



Pilates & Corrective Exercise

Assessment Procedures

March 2021



**UNIVERSITY OF
LIMERICK**
OLLSCOIL LUIMNIGH

Introduction

Dear student,

As you are aware Ireland is now operating under Level 5 of the Governments plan for living with COVID-19, under these restrictions and in guidance with the rapid rising cases of COVID-19 infections. The University of Limerick has instructed all its departments to develop alternative assessment methods that will assess the learning outcomes of modules and courses and comply with the measures being taken to combat COVID-19. NCEF has developed the assessment procedures on the following pages in line with these instructions.

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Assessment

Each element of assessment must be successfully passed in order to receive the award of Pilates and Corrective Exercise Specialist

Summary of Assessments:

Module SS3131: Introduction to Pilates and Corrective Exercise (3ECTS)

Online Assessment and Video of Demonstration of personal ability

Module SS3141: Anatomical & Physiological Aspects of Pilates Corrective Exercise (6 ECTS)

Online Assessment

Module SS3151: Methodology and Application of Pilates & Corrective Exercise (6 ECTS)

Case study

Module SS3161: Programme Development in Pilates and Corrective Exercise 1. (6 ECTS)

Video of Instructional skills in Warm up and Beginner exercises plus evaluation

Module SS3171: Programme Development in Pilates and Corrective Exercise 2. (9 ECTS)

Video of Instructional skills in intermediate and Pilates Stability Ball exercises plus evaluation

Module SS3131: Introduction to Pilates and Corrective Exercise (3ECTS)

1. 10 questions in an online assessment (25%) to include
 - History of Pilates
 - Function of Pilates
 - Benefits of Pilates to general and specific populations

2. Demonstrate personal ability to perform Pilates exercises from the prescribed lists. Submit a video of you demonstrating solo (75%) (5-10-minute maximum duration for entire assessment)
 - a. Any 4 of the listed Basic Mat exercises
 - b. Any 4 of the listed Intermediate Mat exercises
 - c. Any 1 of the listed Pilates Stability Ball exercises

Basic Mat Pilates Any 4	Intermediate Mat Pilates Any 4	Stability Ball pilates Any 1
Ab prep ½ roll back 1 leg circle Rolling like a ball Single leg stretch 1 leg kick (prone on elbows) Breaststroke prep Side kick	Hundred diagonal Full roll up Double leg stretch Full roll over Jack knife Full shoulder bridge with leg movement Scissors Full swan dive rock and catch	Leg pull front Side lying oblique ½ roll back feet on ball Plank variations elbow on ball Plank variations feet on ball

The student must fulfil the following criteria

- Name exercise
- 3 consecutive reps of each exercise must be performed
- Demonstrate correct pace
- Demonstrate clear and correct breath pattern for each phase of the exercises

Module SS3141: Anatomical & Physiological Aspects of Pilates Corrective Exercise (6 ECTS)

20 minutes online assessment covering the content of this module (100%)

Online Assessment

Participants will take an on-line assessment on a specified date (date and time to be advised). Questions will be a mix of multiple choice/multiple answer, matching and diagram labelling. Questions will have varying levels of difficulty and will have varying weightings.

A sample will be available online in advance of the actual assessment.

Module SS3151: Methodology and Application of Pilates & Corrective Exercise (6 ECTS) Assessment Case Study - 100% to include Posture Analysis

- Posture tests
- Give detailed evidence of muscle imbalances
- Plan appropriate exercises to improve these muscle imbalances

Aim of the project: To provide students with the opportunity to demonstrate their understanding and application of Programming for Pilates and Corrective Exercise for the individual client.

Learning Outcomes:

At the end of this project, students will have:

1. Furthered their knowledge in the area of Pilates exercise instruction/delivery on a one to one basis.
2. Demonstrated their understanding, application and evaluation of postural analysis and functional assessment.
3. Improved their interpersonal skill, attitudes and abilities to interact on a one to one basis within a Pilates instructor/client relationship
4. Developed their ability to plan and prescribe Pilates corrective exercise programme.
5. Developed an awareness of their strengths and areas to work on within Pilates exercise instruction.

Project Outline

The project involves detailed posture analysis (incorporating appropriate tests), programme design and implementation, and completing a detailed report (2,500 words) on the experience.

The client should complete a health/lifestyle screening form to include standard health screening form (supplied at

student support site), occupation, hobbies and daily activities.

From the profile gathered from lifestyle health screening form:

1. Conduct an appropriate static and functional posture assessment.
2. Design a suitable main phase Pilates exercise programme for the client, showing modifications and progressions as required to improve the posture presented.
3. The client's posture should be reassessed at the end of the programme and appropriate feedback, advice and an outline plan for the client's future programme direction administered.
4. Project must be submitted on or before date given by course coordinator.
5. Client name should not be included in project submission.
6. Case study is submitted in soft copy via a Dropbox link in correct format (Word doc, 11pt Arial font, 1.5 line spacing).
7. The student should submit a copy to NCEF Head Office via Dropbox and retain a copy as back up as originals will be kept on file.
8. Client can be of any fitness level or training background.
9. Name, contact number and brief history of the client should be made sent by email to the course coordinator on the second weekend of the course.
10. Student should ensure that Pilates exercise is not contra-indicated for the client.
11. Course coordinator may contact the client to monitor progress

To include soft copy typed report of findings, photographic evidence, Pilates fitness assessment, programme development, and self-analysis of sessions taught.

Participant will conduct a report detailing client's posture analysis and profile (age, lifestyle, fitness level as per forms on Student support site).

Project layout

- Title Page
- Project Title "Pilates and Corrective Exercise Case Study"
- Student name and ID number
- Course (Year and venue)
- Date

Pilates Fitness assessments – (Static & Dynamic Postural Assessments) 30%

- 4 Photos of Static Posture – anterior view, both side views & posterior view (2%)
- Health Screening/Lifestyle questionnaire and detailed notes to include structures affected (10%)
- Your analysis of the client's state of health / fitness and needs (8%)
- Details of muscles to be strengthen/lengthened to correct posture issues (10%)

Pilates Programming – Planning & application 70%

- 4 Detailed Main phase Session plans for 1-1 teaching of individual to achieve posture improvement (4%)
- Rationale for your selection of specific corrective exercises for each session. (16%)
- List of actual exercises used for main phase only, levels and specific variations used and why. Selection to include a variety of planes of movement to include flexion, extension, rotation exercises). A minimum of 15 exercises to be used in each session (16%)
- Evaluation of each session taught – each lesson plan should reflect a development and choice of exercises made based on this evaluation (16%)
- Future plans for direction of programme for this client. Show **specific** pathway of progression of how you plan to develop exercises to improve posture (8%)
- Self-Evaluation of the one to one teaching – strengths/ areas to work on (7%)
- Summary – what you learned from this process (3%)

SS3161- Warm -up and Basic Exercises Video & Evaluation Submission Virtual Class

Requirements

There are two sections to your Module SS3161

A. Teaching and demonstration section which is recorded onto video and submitted. See the Video Editing and submission Tutorial at <https://www.ncefelearning.com/video-editing%20-final/index.html>

B. Evaluation.

A. Teaching and Demonstration

Students are required to teach 6 minutes to the camera following the guidelines below. No participants should be used, you will teach a 'virtual class'

1. A full plan for the training session should be submitted with the video
2. Choose a space in your home, garage, back yard etc. that you have enough room to move safely around in.
3. Start with a 30 second to 1-minute introduction of the purpose of the main phase and an outline of what you intend to do.
4. 2 warm up and 2 basic exercise from the assessment list to be performed similar to the original handout
5. Clear introductions and demonstrations should be provided for each section to the camera
6. Students are required to perform the exercises in a routine at an appropriate level/pacing/correct breath patterns as would be expected in a Pilates class format.
7. Exercises should be taught with students' ability to modify and adapt for specific needs- i.e. difficulty clients could have with exercises
8. There should be a maintenance of flow between exercises you have selected to ensure smooth transitions and avoid stop/start teaching. Smooth linking of exercises should be performed using "teach as you go" methodology.
9. Use of appropriate cueing should be evident throughout as if a class of participants were present
10. Modifications should also be demonstrated that could be used in these exercises to provide for clients who may be experiencing difficulties in a real-life class.
11. Explanations should be clear and concise
12. 'Virtual Class'. Go through your routine demonstrating the movements as you go through them and calling out teaching and safety points for each movement.
13. When finished, stop recording and review the video on your phone. If you are not happy with the routine, you can record it again.
14. Edit the video if needed using the tutorial at the link above and submit it with your class plan (see the submission requirements sheet separately).

Evaluation, Observation & Correction

1. Watch your video
2. As you watch it take notes of any instances of poor technique
3. Note what went well and where improvements are needed, observe and correct yourself in the video
4. Describe any potential problems you think could occur if this was a real class
5. How would you apply what you learned by doing the assessment and evaluating it to a real-life class?

6. Pause the video as you go through it and take note of the time at which errors occurred and what you have observed e.g. 3:41 'Poor information given on a drill "
7. Follow a similar pattern for the full video using a table similar to the one below

Time	Fault noted	What you would do to correct this

8. Submit this table following the submission instructions

SS3171 – Intermediate & Stability ball Exercises Video & Evaluation Submission Virtual Class

Requirements

There are two sections to your Module SS3171

- A. Teaching and demonstration section which is recorded onto video and submitted. See the Video Editing and submission Tutorial at <https://www.ncefelearning.com/video-editing%20-final/index.html>
- B. Evaluation.

A. Teaching and Demonstration

Students are required to teach 10 minutes to the camera following the guidelines below. No participants should be used, you will teach a 'virtual class'

1. A full plan for the training session should be submitted with the video
2. Choose a space in your home, garage, back yard etc that you have enough room to move safely around in.
3. Start with a 30 second to 1-minute introduction of the purpose of the main phase and an outline of what you intend to do.
4. 4 intermediate and 1 stability ball exercise from the assessment list to be performed similar to the original handout
5. A minimum of 4 clear repetitions of each exercise should be performed
6. Clear introductions and demonstrations should be provided for each section to the camera
7. Students are required to perform the exercises at an appropriate level/pacing/correct breath patterns as would be expected in a Pilates class format.
8. There should be a maintenance of flow between exercises you have elected ensure smooth transitions and avoid stop/start teaching. Smooth linking of exercises should be performed using "teach as you go" methodology,
9. Use of appropriate cueing should be evident throughout as if a class of participants were present
10. Modifications should also be demonstrated that could be used in these exercises to provide for clients who may be experiencing difficulties in a real-life class.
11. Explanations should be clear and concise
12. 'Virtual Class'. Go through your routine demonstrating the movements as you go through them and calling out teaching and safety points for each movement.
13. When finished, stop recording and review the video on your phone. If you are not happy with the routine, you can record it again.
14. Edit the video if needed using the tutorial at the link above and submit it with your class plan (see the submission requirements sheet separately).

Evaluation, Observation & Correction

1. Watch your video
2. As you watch it take notes of any instances of poor technique
3. Note what went well and where improvements are needed observe and correct yourself in the video
4. Describe any Potential problems you think could occur
5. How would you apply what you learned by doing the assessment and evaluating it to a real-life class?

9. Pause the video and take note of the time at which it occurred and what you have observed
e.g. 3:41 'Poor core stability used in Full 100'
10. Follow a similar pattern for the full video using a table similar to the one below

Time	Fault noted	What you would do to correct this

11. Submit this table following the submission instructions