibres • role of motor units in muscle contraction. **6.6 Stages** must include: • the role of sensory receptors • the neural pathway involved • the effect on muscle contraction and relaxation.

Range
6.7 Structure and function of muscle spindles must include: • their location within muscles • their role in detecting changes in muscle length. **6.8 Structure and function of Golgi tendon organs** must include: • their location within tendons • their role in detecting muscle tension. **6.9 Definition and function of autogenic inhibition** must include: • the role of Golgi tendon organs • the effect on muscle relaxation. **6.10 Definition and function of reciprocal inhibition** must include: • interaction between agonist and antagonist muscles • the role of the nervous system in co-ordinating movement. **6.11 Changes** must include: • changes in neural function • changes affecting co-ordination and reaction time • implications for physical activity and exercise.
7. Know the structure and function of the endocrine system
7.1 Role of the endocrine system must include: • the role of hormones in regulating body functions • communication between endocrine glands and target tissues • regulation of physiological processes. **7.2 Endocrine glands** must include: • hypothalamus • pineal • pituitary • thyroid • pancreas • adrenal • ovaries • testes. **7.3 Hormones** must include: • growth hormone • thyroid hormones • corticosteroids • catecholamines

Range
• insulin • glucagon. **7.4 Lifestyle factors** must include: • physical activity levels • nutrition • sleep • stress. **Endocrine health** must include: • hormone production and regulation.
8. Understand the components of fitness and how the immune system relates to physical activity
8.1 Somatotypes must include: • endomorph • ectomorph • mesomorph. **8.2 Health-related fitness** must include: • cardiovascular fitness • muscular strength • muscular endurance • flexibility • body composition. **8.3 Skill-related fitness** must include: • speed • reaction time • agility • balance • co-ordination • power. **8.6 Principles of fitness** must include: • frequency, intensity, time, type, adherence (FITTA) • overload • progression • adaptation • recovery • specificity • reversibility • session phases • resources • scheduling.

Range
8.7 Potential long-term effects must include: • effects of regular physical activity on immune function • differences between moderate and excessive exercise • implications for illness and recovery. **8.8 Open window theory** must include: • the concept of the open window theory • the period following intense or prolonged exercise when immune function may be temporarily reduced • the potential implications for increased susceptibility to infection.

Unit 02 Professionalism and customer care for Pilates matwork (Y/652/2623)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**20 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the legal and professional requirements for Pilates matwork	1.1 Describe the **legal and ethical responsibilities** of a Pilates matwork instructor
	1.2 Describe the **scope of practice** of a Pilates matwork instructor
	1.3 Identify **insurance requirements** when working as a Pilates matwork instructor
	1.4 Explain the importance of **marketing and business planning** in a Pilates matwork business
	1.5 Explain how **technology** can be used to support and promote a Pilates business
	1.6 Describe the **licensing requirements** when working as a Pilates matwork instructor
2. Know how to help Pilates Matwork clients have a positive experience	2.1 Describe the basic **principles of customer service**
	2.2 Describe the importance of being **service oriented**
	2.3 Identify strategies that a Pilates matwork instructor can use to help customers have a **positive exercise experience**
3. Know the skills, motivation and behaviours needed when delivering Pilates matwork	3.1 Describe how **personal presentation** can create a positive impression and support professionalism within Pilates matwork instruction
	3.2 Explain the importance of a Pilates matwork instructor making themselves **available and approachable**
	3.3 Identify strategies that an instructor can use to build **social support and inclusion** within a Pilates matwork session
	3.4 Describe the **physical abilities and coaching skills** that are beneficial for delivering a Pilates matwork session
4. Know how to communicate clearly and effectively with clients	4.1 Identify different **methods of communication**
	4.2 Identify positive and negative **body language**
	4.3 Describe the importance of **effective communication skills** for a Pilates instructor
	4.4 Describe **ways to build rapport** with different clients
	4.5 Describe **how to adapt communication** approaches for a range of situations
5. Understand personal and professional development	5.1 Explain the benefits of **continuing professional development (CPD)**
	5.2 Describe the importance of a **planning and reviewing cycle** within personal development and CPD
	5.3 Describe how to **reflect on own practice** and highlight ways of improving skills, knowledge, and practice
	5.4 Identify the roles and **support** available from the national governing body and professional associations to support CPD

Range
1. Understand the legal and professional requirements for Pilates matwork
1.1 Legal and ethical responsibilities must include: • duty of care • scope of practice • equality, diversity and inclusion • confidentiality • informed consent • safeguarding • data protection (GDPR) • conflict of interest • representation of professional competence • professional code of conduct • professional conduct. **1.2 Scope of practice** must include: • recognising professional boundaries • working within own competence • explaining own role and responsibilities to clients • referral/signposting • continuing professional development • interface with other professionals • insurance requirements. **1.3 Insurance requirements** must include: • public liability insurance • professional indemnity insurance • employer liability insurance • personal accident insurance • responsibilities of employed instructors • responsibilities of self-employed instructors. **1.4 Marketing and business planning** may include: • target markets • pricing structures • branding • customer retention • business goals • class scheduling • budgeting • cash flow management • forecasting income and expenditure • profit and loss • sales targets • business costs and overheads • tax responsibilities

Range

- record keeping and financial reporting.

Learners must cover a minimum of six.

1.5 Technology may include:

- online communication
- social media
- digital marketing
- websites
- online booking systems
- online payment systems
- digital client records
- customer relationship management (CRM) systems
- virtual sessions
- wearable technology
- email marketing
- business analytics.

Learners must cover a minimum of four.

1.6 Licensing requirements may include:

- music licensing
- local authority requirements
- venue requirements
- online platform licensing.

Learners must cover a minimum of two.

2. Know how to help Pilates Matwork clients have a positive experience

2.1 Principles of customer service may include:

- professionalism
- communication
- reliability
- inclusivity
- responsiveness
- respect.

Learners must cover a minimum of four.

2.2 Service oriented may include:

- meeting client needs
- professionalism
- client satisfaction
- client retention
- positive communication
- inclusive practice.

Range

Learners must cover a minimum of four.

2.3 Positive exercise experience may include:

- creating an inclusive environment
- effective communication
- positive reinforcement
- adapting to client needs
- professional behaviour
- motivational support.

Learners must cover a minimum of four.

3. Know the skills, motivation and behaviours needed when delivering Pilates matwork

3.1 Personal presentation may include:

- personal appearance
- punctuality
- organisation
- professionalism
- communication style
- inclusive practice.

Learners must cover a minimum of four.

3.2 Available and approachable may include:

- active listening
- positive communication
- empathy
- responsiveness
- professionalism
- inclusive communication.

Learners must cover a minimum of four.

3.3 Social support and inclusion strategies may include:

- inclusive communication
- positive reinforcement
- participant interaction
- supportive group environment
- adapting to participant needs
- motivational support.

Learners must cover a minimum of four.

3.4 Physical abilities and coaching skills may include:

Range
• body awareness • movement control • effective demonstration • observation skills • verbal instruction • motivational coaching. Learners must cover a minimum of four.
4. Know how to communicate clearly and effectively with clients
4.1 Methods of communication may include: • verbal communication • non-verbal communication • visual demonstration • written communication • group communication • one-to-one communication. Learners must cover a minimum of four. **4.2 Body language** may include: • posture • eye contact • facial expressions • gestures • tone of voice • active listening behaviours. Learners must cover a minimum of four. **4.3 Effective communication skills** may include: • clear instruction • active listening • motivational communication • inclusive communication • professional communication • positive reinforcement. Learners must cover a minimum of four. **4.4 Ways to build rapport** may include: • active listening • empathy • open questioning • positive reinforcement • motivational communication

Range

- inclusive communication.

Learners must cover a minimum of four.

4.5 How to adapt communication may include:

- adapting to individual needs
- adapting to group environments
- adapting communication style
- adapting instruction methods
- inclusive communication
- responding to participant feedback.

Learners must cover a minimum of four.

5. Understand personal and professional development

5.1 Continuing professional development (CPD) may include:

- workshops
- training courses
- mentoring
- peer observation
- professional reading
- self-reflection.

Learners must cover a minimum of four.

5.2 Planning and reviewing cycle may include:

- identifying development needs
- setting goals/objectives
- action planning
- reviewing progress
- reflective practice
- updating professional knowledge.

Learners must cover a minimum of four.

5.3 Reflect on own practice may include:

- self-evaluation
- participant feedback
- peer observation
- action planning
- reflective journals
- professional discussion.

Learners must cover a minimum of four.

Range
5.4 Support may include: • professional standards • professional membership • professional associations • workshops and events • training opportunities • guidance resources • industry updates • networking opportunities. Learners must cover a minimum of four.

Unit 03 Health and safety in a Pilates environment (A/652/2624)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**20 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand health and safety in the Pilates matwork environment	1.1 Describe the **rights and responsibilities** relating to health and safety for employers, employees, and when hiring venues and facilities within a Pilates matwork environment
	1.2 Describe the term '**duty of care**' relating to the health and safety of self and others in the Pilates matwork environment
	1.3 Identify the key **legal and regulatory requirements** that are relevant to health and safety in the Pilates matwork environment
	1.4 Explain the **consequences** of not following legal and regulatory requirements within a Pilates environment
2. Understand hazards and risks in a Pilates matwork environment	2.1 Describe the differences between a 'hazard' and a 'risk'
	2.2 Identify **common hazards** that may occur in a Pilates matwork environment
	2.3 Apply the **five steps of risk assessment**
	2.4 Apply **strategies to manage hazards and minimise risk** in a Pilates matwork environment
3. Understand normal and emergency operating procedures in the Pilates matwork environment	3.1 Explain the importance of having **written systems of work**
	3.2 Describe the **key areas that should be included in a normal operating procedure (NOP)**
	3.3 Describe the **key areas that should be included in an emergency action plan (EAP)**
4. Know how to safeguard children and vulnerable adults	4.1 Describe the **responsibilities** of a Pilates matwork instructor regarding safeguarding children and vulnerable adults
	4.2 Describe the **policies and procedures** in relation to safeguarding children and vulnerable adults, including typical reporting procedures
	4.3 Describe how to maintain the **confidentiality of information** relating to possible abuse
	4.4 Identify the **statutory agencies and organisations** responsible for safeguarding children and vulnerable adults

Range

1. Understand health and safety in the Pilates matwork environment

1.1 Rights and responsibilities must include:

- duty of care
- safe working practices
- risk assessment
- safeguarding
- reporting procedures
- professional accountability.

Range
1.2 Duty of care may include: • maintaining participant safety • working within scope of practice • following health and safety procedures • responding appropriately to incidents • maintaining professional standards • safe environment management. Learners must cover a minimum of four. **1.3 Legal and regulatory requirements** must include: • health and safety legislation • safeguarding requirements • data protection (GDPR) • equality legislation • manual handling • reporting procedures • RIDDOR • COSHH • First Aid Regulations • Electricity at Work Regulations. **1.4 Consequences** may include: • injury or harm • legal action • loss of professional credibility • reputational damage • disciplinary action • unsafe working environment. Learners must cover a minimum of four.
2. Understand hazards and risks in a Pilates matwork environment
2.2 Common hazards may include: • unsuitable flooring • inadequate space • faulty equipment • environmental hazards • participant health concerns • poor exercise technique. Learners must cover a minimum of four. **2.3 Five steps of risk assessment** must include: • identify the hazard

Range
• decide who may be harmed and how • evaluate the risk and decide on precautions • record findings and implement controls • review and update the assessment. **2.4 Strategies to manage hazards and minimise risk** may include: • equipment checks • environment checks • safe exercise progressions • supervision and observation • adapting activities • emergency procedures. Learners must cover a minimum of four.
3. Understand normal and emergency operating procedures in the Pilates matwork environment
3.1 Written systems of work must include: • normal operating procedures (NOPs) • emergency action plans (EAPs) • risk assessments • maintenance schedules. **3.2 Key areas that should be included in a normal operating procedure (NOP)** may include: • opening and closing procedures • equipment checks • cleaning and hygiene • participant supervision/safety • health and safety compliance • incident reporting • staff responsibilities/roles. Learners must cover a minimum of six key areas. **3.3 Key areas that should be included in an emergency action plan (EAP)** may include: • emergency contact details • roles and responsibilities of staff • evacuation procedures • medical emergency response • equipment or facility hazards • communication procedures • incident reporting/documentation. Learners must cover a minimum of six key areas.
4. Know how to safeguard children and vulnerable adults
4.1 Responsibilities must include:

Range

- duty of care
- recognising signs of abuse
- reporting concerns
- maintaining professional boundaries
- following safeguarding procedures
- maintaining participant welfare.

4.2 Policies and procedures must include:

- recognising concerns
- recording concerns
- reporting procedures
- confidentiality procedures
- referral procedures
- whistleblowing procedures.

4.3 Confidentiality of information may include:

- secure record keeping
- appropriate information sharing
- reporting to appropriate personnel
- data protection requirements
- maintaining professional boundaries
- following safeguarding procedures.

Learners must cover a minimum of four.

4.4 Statutory agencies and organisations may include:

- local safeguarding boards
- social services
- police
- NSPCC
- health services
- safeguarding leads within organisations.

Learners must cover a minimum of four.

Unit 04 Principles of Pilates matwork (D/652/2625)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**35 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the origins of the Pilates matwork method	1.1 Summarise the **history of Pilates matwork** and how it has evolved
	1.2 Identify the different **variations and styles of Pilates**
	1.3 Describe the purpose of pre-Pilates and how it can be applied within Pilates matwork sessions
	1.4 Explain the **original principles** of Pilates matwork
	1.5 Describe the **fundamentals** of Pilates matwork
	1.6 Explain the purpose and technical focus of original Pilates matwork **repertoire exercises**
	1.7 Explain how **traditional Pilates apparatus** can support Pilates matwork
2. Understand the phases of a Pilates matwork session	2.1 Identify the **phases of a Pilates matwork session**
	2.2 Explain the purpose and value of the **preparation phase**
	2.3 Explain the purpose and value of the **main phase**
	2.4 Explain the purpose and value of the **closing phase**

Range

1. Understand the origins of the Pilates matwork method

1.1 History of Pilates matwork must include:

- Joseph Pilates
- contrology
- original Pilates method
- development of modern Pilates matwork.

1.2 Variations and styles of Pilates may include:

- classical Pilates
- contemporary Pilates
- clinical Pilates
- fitness-based Pilates.

Learners must cover a minimum of four.

1.4 Original principles must include:

- breathing
- concentration
- control
- centring
- precision

Range
• flow. **1.5 Fundamentals** must include: • alignment • breathing • centring. **1.6 Repertoire exercises** must include the 34 original Pilates exercises. **1.7 Traditional Pilates apparatus** may include: • reformer • cadillac • Pilates chair • spine corrector. Learners must cover a minimum of two apparatus/equipment types.
2. Understand the phases of a Pilates matwork session
2.1 Phases of a Pilates matwork session must include: • preparation phase • main phase • closing phase. **2.2 Preparation phase** may include: • mental preparation • physical preparation • skill rehearsal • concentration and focus • awareness of postural alignment • breathing techniques • activation of core • mobilisation of major joints. **2.3 Main phase** may include: • whole body balanced approach • strength and stability • mobility and flexibility • balance • co-ordination • relaxation. **2.4 Closing phase** may include: • stretching/mobilisation • balance

Range
• relaxation • consolidation.

Unit 05 Consultation, behaviour change and programme planning for one-to-one Pilates matwork (H/652/2627)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**30 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know how to consult and support a one-to-one client to change their exercise behaviour	1.1 Explain **appropriate methods** for screening and gathering information from a one-to-one client and gaining their informed consent
	1.2 Explain the **importance of gathering information** prior to the start of a Pilates matwork session in relation to the client and their needs
	1.3 Explain **risk stratification models** used to assess risk
	1.4 Identify **other professionals** who can support clients when their needs go beyond own scope of practice
	1.5 Explain **when to refer or signpost** a client to other professionals
	1.6 Describe the **barriers and motivators** to changing exercise and behaviour
	1.7 Identify **strategies** for overcoming barriers and building client motivation
	1.8 Define extrinsic and intrinsic motivation
	1.9 Describe **different approaches** to supporting one-to-one clients to change their exercise behaviour
	1.10 Explain how **SMART goals** can be used to support clients to change their exercise behaviour
	1.11 Describe ways to **monitor and review** one-to-one client's progress
	1.12 Identify appropriate **methods for recording and storing** client information
2. Know the importance of a healthy lifestyle	2.1 Identify the **benefits** of physical activity, health and wellbeing
	2.2 Identify the **risks** of an unhealthy lifestyle
	2.3 Identify **strategies to promote a healthy lifestyle**
	2.4 Identify the current **national guidelines** for physical activity, wellness and healthy eating
	2.5 Identify the **components of health and wellbeing**
	2.6 Identify **sources of evidence-based, credible health information**
	2.7 Identify the **agencies** involved in promoting physical activity for health in the UK
3. Be able to effectively gather information for a one-to-one Pilates matwork programme	3.1 Collect and interpret **relevant client information** for a one-to-one Pilates matwork programme
	3.2 Explain **client barriers to exercise and appropriate strategies** to address them
	3.3 Identify client **goals, needs, wants and motivators**
	3.4 Design basic SMART goals that address client needs, wants and motivations
	3.5 Identify the appropriate **review points** to monitor client progress

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.6 Conduct a **postural assessment** and provide a summary of the findings
4. Know how to plan a progressive Pilates matwork programme	4.1 Explain the **structure of a safe and effective Pilates matwork progressive programme**
	4.2 Describe a range of safe and effective **Pilates matwork exercises** derived from the original repertoire
	4.3 Describe the importance of being a **role model** in relation to one-to-one Pilates matwork performance and technique
	4.4 Explain the importance of regular **monitoring and reviewing** of a client's performance
5. Be able to plan a one-to-one progressive Pilates matwork programme	5.1 Identify potential **risks and hazards** that may affect the safety of the client
	5.2 Plan a safe and effective one-to-one **progressive programme** including traditional Pilates matwork exercises, incorporating the original principles and fundamentals of the Pilates method
	5.3 Apply the basic **principles of training** to a one-to-one Pilates matwork progressive programme
	5.4 **Plan a logical and progressive order of exercises**
	5.5 Plan **adaptations and modifications** to regress, progress and accommodate clients' individual needs
	5.6 **Monitor and review** a one-to-one client's performance and adapt progressive programme
	5.7 Plan realistic **timings**
	5.8 **Record plans** in a format that will help the client to implement the programme

Range
1. Know how to consult and support a one-to-one client to change their exercise behaviour
1.1 Appropriate methods must include: • questionnaire • interview/pre-class checks • observation. **1.2 Importance of gathering information** must include: • reasons for screening • advantages and disadvantages of verbal and written screening • purpose of a physical activity readiness questionnaire (PAR-Q) and informed consent • client expectations and motivation • previous exercise participation and current ability levels. **1.3 Risk stratification models** may include: • risk stratification pyramid • Irwin and Morgan risk stratification tool • logic model

Range

- ACSM cardiovascular disease risk stratification model.

Learners must cover a minimum of two.

1.4 Other professionals may include:

- physiotherapists
- osteopaths
- chiropractors
- medical professionals
- mental health professionals
- nutrition professionals.

Learners must cover a minimum of four.

1.5 When to refer or signpost may include:

- medical concerns
- injury or pain
- mental health concerns
- specialist nutritional support
- postural dysfunction
- conditions outside scope of practice.

Learners must cover a minimum of four.

1.6 Barriers and motivators may include:

- confidence
- time
- lifestyle commitments
- health concerns
- social support
- goal achievement.

Learners must cover a minimum of four.

1.7 Strategies may include:

- planning and preparation
- social and family support
- gradual behaviour change
- monitoring and review.

1.9 Different approaches may include:

- motivational interviewing
- transtheoretical model
- rewards

Range

- cognitive reframing.

Learners must cover a minimum of two.

1.10 SMART goals must include:

- specific
- measurable
- achievable
- realistic/relevant
- time bound.

1.11 Monitor and review may include:

- goal review
- client feedback
- observation
- progress tracking
- reflective discussion
- programme review.

Learners must cover a minimum of four.

1.12 Methods for recording and storing may include:

- paper-based records
- digital records
- secure storage systems
- password-protected files
- data protection procedures
- confidential record management.

Learners must cover a minimum of four.

2. Know the importance of a healthy lifestyle

2.1 Benefits may include:

- improved cardiovascular health
- improved muscular fitness
- improved mental wellbeing
- stress reduction
- improved mobility and flexibility
- improved quality of life.

Learners must cover a minimum of four.

2.2 Risks may include:

- cardiovascular disease
- obesity

Range

- diabetes
- poor mental wellbeing
- musculoskeletal issues
- reduced quality of life.

Learners must cover a minimum of four.

2.3 Strategies to promote a healthy lifestyle may include:

- physical activity participation
- healthy eating
- stress management
- sleep management
- reducing sedentary behaviour
- behaviour change support.

Learners must cover a minimum of four.

2.4 National guidelines may include:

- UK physical activity guidelines
- healthy eating guidelines
- hydration guidelines
- sedentary behaviour guidelines
- sleep recommendations
- wellbeing recommendations.

Learners must cover a minimum of four.

2.5 Components of health and wellbeing may include:

- physical wellbeing
- mental wellbeing
- emotional wellbeing
- social wellbeing
- environmental wellbeing
- occupational wellbeing.

Learners must cover a minimum of four.

2.6 Sources of evidence-based, credible health information may include:

- government guidance
- NHS resources
- professional organisations
- peer-reviewed research
- national guidelines
- qualified healthcare professionals.

Range
Learners must cover a minimum of four. **2.7 Agencies** may include: • NHS • UK Chief Medical Officers • Sport England • CIMSPA • public health agencies • National Governing Bodies. Learners must cover a minimum of four.
3. Be able to effectively gather information for a one-to-one Pilates matwork programme
3.1 Relevant client information must include: • personal information and goals • lifestyle information • client motivation and readiness to participate • barriers to participation and strategies to overcome them • functional ability and past/present injuries or disabilities • PAR-Q and identification of medical conditions. **3.2 Client barriers to exercise and appropriate strategies** may include: • lack of confidence • time constraints • lifestyle commitments • health concerns • lack of motivation • limited social support. Learners must cover a minimum of four barriers and associated strategies. **3.3 Goals, needs, wants and motivators** may include: • health improvement • stress management • mobility and flexibility • confidence • social interaction. **3.5 Review points** may include: • short-term reviews • programme reviews • goal reviews • progress tracking • client feedback • observational review.

Range
3.6 Postural assessments must include: • plumb line alignment • range of motion assessments (active and passive).
4. Know how to plan a progressive Pilates matwork programme
4.1 Structure of a safe and effective Pilates matwork progressive programme must include: • preparation phase • main phase • closing phase • sequencing • progressions/regressions • safe transitions. **4.2 Pilates matwork exercises** must include a range of Pilates exercises that cover all joint actions and planes of movement. **4.3 Role model** may include: • professional behaviour • positive communication • effective demonstration • movement quality • professionalism • safe technique. Learners must cover a minimum of four. **4.4 Monitoring and reviewing** may include: • observation • client feedback • goal reviews • progress tracking • programme reviews • reflective discussion.
5. Be able to plan a one-to-one progressive Pilates matwork programme
5.1 Risks and hazards may include: • unsuitable environment • participant health concerns • poor exercise technique • inadequate space • equipment issues • inappropriate exercise progressions. Learners must cover a minimum of four.

Range

5.2 Progressive programme planning must include:

- exercise sequencing
- progressions/regressions
- adaptations/modifications
- safe transitions
- client-centred planning
- application of Pilates principles/fundamentals.

5.3 Principles of training must include:

- specificity
- progressive overload
- progression
- recovery
- adaptation
- individualisation.

5.4 Plan a logical and progressive order of exercises may include:

- flow
- safe transitions
- intensity
- exercise balance
- participant ability
- exercise objectives.

Learners must cover a minimum of four.

5.5 Adaptations and modifications may include:

- progression
- regression
- exercise layering
- intensity modification
- technical modification
- range of movement modification.

5.6 Monitor and review may include:

- observation
- client feedback
- goal reviews
- progress tracking
- programme adaptation
- reflective discussion.

Learners must cover a minimum of four.

Range
5.7 Timings must include: • preparation phase timing • main phase timing • closing phase timing. **5.8 Planning formats** may include: • paper-based plans • digital plans • session plans • class plans • client records • progress notes.

Unit 06 Planning and delivering a group Pilates matwork session (T/652/2631)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**30 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Be able to plan a safe and effective group Pilates matwork session	1.1 Identify potential **risks and hazards** that may affect the safety of participants
	1.2 Plan a safe and effective group Pilates matwork session incorporating the original **principles and fundamentals**
	1.3 **Plan a logical and progressive order of exercises**
	1.4 Plan **adaptations and modifications** to regress, progress and accommodate different clients' needs
	1.5 Plan realistic **timings**
	1.6 **Record plans** in a clear format
2. Know how to incorporate small equipment into a Pilates matwork session	2.1 Identify the benefits of using **small equipment** in a Pilates matwork session
	2.2 Describe how to incorporate small equipment to create **modifications and variations** of Pilates matwork exercises
	2.3 Explain how the use of small equipment can affect **physical and technical demand**
3. Know how to adapt a Pilates matwork session utilising a standing position and seated position	3.1 Identify the **benefits** of incorporating standing and seated-based exercises into a Pilates matwork session
	3.2 Explain how the **physical challenge and functionality** can be changed when working in a standing and seated position
	3.3 Identify how to create **modifications and variations** of Pilates matwork exercises when working in a standing position
	3.4 Identify how to create **modifications and variations** of Pilates matwork exercises when working in a seated position
	3.5 Describe how each of these modifications will affect the **physical and/or technical skills** being developed
4. Be able to deliver a safe and effective group Pilates matwork session	4.1 Apply appropriate **techniques and communication skills** prior to the group Pilates matwork session
	4.2 Provide **appropriate advice and guidance** in response to information gathered
	4.3 Explain the appropriate **health and safety considerations** to participants
	4.4 Explain the planned objectives, exercises/physical activities, and technical demands to the participants
	4.5 Apply appropriate **instructional and coaching methods** to support participants' performance
	4.6 Demonstrate body awareness and movement quality that embodies the Pilates method
	4.7 Instruct participants through the preparation, main and closing phases of a group Pilates matwork class
	4.8 Explain how to connect the breath to each exercise

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
	4.9 Provide instructions, explanations and demonstrations that are technically correct, safe, and effective
	4.10 Analyse participants' performance, providing positive reinforcement throughout
	4.11 Adapt or modify exercises with suitable progressions and regressions to accommodate participants' needs
	4.12 Provide feedback and instructions which are timely, clear, and motivational
	4.13 Provide credible aftercare advice that promotes healthy lifestyle choices
	4.14 Respond accurately/appropriately to participant questions
	4.15 Leave the environment in a condition suitable for future use
5. Be able to evaluate own practice	5.1 Gather **feedback** from participants to review and evaluate own practice
	5.2 Evaluate the safety and effectiveness of **session structure** in meeting the participants' needs
	5.3 Evaluate the effectiveness of instructional and coaching skills in meeting participants' needs
	5.4 Evaluate the effectiveness of communication in meeting participants' needs
	5.5 Identify ways to **improve session content** for meeting participants' needs
	5.6 Identify ways to **improve instructional and coaching skills** and communication

Range

1. Be able to plan a safe and effective group Pilates matwork session

1.1 Risks and hazards may include:

- unsuitable environment
- participant health concerns
- poor exercise technique
- inadequate space
- equipment issues
- inappropriate exercise progressions.

Learners must cover a minimum of four.

1.2 Principles and fundamentals must include:

- breathing
- concentration
- control
- centring
- precision
- flow.

Range
1.3 Plan a logical and progressive order of exercises must include: • flow • safe transitions • intensity • exercise balance • participant ability • exercise objectives. Learners must cover a minimum of four. **1.4 Adaptations and modifications** may include: • progression • regression • exercise layering • technical modification • range of movement modification. **1.5 Timings** must include: • preparation phase timing • main phase timing • closing phase timing. **1.6 Planning formats** may include: • paper-based plans • digital plans • session plans • class templates • client records • progress notes.
2. Know how to incorporate small equipment into a Pilates matwork session
2.1 Small equipment may include: • Pilates block • towel • small balls • straps • Pilates ring/circle • resistance bands. Learners must cover a minimum of four equipment types. **2.2 Modifications and variations** may include: • exercise support • resistance changes

Range

- stability challenges
- movement assistance
- range of movement modification
- postural feedback.

Learners must cover a minimum of four.

2.3 Physical and technical demand may include:

- balance
- co-ordination
- stability
- mobility
- muscular endurance
- movement control.

Learners must cover a minimum of four.

3. Know how to adapt a Pilates matwork session utilising a standing position and seated position

3.1 Benefits must include:

- accessibility
- inclusivity
- adaptability
- posture
- alignment.

3.2 Physical challenge and functionality changes may include:

- balance demands
- stability requirements
- mobility demands
- co-ordination challenges
- postural control
- functional movement patterns.

Learners must cover a minimum of four.

3.3 Standing modifications and adaptations may include:

- balance modifications
- range of movement changes
- exercise layering
- stability challenges
- postural adaptations
- movement progressions/regressions.

Learners must cover a minimum of four.

Range
3.4 Seated modifications and adaptations may include: • postural support • stability modifications • range of movement changes • exercise layering • movement progressions/regressions • mobility adaptations. Learners must cover a minimum of four. **3.5 Physical and/or technical skills** may include: • balance • co-ordination • mobility • stability • movement control • postural awareness. Learners must cover a minimum of four.
4. Be able to deliver a safe and effective group Pilates matwork session
4.1 Techniques and communication skills must include: • greeting participants • building rapport • gathering information • checking readiness to exercise. **4.2 Appropriate advice and guidance** may include: • when to signpost to a medical professional • when to defer participation • when to allow participation. **4.3 Health and safety considerations** must include: • space • temperature • clothing • equipment use. **4.5 Instructional and coaching methods** must include: • demonstration and mirroring • explanation • observation • eye contact • body language

Range
• teaching position changes • correction • tactile cueing • adaptation • coaching points • questioning • verbal and non-verbal communication • praise and encouragement • use of voice.
5. Be able to evaluate own practice
5.1 Feedback methods may include: • participant feedback • observation • self-reflection • peer feedback • reflective discussion • session review. **5.2 Session structure** considerations may include: • preparation phase • main phase • closing phase • exercise sequencing • safe transitions • timing. **5.5 Session content improvement** may include: • exercise adaptations • exercise progressions/regressions • improved sequencing • timing adjustments • participant-centred planning • exercise variety. **5.6 Instructional and coaching improvement** may include: • reflective practice • participant feedback • peer observation • continuing professional development • action planning • self-evaluation.

Optional units

Unit 07 Movement assessment and analysis (Y/652/2632)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Optional	**Achieved/not yet achieved**	**Level 3**	**35 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** 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**
	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 the 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 the 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 **components of the neuromuscular system** influence movement potential
5. Be able to analyse Pilates matwork exercises based on their physiological and technical demands	5.1 **Analyse** a range of Pilates matwork exercises and categorise them in terms of the physical skills being challenged/developed and technical challenges they present
6. Be able to collect information and plan a Pilates matwork session to assess a client's	6.1 Identify **information** to be collected
	6.2 Explain how to select the most appropriate methods of collecting client information
	6.3 Explain the legal and ethical implications of collecting client information, including confidentiality

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
existing movement strategy	6.4 Identify clients' short-, medium- and long-term goals
	6.5 Explain how to use specific, measurable, achievable, realistic and time-bound (SMART) objectives in a programme of physical activities that are appropriate to clients' goals
	6.6 Explain the importance of implementing a client-centred approach within one-to-one and group sessions
	6.7 Plan a client-centred session that will assess a client's existing movement strategies
	6.8 Analyse movement impairments and faulty recruitment patterns
7. Be able to conduct a movement assessment with clients and analyse the outcomes	7.1 Conduct a movement assessment session
	7.2 Record the **outcomes** of each physical activity
	7.3 Analyse the outcomes of a movement assessment
	7.4 Refine client objectives and prioritise these objectives in relation to the client's personal goals
8. Be able to design and modify a Pilates matwork programme based on movement assessment	8.1 Design a Pilates matwork programme to facilitate the client's refined objectives
	8.2 Explain the principal objectives for each exercise, justifying its inclusion in the programme
	8.3 Select key exercises included within the physical activity that specifically target improvement of the client's movement function
	8.4 Describe **adaptations** for progressing and regressing the physical and technical challenge provided by a Pilates matwork exercise
	8.5 Analyse and assess the client's performance over a series of sessions
	8.6 Respond appropriately to the client's performance during each session, providing suitable adjustments to the planned session
	8.7 Identify the client's progress towards their agreed goals
	8.8 Provide suitable adjustments to the planned programme and goals to ensure sustainable progression of the client
	8.9 Record changes made to the programme

Range
1. Understand the biomechanical and physiological processes involved in human movement
1.1 Anatomical planes must include: • sagittal • frontal • transverse. **Axis of movement** must include: • anterior-posterior • medial-lateral • longitudinal. **1.2 Joint actions** must include: • major joints of the body

Range
• typical functional ranges of motion. **1.3 Functional kinesiology** must include: • movement mechanics • force analysis • motor control • movement efficiency • performance.
2. Understand how to determine biomechanical and physiological processes required for exercise
2.2 Spatial descriptions must include: • sagittal • frontal • transverse • anterior • posterior • superior • inferior • medial • lateral • superficial • deep • proximal • distal. **2.3 Joint actions** must be identified in relation to: • major joints of the body • movement within anatomical planes • typical functional ranges of movement. **2.6 Joint stabilisation** may include: • muscular co-contraction • neuromuscular control • proprioceptive feedback • postural stabilisation • movement efficiency.
3. Understand the systems employed to control the relationship between stability and mobility of joints
3.1 Passive factors must include: • type of joint • ligaments • joint capsule • cartilage • tendons.

Range
3.2 Active factors must include: • muscle strength • muscle tone • neuromuscular control • proprioception • flexibility • balance and postural control.
4. Understand the factors that can limit the effectiveness of joint position and movement potential
4.2 Components of the neuromuscular system must include: • motor units • motor control/co-ordination • proprioceptors • reflex responses • muscle fibre recruitment.
5. Be able to analyse Pilates matwork exercises based on their physiological and technical demands
5.1 Analyse must include: • physical demands • technical demands • movement control • stability requirements • mobility requirements • co-ordination requirements. Learners must cover a minimum of four.
6. Be able to collect information and plan a Pilates matwork session to assess a client's existing movement strategy
6.1 Information must include: • personal goals • medical and injury history • occupational demands • recreational activities • motivation/commitment • current and previous training history.
7. Be able to conduct a movement assessment with clients and analyse the outcomes
7.2 Outcomes must include: • deviation from prescribed activity • movement quality • stability • recruitment patterns.
8. Be able to design and modify a Pilates matwork programme based on movement assessment
8.4 Adaptations may include: • progression

Range
• regression • physical challenge modification • technical challenge modification • exercise layering.

Unit 08 Understanding physical activity and its impact on bone health (D/652/2634)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Optional	**Achieved/not yet achieved**	**Level 3**	**20 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** 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 Explain the main **risk factors** for low bone density
2. Understand the effects of exercise on bone density	2.1 Explain 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 Identify 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 Describe the **key principles of designing physical activity programmes** to achieve short-, medium- and long-term goals
	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**
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 Identify 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	6.1 Plan specific outcome measures, stages of achievement, exercises/physical activities and progressions that are appropriate to clients' goals and level of fitness

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
programme for clients with low bone density	6.2 Incorporate appropriate **components of fitness** 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

Range
1. Understand the characteristics and prevalence of osteoporosis in the UK
1.2 Characteristics of low bone density must include: • reduced bone strength • increased porosity • higher fracture risk • reduced bone mineral density. **1.4 Common fracture sites** must include: • vertebrae • hip • wrist • shoulder • pelvis. **1.5 Risk factors** may include: • ageing • menopause • inactivity • poor nutrition • smoking • family history • low body weight • long-term corticosteroid use. Learners must cover a minimum of four.
2. Understand the effects of exercise on bone density
2.1 Types of exercise may include: • weight-bearing exercise • resistance training • balance training • impact exercise • functional exercise • posture-focused exercise.

Range
Learners must cover a minimum of four. **2.3 Effects of exercise** must include: • increased bone formation • mechanical loading strengthens bone • slowing of bone loss with age • improved bone strength • reduced risk of fractures.
3. Understand the information that needs to be collected from clients with osteoporosis/low bone density
3.2 Client information must include: • medical history • fracture history • medication use • pain levels • lifestyle factors • current physical activity levels. **3.5 Legal and ethical implications** must include: • confidentiality • informed consent • data protection • scope of practice • duty of care • referral procedures.
4. Understand how to design a physical activity programme for clients with low bone density
4.1 Key principles of designing physical activity programmes must include: • progression • individualisation • recovery • exercise sequencing • safe exercise selection • order and structure of sessions • client-centred planning. **4.2 Safe and effective exercises/physical activities** may include: • resistance-based exercises • weight-bearing exercises • balance activities • posture-focused exercises • mobility exercises • functional movement exercises. Learners must cover a minimum of four.

Range
4.4 Other professionals may include: • physiotherapists • osteopaths • medical professionals • occupational therapists • nutrition professionals • specialist exercise professionals. Learners must cover a minimum of four.
5. Understand the risks and health and safety requirements when designing a physical activity programme for clients with low bone density
5.1 Absolute contraindications must include: • recent/acute fracture • severe/unstable spinal fracture • uncontrolled/severe pain • uncontrolled medical conditions • severe postural instability. **5.2 Risks of exercise** may include: • fracture risk • fall risk • excessive spinal flexion • postural instability • pain exacerbation • fatigue. Learners must cover a minimum of four. **5.3 Exercise guidelines and restrictions** must include: • avoiding loaded spinal flexion • gradual progression • posture-focused exercise • balance training • supervised exercise • impact management. **5.4 Safe activity environment** considerations may include: • safe flooring • adequate space • suitable equipment • temperature/ventilation • trip hazard reduction • participant supervision.

Range
Learners must cover a minimum of four. **5.5 Maintain the safety** must include: • emergency contact procedures • incident reporting • evacuation procedures • first aid arrangements • responding to falls • medical emergency procedures.
6. Be able to design a physical activity programme for clients with low bone density
6.2 Components of fitness may include: • muscular strength • muscular endurance • balance • flexibility • posture • mobility. **6.6 Resources** may include: • equipment • facilities • instructor support • educational materials • monitoring tools • referral support. **6.7 Recording formats** may include: • paper-based plans • digital plans • exercise records • progress tracking documents • session records • review forms.

Unit 09 Choreographic adaptations for Pilates matwork (H/652/2636)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Optional	**Achieved/not yet achieved**	**Level 3**	**10 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** 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 safe and effective **choreographic adaptations and modifications** for clients
	1.3 Explain how these modifications can affect **training objectives**
2. Be able to apply 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 modifications and variations affect the **physical and technical skills** being developed

Range

1. Understand how changing the choreographic elements of Pilates matwork exercises will affect training objectives

1.1 Implications may include:

- changes to intensity
- changes to difficulty
- impact on alignment and technique
- changes to muscle recruitment patterns
- changes to stability and control
- progression and regression opportunities
- impact on flow and co-ordination.

Learners must cover a minimum of four implications.

1.2 Choreographic adaptations and modifications may include:

- changes to tempo
- changes to range of movement
- changes to stability demands
- layering movement complexity
- seated adaptations
- standing adaptations
- progression/regression strategies.

Learners must cover a minimum of four.

Range
1.3 Training objectives may include: • balance • co-ordination • mobility • stability • muscular endurance • movement control • postural awareness. Learners must cover a minimum of four.
2. Be able to apply choreographic adaptations to create modifications and variations of Pilates matwork exercises
2.1 Choreographic adaptations may include: • standing variations • seated variations • layered progressions • range of movement modifications • tempo modifications • stability modifications. Learners must demonstrate a minimum of four adaptations. **2.2 Physical and technical skills** may include: • balance • co-ordination • mobility • stability • movement control • postural awareness. Learners must cover a minimum of four skills.

NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Create	Make or produce an artefact as required.
Demonstrate	Show an understanding by describing or applying knowledge in a practical context.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Select, recognise and name the main points accurately.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.
Test	Complete a series of checks utilising a set procedure.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Version 2.0 November 2026
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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	T/652/2622	Anatomy and physiology for Pilates matwork	3	55
Unit 02	Y/652/2623	Professionalism and customer care for Pilates matwork	3	20
Unit 03	A/652/2624	Health and safety in a Pilates environment	3	20
Unit 04	D/652/2625	Principles of Pilates matwork	3	35
Unit 05	H/652/2627	Consultation, behaviour change and programme planning for one-to-one Pilates matwork	3	30
Unit 06	T/652/2631	Planning and delivering a group Pilates matwork session	3	30

Optional units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 07	Y/652/2632	Movement assessment and analysis	3	35
Unit 08	D/652/2634	Understanding physical activity and its impact on bone health	3	20
Unit 09	H/652/2636	Choreographic adaptations for Pilates matwork	3	10

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

Change history record

Version	Publication date	Description of change
AIQ007271	August 2026	Document published.
v2.0	November 2026	Qualification title changed and template updated to new version. Minor wording updates have been made to assessment criteria (AC) to improve clarity and consistency. No changes to learning outcomes (LOs) guided learning hours (GLH) or content requirements.