

The Pilates School Policy and Procedures

Document Control

- **Document Owner:** Karol House & Vicky Evans, Course Directors
- **Governing Standards:** Pilates UK / YMCA Awards
- **Current Version:** 1.1
- **Date of Issue:** June 2026
- **Next Scheduled Review Date:** June 2027

Introduction & Statement of Purpose

Welcome to the Master Policies and Procedures Manual for The Pilates School. This document serves as the central framework for all our training, assessment, and administrative operations.

The Pilates School is committed to delivering exceptional education and maintaining the highest standards of integrity, safety, and fairness. The policies contained within this manual have been developed to ensure strict compliance with our awarding body requirements and national regulatory guidelines.

This manual provides clear guidance for all staff, tutors, assessors, and learners. It ensures that everyone involved with The Pilates School understands their rights, their responsibilities, and the standardized procedures we follow to guarantee a safe, equitable, and high-quality learning environment. All staff are required to familiarize themselves with these policies and implement them consistently across all course deliveries.

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Course Entry Requirements

Policy Statement

The Pilates School is committed to ensuring that all prospective learners are enrolled in programs that are appropriate for their current skill level.

Requirements

While no formal prior qualifications are mandated by the awarding body for entry onto the Level 3 Diploma, learners must be a minimum of 16 years of age and should have substantial practical experience participating in Pilates classes. A basic underpinning knowledge of human anatomy and physiology is highly recommended. Age and identity will be verified via a recognized photographic ID during formal enrollment.

Conflict of Interest Policy

Policy Statement

Conflicts of interest can affect organisations of all types and sizes, including those delivering Pilates teacher training. A conflict of interest exists when an organisation or an individual has competing interests that might impair their ability to make objective, unbiased decisions. This can lead to unfair or invalid outcomes for learners, and may damage the reputation or public trust in the training provider.

Tutors, assessors, mentors, and staff involved in our Pilates Teacher Training Programme have a moral and professional obligation to act in the best interests of the training organisation and its learners, and to avoid situations where there may be a potential conflict of interest.

A conflict of interest may arise from personal, family, or financial relationships, professional commitments, or other responsibilities that may compete with the integrity of the course delivery or assessment process. Such conflicts may:

- Inhibit free and open discussion
- Give the impression that the training provider has acted improperly
- Result in reputational damage or loss of learner trust

Our organisation is committed to ensuring that there is clear independence between the delivery, assessment, and internal quality assurance of our Pilates Teacher Training courses. We follow national training and assessment guidelines to make sure all learners are treated fairly.

This policy sets out the circumstances in which a conflict of interest could exist and our approach to identifying, recording, and managing actual or perceived conflicts of interest.

The aim of this policy is to:

- Protect the integrity and reputation of the Pilates Teacher Training Programme
- Ensure fairness in learner assessment
- Safeguard all individuals involved from the appearance of impropriety

Organisation's Responsibilities

We are required to:

- Identify and monitor all conflicts of interest related to the delivery and assessment of the Pilates Teacher Training course
- Record any actual or potential conflicts of interest
- Take reasonable steps to ensure no conflict of interest affects the outcome of a learner's assessment.

Avoid, where possible, any part of the assessment being undertaken by someone with a personal interest in the learner's result; where unavoidable, arrange for the assessment to be reviewed by an independent person.

Tutors' and Assessors' Responsibilities

Tutors, assessors, and internal quality assurers must:

- Follow this written Conflict of Interest Policy
- Declare any personal or professional relationship with a learner that may affect impartiality
- Refrain from assessing learners where a conflict exists unless approved management arrangements are in place
- Keep accurate records of any conflicts of interest identified and how they have been managed
- Notify the training provider immediately if they are unsure how to manage a foreseeable or existing conflict of interest

Examples of Conflicts of Interest

Training Provider Staff	Examples
A tutor assessing a learner who is a close friend or family member	The Internal Quality Assurer (IQA) moderating work of a relative
A mentor providing one-to-one coaching to a learner they have a personal relationship with	A freelance assessor who previously wrote assessment materials for the course
An assessor receiving a financial bonus directly linked to learner pass rates	A course administrator steering learners toward specific assessors for personal gain

Identification and Management of Conflicts of Interest

Roles and Responsibilities

- **All staff and associates** (including freelance assessors and mentors) must declare any potential or actual conflict of interest to the Course Director or Programme Manager at the earliest opportunity.
- Conflicts must be recorded in the programme's conflict of interest register, with details on how they will be managed.
- During recruitment and induction, staff will be asked to disclose any relationships or commitments that could result in a conflict of interest.
- Conflicts will be reviewed at least annually, or when new ones are identified.

Freelance Associates

Freelancers working with the Pilates Teacher Training Programme (e.g., assessors, guest tutors, resource developers) must declare any potential or actual conflict of interest at the point of recruitment and as soon as they arise thereafter.

Where conflicts are identified, options for management will be agreed and recorded. This may include reassignment of assessment duties or additional quality assurance checks.

Contracts for freelancers who have access to assessment materials will include a clause prohibiting the disclosure of confidential content or the creation of related learning resources without permission.

Positions with Other Organisations

Staff or freelance associates who wish to take on a paid or unpaid role with another organisation involved in Pilates teacher training, awarding, or resource development must seek written permission from the Course Director. Permission may be granted with conditions, or refused if the role presents a clear conflict of interest.

Investigating Concerns

The Course Director (or a nominated independent party where necessary) is responsible for investigating credible concerns relating to conflicts of interest. This includes:

- Conflicts declared by individuals
- Conflicts reported by others
- Potential conflicts identified during quality assurance activities

Appropriate actions will be taken to resolve the issue and protect the fairness and integrity of the training programme.

Equality and Diversity Policy

Policy Statement

At The Pilates School, we are committed to equality, diversity, and inclusion (ED&I) in all aspects of our Pilates Teacher Training programmes. We believe that creating an environment where everyone feels valued and respected is essential to ensuring fairness, upholding professional standards, and supporting learner success.

We are dedicated to creating learning and working environments in which all staff, tutors, assessors, and learners are treated fairly and with respect. We recognise, celebrate, and value the differences between individuals, and believe that a diverse and inclusive training community benefits everyone.

We seek to promote equality of opportunity in recruitment, training delivery, assessment, and learner support. We will not tolerate discrimination, harassment, or victimisation on any grounds, including those protected under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race (including ethnicity and national origin)
- Religion or belief
- Gender
- Sexual orientation

We are committed to actively challenging discrimination or disadvantage, and to ensuring that no individual or group is directly or indirectly discriminated against in employment, training, assessment, or participation in our programmes.

Through this policy, we aim to:

- Ensure equal opportunities for all staff, tutors, assessors, and learners
- Build an inclusive and supportive learning culture
- Promote awareness of bias and encourage fair decision-making
- Equip all staff with the knowledge and responsibility to uphold ED&I principles

Scope

This policy applies to:

- All current and prospective staff, tutors, and assessors working with The Pilates School
- All current and prospective learners enrolled on our Pilates Teacher Training programmes

Related Legislation

- Equality Act 2010
- Human Rights Act 1998

Responsibilities

Everyone involved in The Pilates School's training and assessment activities has a responsibility to support our commitment to ED&I and to contribute to building an inclusive and respectful environment.

Programme Management Team

- Holds overall responsibility for ensuring ED&I principles are embedded across all aspects of the Pilates Teacher Training programme
- Sets expectations for inclusive values and behaviours
- Oversees implementation of this policy and ensures it is reviewed and updated as necessary

Course Director

- Ensures that resources are used effectively to support ED&I goals
- Embeds ED&I principles into programme design, delivery, and assessment processes
- Makes sure that all staff, tutors, and assessors understand and comply with this policy

Tutors and Assessors

- Model inclusive practice in all teaching, assessment, and learner interactions
- Ensure no learner is disadvantaged or treated unfairly in the learning or assessment process
- Report any incidents of discrimination, harassment, or victimisation to the Course Director

All Staff and Associates

- Always follow the principles of this policy
- Treat all colleagues and learners with fairness, dignity, and respect
- Take personal responsibility for promoting ED&I in their role

Monitoring and Review

The Pilates School will monitor the effectiveness of this policy through feedback, internal quality assurance processes, and regular reviews. The policy will be formally reviewed annually, or earlier if required by changes in legislation or organisational priorities.

Health and Safety Policy

Policy Statement

The Pilates School recognises and accepts its responsibility for the health, safety, and welfare of its staff, tutors, assessors, and learners, both at our physical training sites and during any online delivery. We are committed to providing safe and healthy working and learning environments, ensuring that our facilities, equipment, and systems of work meet the highest standards of safety.

While we will do everything within our power to safeguard the health and safety of all involved in our training programmes, it is recognised that health and safety is a shared responsibility. This policy will only be effective if hazards, near misses, and incidents are reported promptly, and if all individuals feel confident that appropriate action will be taken to prevent recurrence.

All staff, tutors, assessors, and learners are expected to take reasonable care of themselves and others, to cooperate with The Pilates School in maintaining a safe environment, and to promote the health, safety, and welfare of everyone involved.

This policy comprises our organisational responsibilities and headline health and safety arrangements. It is supported by specific risk assessments, safe operating procedures, and site-specific arrangements for our two physical locations.

Our performance in maintaining health and safety standards will be reviewed regularly through risk assessments, incident reporting, and programme review meetings.

Scope

This policy applies to all staff, tutors, assessors, and learners of The Pilates School, whether participating in training at our physical sites or online.

Relevant Legislation

Our policy and procedures are informed by key UK health and safety legislation, including:

- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Provision and Use of Work Equipment Regulations 1998
- Manual Handling Operations Regulations 1992

Responsibilities

Class Leaders

- Responsible for maintaining a safe training environment within their classes
- Ensure that equipment, including Reformers and other Pilates apparatus, is set up correctly and in safe working order
- Report hazards, incidents, or concerns promptly to the Course Director or designated Health & Safety Lead
- Ensure learners are aware of relevant safety procedures and emergency arrangements for each site
- Monitor adherence to safety protocols during sessions

Course Director

- Overall responsibility for ensuring that health and safety policies and procedures are in place, up to date, and effectively implemented
- Ensures that risk assessments are conducted for all sites, classes, and relevant activities, including the use of Pilates equipment
- Oversees the investigation of incidents and ensures corrective actions are implemented
- Coordinates health and safety training for staff, tutors, and assessors

All Staff, Tutors, Assessors, and Learners

- Take reasonable care of their own health and safety, and that of others who may be affected by their actions
- Follow all health and safety instructions, training, and guidance provided by The Pilates School
- Use equipment, including Reformers, only as instructed and in a safe manner
- Report all hazards, near misses, and incidents to the Class Leader or Course Director without delay
- Not interfere with or misuse anything provided for health and safety purposes

Monitoring and Review

The Pilates School will monitor health and safety performance through:

- Regular site inspections and equipment checks
- Ongoing risk assessments
- Review of incident reports and near miss records
- Annual policy review, or sooner if required by legislative changes or operational needs

Learner Appeals Policy

Policy Statement

The Pilates School is committed to ensuring that all learners are treated fairly and that assessment decisions are made in accordance with clear, published criteria. We recognise that, on occasion, a learner may wish to challenge a decision. This policy provides a formal process for learners to appeal assessment decisions or related actions, ensuring that appeals are handled consistently, impartially, and within reasonable timescales.

Purpose

This policy explains how learners of *The Pilates School* may appeal against an assessment decision or other related action. An appeal is a formal request to have a decision reconsidered. It differs from a complaint, which is a broader expression of dissatisfaction.

Scope

This policy applies to all learners of *The Pilates School* who wish to challenge:

- An assessment decision made by a tutor, assessor, or internal quality assurer.
- A decision by the external awarding body (following our submission of learner work or assessment results).
-
- Appeals relating to decisions made by other training providers or partner organisations are outside the scope of this policy.

Principles

- All learners have the right to a fair, transparent, and timely appeals process.
- Appeals will be handled without bias and by staff or external reviewers who were not involved in the original decision.
- There will be no charge for lodging an appeal.

Grounds for Appeal

Learners may appeal if they believe that:

- An assessment decision was not made in accordance with published criteria.
- A reasonable adjustment or special consideration request was refused without sufficient justification.
- There was a procedural error during the assessment or marking process.
- Extenuating circumstances, supported by evidence, were not considered.
- The assessor, tutor, or external quality assurer acted inappropriately, affecting the outcome.

Appeals Procedure

Stage 1 – Initial

Review

- The learner should submit their appeal in writing to *The Pilates School* within **10 working days** of receiving the decision.
- The appeal should include:
 - The decision being challenged.
 - Reasons for the appeal.
 - Any supporting evidence.
- We will confirm receipt within **10 working days**.
- Send complaints to either haslemerepilates@watchershall.com or 07958944308

Stage 2 – Investigation

- The Programme Director or a designated senior tutor (not involved in the original decision) will review the case.
- If the matter involves the external awarding body, *The Pilates School* will liaise with them on the learner's behalf.
- We aim to reach a resolution within **30 working days** of receipt of the appeal. If this is not possible, we will provide an update on progress.

Stage 3 – External Review (Final Stage)

- If a conflict of interest exists, or the learner remains dissatisfied after Stage 2, the case will be referred to an **external independent reviewer**.
- The external reviewer will check whether the process was followed correctly and may make recommendations to amend the decision.
- The outcome of the external review is final.

Possible Outcomes

Where an appeal is upheld, actions may include:

- Amending the original decision.
- Offering a reassessment opportunity.
- Referring the case to the awarding body for further review.
- Revising internal procedures to prevent recurrence.

Records and Confidentiality

- All appeal records will be kept securely for at least three years.
- Information will be handled in accordance with data protection legislation.

Learner Complaints Policy

Policy Statement

The Pilates School is committed to providing high-quality teaching, support, and administration. We value feedback from learners and take all complaints seriously as opportunities to improve our services. If a learner feels we have fallen short of our standards, we will address the matter promptly, fairly, and without bias.

Purpose

This policy outlines how learners can raise concerns about any aspect of course delivery, administration, facilities, or the conduct of staff.

Scope

This policy applies to all learners enrolled with *The Pilates School*. Complaints may relate to, but are not limited to:

- Teaching or assessment methods.
- Administration or communication.
- Conduct or professionalism of staff.
- Learning environment or facilities.

Complaints that relate specifically to assessment decisions should be raised under the **Appeals Policy**.

Principles

- All complaints will be handled fairly, promptly, and in confidence.
- No learner will be disadvantaged for raising a genuine complaint.
- An impartial investigator will be appointed to review the matter.
- All parties will be kept informed of progress and outcome.

Complaints Procedure

Stage 1 – Informal Resolution

- Wherever possible, concerns should be raised informally with the relevant tutor or staff member to seek a quick resolution.
- If the matter cannot be resolved informally, learners should proceed to Stage 2.

Stage 2 – Formal Complaint

- Submit the complaint in writing via email to: **haslemerepilates@watchershall.com** or by post.
- Alternatively, call **07958 944 308** to request guidance on submitting a written complaint.
- Complaints must include:
 - A clear description of the issue.
 - Relevant dates, times, and people involved.
 - Any supporting evidence.

Acknowledgement: The Pilates School will confirm receipt of the complaint within **10 working days**.

Stage 3 – Investigation

- An impartial investigation will be carried out by a mutually agreed third party who was not involved in the original incident.
- All relevant evidence will be reviewed, and both the learner and any staff involved will be given the opportunity to present their views.

Outcome: Findings will be communicated to the learner within **20 working days** of acknowledgement. Where more time is needed, the learner will be notified.

Possible Outcomes

- No further action if the complaint is not upheld.
- Corrective actions to improve teaching, communication, facilities, or conduct.
- Mediation between the parties involved.
- Review and update of internal policies or procedures.

Records and Confidentiality

- All complaint records will be kept securely for a minimum of three years.
- Information will only be shared with those directly involved in investigating and resolving the complaint.

Marketing Policy

Policy Statement

The Pilates School takes its responsibility toward public representation and consumer protection seriously. All promotional activities, digital marketing, and printed collateral are governed by principles of honesty, accuracy, and ethical clarity to ensure prospective learners can make informed decisions.

Marketing and Promotional Arrangements

- **Accuracy of Materials:** All marketing materials—including our website, social media channels, and email prospectus templates—are strictly monitored and audited to ensure they accurately represent the syllabus, qualification levels, and real-world training outcomes.
- **Prerequisite Clarity:** Marketing content explicitly details all mandatory course entry requirements and prerequisites (such as pre-existing physical or fitness certifications) to ensure learners do not enroll in programs for which they are ineligible.
- **Branding and Awarding Body Compliance:** All marketing collateral explicitly and accurately states the role of the awarding body and our governing quality standards (Pilates UK). We utilize approved logos and qualification descriptors in full compliance with brand guidelines.

- **Prohibition of Misleading Claims:** The Pilates School strictly prohibits the use of exaggerated, misleading, or unverified claims regarding future employment guarantees, salary expectations, or accelerated pass rates.
- **Review and Oversight:** The Course Director holds ultimate responsibility for approving all promotional content. Historical marketing materials are audited and updated annually to reflect the most current qualification specifications and regulatory requirements.

Learner Funding Policy

Policy Statement

The Pilates School is committed to absolute transparency and commercial fairness in all of its financial operations. We ensure that prospective learners receive clear, unambiguous information regarding course tuition fees, payment obligations, and program expectations prior to making any financial or academic commitment.

Funding Arrangements and Fee Structure

Funding Model: The Pilates School operates primarily on a student self-funded model. We do not currently draw down or process external government educational grants, state funding, or public subventions.

Transparent Fees: All tuition fees, registration fees (including awarding body registration costs), and platform access fees (such as SUADA and LARS) are clearly detailed and communicated to the learner before formal enrollment.

Structured Payment Plans: To lower barriers to entry, The Pilates School offers internal, interest-free structured payment plans. These arrangements allow learners to split their tuition into manageable monthly installments over the duration of their course.

Formal Financial Agreements: Every learner opting for a structured payment plan must sign a formal financial agreement detailing the exact installment amounts, due dates, and default terms during the registration phase.

Payment Completion: Every learner must complete payment in full before their relevant certification can be issued.

Secure Data Management: All individual payment records, schedules, and financial agreements are processed, tracked, and securely stored in strict accordance with our Data Protection Policy.

Learner Enrolment Procedure

Policy Statement

The Pilates School is committed to providing a transparent, supportive, and efficient onboarding experience for all prospective and new learners. From the first point of contact through to the first weekend of training, this procedure ensures that learners have a clear understanding of the course structure, financial commitments, assessment expectations, and available support systems. A thorough enrolment and induction process sets the foundation for a positive and successful learning experience.

Purpose

This procedure outlines the mandatory steps The Pilates School will take to manage learner enquiries, process formal enrolments, and provide essential resources and guidance at the start of their course.

Scope

This procedure applies to all prospective learners expressing interest in our programmes and all newly enrolled learners beginning any course delivered by The Pilates School, whether in-person, online, or via blended learning.

Enrolment Process

Step 1 – Initial Enquiry Management

- All prospective learner enquiries (received via phone or email at Hello@thepilateschool.uk) will be acknowledged and responded to within 24 hours.
- The responding staff member will provide the enquirer with a detailed course outline, syllabus, and any prerequisite/entry requirements.

Step 2 – Consultation and Clarification

- An explanatory communication (via a scheduled call or detailed email) will be conducted to answer any specific questions the prospective learner may have.
- During this consultation, staff will discuss the learner's goals, confirm their suitability for the course, and explain any relevant Recognition of Prior Learning (RPL) or reasonable adjustment options.

Step 3 – Financial Processing and Registration

- Once a learner confirms their intent to join, administration will provide clear instructions on how to proceed.
- This includes outlining payment details, confirming chosen payment plans or structures, and outlining the refund/cancellation policy.
- Upon receipt of the initial payment or deposit, the learner's details are obtained, and they are officially enrolled onto the next available course intake using the **Yconnect** system.

Step 4 – Pre-Commencement Briefing

- Prior to the course commencing, administration or a designated tutor will contact the learner to discuss the assessment procedures, formats, and key submission dates.
- Learners will be provided with their login credentials and granted access to the **SUADA** platform as soon as possible, allowing them to begin preliminary reading and familiarise themselves with the theoretical course content.

Learner Induction Procedure

Policy Statement

The Pilates School is committed to ensuring that all learners begin their course with a clear understanding of its structure, content, expectations, and available support. A thorough induction sets the foundation for a positive and successful learning experience.

Purpose

This procedure outlines how The Pilates School will provide new learners with essential information, resources, and guidance at the start of their course.

Scope

This procedure applies to all learners enrolling on any course delivered by *The Pilates School*, whether in-person, online, or blended learning.

Induction Process

Step 1 – Induction Pack

On the first day of the course, each learner will receive an induction pack containing:

- Course syllabus and timetable.
- Relevant policies and procedures.

- Key contact information for staff and support services.

Step 2 – Induction Presentation

A tutor will deliver an induction presentation, either in person or online, covering:

- Course aims and learning outcomes.
- Assessment methods and deadlines.
- Health and safety requirements.
- Learner responsibilities and code of conduct.
- Support services available.

Step 3 – Confirmation of Understanding

Learners must sign an **Induction Acknowledgment Form** confirming they:

- Have received the induction information.
- Understand the course requirements and expectations.
- Are aware of how to access support when needed.

Step 4 - LARS Activation & System Training

- During the first weekend of the course, learners will be granted full access to the **LARS** portfolio system.
- Tutors will provide an explicit, step-by-step explanation and practical demonstration on how to navigate LARS, fill in logbooks, and submit evidence, detailing the ongoing assessment procedure further.

Records and Confidentiality

- Signed Induction Acknowledgment Forms will be stored securely for the duration of the learner's enrolment.
- Induction records will only be accessible to authorised staff.

Recognition of Prior Learning (RPL) & Exemption Policy

Policy Statement

The Pilates School is committed to ensuring that learners do not unnecessarily repeat learning or assessment for knowledge and skills they have already mastered. We recognise that learners may enter our Pilates Teacher Training Programme with extensive, verifiable prior experience or existing fitness and medical qualifications. This policy ensures a fair, robust, and transparent process for assessing and granting Recognition of Prior Learning (RPL) and exemptions, whilst strictly maintaining the integrity and standards of the Pilates UK qualification.

Definitions

- **Exemption:** Where a learner holds a previously certificated and recognised qualification (e.g., a YMCA Awards Level 3 Anatomy & Physiology certificate or a Physiotherapy degree) that directly maps to a module within our course. The learner is exempt from undertaking that specific module and its assessment.
- **Recognition of Prior Learning (RPL):** An assessment method that considers whether a learner can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding, or skills they already possess and do not need to develop through a new course of learning.

Principles of Evidence (VACS) For any RPL or Exemption claim to be approved, the evidence provided by the learner must meet the following criteria:

- **Valid:** The evidence must directly match the requirements of the specific Pilates UK module the learner is seeking exemption from.
- **Authentic:** The evidence must be the learner's own work or a genuinely acquired certificate. The Pilates School requires sight of original certificates or verified digital copies.
- **Current:** For anatomical or fitness qualifications, evidence is typically only accepted if completed within the last 5 years, ensuring the learner's knowledge is up to date with current industry standards.
- **Sufficient:** The evidence must fully cover all learning outcomes and assessment criteria of the unit being claimed.

RPL and Exemption Procedure

Step 1 – Application and Initial Guidance

- Learners must indicate their intention to apply for an exemption or RPL during the initial enrolment phase, or at the latest, during the course induction.
- The learner must formally email their request to hello@thepilatesschool.uk, outlining exactly which modules they are seeking exemption from.

Step 2 – Evidence Gathering

- The learner is responsible for providing all necessary evidence to support their claim.
- For an *Exemption*, this requires presenting the original qualification certificate alongside the course syllabus or transcript detailing the exact modules studied.
- For *RPL*, this may involve submitting a portfolio of previous work, lesson plans, or a record of teaching hours.

Step 3 – Mapping and Assessment

- The designated Assessor (e.g., Karol, Vicky) will cross-reference the provided evidence against the current Pilates UK syllabus.
- If the evidence partially covers a unit, the Assessor will identify the "gaps" and assign specific, targeted assessments via the **SUADA** platform or **LARS** portfolio to ensure 100% of the learning outcomes are met.

Step 4 – Quality Assurance and Final Approval

- The Assessor cannot approve an RPL claim in isolation. The proposed exemption and the mapping document must be submitted to the Lead Internal Quality Assurer (IQA) for review.
- Once the Lead IQA verifies that the evidence meets the VACS principles and fully satisfies the syllabus requirements, they will sign off on the exemption.
- The approved exemption is formally recorded in the learner's **LARS** portfolio and the internal **Yconnect** tracking system.

Appeals

If a learner's application for RPL or exemption is declined, they have the right to challenge this decision. Any such challenge must be submitted and processed in accordance with The Pilates School's **Learner Appeals Policy**.

Reasonable Academic Adjustment (RAA) & Individual Learning Plan (ILP) Policy

Policy Statement

The Pilates School is dedicated to fostering a supportive and inclusive educational environment in full compliance with equality legislation, including the Equality Act 2010. We recognize that learners have diverse needs and are committed to removing unnecessary barriers to learning. We utilize Reasonable Academic Adjustments (RAA) and Individual Learning Plans (ILPs) to support learners presenting with disabilities, neurodivergence, specific learning difficulties (SpLDs), or temporary physical/personal hardships that may impede their standard progression.

Scope

This policy applies to all current and prospective learners enrolled in The Pilates School. Reasonable adjustments may be granted for:

- Specific Learning Difficulties (e.g., dyslexia, dyspraxia, ADHD).
- Physical disabilities or mobility impairments.
- Sensory impairments (vision or hearing).
- Mental health conditions.
- Temporary medical conditions or injuries (e.g., a sprained wrist preventing the demonstration of specific physical repertoire).

Principles of Reasonable Adjustment

1. **Integrity of Qualification:** Adjustments are designed to level the playing field, not to give an unfair advantage. No adjustment will be approved if it compromises the core competency, safety, or integrity of the Pilates UK qualification standards.
2. **Evidence-Based:** Significant adjustments (such as permanent changes to physical assessment requirements) may require supporting documentation from a medical professional or educational psychologist.
3. **Proactive Support:** The Pilates School encourages early disclosure of needs so that support can be implemented before the learner falls behind.

Examples of Reasonable Adjustments Depending on the learner's specific needs, approved adjustments may include, but are not limited to:

- A 25% time extension for timed theoretical assessments on SUADA.
- Provision of course materials in alternative formats (e.g., large print, specific background colors for dyslexia).
- Alternative assessment methods (e.g., conducting a verbal professional discussion (viva) instead of a written submission via LARS, where permitted by the syllabus).
- Deferred practical assessment dates due to temporary physical injury.

Support animals - should conflict arise for safety concerns, discretion will fall to course directors.

Risk Assessment & ILP Procedure

1. **Identification & Disclosure:** Learners are encouraged to self-disclose any support requirements during the onboarding/induction phase. Additionally, tutors must actively monitor cohort progress; if a learner is consistently missing LARS submission deadlines or struggling with practical elements, the tutor must initiate a supportive intervention.
2. **Needs & Risk Assessment:** The Lead IQA and the designated tutor will conduct a formal review with the learner. This assesses how the learner's circumstances interact with the course requirements and determines which adjustments are appropriate and safe.
3. **ILP Implementation:** A customized Individual Learning Plan (ILP) is drafted. This document explicitly details the agreed adjustments, revised timelines, and any supplementary tutor support required.
4. **Sign-off and Audit:** The ILP must be signed by both the learner and the Lead Internal Quality Assurer (IQA). It is then securely stored in the learner's file for audit purposes.
5. **Ongoing Review:** The ILP is not a static document. Tutors will review the learner's progress at the midway point of the course to ensure the adjustments remain effective and appropriate.

Maladministration and Malpractice Policy

Policy Statement

The Pilates School is committed to upholding the integrity and credibility of its training and assessment processes. We have zero tolerance for any form of maladministration or malpractice by learners, staff, or other individuals involved in course delivery or assessment. All allegations will be investigated promptly, fairly, and thoroughly.

Purpose

To define what constitutes maladministration and malpractice, outline responsibilities, and set out procedures for investigation and resolution.

Scope

This policy applies to all learners, tutors, assessors, and class leaders involved in The Pilates School's courses, whether delivered on-site or online. It covers, but is not limited to:

- Malpractice by learners (e.g., plagiarism, collusion, fabrication of evidence).
- Malpractice by staff (e.g., falsifying assessment records, providing inappropriate assistance).
- Maladministration (e.g., administrative errors, incorrect handling of learner data or assessment documentation).

Definitions

Maladministration: Any unintentional activity, neglect, or oversight that results in a failure to comply with agreed procedures or standards.

Malpractice: Any deliberate act, neglect, default, or other practice that compromises the validity, integrity, or fairness of assessment processes.

Procedure

- Allegations of maladministration or malpractice must be submitted in writing to the Course Director or designated class leader.
- Written acknowledgment will be provided within **10 working days**.

- An impartial investigation will be carried out, which may involve an **external independent reviewer** if a conflict of interest exists.
- All involved parties will be given an opportunity to present evidence.
- A written outcome will be provided within **30 working days**, including any corrective actions or sanctions.

Possible Outcomes

- No further action if the allegation is unfounded.
- Implementation of corrective measures to prevent recurrence.
- Reassessment opportunities for affected learners, where appropriate.
- Disciplinary action for confirmed malpractice, up to and including removal from the programme.

No Fees

There will be **no charge** for reporting or investigating allegations under this policy.

Records and Confidentiality

- All investigation records will be kept securely for a minimum of three years.
- Information will be shared only with those directly involved in the investigation and resolution process.

Privacy, Data Protection and Data Processing Policy

Policy Statement

The Pilates School is committed to ensuring that all personal data is collected, processed, stored, and disposed of in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. We treat the protection of personal information as a core responsibility and will process data fairly, lawfully, and transparently.

Purpose

This policy ensures that The Pilates School:

- Complies with data protection laws and follows recognised good practice.
- Protects the rights of staff, learners, and partners.
- Is open about how it collects, stores, and processes personal data.
- Protects itself and data subjects from the risks of a data breach.

Scope

This policy applies to all personal and special category data collected and processed by The Pilates School in the conduct of its training and administrative activities. It covers all staff, tutors, assessors, class leaders, and learners, whether training is delivered on-site or online.

Definitions

Personal Data: Any information relating to an identifiable individual.

Special Category Data: Sensitive information requiring additional protection (e.g., health information).

Controller: The Pilates School, responsible for deciding how personal data is processed.

Data Protection Principles

The Pilates School will ensure that personal data:

- Is processed fairly, lawfully, and transparently.
- Is collected for specific, explicit, and legitimate purposes only.
- Is adequate, relevant, and limited to what is necessary.
- Is accurate and kept up to date.
- Is stored no longer than necessary.
- Is processed securely to protect against unauthorised access, loss, or damage.
- Is not transferred outside the UK without adequate protection measures.

Responsibilities

- **Class Leaders:** Ensure that any personal data collected during the course is handled in accordance with this policy.
- **All Staff and Tutors:** Follow this policy and promote best practice in data protection.
- **Data Protection Lead:** Acts as the main point of contact for data protection matters, advises on compliance, and responds to Data Subject Access Requests.

Procedures

- Personal data must only be collected for legitimate training and administrative purposes.
- Data will be stored securely, whether in paper or electronic form, with appropriate access controls.
- Special category data (e.g., medical forms) will be handled with extra security measures.
- Any suspected data breach must be reported immediately to the Data Protection Lead, who will assess the incident and, if required, notify the Information Commissioner's Office (ICO).
- Learners and staff have the right to request access to the personal data we hold about them. Requests must be made in writing and will be responded to within one month.

Training and Awareness

All staff and tutors will receive data protection awareness training to ensure they understand their responsibilities under UK GDPR.

Retention

Personal data will only be retained for as long as necessary to fulfil the purposes for which it was collected and in accordance with legal and regulatory requirements.

Third Parties

Where The Pilates School engages third parties who may have access to personal data, they will be required to sign a confidentiality agreement and meet UK GDPR compliance standards.

Breach of Policy

Any breach of this policy may be considered a disciplinary matter and could result in legal action where applicable.

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Safeguarding Policy

Policy Statement

The Pilates School takes its safeguarding responsibilities extremely seriously. We believe it is never acceptable for anyone to experience abuse of any kind. This policy has been developed to guide staff, contractors, and volunteers in their interactions with learners and customers.

We aim to:

- Protect and promote the welfare of all customers who engage with us.
- Communicate our approach to safeguarding clearly and transparently.
- Demonstrate compliance with relevant statutory guidelines.
- Ensure safeguarding responsibilities are clear to all staff, volunteers, and customers.
- Provide clear guidance on how to report concerns about a child, young person, or adult at risk.

The Pilates School reserves the right to amend this policy to reflect changes in legislation and best practice.

Scope

This policy applies to:

- All staff, tutors, contractors, and volunteers.
- Trustees and other third parties working on behalf of The Pilates School.
- Anyone involved in delivering sessions, courses, or support services to children, young people, or adults at risk.

Note: The term "**customers**" refers to all individuals accessing our services, whether self-funded or through funded programmes. This includes learners, apprentices, members, children, young people, and adults.

Related Legislation

This policy aligns with, but is not limited to, the following legislation:

- Online Safety Bill 2023
- Children Act 2004
- Sarah's Law 2011
- Apprenticeship, Skills, Children and Learning Act 2009
- Disqualification under the Childcare Act 2021
- Education Act 2021
- Safeguarding Vulnerable Groups Act 2006
- Sexual Offences Act 2003
- Data Protection Act 2018
- The Care Act 2014
- The Mental Capacity Act & Liberty Protection Safeguards
- Equality Act 2010
- Protection of Freedoms Act 2012
- UN Convention on the Rights of the Child 1991
- Domestic Abuse Act 2021
- Clare's Law 2014
- Human Rights Act 1998
- Counter-Terrorism and Security Act 2015
- Counter-Terrorism Sentencing Act 2021

Statutory Guidance

This policy is informed by statutory and best practice guidance, including:

- *Working Together to Safeguard Children*
- *Keeping Children Safe in Education*
- The Prevent Duty Guidance for England and Wales
- Multi-agency statutory guidance on FGM
- Channel and Prevent Multi-Agency Panel (PMAP) guidance
- Early Years Foundation Stage (EYFS) Statutory Framework
- Information Sharing: Advice for Practitioners
- Forced Marriage: Multi-Agency Practice Guidelines
- Safeguarding Guidance for Providers (After-school clubs, tuition, and community activities)
- Data Sharing Guidance
- Cyber Crime and Cyber Security Guidance for Education Providers

Related Policies, Procedures, and Templates

This policy should be read alongside the following:

- Staff Code of Conduct
- Safer Recruitment Policy
- Child Protection Policy
- Prevent Policy
- Disclosure and Barring Service Policy
- Whistleblowing Policy
- Safeguarding Procedure Flowchart
- Safeguarding Reporting Procedures
- Online Safety Policy
- Behaviour Management Policy
- Equality, Diversity and Inclusion Policy
- Health, Safety and Welfare Policy
- Social Media Policy
- Data Protection Policy
- Record Retention and Disposal Policy
- Filming and Photography Policy & Consent Forms

Responsibilities

- **Board of Trustees:** Overall responsibility for the policies and procedures that govern The Pilates School.
- **Chief Executive / Director:** Ensures resources are used effectively to support safeguarding obligations.
- **Policy Owner:** Ensures guidelines are in place and policies reflect our ethos and commitment to equality, diversity, and inclusion.
- **Line Managers:** Ensure all employees are aware of and follow this policy.
- **All Staff, Tutors, and Volunteers:** Follow safeguarding policies and procedures, promoting best practice in all interactions.

Video Policy

Policy Statement

The Pilates School recommends that practical assessments are conducted in person with both the learner and assessor present. However, we recognise that there are circumstances where video evidence may be necessary, including:

- Learners submitting pre-recorded video evidence for practical assessments.
- The use of live video conferencing platforms (e.g., Zoom, Skype, Microsoft Teams) to conduct assessments in exceptional circumstances, such as legal restrictions on venue access.

For the purposes of this policy, “**videoed learner evidence**” includes:

- Pre-recorded assessment evidence.
- Live video assessments via approved conferencing platforms.
- Recordings of assessments conducted via live platforms.

Centres must obtain **prior written approval** from YMCA Awards before conducting assessments using video evidence. Approval may be granted via:

- Specific qualification guidance in the qualification specification.
- Authorisation during exceptional arrangements.

Scope

This policy applies to all The Pilates School courses and qualifications where YMCA Awards is the awarding body.

Requirements for Video Evidence (When Approved)

Video submissions must meet the following criteria:

- Be in digital format and clearly labelled with:
 - Learner’s full name
 - Date of birth
 - Learner number
 - Date evidence was generated
 - Qualification title
 - Assessment reference
- Contain only assessment footage, starting at the beginning of the recording.
- Be completed in **one take** with no edits. Edited recordings will not be assessed.
- Keep the learner and participant(s) in camera view throughout.
- Ensure learner and participant speech is always clearly audible.
- Be recorded in an appropriate environment agreed in advance (e.g., commercial

fitness centre).

- Include copies of lesson plans and informed consent forms for all participants.
- Include a certified copy of a legally recognised photo ID (passport, driver's licence, etc.).
- Cover the full assessment range as per the observation checklist.

Learner Guidance

Learners will:

- Receive detailed instructions on technical and performance requirements for recordings.
- Obtain consent from all individuals visible in the video.
- Submit videos via an approved secure platform.
- Not share assessment videos or images publicly.

Assessor Guidance

Assessors must:

- Evaluate videos according to standard marking criteria.
- Have training in assessing video evidence and/or live video assessments.
- Ensure assessments are valid, reliable, and comparable to face-to-face assessments.
- Retain video evidence for quality assurance purposes for up to **12 months** (or destroyed sooner if involving children or vulnerable adults once certification is issued).

Centre Responsibilities

Centres must:

- Provide learners with clear video submission guidelines.
- Ensure assessors are trained in video assessment procedures.
- Maintain internal quality assurance processes to ensure assessment decisions are fair and consistent.
- Monitor the authenticity and sufficiency of video submissions.
- Maintain a secure log of video evidence with learner details, qualification/unit, date submitted, date assessed, and outcome.
- Store evidence securely and restrict access to authorised personnel only.

Retention of Evidence

Centres must:

- Assess pre-recorded video evidence within **25 working days** of submission.
- Retain assessed video evidence for at least **one year** after certification.
- Immediately destroy any videos involving children or vulnerable adults once certification has been issued.
- Minimise the use of video evidence in assessments involving children or vulnerable adults whenever possible.

Approval Process

Centres seeking approval to use video evidence must:

- Apply via Y-Connect using the YMCA Awards contact form.
- Provide details of staff training to support learners in video assessments.
- Supply a copy of the centre's written policy on video assessments.
- Review their video assessment policy annually.

Sanctions for Non-Compliance

- Centres using video evidence without written approval may face sanctions and be required to re-assess learners in person.
- Approved centres failing to meet the policy requirements will have approval suspended or withdrawn.

Artificial Intelligence (AI) Management Policy

Policy Objective: To define acceptable and unacceptable uses of Artificial Intelligence (AI) tools by both staff and learners at The Pilates School, ensuring the authenticity of all assessments and qualifications.

For Learners (Assessment & Coursework)

Zero Tolerance on AI-Generated Submissions: Learners are strictly prohibited from using AI text generators (e.g., ChatGPT, Claude, Gemini) to write, complete, or heavily edit their theoretical assessments, portfolio reflections, or practical session plans on SUADA or LARS.

Authenticity Checks: Tutors reserve the right to run submissions through AI-detection software. If a learner is suspected of using AI for assessed work, this will be investigated under the Malpractice Policy.

Acceptable Use: Learners may use AI solely for basic grammar checking or to help formulate study schedules, provided it does not contribute to the academic content of their submissions.

For Staff (Administration & Content)

Staff may utilize AI tools to assist with administrative drafting (e.g., marketing copy, formatting schedules).

Staff must never input sensitive learner data, financial information, or confidential internal quality assurance documents into public AI models, ensuring compliance with data protection laws.

Internal Quality Assurance (IQA) Strategy & Framework

Scope

All instructional, assessment, and grading operations at The Pilates School.

Objective

The primary objective of this Internal Quality Assurance (IQA) strategy is to establish and maintain rigorous, standardized, and transparent assessment practices across all courses delivered by The Pilates School. This framework ensures strict adherence to national qualification benchmarks and awarding body requirements, guaranteeing that all learner portfolios and practical assessments are judged with fairness, validity, reliability, and consistency.

The IQA Operational Framework

Quality assurance at The Pilates School is maintained through a structured framework consisting of four core pillars: Risk-Based Sampling, Standardisation, Assessor Observation, and Comprehensive Reporting.

Sampling Strategy (Formative and Summative) The Lead IQA will execute a continuous, risk-based sampling strategy of assessor decisions to monitor grading accuracy and feedback quality across platforms (including LARS and SUADA).

- **Minimum Sampling Rate:** A minimum of 20% of all learner portfolios per cohort will be sampled by the Lead IQA.
- **Risk-Based Adjustments:** New assessors, newly qualified staff, or assessors managing a declared Conflict of Interest will be subject to a 100% sampling rate until consistent grading accuracy is proven and signed off by the Lead IQA.
- **Formative Sampling:** Conducted mid-course to catch assessment errors early and provide immediate developmental feedback to tutors.
- **Summative Sampling:** Conducted at the end of the course to verify final grading decisions before certification claims are submitted to the awarding body.

Standardisation Procedures To ensure all tutors and assessors are interpreting the syllabus and grading rubrics identically, The Pilates School mandates formal standardisation activities.

- **Standardisation Meetings:** Mandatory meetings are held quarterly.
- **Activities:** During these meetings, assessors review blind-graded edge-case portfolios, compare marking decisions, and calibrate their feedback to ensure uniform standards across the teaching faculty.
- **Documentation:** Formal IQA Standardisation Meeting Minutes are recorded, securely filed by the Lead IQA, and made available for external audit.

Assessor Observation To maintain assessment standards, the Lead IQA conducts direct observations of the assessment process.

- **Live Observations:** Each active assessor will undergo a minimum of one documented live observation per academic year while conducting a practical assessment or leading a professional discussion.
- **Feedback:** Following the observation, the Lead IQA will provide a written action plan highlighting strengths and areas for professional development.
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IQA Planning and Reporting

Effective quality assurance relies on transparent planning and documented outcomes.

- **The IQA Plan:** Prior to the commencement of each new cohort, the Lead IQA will draft an IQA Plan detailing exactly which learners, assessors, and units will be sampled, and when standardisation meetings will occur.
- **IQA Reports:** Following any sampling activity or observation, the Lead IQA will generate a formal IQA Report detailing the findings, identifying any grading discrepancies, and outlining corrective actions.

- **Continuous Improvement:** Data gathered from IQA Reports, learner appeals, and standardisation meetings is systematically reviewed annually by the Programme Management Team to drive ongoing curriculum and assessment refinement.

Appendix

Pro-active intervention template:

To: [Learner Email] From: hello@thepilateschool.uk Subject: Academic Progression Review & Support – The Pilates School

Dear [Learner Name],

In reviewing the recent cohort analytics, we noted that your latest LARS portfolio submissions have not yet been recorded. At The Pilates School, our priority is your successful completion of the syllabus and ensuring you feel supported throughout your training.

We recognize that balancing professional development with personal commitments can be demanding. We would like to arrange a brief consultation to draft an Individual Learning Plan (ILP) tailored to your current schedule. This may include adjusting submission timelines or arranging supplementary tutor guidance to help you catch up without feeling overwhelmed.

Please advise on your availability this week for a brief call to discuss how we can best support you.

Sincerely, [Tutor Name / Administration] The Pilates School

Confirmation of Reasonable Adjustments template:

To: [Learner Email] From: Hello@thepilateschool.uk Subject: Confirmation of Individual Learning Plan (ILP) Adjustments

Dear [Learner Name],

Thank you for taking the time to discuss your learning requirements with us. Following our assessment, I am writing to formally confirm your approved academic adjustments for the remainder of the program.

As detailed in the attached Individual Learning Plan (ILP), the following provisions have been applied to your profile:

- Insert adjustments

Please review, sign, and return the attached ILP document to formalize this arrangement for our internal quality assurance records. If your needs change as the course progresses, please let us know.

Sincerely, [Tutor Name / Administration] The Pilates School