



Focus Awards Level 3 Diploma in Planning and Delivering Reformer Pilates Sessions (RQF)

610/5883/X

Key Information

Level:	3
Sector:	Sports, Leisure and Recreation
Qualification Type:	Vocationally-Related
Total Qualification Time:	470
Credit Value:	47
Guided Learning Hours:	310
Status:	Available to Learners
Methods of Assessment:	Portfolio of Evidence
Minimum Age:	18

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Focus Awards Level 3 Diploma in Planning and Delivering Reformer Pilates Sessions (RQF)

QRN: 610/5883/X
GLH: 310
TQT: 470
Credit: 47

Qualification Purpose

The aim of the Focus Awards Level 3 Diploma in Planning and Delivering Reformer Pilates Sessions (RQF) is to develop the knowledge, understanding and skills of experienced fitness or Pilates professionals to include Reformer-based Pilates sessions. The qualification covers anatomical knowledge, practical teaching competence, and client-centred programming specifically for Reformer equipment.

Age Ranges

Entry is at the discretion of the centre. However, learners should be at least 18 to undertake this qualification.

Geographical Coverage

This qualification is available in England.

Learner Entry Requirements

Learners should have previously completed a Level 3 Diploma in Instructing Pilates Matwork qualification.

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url:
<https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

Assessment Methods

This qualification is internally assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

CASS Strategy

Assessment for this qualification is through a portfolio of evidence, including mandatory direct observation of practice. Focus Awards applies a risk-based approach to Centre Assessment Standards Scrutiny (CASS), including pre-delivery approval, annual standardisation, and regular external quality assurance (EQA) visits. Sample sizes are proportionate to centre risk, with enhanced scrutiny for new centres, inexperienced assessors, or where concerns are identified. Focus Awards ensures the validity and consistency of assessment decisions through proactive support, guidance, and intervention where necessary.

Grading

This qualification is graded on a 'Pass' / 'Refer' basis.

Progression Routes

Learners seeking progress from this qualification can advance their skills further through the following:

- Level 4 Pilates qualifications
- Sports Massage Therapy
- Yoga Teaching

Supporting Material and Useful Websites

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

Qualification Structure

To successfully achieve the Focus Awards Level 3 Diploma in Planning and Delivering Reformer Pilates Sessions (RQF) learners must complete 7 mandatory units.

Mandatory Units

Unit Title	Unit Reference	Level	Credit	GLH
Anatomy and Physiology for Exercise and Health	K/651/6518	3	6	43
Principles of Exercise, Fitness and Health	L/651/6519	3	4	28
Health, Safety, and Welfare in a Fitness Environment	T/651/6520	3	2	16
Supporting Clients in Exercise Settings	Y/651/6521	3	2	13
Foundations of Reformer Pilates: History, Principles and Equipment	A/651/6522	3	5	30
Planning and Delivering Reformer Pilates Sessions	D/651/6523	3	23	150
Adapting Reformer Pilates for Diverse Populations	F/651/6524	3	5	30

Units

Unit Title:	Anatomy and Physiology for Exercise and Health		
Unit No:	K/651/6518		
Level:	3		
GLH:	43		
Credit:	6		
Unit Details: The aim of this unit is to develop learner knowledge of anatomy and physiology. It focuses on the structure and function of the major body systems, the role of energy in movement, and the implications of physical activity on health and wellbeing.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the structure and function of the skeletal system	1.1	Describe the main functions of the skeleton
		1.2	Identify the major bones of the axial and appendicular skeleton
		1.3	Explain the structure of a synovial joint
		1.4	Describe the types of synovial joints and associated movements
		1.5	Explain the importance of posture and alignment in Reformer Pilates
2	Understand the structure and function of the muscular system	2.1	Identify the location and function of major muscle groups
		2.2	Explain the types of muscle contraction (isotonic, isometric, eccentric, concentric)
		2.3	Describe the sliding filament theory of muscular contraction
		2.4	Explain the role of core muscles in movement and stability
		2.5	Describe the muscle actions involved in key Reformer Pilates exercises
3	Understand the cardiovascular and respiratory systems	3.1	Describe the structure and function of the heart and blood vessels
		3.2	Explain how blood is transported and its role in exercise
		3.3	Describe the mechanics of breathing and the structure of the lungs
		3.4	Explain the short-term and long-term effects of exercise on the cardiovascular and respiratory systems
		3.5	Describe how these systems interact during Reformer Pilates sessions
4	Understand the nervous system and its role in movement	4.1	Identify the key components of the central and peripheral nervous system
		4.2	Explain how the nervous system controls muscular contraction and coordination

		4.3	Describe the role of proprioception and neuromuscular control in movement
		4.4	Explain the importance of motor learning and cueing in Pilates instruction
5	Understand energy systems and their application to physical activity	5.1	Describe the three energy systems (ATP-PC, anaerobic glycolysis, aerobic)
		5.2	Explain how the body uses energy during different intensities and durations of exercise
		5.3	Identify which energy systems are primarily used in Reformer Pilates
		5.4	Describe the impact of energy system use on session design and client fatigue
6	Understand the effects of physical activity on health	6.1	Describe the health benefits of regular physical activity
		6.2	Explain how exercise contributes to the prevention and management of common conditions (e.g. hypertension, diabetes, obesity)
		6.3	Outline the risks of a sedentary lifestyle
		6.4	Explain how Reformer Pilates can support physical and mental wellbeing

Unit Guidance

1.2 – Learners should identify major bones such as femur, humerus, pelvis, scapula, vertebrae, and ribs

1.4 – Answers should include hinge, ball-and-socket, pivot, and saddle joints

2.1 – Major muscles should include quadriceps, hamstrings, gluteals, abdominals, erector spinae, and deltoids

2.5 – Exercises may include footwork, leg circles, and spine curls on the Reformer

3.3 – Mechanics of breathing should include diaphragm movement and intercostal muscle function

4.3 – Proprioception examples include balance challenges, closed-chain exercises, and cueing

5.1 – Learners should outline ATP-PC, anaerobic glycolysis, and aerobic systems

6.2 – Conditions should include obesity, type 2 diabetes, cardiovascular disease, and osteoporosis

Unit Title:	Principles of Exercise, Fitness and Health		
Unit No:	L/651/6519		
Level:	3		
GLH:	28		
Credit:	4		
Unit Details: The aim of this unit is to develop learner knowledge and understanding of supporting safe and effective exercise sessions. Learners will cover the principles of fitness, components of a balanced programme, and the factors which influence client health and motivation.			
Learning Outcome	Assessment Criterion		
The learner will:	The learner can:		
1 Understand the components of fitness and their relevance to Pilates	1.1	Define the health-related components of fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition)	
	1.2	Define the skill-related components of fitness (balance, coordination, agility, power, speed, reaction time)	
	1.3	Explain how Reformer Pilates can contribute to improving each component	
	1.4	Identify how components of fitness relate to individual client goals	
2 Understand the principles of exercise programming	2.1	Describe the key principles of training (FITT, overload, specificity, progression, reversibility, adaptation, recovery)	
	2.2	Explain how these principles apply to Reformer Pilates session design	
	2.3	Describe how to structure a balanced session (warm-up, main session, cool-down)	
	2.4	Explain how to use goal-setting to motivate and track client progress	
3 Understand the physiological effects of exercise	3.1	Describe the short-term effects of exercise on the cardiovascular, respiratory, muscular, and nervous systems	
	3.2	Describe the long-term adaptations that result from regular exercise	
	3.3	Explain how these effects influence programme progression in Reformer Pilates	
	3.4	Identify signs of overtraining and fatigue in clients	
4 Understand the role of nutrition in supporting a healthy lifestyle	4.1	Outline the principles of a balanced diet (macronutrients and micronutrients)	

		4.2	Explain the importance of hydration before, during, and after exercise
		4.3	Describe how nutritional choices impact energy levels and exercise performance
		4.4	Recognise when to refer clients to a registered nutrition professional
5	Understand the psychological factors affecting exercise adherence	5.1	Identify barriers to exercise and strategies to overcome them
		5.2	Explain the role of intrinsic and extrinsic motivation
		5.3	Describe how social support and group dynamics influence adherence
		5.4	Explain how a client-centred approach can improve engagement and consistency

Unit Guidance

1.3 – Examples may include Reformer exercises that build flexibility (e.g. Eve's Lunge), strength (e.g. leg press), and balance (e.g. standing splits)

2.2 – Learners should apply FITT and progressive overload in the context of Reformer programming

2.3 – Warm-ups should include mobilisation and pulse raisers. Cool-downs may include stretching and breathing work

3.3 – Progression should align with physiological adaptations and client feedback

4.1 – Macronutrients should include carbohydrates, proteins, and fats. Micronutrients include vitamins and minerals

5.2 – Learners should differentiate between intrinsic (e.g. enjoyment) and extrinsic (e.g. weight loss) motivators

Unit Title:	Health, Safety and Welfare in a Fitness Environment		
Unit No:	T/651/6520		
Level:	3		
GLH:	16		
Credit:	2		
Unit Details: The aim of this unit is to develop learner knowledge and understanding of health, safety, and welfare in the context of delivering Reformer Pilates sessions. Learners will cover the legal and professionals responsibilities of the instructor, emergency procedures, risk assessment, and safeguarding considerations.			
Learning Outcome	Assessment Criterion		
The learner will:	The learner can:		
1 Understand emergency procedures in a fitness environment	1.1	Describe common types of emergencies in a studio or fitness setting	
	1.2	Outline emergency procedures in own organisation for: a) Fire b) Medical incidents c) Equipment failure	
	1.3	Identify the roles and responsibilities of staff in an emergency	
	1.4	Explain the importance of following organisational procedures for reporting protocols	
2 Understand how to maintain health, safety, and hygiene in a Reformer Pilates environment	2.1	Describe the responsibilities of instructors in maintaining a safe studio environment	
	2.2	Outline key elements of equipment maintenance and pre-session safety checks	
	2.3	Explain how to identify and manage hazards (e.g. floor surfaces, equipment wear, space constraints)	
	2.4	Describe appropriate cleaning and hygiene practices, including infection control	
	2.5	Explain the importance of reporting and recording incidents and near misses	
3 Understand safeguarding and professional responsibilities	3.1	Define safeguarding and explain how it applies to Pilates instructors	
	3.2	Describe the types of abuse and how to recognise signs or disclosures	
	3.3	Outline appropriate action to take in a safeguarding concern, including referral procedures	
	3.4	Describe the importance of maintaining professional boundaries and confidentiality	

		3.5	Explain the role of relevant safeguarding legislation and organisational policies	
4	Understand risk assessment and accident prevention	4.1	Describe the purpose and principles of risk assessment	
		4.2	Identify common risks in a Pilates studio using Reformer equipment	
		4.3	Explain how to carry out a dynamic risk assessment during a session	
		4.4	Describe how effective supervision and clear instructions can reduce the risk of injury	
Unit Guidance				
1.2 – Emergency procedures should reflect fire exits, CPR protocols, and emergency contact procedures.				
2.2 – Maintenance should include spring checks, upholstery integrity, and secure attachments				
2.4 – Infection control includes wiping down equipment, hand hygiene, and use of disinfectants				
3.2 - Types of abuse: physical, emotional, sexual, and neglect				
4.2 – Hazards may include worn springs, limited space, slippery floors, and loose cables.				

Unit Title:	Supporting Clients in Exercise Settings		
Unit No:	Y/651/6521		
Level:	3		
GLH:	13		
Credit:	2		
Unit Details: The aim of this unit is to develop learner knowledge, understanding, and skills in building effective relationships with clients and supporting their exercise experience. Learners will focus on communication strategies, client motivation, professionalism, and how to ensure a positive, inclusive atmosphere in Reformer Pilates sessions.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to build rapport and communicate effectively with clients	1.1	Describe effective communication skills for one-to-one and group settings
		1.2	Explain how to adapt communication to suit individual client needs and preferences
		1.3	Identify verbal and non-verbal communication techniques that support positive engagement
		1.4	Explain the importance of active listening and empathy in supporting clients
		1.5	Describe how to maintain professional boundaries while developing rapport
2	Understand how to support client motivation and adherence	2.1	Describe common barriers to participation in regular exercise
		2.2	Explain strategies to encourage client motivation and adherence, including goal setting and positive reinforcement
		2.3	Explain how the Pilates environment can support long-term client engagement
		2.4	Identify how to adapt communication style to support different personality types or motivational styles
3	Understand professional responsibilities when supporting clients	3.1	Describe the importance of professional conduct and appearance
		3.2	Explain the responsibilities of an instructor regarding client confidentiality and data protection
		3.3	Describe how to respond appropriately to client concerns or complaints
		3.4	Explain when and how to refer a client to another professional (e.g. medical, therapeutic, or technical specialist)
		3.5	Outline the importance of working within scope of practice for a Reformer Pilates instructor

4	Be able to support clients during Reformer Pilates sessions	4.1	Provide clear and inclusive instructions during sessions
		4.2	Respond to client queries or concerns confidently and respectfully
		4.3	Offer encouragement and feedback throughout the session
		4.4	Monitor client comfort, safety, and understanding during the session
		4.5	Provide appropriate follow-up or signposting after a session

Unit Guidance

1.1 – Communication skills should include open questioning, active listening, and clear cueing

2.2 – Strategies may include SMART goals, habit tracking, and regular progress reviews

3.4 – Referral examples include clients presenting with unexplained pain or needing psychological support

4.3 – Feedback should be specific, positive, and related to movement quality or effort

Unit Title:	Foundations of Reformer Pilates: History, Principles and Equipment		
Unit No:	A/651/6522		
Level:	3		
GLH:	30		
Credit:	5		
Unit Details: The aim of this unit is to develop learner knowledge and understanding of the historical origins, core principles, and specialist equipment used in Reformer Pilates. Learners will cover how Reformer Pilates evolved, the underpinning philosophical foundations, and the function and design of the apparatus.			
Learning Outcome	Assessment Criterion		
The learner will:	The learner can:		
1 Understand the historical development of Reformer Pilates	1.1 Describe the origins of Pilates and the development of the Reformer 1.2 Explain the contribution of key figures in the evolution of Reformer Pilates 1.3 Compare different schools or approaches to Pilates (e.g. classical, contemporary, clinical) 1.4 Outline the concept of Contrology and its relevance to Reformer Pilates		
2 Understand the core principles of Pilates and their application to Reformer work	2.1 Identify and explain the six original principles of Pilates 2.2 Describe how these principles are applied in Reformer Pilates instruction 2.3 Explain how the principles guide teaching style, movement quality, and client experience		
3 Understand the design and function of Reformer Pilates equipment	3.1 Identify the key components of a Reformer machine 3.2 Describe the purpose and function of each component 3.3 Compare the design features of common Reformer equipment models and brands 3.4 Discuss the advantages and limitations of different equipment configurations		
4 Understand the benefits of Reformer Pilates	4.1 Explain the physiological, psychological, and functional benefits of Reformer Pilates 4.2 Describe how Reformer Pilates can contribute to improved posture, mobility, strength, and coordination 4.3 Outline the evidence-based rationale for using Reformer Pilates in general fitness and wellbeing contexts		

Unit Guidance

1.3 – Approaches may include classical (e.g. Romana), contemporary, fitness-focused, and clinical

2.1 – Principles include centring, control, concentration, precision, breath, and flow

3.1 – Key components include frame, carriage, springs, ropes, footbar, and shoulder blocks

3.3 – Design differences may relate to material, resistance ranges, and adjustability

4.1 – Benefits should be linked to posture, stability, joint mobility, and coordination

Unit Title:	Planning and Delivering Reformer Pilates Sessions		
Unit No:	D/651/6523		
Level:	3		
GLH:	150		
Credit:	23		
Unit Details: The aim of this unit is to develop learner knowledge, understanding, and skills in effectively planning, delivering, and evaluating Reformer Pilates sessions. Learners will cover exercise programming, client screening, session structure, and appropriate progressions and adaptations.			
Learning Outcome	Assessment Criterion		
The learner will:	The learner can:		
1 Understand the Reformer Pilates exercise repertoire	1.1	Identify a range of exercises that can be performed using Reformer apparatus	
	1.2	Describe the purpose and benefits of selected exercises for different clients	
	1.3	Differentiate between Reformer and Matwork Pilates versions of common exercises	
	1.4	Identify appropriate exercises for group versus individual instruction	
	1.5	Outline contraindications or risks associated with specific Reformer movements	
2 Be able to plan Reformer Pilates sessions for individuals and groups	2.1	Complete a client screening process prior to Reformer Pilates participation	
	2.2	Describe the structure of Reformer Pilates sessions (preparatory, main, closing phases)	
	2.3	Design progressive and client-centred Reformer sessions to improve: a) Mobility b) Stability c) Strength d) Flexibility	
	2.4	Adapt sessions to accommodate client needs, experience levels, and goals	
	2.5	Prepare session plans with appropriate sequencing, transitions, and use of equipment	
	2.6	Apply safety considerations and maintenance checks for Reformer apparatus	
3 Be able to instruct Reformer Pilates sessions effectively	3.1	Demonstrate correct Reformer apparatus setup and use	
	3.2	Instruct clear, safe, and effective Reformer Pilates movements using:	

			<ul style="list-style-type: none"> a) Start positions and spring settings b) Verbal and visual cues c) Observation and correction techniques
		3.3	Use a range of teaching strategies to engage and motivate participants
		3.4	Apply modifications and progressions as required during sessions
		3.5	Deliver all phases of Reformer Pilates sessions to individuals and groups
		3.6	Manage group dynamics and equipment use in a shared studio setting
4	Be able to evaluate Reformer Pilates sessions	4.1	Reflect on the effectiveness of own planning and delivery
		4.2	Evaluate client performance and engagement during the session
		4.3	Identify improvements for future sessions based on feedback and observation
		4.4	Maintain session records in line with professional practice and confidentiality

Unit Guidance

1.1 – Exercises should include those that support mobility, stability, strength, and flexibility

2.3 – Programmes should demonstrate progression and alignment to client goals

2.6 – Adaptations may include spring changes, range of motion reduction, or tempo adjustments

3.2 – Instructions should reference spring load, alignment cues, breathing, and control

3.4 – Modifications may include use of props, reduced range, or alternate exercises

4.1 – Reflection should consider session flow, cue clarity, and client response

Learners must plan and deliver at least 1 group, **and** 1 individual Reformer Pilates session.

Unit Title:	Adapting Reformer Pilates for Diverse Populations		
Unit No:	F/651/6524		
Level:	3		
GLH:	30		
Credit:	5		
Unit Details: The aim of this unit is to develop learner knowledge, understanding, and skills in safely adapting Reformer Pilates sessions for clients with diverse needs. Learners will develop an understanding of key considerations when working with specific populations such as older adults, postnatal clients, beginners, and individuals with common musculoskeletal conditions.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the characteristics and needs of diverse client groups	1.1	Identify client groups who may require adapted Reformer Pilates instruction
		1.2	Describe common physical, psychological, or lifestyle factors that may affect participation
		1.3	Explain the benefits of Reformer Pilates for different client groups
		1.4	Outline the potential risks or contraindications for Reformer Pilates in special populations
		1.5	Identify when it is necessary to seek medical clearance or refer a client
2	Understand how to modify Reformer Pilates sessions for client needs	2.1	Explain how Reformer equipment settings can be adjusted for safety and accessibility
		2.2	Describe how to modify exercises for different mobility, strength, or flexibility levels
		2.3	Explain appropriate regressions and progressions for commonly adapted exercises
		2.4	Identify considerations when adapting sessions for: a) One-to-one versus group settings b) Beginners versus experienced clients c) Clients returning after injury or illness
		3.1	Conduct a screening or needs assessment for a client requiring adaptations
3	Be able to plan and deliver adapted Reformer Pilates sessions	3.2	Plan a safe and effective Reformer Pilates session tailored to client needs
		3.3	Deliver a session with appropriate exercise modifications and teaching strategies

	3.4	Monitor client response and adapt the session in real time
	3.5	Maintain communication with the client to ensure comfort, understanding, and engagement
Unit Guidance		
1.1 – Client groups to include older adults, postnatal clients, and individuals with low back pain or joint issues		
1.4 – Risks may include balance loss, overextension, or joint strain		
2.3 – Regressions could include reduced spring resistance, slower tempo, or supine positions		
3.2 – Session plans should show appropriate sequencing and use of props or supports		
3.4 – Monitoring should include verbal check-ins, visual assessment, and modifications as needed		

Staff Requirements

Requirements for Tutors / Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will consider other relevant IQA qualifications upon submission.

Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

Vocabulary of Terms

This table explains how the terms used in Focus Awards' qualification specification content are applied. Not all terms are necessarily used in this qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions	Derive a reason or logic-based decision or judgement.
Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.

Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	

Decision:	
Further Actions:	
Assessor:	
Position:	

IQA Report

Qualification:			
Assessor:			
IQA:			
Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
IQA Signature:			
Assessor Signature:			