A person and person exercising on a pilates machine

AI-generated content may be incorrect.

**STANDARDS PLUS**

**TOOLKIT**

PILATES REFORMER INSTRUCTOR MAPPING TOOLKIT

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# Overview of Pilates Reformer Instructor Standards

These standards have been designed for training providers to map to when submitting their **Pilates Reformer Instructor** qualification, and have been adapted from the full Pilates Apparatus Standards.

These units are designed to support the planning and teaching of a Pilates Reformer session for apparently healthy adults of all ages. The prerequisite for these standards is **Pilates Matwork**.

The standards cover teaching of Pilates Reformer and include:

* working 1:1 with a **client**
* **group Reformer classes** (minimum of 6 clients) with varying levels and modifications

## Standard aims

The aim of these standards is to give Pilates instructors in training a range of effective teaching techniques including how to demonstrate and teach the exercises with clear instructions that come out of their own embodied understanding of the Pilates Method, along with how to monitor and guide clients during a session with supportive and encouraging feedback. Please also refer to [Appendix 1](#_Appendix_1:_Applying) **Applying Embodiment to the Standards.**

The goal of the Pilates Instructor is to impart their knowledge, skill and confidence in the Pilates Method so that clients will be motivated to include movement and exercise into their daily life as a regular lifetime routine.  Once qualified, a Pilates Instructor will normally be working independently so the additional aims of these standards are to ensure that instructors are able to safely and effectively support and progress clients and are also inspired to continue their own learning and development as an instructor and practitioner of the Pilates Method as a lifelong commitment.

## Standard outcomes

1. Support and educate the Pilates Reformer client
2. Assess the Pilates Reformer client
3. Provide adaptations, modifications and contraindications for special populations
4. Apply the principles, fundamentals, philosophy and origins of the Pilates Reformer to a session
5. Plan and prepare a Pilates Reformer session (1:1 and group)
6. Prepare client(s) for a Pilates Reformer session (1:1 and group)
7. Teach, adapt, modify and progress a Pilates Reformer session (1:1 and group)

## Review

These standards will be reviewed annually. Any feedback can be sent to [enquiries@pdapproval.com](mailto:enquiries@pdapproval.com).

# Pilates Reformer Units (pre-requisite Pilates Matwork)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Discipline specific unit for Pilates Reformer** | | | | |
| Fundamentals of Pilates Reformer teaching 70 hours  Plan and teach a 1:1 Pilates Reformer session 20 hours  Plan and teach a group Pilates Reformer session 20 hours | | | | |
| **Unit** | **To cover** | **Assessment** | **Guided learning hours (GLH)** |
| **Fundamentals of Pilates Reformer teaching** | | | | |
| **PR1 The embodiment of the Pilates Reformer Method** | * Logbook hours | * Logbook * Professional discussion | 20 hours |
| **RP2 Fundamentals of the Reformer** | * History of the Reformer * Purpose and benefits * Different types of Reformer * Main features and set up * Cleaning and maintenance | * Worksheet * Observation | 10 hours |
| **RP3 Beginner repertoire** | * The beginner repertoire * Teaching a beginner * Mastering the exercises | * Planning * Observation | 20 hours |
| **RP4 Improver repertoire** | * Building on the beginner repertoire * The improver repertoire * Teaching an improver * Mastering the exercises | * Planning * Observation | 20 hours |
| **Plan and teach a 1:1 Pilates Reformer session** | | | | |
| **RP5 Planning a 1:1 Reformer session** | * The teaching environment * Structuring a Reformer 1:1 session | * Planning * Observation | 10 hours |
| **RP6 Teach a 1:1 Reformer session** | * Teaching a 1:1 Reformer session | * Planning * Observation | 10 hours |
| **Plan and teach a group (6+) Pilates Reformer session** | | | | |
| **RP7 Planning a group Reformer session** | * The teaching environment * Structuring a 1:1 session | * Planning * Observation | 10 hours |
| **RP8 Teach a group Reformer session** | * Teaching a group Reformer session (6+) * Reflect and review | * Planning * Observation | 10 hours |

\* *Guided learning is defined as the learner being supported in a range of environments such as classroom based, independent learning, online tutorials, or through calls with the tutor/assessor, and completing a structured task that is then given feedback from their tutor or assessor. This feedback may be formative or summative.*

Using the Pilates Reformer units, you have the following qualification options:

|  |  |  |
| --- | --- | --- |
|  | **Qualification title** | **Units covered** |
| 1 | **Certificate in Pilates Reformer (1:1)** | * Fundamentals of Pilates Reformer teaching * Plan and teach a 1:1 Pilates Reformer session |
| 2 | **Certificate in Pilates Reformer (Group)** | * Fundamentals of Pilates Reformer teaching * Plan and teach a group Pilates Reformer session (6+) |
| 3 | **Certificate in Pilates Reformer (1:1 and Group)** | * Fundamentals of Pilates Reformer teaching * Plan and teach a 1:1 Pilates Reformer session * Plan and teach a group Pilates Reformer session (6+) |

## 1. The embodiment of the Pilates Reformer Method (monitored and evidenced practice)

**This section covers the following knowledge, which must be delivered and assessed in full. It must cover both a Reformer 1:1 session and a group (6+) session.**

|  |  |
| --- | --- |
| **Knowledge and understanding (you need to know and understand)** | **Mapping to learning resources** |
| **Embodied practice** | |
| 1. Embodied practice is made up of two sections: 2. Observed attended practice with corrections and feedback:   Attending classes or sessions with a qualified and experienced instructor from any Pilates school; hours must be logged. This could include participating in sessions during the course hours.  Ideally this should be face to face hours - a minimum of 10 hours for**Pilates Reformer** before completion of the practical assessment. If this is not possible due to government restrictions or personal reasons, interactive online classes or 1:1 sessions are acceptable at the discretion of the training provider   1. Self-practice:   This could be with another student from the course, or on their own, and must be logged and reflected upon.  This must be a minimum of 10 hours for **Pilates Reformer** before completion of the practical assessment |  |
| 1. Practice - the importance of being able to personally perform the **Pilates Reformer Method** exercises using modifications based on personal considerations |  |
| 1. The importance of being able to show an **embodied** understanding of how to perform the exercises |  |
| 1. The impact of regular self-practice on teaching skills and self |  |
| 1. How to monitor and evidence practice |  |
| 1. The minimum requirements of **embodied** evidenced practice for **Pilates Reformer** and how to achieve this |  |

|  |  |
| --- | --- |
| **Performance criteria (you must be able to)** | **Mapping to assessments** |
| **Embodied practice** | |
| 1. Master the exercises of the **Pilates Reformer Method** through regular practice using modifications based on personal considerations |  |
| 1. Show an **embodied** understanding of how to perform the exercises |  |
| 1. Meet the minimum requirements of monitored and evidenced practice for **Pilates Reformer** |  |

## 2. Principles, fundamentals, philosophy and origins of the Pilates Reformer

**This section covers the following knowledge, which must be delivered and assessed in full. It must cover both a Reformer 1:1 session and a group (6+) session.**

* The history of the Pilates Reformer
* The fundamentals, philosophy and principles of Pilates Reformer
* The repertoire of Pilates Reformer exercises

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| --- | --- |
| **Knowledge and understanding (you need to know and understand)** | **Mapping to learning resources** |
| **The history of Pilates Reformer** | |
| 1. The history and **origins** of the **Pilates** **Reformer** |  |
| 1. The **principles** of working with the **Reformer** |  |
| 1. The **Pilates** **Reformer exercises** may vary between training providers, but all of the Reformer repertoire in these standards must be covered |  |
| **The fundamentals, philosophy and principles of Pilates Reformer** | |
| 1. The **fundamentals, philosophy and principles of Pilates Reformer** |  |
| **The repertoire of Pilates Reformer exercises** | |
| 1. How to use the Reformer **safely** and effectively, this could include:  * springs * gearbar * footbar * carriage * carriage stopper * shoulder rests * head rest * ropes/straps * pulleys * pulley bar * footstrap * shortbox * longbox * jumpboard * mat converter |  |
| 1. The **Reformer** **repertoire** (see [Appendix 2](#_Appendix_2:_Repertoire)) |  |

## 3. Plan and teach a Pilates Reformer programme (1:1 and group class)

**This section covers the following knowledge, which must be delivered and assessed in full, it must cover both a Reformer 1:1 session and a group (6+) session.**

* Principles of planning
* Meeting the needs of the clients
* The repertoire of Pilates Reformer exercises
* The teaching environment
* Format of session plans

|  |  |
| --- | --- |
| **Knowledge and understanding (you need to know and understand)** | **Mapping to learning resources** |
| **Principles of planning** | |
| 1. Why thorough planning and preparation are necessary for a **Pilates Reformer** **programme** |  |
| 1. How to set **goals** and **objectives** for a **Pilates Reformer** **session** |  |
| 1. The importance of planning demonstrations from a variety of positions within the **environment** |  |
| 1. How to include relevant **teaching methods** |  |
| **Meeting the needs of the clients** | |
| 1. **Methods** of ensuring the **programme** meets the needs of **client(s)** |  |
| 1. How to create **adaptations and modifications** including progression and regression for specific **clients’** needs to include:  * use of props * sequencing * timing * intensity * duration * repetitions * changing ROM * substituting equipment for additional support |  |
| 1. When to review the **programme** with the **client** |  |
| 1. The effect of different **postural types** and postural issues on **movement** and exercise |  |
| 1. A suitable **session structure** which is based on the **principles** and **fundamentals** of Pilates and includes:  * suitable use of apparatus * options/modifications to help meet individual needs * developmental progressions |  |
| 1. The purpose and value of each exercise within the **session** |  |
| 1. How timings, intensities and sequences can affect outcomes of the **session** |  |
| **The repertoire of Pilates Reformer exercises** | |
| 1. How to include exercises **adaptations and modifications** that evolve from the **repertoire of Pilates Reformer exercises** |  |
| 1. Select and structure a progressive programme that will enable **clients** to become aware of their optimum **movement** potential |  |
| 1. The effect of gravity on exercise positions and alignment |  |
| 1. The importance of creating a **balanced programme** |  |
| 1. How to create transitions between exercises for continuity and flow of:  * **movement** and breath * building endurance * cognitive skills |  |
| 1. Selecting the appropriate number of exercises for the **client’s** fitness level or experience |  |
| 1. How to modify and adapt the Pilates exercises whilst working towards the **repertoire** |  |
| **The teaching environment** | |
| 1. Availability of equipment (home and studio) |  |
| 1. How to take account of the **environment** when planning the sessions, to include spacing between equipment, layout of apparatus, lighting, heating |  |
| 1. The structure and suitability of music (if appropriate) for the **clients** and the **session** |  |
| 1. The influence of **environment** on the **client’s** ability to learn successfully |  |
| 1. How to prepare the environment you need for the **session**, following **legal and organisational procedures** |  |
| **Format of session plans** | |
| 1. How to record plans in an accessible format that helps the implementation of the **programme** for the instructor |  |

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| **Performance criteria (you must be able to)** | **Mapping to assessments** |
| **Principles of planning** | |
| 1. Set **goals** and **objectives** for Pilates **sessions** specific to the **client’s** needs |  |
| 1. Consider in planning the optimum positions for teaching and demonstrations |  |
| 1. Select relevant **teaching methods** |  |
| **Meeting the needs of the client(s)** | |
| 1. Agree the demands of the programme with your **client** |  |
| 1. Create a plan with exercises, **adaptations and modifications** from the **repertoire of Pilates Reformer exercises** to meet the needs of the **client** during the **session** |  |
| 1. Incorporate system of reviewing progress for **clients** |  |
| 1. Take account of **clients' postural types** when observing their **movement** |  |
| 1. Plan realistic repetitions, timings, intensities and sequences |  |
| **The exercises** | |
| 1. Plan a **Pilates Apparatus** **session** based on the **Reformer** |  |
| 1. Select and structure exercises that will enable **clients** to become aware of their potential optimum **movement** |  |
| 1. Plan **methods** to teach the correct exercise positions and alignment for each exercise |  |
| 1. Take into account the effect of gravity on exercise positions and alignment |  |
| 1. Create a **balanced** **programme** |  |
| 1. Create a **session** that includes transitional **movements** and flow |  |
| 1. Select the appropriate number of exercises for the **client’s** fitness level or experience |  |
| **The teaching environment** | |
| 1. Take account of the **environment** when planning the **sessions** |  |
| 1. Use of suitable music (if appropriate) for the **client** and **session** |  |
| 1. Show awareness of the influence of **environment** on the **client’s** ability to learn successfully |  |
| **Format of session plans** | |
| 1. Record plans in an accessible format that will help you, your **clients** and **other professionals** to implement the programme |  |

## 4. Prepare to teach a Pilates Reformer session

**This section covers the following knowledge, which must be delivered and assessed in full, it must cover both a Reformer 1:1 session and a group session.**

* Preparing the client(s)
* Preparing the environment

|  |  |
| --- | --- |
| **Knowledge and understanding (you need to know and understand)** | **Mapping to learning resources** |
| **Preparing the client(s)** | |
| 1. The importance of careful preparation for the **session** |  |
| 1. Why it is important to make sure **clients** are properly prepared before **session** begins |  |
| 1. Ways of ensuring the **clients** are prepared before the **session** begins |  |
| 1. **Methods** of finding out how **clients** responded to previous physical activity |  |
| 1. Why it is important to explain to **clients** the **objectives**, physical demands and exercises that are planned |  |
| 1. **Methods** of assessing **clients'** readiness to take part in a **Pilates Reformer** **session** |  |
| 1. The instances when you may need to negotiate and agree changes to your plans with **clients** |  |
| 1. The importance of being aware of the health, safety and emergency procedures for each **environment** in which you teach |  |
| **Preparing the environment** | |
| 1. How to select and prepare the **Pilates Reformer** for **safe** and effective use in the **session** to include:  * **Pilates Reformer** set‐up * correct use/settings * maintenance * safety of use |  |
| 1. How to prepare the **environment** fora **safe** and effective **session** to include:  * lighting * sound * temperature * space * floor surfaces available |  |
| 1. How to prepare the **environment** according to **clients'** needs and following **legal and organisational procedures** |  |

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| **Performance criteria (you must be able to)** | **Mapping to assessments** |
| **Preparing the client(s)** | |
| 1. Meet your **clients** at the agreed time and make them feel welcome and at ease |  |
| 1. Establish an appropriate rapport with **clients** |  |
| 1. Assess and agree with your **clients** their motivation to take part in the planned **session** |  |
| 1. Assess and agree your **client’s** stage of readiness to take part in the planned **session** |  |
| 1. Explain the **objectives** and exercises that you have planned for the **session** to the **clients** |  |
| 1. Collect any new information from your **clients** about their response to previous **session** |  |
| 1. Explain the physical and technical demands of the planned exercises to the **clients** and how they can progress and regress these to meet their **goals** |  |
| 1. Explain to **clients** the health, safety and emergency procedures |  |
| **Preparing the environment** | |
| 1. Select and prepare the resources, Pilates equipment/apparatus and **environment** |  |
| 1. Organise the space for safety and efficiency |  |
| 1. Prepare the **environment** according to **clients'** needs and following **legal and organisational procedures** |  |

## 5. Teach, adapt, modify and progress a Pilates Reformer session

**This section covers the following knowledge, which must be delivered and assessed in full, it must cover both a Reformer 1:1 session and a group (6+) session.**

* Embodied teaching practice
* Teaching skills
* Adapting, modifying and progressing
* Bring the session to an end

|  |  |
| --- | --- |
| **Knowledge and understanding (you need to know and understand)** | **Mapping to learning resources** |
| **Embodied teaching practice** | |
| 1. It is important to gain an **embodied** teaching practice of the Pilates method. This can be through a variety of methods including students participating in supervised teaching practice and by observing a qualified instructor teaching. It is for the training provider to specify the details of how they support their students’ **embodied** teaching practice and to set the minimum hours.  * Supervised teaching practice – students practice teaching alongside a qualified instructor. This can be done on the course. The student must receive written and/or verbal feedback on their teaching skills with clear action points based on the feedback. This can also be done via an apprenticeship, mentor or trainee system. * Observing qualified instructor(s) – observing a qualified instructor teaching can be an essential part of embodying teaching. Whilst observing, students should be encouraged to make notes to support a professional discussion with the instructor afterwards.   **Note:** Embodied teaching practice can be done remotely or via recordings, however it is important to note that there must be a professional discussion following the class even though it may be a few days later. |  |
| 1. The professional boundaries of supervised teaching practice |  |
| 1. The benefits of supervised teaching practice |  |
| **Teaching skills** | |
| 1. Why an effective balance of instruction, **movement,** demonstration, interaction and discussion is necessary within the **session** |  |
| 1. The importance of using different forms of **effective cueing techniques,** to guide or correct **movement** patterns |  |
| 1. A range of suitable teaching points, visualisations and imagery to support the **client** in their performance |  |
| 1. Educating and inspiring the **client** to commit both physically and mentally to the Pilates **session** and **philosophy** |  |
| 1. **Methods** of providing positive and timely reinforcement and feedback throughout the **session** |  |
| 1. The importance of maintaining supervision of the exercise **environment** at all times |  |
| 1. How to use appropriate **teaching methods** when teaching Pilates |  |
| 1. The importance of matching **teaching methods** and **learning styles** to maximise **clients'** progress and motivation |  |
| 1. **Methods** of observation and analysing **clients'** performance |  |
| 1. Ways of providing effective instructions, demonstrations and explanations to **clients** to ensure correct exercise position and alignment for each **phase** of the **session** |  |
| 1. The importance of effective cueing, to guide or correct **movement** patterns |  |
| 1. The necessity of using suitable correcting techniques including appropriate hands‐on (touch) guidance to enhance the execution of the exercises |  |
| 1. How to manage multiple **clients** in a **group Pilates Reformer** **session** |  |
| 1. How to manage **session** **structure** for an effective **Pilates Reformer session,** to include:  * tempo * time management * momentum * dynamic **movement** * whole body integration * warm‐up and closure |  |
| 1. The importance of voice projection and the effective use of volume and pitch of voice |  |
| 1. **Methods** of evaluating a Pilates **session** at regular intervals to maintain **clients'** motivation |  |
| 1. Addressing individual needs within a **group Pilates Reformer session** without losing the primary **goal** of the **session** |  |
| 1. Integrating appropriate **Pilates Reformer** into the **session** |  |
| **Adapting, modifying and progressing** | |
| 1. How to identify the exercises that need to be adapted |  |
| 1. How to make use of existing progression and regression plans |  |
| 1. How to use **adaptations, modifications**, or regressions to meet **clients'** needs |  |
| 1. How to communicate **adaptions, modifications** and progressions to your **clients** |  |
| 1. How to monitor the effectiveness of the **adaptations** |  |
| 1. When and how to progress **clients** to a more challenging level |  |
| 1. **Methods** of recording changes and the reasons for the change |  |
| **Bring the session to an end** | |
| 1. Why it is important to allow sufficient time to end the session and how to adapt this to different levels of **client** needs and experience |  |
| 1. Ways of bringing a **Pilates Reformer** **session** **safely** to an end |  |
| 1. Why **clients** should be given the opportunity to ask questions, provide feedback and discuss their performance |  |
| 1. Why feedback should be given to **clients** on their performance and how to do this in a way that is accurate but maintains **client** motivation and commitment |  |
| 1. **Methods** of providing **clients** with feedback on their performance |  |
| 1. Why **clients** need to see how their progress links to their **goals** |  |
| 1. Why **clients** need information about future **sessions,** private, group, home programmes and 1:1 sessions |  |
| 1. The correct procedures for dealing with the **environment** once the **session** is over |  |
| 1. The importance of evaluating a **Pilates Reformer session** |  |

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| --- | --- |
| **Performance criteria (you must be able to)** | **Mapping to assessments** |
| **Embodied teaching practice** | |
| 1. Log and evidence supervised teaching practice and observing qualified instructor(s) and relevant feedback, notes and professional discussions |  |
| **Teaching skills** | |
| 1. Teach **clients** throughout the **session** using an effective balance of instruction, **movement**, demonstration, interaction, discussion and a suitable range of **teaching methods** |  |
| 1. Ensure the use of suitable **communication techniques,** teaching points, visualisations and imagery (as required) to support the performance of the **client** |  |
| 1. Educate and inspire the **client** to commit both physically and mentally to the **session** |  |
| 1. Provide timely reinforcement and feedback throughout the **session** |  |
| 1. Demonstrate an ability to maintain supervision of the exercise environment |  |
| 1. Observe and correct **clients** throughout the **session using** appropriate hands‐on (touch) guidance to enhance the execution of the exercises |  |
| 1. Ensure the **clients** maintain correct technique and alignment |  |
| 1. Use effective cueing throughout the **session** |  |
| 1. Manage multiple **clients** working on individualised programmes in a **group Pilates Reformer** **session** |  |
| 1. Use effective voice projection, volume and pitch of voice |  |
| 1. Evaluate a **Pilates Reformer** **session** at regular intervals to maintain **clients'** motivation |  |
| 1. Address individual and group needs within the **group Pilates Reformer session** without losing primary **goal** of the **session** |  |
| 1. Integrate appropriate **Pilates Reformer** and props into the **session** |  |
| **Adapting, modifying and progressing** | |
| 1. Select suitable **adaptations, modifications** or regressions to meet **clients'** needs |  |
| 1. Make use of existing progression and regression plans |  |
| 1. Communicate **adaptations, modifications** and progressions to your **clients** |  |
| 1. Monitor the effectiveness of the **adaptations** |  |
| 1. Progress **clients** to a more challenging level if applicable |  |
| 1. Make a recording of the changes made and the reasons for the change |  |
| **Bring the session to an end** | |
| 1. Allow sufficient time to bring the **session** to an end |  |
| 1. End the activities in a way that is **safe** and effective for your **clients** |  |
| 1. Give **clients** the opportunity to ask questions, provide feedback and reflect upon their performance |  |
| 1. Provide **clients** with positive reinforcement about their performance |  |
| 1. Encourage **clients** to give their views |  |
| 1. Explain to **clients** how their progress links to their **goals** |  |
| 1. Direct **clients** to private, group, or home programme based on finances, compliance, learning style, attitude, and success at meeting **goals** |  |
| 1. Leave the **environment** in a condition suitable for future use, by yourself or others |  |
| 1. Evaluate the Pilates Reformer **session** |  |

# Appendices

## Appendix 1: Applying Embodiment to the Standards

Embodiment can be explained as the processes through which our physical bodies incorporate previous experiences, whether physical, cognitive or emotional, and how those experiences are integrated within us. How we embody these experiences through movement and exercise comes from repeated practice and by listening and paying close attention to our body’s innate wisdom and desire to be in balance.

Repeated practice leads us towards a more profound level of body awareness, increased muscle memory, a restoration of functional balance and, ultimately, a more harmonious relationship with our physical selves.

An embodied Pilates instructor is someone who has developed a level of understanding of the length of the journey from a lack of body awareness to enlivened, functional movement. An embodied Pilates instructor is able to bring their experiential understanding of the Method and the impact of regular classes and self-practice to anyone else who is interested in learning how to move more efficiently.

Embodied practice can be achieved through a variety of methods, however, for the purpose of this training we will consider the terms **‘Observed, attended practice with corrections and feedback**’ and ‘**self-practice**’.

**Observed attended practice with corrections and feedback**

This can be achieved as a student in a class situation with a fully qualified and experienced Pilates instructor, either in a 1:1 session or in a group class where the student receives feedback, corrections and input for further practice from the instructor. These classes should be evidenced and logged to show and record the classes they have attended.

If a student is doing the Matwork training then the majority of these classes should be mat classes, although ideally having some experience of apparatus classes is also helpful for their understanding of the full body of work and how the Matwork and Reformer repertoire inform and relate to each other.

Attending class for anyone in training is essential, whether the Reformer or Matwork, however we appreciate that some students may not have easy access to a Pilates studio with the Reformer or regular access to mat classes. In this case, other ways to attend classes may be considered, such as taking part in remote classes via an online method.  Possible options for individual students’ needs will have to be discussed with their training provider. Any online method will need to have the facility for the instructor to be able to see the student, offer corrections and give them feedback.

**Self-practice** is literally that and it would be expected that anyone who is training to teach is going to be undertaking regular self-practice sessions as part of their commitment to their own growth, development and understanding of the Method and as a natural part of a Pilates instructor’s journey, both during training and beyond qualification.

Students should keep a log of their own self-practice and include some self-reflection on their experiences of their practice. This would include reflections on their physical development, postural changes, their growing understanding of the work, what they have been learning about their body, how it moves and what they feel needs further attention. It is expected that they will also have regular discussions, input and guidance from their tutor/s on areas that they need to focus on during their self-practice.

**Teaching practice**

To support a student’s journey as a Pilates Instructor, they will need to practice teaching others too. Not only will this help them develop their teaching skills and confidence, but it will also deepen their embodied understanding of the Method and how it works. Teaching practice can be done in a variety of formats, including supervised teaching alongside a fully qualified Pilates Instructor or in an apprenticeship style learning journey in a Pilates studio.

**Unsupervised teaching practice** is the practice a student undertakes with peers on their course and with family and friends who volunteer their time to be practice clients. These classes must be unpaid due to the restrictions contained within student insurance cover. As with self-practice, it is expected that any student in training will want to undertake copious amounts of unsupervised teaching practice as part of their commitment to their training.

**Supervised teaching practice** is working alongside a fully qualified and experienced Pilates instructor in a mat class or within a studio setting if they are undertaking the Reformer training. The important element of supervised teaching practice is the support, input and feedback from the supervising instructor. As with unsupervised teaching practice, it is expected that any student in training will seek to do as much supervised teaching practice as they can to help them develop confidence in their teaching skills and abilities.

## Appendix 2: Repertoire of Pilates Reformer Exercises

The following list forms the minimum agreed repertoire of Pilates Reformer exercises for these standards and the level of the client/s they are appropriate for. It is in no way intended to limit the variety of interpretations, variations, modifications and progressions that are additionally offered by individual training providers.

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| --- | --- | --- | --- | --- |
| Footwork Series | Exercise | Double leg press | Level | All |
| Exercise | Single leg press | Level | Improver |
| Exercise | Double leg tendon stretch | Level | All |
| Exercise | Walking | Level | All |
| Exercise | Single leg tendon stretch | Level | Improver |
| Exercise | Running | Level | All |
| Exercise | Footplate/Jumpboard knee bends | Level | Improver |
| Exercise | Footplate/Jumpboard calf raises | Level | Improver |
| Exercise | Footplate/Jumpboard walking | Level | Improver |
| Exercise | Footplate/Jumpboard double foot jumping | Level | Improver |
| Exercise | Footplate/Jumpboard combination foot jumping | Level | Improver |

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| --- | --- | --- | --- | --- |
| Hands in Straps | Exercise | Arm arcs | Level | Beginner |
| Exercise | Supine arm circles | Level | All |
| Exercise | Supine T-arms | Level | Improver |
| Exercise | 100 legs tabletop | Level | Beginner |
| Exercise | 100 legs extended | Level | Improver |
| Exercise | 100 legs from footbar | Level | Advanced |
| Exercise | Scissors | Level | Improver |
| Exercise | Single leg stretch | Level | Improver |
| Exercise | Single leg circle | Level | Improver |
| Exercise | Overhead | Level | Advanced |
| Exercise | Supine triceps press tabletop legs | Level | beginner |
| Exercise | Supine triceps press leg extension | Level | Improver |
| Exercise | Coordination | Level | Improver |

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| Feet in Straps | Exercise | Legs bend and stretch | Level | Beginner |
| Exercise | Legs lift and lower | Level | Beginner |
| Exercise | Legs open and close | Level | All |
| Exercise | Heel beats | Level | Improver |
| Exercise | Frogs | Level | Improver |
| Exercise | Swimming frogs | Level | Advanced |
| Exercise | Leg circles | Level | All |
| Exercise | Adductor stretch | Level | All |
| Exercise | Hamstring stretch | Level | All |

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| --- | --- | --- | --- | --- |
| Bridging | Exercise | Bridge | Level | Beginner |
| Exercise | Pelvic tilt | Level | Improver |
| Exercise | Short spine | Level | Improver |
| Exercise | Long spine massage | Level | Advanced |
| Exercise | Semi-circle | Level | Advanced |

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| Rowing Series – Part 1 (Back Rowing) | Exercise | Half roll back | Level | Beginner |
| Exercise | Oblique roll back | Level | Improver |
| Exercise | Seated tall bicep curl (carriage or LB) | Level | Beginner |
| Exercise | Half roll back bicep curl | Level | Improver |
| Exercise | Rhomboid opening | Level | Improver |
| Exercise | Seated chest expansion | Level | Beginner |
| Exercise | Seated tall low row (carriage or LB) | Level | Beginner |
| Exercise | Half roll back low row | Level | Improver |
| Exercise | Seated tall high row/sternum row | Level | Beginner |
| Exercise | Half roll back high row/sternum row | Level | Improver |
| Exercise | Rowing into sternum (rowing back 1) | Level | Advanced |
| Exercise | Rowing 90 degrees (rowing back 2) | Level | Advanced |
| Exercise | Seated tall alternating row | Level | Beginner |
| Exercise | Half roll back alternating row | Level | Improver |

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| Rowing Series – Part 2 (Front Rowing) | Exercise | Offering | Level | Beginner |
| Exercise | Punching | Level | Improver |
| Exercise | Shave | Level | Improver |
| Exercise | Salute | Level | Improver |
| Exercise | Hug | Level | Beginner |
| Exercise | Seated arm circles | Level | Improver |
| Exercise | Seated chest press | Level | Beginner |
| Exercise | From the chest | Level | Advanced |
| Exercise | Spine Stretch | Level | Beginner |
| Exercise | From the hips | Level | Advanced |

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| Kneeling Series | Exercise | Kneeling chest expansion | Level | Advanced |
| Exercise | Kneeling thigh stretch | Level | Advanced |
| Exercise | Kneeling arm raises | Level | Advanced |
| Exercise | Kneeling T-arms | Level | Improver |
| Exercise | Kneeling arm circles | Level | Improver |
| Exercise | Kneeling shave | Level | Advanced |
| Exercise | Kneeling salute | Level | Advanced |
| Exercise | Kneeling bicep curl | Level | Advanced |
| Exercise | Kneeling shoulder push | Level | Beginner |
| Exercise | Side kneeling arm reach | Level | Improver |
| Exercise | Side kneeling overhead arms | Level | Advanced |
| Exercise | Side kneeling cross arm pull | Level | Improver |
| Exercise | Side kneeling internal rotation | Level | Improver |

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| Long Box Series One | Exercise | Pulling straps | Level | Improver |
| Exercise | T-Pulls | Level | Improver |
| Exercise | Triceps kickbacks | Level | Improver |
| Exercise | Double arm press | Level | Beginner |
| Exercise | Single arm press | Level | Improver |
| Exercise | Swan prep | Level | Beginner |
| Exercise | Swan | Level | Advanced |
| Exercise | Breaststroke prep | Level | Improver |
| Exercise | Breaststroke | Level | Advanced |
| Exercise | Teaser prep | Level | Improver |
| Exercise | Teaser | Level | Advanced |
| Exercise | Hamstring curls | Level | Improver |
| Exercise | Horseback | Level | Advanced |

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| Short Box Series | Exercise | Short box round back | Level | Beginner |
| Exercise | Short box flat back | Level | Improver |
| Exercise | Short box side to side | Level | Advanced |
| Exercise | Short box spine twist | Level | Improver |
| Exercise | Short box twist & reach | Level | Advanced |
| Exercise | Short box tree leg pumps | Level | Improver |
| Exercise | Short box knee holds | Level | Beginner |
| Exercise | Short box tree | Level | Advanced |
| Exercise | Short box side tree | Level | Advanced |
| Exercise | Short box sit up | Level | Advanced |

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| Long Stretch Series | Exercise | Long stretch | Level | Improver |
| Exercise | Down stretch | Level | Improver |
| Exercise | Up stretch | Level | Advanced |
| Exercise | Elephant | Level | Improver |
| Exercise | Long back stretch | Level | Advanced |

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| Stomach Massage Series | Exercise | Stomach massage round back | Level | Improver |
| Exercise | Stomach massage straight back/hands back | Level | Improver |
| Exercise | Stomach massage reach up | Level | Advanced |
| Exercise | Stomach massage twist | Level | Advanced |
| Exercise | Tendon stretch | Level | Advanced |

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| Knee Stretch Series | Exercise | Knee stretch round back | Level | Beginner |
| Exercise | Knee stretch flat back | Level | Beginner |
| Exercise | Knee stretch knees off | Level | Improver |

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| --- | --- | --- | --- | --- |
| Lateral Flexion and Rotation | Exercise | Mermaid | Level | Beginner |
| Exercise | Mermaid with counter stretch | Level | Improver |
| Exercise | Mermaid with rotation | Level | Improver |

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| Long Box Series Two | Exercise | Grasshopper | Level | Advanced |
| Exercise | Swimming | Level | Improver |
| Exercise | Rocking | Level | Advanced |

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| --- | --- | --- | --- | --- |
| Full Body Integration | Exercise | Snake | Level | Advanced |
| Exercise | Corkscrew | Level | Advanced |
| Exercise | Balance control front | Level | Advanced |
| Exercise | Balance control back | Level | Advanced |
| Exercise | Star | Level | Advanced |

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| --- | --- | --- | --- | --- |
| Splits | Exercise | Scooter | Level | Beginner |
| Exercise | Kneeling lunge | Level | Improver |
| Exercise | Full lunge/front splits | Level | Improver |
| Exercise | Russian splits/back splits | Level | Advanced |