Scheme of work

For each VTCT (ITEC) qualification, the lecturer/centre must complete a scheme of work for each unit indicating how the Lecturer is planning to cover the unit content throughout the course. Set out the planned sessions in terms of learning outcomes to be achieved. These should match those stated within the VTCT (ITEC) unit specification. Include all units of each course offered. Hours should meet the minimum guided learning hours listed within the unit specification.

Unit title: iUSP173 - Delivering a Pilates teaching session

Total contact tuition hours proposed: 60

Lecturer(s) responsible:

Learning objectives	Lecture content	Suggested resources	Approx. hours
Introductory session	• College rules and regulations • College mission statement • VTCT (ITEC) rules and regulations • Health & safety • Timetable • Dates – holidays etc. • Syllabus • Recommended books	• Lecture • Q&A • Using all the documents listed to ensure the students understand the college expectations and their commitment to the course	
1. Understand how to instruct a Pilates teaching session			

Explain the importance of verbal and non-verbal communication when instructing clients	• Verbal cues
	• Non-verbal cues
	  - Tactical
	  - Practical
	• Visualisation
	• Interaction
	  - Question and answer
	  - Simple explanations
	  - Feedback
	• Body language
	• Through feedback, analysis and observation check clients' comprehension of material transmitted and provide positive feedback
		• Whiteboard
		• Lecture
		• Q&A
		• Handout
		• Homework
		• Test
		• Performance Evidence/PARQ
			5

	- Home practice – make sure clients can perform the workout without supervision - Provide information and advice if appropriate - Agree to the nature of information needed - Keep information in layman's terms - Seek advice from other professionals if information is out of your level of competency - Client referral if appropriate
Describe how to adapt communication to meet clients' needs	- Rapport - Interpersonal communication skills - Empathy - Listening - Attending - Verbal and non-verbal responses - Investigation - Information gathering skills - Planning - Problem solving or decision-making skills - Setting goals - Generating and exploring alternatives - Evaluating - Action - Behavioural change skills - Multi-sensory input - Modelling - Contracting - Feedback - Observation - Adaptation of teaching style
Evaluate different methods of maintaining clients' motivation	- Structure realistic expectations - Client's preferences, needs, habits and history - Provide a programme to suit the client's particular objectives - Set appropriate goals - Provide alternative Pilates exercises and progressions - Identify short-term benefits - Promote the positive rewards, decrease negative rewards - Provide regular feedback - Provide client(s) with simple home-based Pilates exercises - Train client(s) in self-management strategies to continue exercising wherever they are - Prepare the client(s) for inevitable lapse - Utilise as many types of social support as possible - Seek out opportunities to promote an overall healthy lifestyle

	• Empower client to take ownership of their goals and programme • Map the road to long-term goals by providing check points		
Explain the importance of correcting participant techniques	• Preventing injury • Getting the most out of the session • Effectiveness of technique • Self-motivation and understanding • Self-awareness and personal improvement		

2. Understand how to adapt exercises to meet client needs during a Pilates teaching session			

Explain the importance of monitoring individual progress	• Recording reactions
	• The following areas should be monitored:
	  - Outcomes achieved
	  - Effectiveness and variety of movements
	  - Any change in demands from client
	  - Any changes needed to enhance the programme for each particular client
	  - Whether the routine met with the client's needs
	  - Longer term wishes of the client
		• Whiteboard
		• Lecture
		• Q&A
		• Handout
		• Homework
		• Test
		• Performance Evidence/PARQ
			5

Describe different methods of monitoring clients' progress during exercise	• On-going feedback • Changes in health or fitness • Observation of class • Analysis of mood of class • Evaluation of the reasons for clients' drop-out rate • Motivation • Use of all principles and fundamentals • Evaluate group and individual progress/regress with reasons • Question own teachings		
Explain when it may be necessary to adapt planned exercises to meet clients' needs	• Adapting teaching styles to make sure the clients apply techniques correctly • Giving alternative exercises for the less and/or more able participants within the class • Breaking down movement to their component parts • Exercises are appropriate to individual's needs • Goals achieved • Ability of participant • Adaptations for individual's needs • Health of individual • Participants with specific fitness needs • Participants with general health needs • Providing exercises adequate for the whole class (lowest common denominator)		

	- Providing pre-Pilates exercises or easier exercises as modifications for clients with medical/postural issues
	- Selecting proven safe and sound modifications
	- Providing challenges by increasing intensity and providing variations for clients with high level of fitness
	- 15 to 20 exercises selected per class hour (increase or decrease depending on level of ability in class)
	- Well-rounded workout according to chronology of Pilates repertoire
	- Keep smooth flow of movements adding or decreasing speed
	- Groups
	  - Offer physical demonstration of correct form and incorrect form
	  - Verbal instruction
	  - Visualisation
	  - Discussion
	  - Recap the main points of the exercise/session		

3. Be able to plan and prepare for a Pilates teaching session			

Plan how to instruct a Pilates teaching session	- Aims and objectives
	- Lesson plan
	- Exercises
	- Balance of session
	- Teaching and learning styles
	- To include guidance and encouragement to special population clients:
	  - 14-16 year old young people
	  - Disabled people
	  - Older people (50+)
	  - Antenatal and postnatal women
		- Whiteboard
		- Lecture
		- Q&A
		- Handout
		- Homework
		- Test
		- Performance Evidence/PARQ
		- Lesson Plan
			20

Plan and demonstrate how to instruct a Pilates teaching session through the preparation phase	- Warm-up (pre-Pilates)
	  - Concentration
	  - Breathing
	  - Centring
	  - Control
	  - Flow/movement
	  - Precision
	  - Postural realignment/relaxation
	  - Stamina
	  - Stabilisation
	  - Shoulder girdle
	  - Lumbar spine/pelvic girdle
	  - Neutral spine/neutral pelvis		

	- In all planes of movement
	- Tension-free starting positions
	• Breathing techniques
	  - Diaphragmatic
	  - Thoracic (lateral)
	  - Pelvic floor/transversus abdominis engagement
	  - Application of breathing to movement
	• Mobilisation
	  - Full range of movement of joints and tissue
	• Spine articulation
	  - Spine/pelvis positions in all planes of movement
	• Cranio-vertebral positioning in neutral
	  - In all planes of movements
	• Ribcage positioning in neutral
	  - In all planes of movements
	• Balance
	  - Plus or minus 5 exercises		

Plan and demonstrate how to instruct a Pilates teaching session through the main phase involving whole body movement	• Ensuring all principles and fundamentals are present in each phase
	  - Concentration
	  - Breathing
	  - Centring
	  - Control
	  - Flow/movement
	  - Precision
	  - Postural realignment/relaxation
	  - Stamina
	  - Stabilisation
	  - Shoulder girdle
	  - Lumbar spine/pelvic girdle
	  - Neutral spine/neutral pelvis
	  - In all planes of movement
	  - Tension-free starting positions
	• Breathing techniques
	  - Diaphragmatic
	  - Thoracic (lateral)
	  - Pelvic floor/transversus abdominis engagement
	  - Application of breathing to movement
	• Mobilisation
	  - Full range of movement of joints and tissue
	• Spine articulation
	  - Spine/pelvis positions in all planes of movement
	• Cranio-vertebral positioning in neutral		

	- In all planes of movements
	• Ribcage positioning in neutral
	- In all planes of movements
	• Balance
	• Movements in all planes
	- Flexion
	- Extension
	- Rotation
	- Circumduction
	- Lateral flexion
	- Dorsiflexion
	- Plantar flexion
	- Including:
	▪ Torso
	▪ Limbs
	▪ Extremities
	• For a class
	- Balanced workout with all movements
	• For one-to-one
	- Balanced workout without exercises that exacerbate medical issues or negatively reinforce postural issues, e.g. the Hundred for someone who has hyperkyphosis
	• Balance
	- Plus or minus 15-20 exercises
	• Modifications/adaptations/progression/regression
Plan and demonstrate how to instruct a Pilates teaching through the closing phase	• Ensuring all principles and fundamentals are present in each phase
	- Concentration
	- Breathing
	- Centring
	- Control
	- Flow/movement
	- Precision
	- Postural realignment/relaxation
	- Stamina
	- Stabilisation
	- Shoulder girdle
	- Lumbar spine/pelvic girdle
	- Neutral spine/neutral pelvis
	- In all planes of movement
	- Tension-free starting positions
	• Breathing techniques
	- Diaphragmatic
	- Thoracic (lateral)

	- Pelvic floor/transversus abdominis engagement - Application of breathing to movement - Mobilisation - Full range of movement of joints and tissue - Spine articulation - Spine/pelvis positions in all planes of movement - Cranio-vertebral positioning in neutral - In all planes of movement - Ribcage positioning in neutral - In all planes of movement - Balance - Stretching - Maintenance - Developmental - Relaxation - Active - Passive - Balance - Plus or minus 5 exercises		
Explain the importance of appropriate home care advice after each Pilates session	- Healthy eating - Fluid/water intake - Smoking habits - Stress levels - Sleep patterns - Hobbies - Interests - Rest - Relaxation - Other opportunities for regular activity appropriate to the client's needs, abilities and preferences - Reviewing their progress - Helping clients to identify options to improve health and wellbeing in terms of exercise - Helping clients to put their choices into action		

4. Be able to use effective methods of voice projection and music choice

Demonstrate effective methods of voice projection	• Voice • Pitch • With microphone • Without microphone	• Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ • Music	5

Explain the use of suitable music	• For participants
	• For atmosphere
	• Legal requirements
	  - Copyright, Designs and Patent Act 1988
	  - Phonographic Performance Ltd
	• Use of tapes and CDs
	• Types of music
	  - Rock
	  - Pop
	  - Hip hop/rap
	  - Relaxation
	• Benefits of music without words
	• Suitability of speed and type of music		

Explain why a class without music might be beneficial	• To increase concentration on the teacher's cues • To increase body and mind awareness through verbal instructions without overloading the auditory system		

5. Be able to reflect on and evaluate a Pilates teaching session

Explain the importance of giving feedback to the client	• Outcomes achieved • Motivational level • Effectiveness of the programme • Any changes in exercises to be used • Whether the programme met the requirements of the client(s) • Longer term requirements of the client(s) • Encourage rapport with the client(s) • Note any comments made by the client(s) and make appropriate changes • Accept client learning curve and explain any changes to the programme • Agree with clients' goals/preferences/abilities for the new programme	• Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ	5
Explain how to deal with negative feedback	• Allow the client to speak freely • Ascertain why the feedback is negative • Listen carefully • Do not interrupt		

	• Do not argue • Try to make it a positive • Offer another/alternative form of exercise		

6. Understand health and safety precautions when instructing a Pilates teaching session			
Explain and demonstrate health and safety precautions when performing the Pilates movements	• Full stabilisation before mobilisation • Importance of warm-up and cool-down phases • Breathing techniques • Stretching after strengthening exercises • Exercise should be stopped if the client feels ill, in pain or the muscles are shaking • Do not overwork the neck • Hold onto support when balancing • Use props/equipment for stress-free starting positions • Empty bladder before Pilates session • Drink plenty of fluids	• Whiteboard • Lecture • Q&A • Handout • Homework • Test	10

Explain health and safety precautions that need to be checked prior to a Pilates session	• Room
	  - Warm
	  - Well ventilated and without draughts
	  - Clean and uncluttered
	• Lighting
	• Floor
	  - Firm
	  - Smooth
	  - Non-slip
	  - Sprung
	  - Protective exercise mats
	• Space
	• Weights and apparatus
	  - In good condition with no rough edges or sharp protruding parts that could cause injury
	  - Stored neatly away from the working area
	• Fire exits
	• First aid box
	• Water and fluids
	  - Kept away from working area
	  - No eating or drinking within the exercise area
	• Mirrors		

7. Be able to bring a Pilates teaching session to an end			
Justify why sufficient time must be allowed for the closing phase of the session	• Stretch/cool down/relaxation • Allow sufficient time to end the session • Encourage rapport with participants	• Whiteboard • Lecture • Q&A • Handout • Homework • Test	5
Explain the purpose and value of cool-down activities to participants	• Stretching • Relaxation, active or passive • Cool-down activities for participants with specific fitness needs • Cool-down activities for participants with general health needs		
Provide clients with feedback and positive reinforcement	• Planning and delivery of the session • Outcomes achieved • Motivational level • Evaluation • Reflective practice		
Explain to clients how their progress links to their goals	• Encourage rapport with the participants • Provide feedback • Have the objectives of the session been met • Effectiveness of the session • Identify ways to improve the session • Accept participant(s) learning curves, explain changes to the programme and agree with participant(s) goals/preference/abilities for the new programme		
Explain information required for future sessions	• Programme of events • Dates/times • Costs of future classes/membership rates • Other opportunities for alternative classes/exercise programmes		
Justify why the environment must be left in a condition suitable for future use	• Health and safety • Leaving the area in an acceptable condition for future sessions • Ensure all equipment is cleaned and stored correctly • Hygiene and sterilisation • Equipment is checked relating to condition and adhere to the correct procedures for reporting damage		

8. Be able to reflect on instructing a Pilates teaching session			
Review the outcomes of the Pilates session	• Planning and delivery of the session • Outcomes achieved • Motivational level • Evaluation • Reflective practice	• Whiteboard • Lecture • Q&A • Handout • Homework • Test	5
Identify: • How well the exercises met participants' needs • How effective and motivational the relationship with the participants was • How well the instructing style matched the participants' needs	• Feedback from the participants • Have the objectives of the session been met • Effectiveness of the session • Encourage rapport with the participants • Record any comments made by the participants and make appropriate changes • Identify ways to improve the session • Accept participants' learning curves, explain any changes to the programme and agree with participants' goals/preferences/abilities for the new programme • Discuss evaluation with appropriate colleague		
Identify how to improve personal practice	• Communication skills both visual and verbal • Listening skills • Planning of session • Approach to session and participants • Voice volume and intonation • Clarity of instructions • Demonstration of exercises • Positioning of self • Monitoring participants' performance • Reflective practice • Evaluation • Training • CPD		
Explain the value of reflective practice	• Definition of reflective practice • Critically compare differing theories of reflective practice • Personal growth • Self-awareness • Identify strengths and remove limitations in order to best serve self and the participants • Identify lifelong learning opportunities		

Document History

Version	Issue Date	Changes	Role
v1	27/09/2019	First published	Qualifications and Regulation Co-ordinator