NCFE Active IQ Level 3 Certificate in Instructing Pilates Studio Reformer Sessions
QN: 610/7750/1



Qualification Specification

Version 1.0 – November 2026

Qualification summary

Qualification title	**NCFE Active IQ Level 3 Certificate in Instructing Pilates Studio Reformer Sessions**
Ofqual qualification number (QN)	610/7750/1
Guided learning hours (GLH)	125
Total qualification time (TQT)	250
Minimum age	16
Qualification purpose	This qualification aims to develop learners' professional level of skills and knowledge to enable them to design, plan and deliver safe and effective Pilates studio reformer sessions. A Pilates studio reformer instructor plays an important role in improving the health of the nation, creating an opportunity to get more people more active, more often. This qualification has been designed in partnership with employers and covers the knowledge and skills identified in the industry as essential for the Pilates studio reformer instructor, covering the original principles and fundamentals of the Pilates method, designing one-to-one progressive Pilates studio reformer programmes as well as planning and delivering group sessions for all abilities. The qualification also provides the learner with a comprehensive understanding of biomechanics, the original repertoire and health and safety, specific to the reformer.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Work/industry placement experience	Work/industry placement experience is not required.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Performance points	Please check the performance points data produced by the Department for Education (DfE) and available online.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7750/1.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to/:

- focus on the study of instructing Pilates studio reformer sessions
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for learners aged 16 and over wishing to pursue a career in the health and fitness sector, to become employed as a Pilates studio reformer instructor.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

Learners wishing to undertake this qualification must have achieved a suitable level 3 qualification in instructing Pilates matwork. Some experience of Pilates studio reformer classes is highly recommended. The course requires physical exertion and individual participation is essential, therefore a degree of physical fitness is necessary. There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

Centres are responsible for ensuring that all learners are capable of achieving the units and/or learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **4 units** from the mandatory units.

Please refer to the list of units in appendix A for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who

do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - Pilates studio reformer instructor
- further education:
  - level 3 diploma in personal training
  - level 3 diploma in sports massage therapy.

Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- The work situation should closely resemble the relevant setting.
- Equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met.
- Time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- Interaction with colleagues and others should reflect expected communication approaches.
- Tasks performed must be completed to an acceptable timescale.
- Learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented.
- Learners operate professionally with clear understanding of their work activities and responsibilities.
- Feedback from colleagues and others (for example, customers or service users) is maintained and acted upon.
- Account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 3 Certificate in Instructing Pilates Studio Reformer Sessions.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including grading, level, and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in Section 3.

Unit 01 The fundamentals, principles and origins of the Pilates method and the reformer apparatus (J/652/2592)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**50 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know the origins of the Pilates method and the reformer apparatus	1.1 Explain the **origins and history** of the Pilates method and the reformer apparatus
	1.2 Compare **different variations and styles** of Pilates studio reformer sessions
	1.3 Describe the **original principles and fundamentals** of the Pilates method and how they apply to the reformer repertoire
2. Understand the full repertoire of Pilates studio reformer exercises	2.1 Explain the **purposes and benefits** of Pilates studio reformer sessions
	2.2 Compare Pilates studio reformer sessions and Pilates matwork, including **programming considerations and exercise application**
	2.3 Explain the purpose and technical focus of **original reformer repertoire exercises**
	2.4 Identify other **apparatus** that can be used in a Pilates studio reformer environment
	2.5 Describe how **health and safety props** can assist in a Pilates studio reformer session to suit participants' needs
	2.6 Explain how **spring selection** affects exercise intensity, support and movement outcomes
	2.7 Explain how **exercise sequencing and transitions** support flow, safety and exercise effectiveness within a Pilates studio reformer session
	2.8 Explain how the reformer apparatus can be used to **regress and progress** exercises for differing participant needs
	2.9 Explain how the **design features of the reformer apparatus** influence movement support and exercise performance
3. Know the biomechanical principles of movement in relation to Pilates studio reformer sessions	3.1 Identify the **anatomical planes of movement** and their respective **axis of movement**
	3.2 Describe the effects of **biomechanical principles of movement** on the Pilates studio reformer repertoire
	3.3 Describe common **postural patterns**, their associated muscle imbalances, and the **issues** these can cause during Pilates studio reformer sessions

Range
1. Know the origins of the Pilates method and the reformer apparatus
1.1 Origins and history must include: • early history of Joseph Pilates • invention of the universal reformer

Range

- influence of the elders.

1.2 Different variations and styles must include:

- classical
- contemporary
- fitness.

1.3 Original principles and fundamentals must include:

- breathing
- concentration
- control
- centring
- precision
- flow.

2. Understand the full repertoire of Pilates studio reformer exercises

2.1 Purpose and benefits may include:

- postural improvement
- core stability
- flexibility
- balance and co-ordination
- functional movement
- muscular endurance
- body awareness
- stress management.

Learners must cover a minimum of five purposes and benefits in total.

2.2 Programming considerations and exercise application may include:

- spring tension
- repertoire exercise selection
- progression
- regressions
- participant position
- participant needs and suitability.

Learners must cover a minimum of four.

2.3 Original reformer repertoire exercises must include:

- footwork series
- long box series
- short box series
- feet/hand in straps series
- stomach massage series
- rowing series

Range

- stretch series
- standing series
- tall/low kneeling series.

2.4 Apparatus may include:

- cadillac/tower table
- Ped-O-Pul
- ladder barrel
- spine corrector
- Pilates chair.

Learners must cover a minimum of three.

2.5 Health and safety props must include:

- dowel
- pole.

2.6 Spring selection must include:

- light tension
- medium tension
- heavy tension.

2.7 Exercise sequencing and transitions must include:

- smooth transitions
- preparation exercises
- transitions between the repertoire order
- logical exercise progression
- transitions between different parts of the apparatus
- participant safety
- flow between exercises/positions on the apparatus.

2.8 Regress and progress must include:

- spring tension changes
- range of movement adjustments
- stability changes
- lever length changes
- tempo changes.

2.9 Design features of the reformer apparatus must include:

- footbar
- standing platform
- springs
- gearbar

Range
• carriage and carriage stoppers • headrest • shoulder rests • ropes/straps.
3. Know the biomechanical principles of movement in relation to Pilates studio reformer sessions
3.1 Anatomical planes of movement must include: • sagittal • frontal • transverse. **Axis of movement** must include: • anterior-posterior • medial-lateral • longitudinal-vertical. **3.2 Biomechanical principles of movement** may include: • centre of gravity • stability • momentum • alignment • base of support • balance • levers. Learners must cover a minimum of five. **3.3 Postural patterns** must include: • kyphosis • lordosis • scoliosis • flat back **Issues** may include: • reduced mobility • poor alignment • muscle imbalance • reduced stability • compensatory movement patterns. Learners must cover a minimum of four.

Unit 02 Health, safety and risk assessment in the Pilates studio reformer environment (J/652/2619)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**15 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand health and safety in the Pilates studio reformer environment	1.1 Describe the **rights and responsibilities** for health and safety and insurance requirements within a Pilates studio reformer environment
	1.2 Describe the term 'duty of care' relating to the health and safety of self and others in the Pilates studio reformer environment
	1.3 Identify the **key legal and regulatory requirements** that are relevant to health and safety in the Pilates studio reformer environment
	1.4 Explain the **consequences** of not following legal requirements within the Pilates studio reformer environment
2. Understand hazards and risks in a Pilates studio reformer environment	2.1 Identify the **common hazards** that may occur in a Pilates studio reformer environment
	2.2 Apply **strategies to manage hazards and minimise risk** in a Pilates studio reformer environment
	2.3 Explain the importance of **written safe systems of work**, including normal operating procedures and emergency procedures
3. Understand the key design features of a standard reformer platform	3.1 Identify the **common design features** of a standard reformer platform and the differences between manufacturers
	3.2 Describe the appropriate **set up of a standard reformer platform**
	3.3 Explain the importance of **regular cleaning and maintenance**
	3.4 Explain the importance of educating participants about their role, responsibilities and limitations when setting up a standard reformer platform
4. Understand the legal and professional requirements for Pilates studio reformer sessions	4.1 Describe the **legal and ethical responsibilities** of a Pilates studio reformer instructor relating to collecting information and supporting clients
	4.2 Describe the **scope of practice** of a Pilates studio reformer instructor
	4.3 Describe the **licensing requirements** when working as a Pilates studio reformer instructor
	4.4 Explain how **participant numbers** can impact on exercise environment, session design, safety and effectiveness

Range
1. Understand health and safety in the Pilates studio reformer environment
1.1 Rights and responsibilities may include: • maintaining safe working practices • following organisational procedures • reporting hazards

Range

- maintaining professional insurance
- following codes of conduct.

Learners must cover a minimum of four.

1.3 Key legal and regulatory requirements must include:

- duty of care
- health and safety responsibilities
- safeguarding and appropriate behaviour
- professional accountability
- following policies and procedures
- codes of conduct.

1.4 Consequences may include:

- injury or harm
- legal action
- insurance implications
- professional misconduct
- reputational damage.

Learners must cover a minimum of three.

2. Understand hazards and risks in a Pilates studio reformer environment

2.1 Common hazards must include:

- trip hazards
- incorrect spring settings
- poor equipment setup
- insufficient space between reformers
- equipment malfunction
- unsafe participant technique.

2.2 Strategies to manage hazards and minimise risk may include:

- removing hazards
- apparatus checks
- risk assessment
- RIDDOR reporting
- verbal instruction
- participant supervision
- emergency procedures.

Learners must cover a minimum of four.

2.3 Written safe systems of work must include:

- normal operating procedures
- emergency action plans

Range
• risk assessments • maintenance schedules.
3. Understand the key design features of a standard reformer platform
3.1 Common design features must include: • footbar • standing platform • platform extender • springs • gearbar • carriage and carriage stoppers • headrest • shoulder rests/stops • straps/ropes. **3.2 Set up of a standard reformer platform** must include: • spring settings • footbar position • headrest adjustment • strap setup • box placement. **3.3 Regular cleaning and maintenance** may include: • cleaning upholstery • checking springs and ropes • checking all moving parts, carabiners and attachments • reporting faults • following manufacturer guidance. Learners must cover a minimum of four.
4. Understand the legal and professional requirements for Pilates studio reformer sessions
4.1 Legal and ethical responsibilities must include: • screening • recording information • record keeping • client confidentiality • minimising risk. **4.2 Scope of practice** must include: • role and boundaries • referral to appropriate professionals. **4.3 Licensing requirements** may include: • music licensing

Range
• local authority requirements • venue requirements • online platform licensing. Learners must cover a minimum of two. **4.4 Participant number** considerations may include: • available space • instructor supervision • equipment spacing • participant safety • session effectiveness. Learners must cover a minimum of four.

Unit 03 Planning a progressive one-to-one Pilates studio reformer programme (M/652/2620)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**25 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Be able to consult and support a client for a progressive Pilates studio reformer programme	1.1 Apply **appropriate methods** to screen clients, gather information and gain informed consent for a progressive Pilates studio reformer programme
	1.2 Use appropriate **risk stratification methods** to assess client readiness and risk
	1.3 Select appropriate referral or signposting options when client needs go beyond own scope of practice
	1.4 Apply **communication techniques** to support clients during consultation and programme planning
	1.5 Apply strategies to build rapport with different clients
	1.6 Adapt communication approaches to meet individual client needs and situations
	1.7 Apply **behaviour change strategies** to support client adherence and motivation
	1.8 Design **SMART goals** that support client needs and programme outcomes
	1.9 Use appropriate methods for recording and storing client information
2. Be able to plan a progressive Pilates studio reformer programme	2.1 Plan a safe and effective progressive Pilates studio reformer programme structure
	2.2 Select appropriate **Pilates studio reformer exercises** to meet client needs and goals
	2.3 Apply the **principles of training** to a progressive Pilates studio reformer programme
	2.4 Apply regressions and progressions to Pilates studio reformer exercises to accommodate client needs
	2.5 Apply the original **principles and fundamentals of Pilates** when planning and adapting reformer exercises
	2.6 Incorporate appropriate **props** into a Pilates studio reformer programme
	2.7 Select appropriate **spring settings** to achieve exercise outcomes and meet client needs
	2.8 Plan safe and effective exercise sequencing to support flow and transitions
	2.9 Monitor and review client performance to inform programme progression
	2.10 Record programme information using appropriate formats

Range
1. Be able to consult and support a client for a progressive Pilates studio reformer programme
1.1 Appropriate methods must include:

Range
• questionnaires • verbal consultation • observation • physical activity readiness questionnaire (PAR-Q). **1.2 Risk stratification methods** may include: • risk stratification pyramid • Irwin and Morgan risk stratification tool • ACSM cardiovascular disease risk stratification model. **1.4 Communication techniques** may include: • open questioning • closed questioning • active listening • motivational interviewing • reflective statements • paraphrasing. Learners must cover a minimum of three. **1.7 Behaviour change strategies** may include: • goal setting • positive reinforcement • motivational interviewing • cognitive reframing • self-monitoring. Learners must cover a minimum of two. **1.8 SMART goals** must include: • specific • measurable • achievable • relevant/realistic • time-bound.
2. Be able to plan a progressive Pilates studio reformer programme
2.2 Pilates studio reformer exercises must include: • footwork series • long box series • short box series • feet/hand in straps series • stomach massage series • rowing series

Range
• stretch series • standing series • tall/low kneeling series. Across the assessment evidence for the one-to-one and group practical units, learners must cover all. **2.3 Principles of training** may include: • progressive overload • adaptability • individuality • recovery time • reversibility • specificity. **2.5 Principles and fundamentals of Pilates** must include: • breathing • concentration • control • centring • precision • flow. **2.6 Props** must include: • poles • dowel • towels. Across the assessment evidence for the one-to-one and group practical units, learners must cover all. **2.7 Spring settings** must include: • light tension • medium tension • heavy tension. Across the assessment evidence for the one-to-one and group practical units, learners must cover all.

Unit 04 Plan, deliver and evaluate a small group Pilates studio reformer session (R/652/2621)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**35 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Be able to plan a small group Pilates studio reformer session	1.1 Identify potential **risks and hazards** that may affect the safety of a small group of participants
	1.2 Plan a safe and effective **Pilates studio reformer session** for a small group incorporating the principles and fundamentals of Pilates
	1.3 Plan a logical and progressive **sequence** of Pilates studio reformer exercises to support flow and safe transitions
	1.4 Plan appropriate **spring settings and varied parts of the apparatus** to support session objectives and participant needs
	1.5 Plan **adaptations and modifications** to regress, progress and accommodate different participant needs
	1.6 Plan safe and effective **transitions** between exercises and equipment changes
	1.7 Plan realistic timings appropriate to the technical demands of a Pilates studio reformer session
	1.8 Record session plans using an appropriate format
2. Be able to deliver a safe and effective Pilates studio reformer session to a small group	2.1 Prepare the environment and the reformer platform to maintain participant safety
	2.2 Apply appropriate **communication and screening techniques** prior to the session
	2.3 Verbally screen participants to check their readiness to participate
	2.4 Provide appropriate **advice and guidance** in response to information gathered
	2.5 Explain the appropriate **health and safety considerations** to participants
	2.6 Provide clear instructions on the correct **setup of the reformer apparatus**
	2.7 Explain the **planned objectives**, reformer exercises, and technical demand to participants
	2.8 Use appropriate **instructional and coaching methods** to support participant performance
	2.9 Instruct participants through the preparation, main and closing **phases of a studio reformer session** using flow and safe transitions
	2.10 Demonstrate good **body awareness** that embodies the Pilates method
	2.11 Explain how to connect the breath to each reformer exercise by using **breathing techniques**
	2.12 Provide instructions, explanations and demonstrations that are technically correct, safe, effective and embody the Pilates method

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	2.13 Analyse participant performance, providing positive reinforcement throughout and corrected technique if necessary
	2.14 Adapt or modify reformer exercises with suitable progressions and regressions to accommodate participant needs
	2.15 Provide feedback and instructions which are timely, clear, and motivational
	2.16 Respond accurately/appropriately to participant questions
	2.17 Leave the environment in a condition suitable for future use
3. Be able to evaluate own practice	3.1 Gather **participant feedback** to review and evaluate own practice
	3.2 Evaluate the safety and **effectiveness of session** structure in meeting participants' needs
	3.3 Evaluate the effectiveness of instructional and coaching skills in meeting participants' needs
	3.4 Evaluate the effectiveness of communication in meeting participants' needs
	3.5 Identify **ways to improve session content** to better meet participant needs
	3.6 Identify **ways to improve instructional, coaching and communication skills**

Range

1. Be able to plan a small group Pilates studio reformer session

1.1 Risks and hazards may include:

- trip hazards
- incorrect spring settings
- poor equipment setup
- insufficient space between reformers
- equipment malfunction.

Learners must cover a minimum of three.

1.2 Pilates studio reformer session must include:

- footwork series
- long box series
- short box series
- feet/hand in straps series
- stomach massage series
- rowing series
- stretch series
- standing series
- tall/low kneeling series.

Across the assessment evidence for the one-to-one and group practical units, learners must cover all.

1.3 Sequence may include:

Range

- smooth transitions
- preparation exercises
- transitions between the repertoire order
- logical exercise progression
- transitions between different parts of the apparatus
- participant safety
- flow between exercises/positions on the apparatus.

1.4 Spring settings and varied parts of the apparatus may include:

- spring tension adjustments
- footbar changes
- strap adjustments
- headrest adjustments
- box positioning.

1.5 Adaptations and modifications may include:

- regressions
- progressions
- reduced range of movement
- stability adjustments
- spring tension changes.

1.6 Transitions may include:

- mounting and dismounting the Reformer
- changing positions safely
- apparatus adjustments between exercises
- participant movement around equipment.

2. Be able to deliver a safe and effective Pilates studio reformer session to a small group

2.2 Communication and screening techniques may include:

- verbal screening
- observation
- open questioning
- closed questioning
- active listening.

Learners must cover a minimum of three.

2.4 Advice and guidance may include:

- exercise options
- safety guidance
- exercise intensity
- technique correction
- contraindications and limitations.

Range

2.5 Health and safety considerations may include:

- safe use of equipment
- correct mounting and dismounting of the reformer
- safe spring changes
- appropriate spacing between reformers
- emergency procedures.

2.6 Setup of the reformer apparatus may include:

- spring settings
- footbar position
- headrest adjustment
- strap adjustment
- box placement.

2.7 Planned objectives, may include:

- mobility
- flexibility
- posture
- endurance
- balance
- co-ordination
- relaxation.

2.8 Instructional and coaching methods may include:

- verbal instruction
- visual instruction
- demonstration
- tactile cueing
- layered teaching
- positive reinforcement.

2.9 Phases of a studio reformer session must include:

- preparation phase
- main phase
- closing phase.

2.10 Body awareness may include:

- alignment
- control
- precision
- flow
- breathing awareness.

Range
2.11 Breathing techniques must include: • lateral breathing.
3. Be able to evaluate own practice
3.1 Participant feedback may include: • verbal feedback • questionnaires • informal discussion • observation of participant responses. **3.2 Effectiveness of session** may include: • achievement of planned objectives • participant engagement • safe exercise performance • effective exercise sequencing • session flow and transitions. **3.5 Ways to improve session content** may include: • exercise adaptations • exercise progressions/regressions • improved sequencing • timing adjustments • client-centred planning • repertoire selection. **3.6 Ways to improve instructional, coaching and communication skills** may include: • reflective practice • participant feedback • peer observation • continuing professional development • action planning • self-evaluation.

NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Create	Make or produce an artefact as required.
Demonstrate	Show an understanding by describing or applying knowledge in a practical context.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Select, recognise and name the main points accurately.
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	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.
Test	Complete a series of checks utilising a set procedure.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

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Version 2.0 November 2026
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To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.

Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	J/652/2592	The fundamentals, principles and origins of the Pilates method and the reformer apparatus	3	50
Unit 02	J/652/2619	Health, safety and risk assessment in the Pilates studio reformer environment	3	15
Unit 03	M/652/2620	Planning a progressive one-to-one Pilates studio reformer programme	3	25
Unit 04	R/652/2621	Plan, deliver and evaluate a small group Pilates studio reformer session	3	35

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

Change history record

Version	Publication date	Description of change
AIQ007272	August 2026	Document published.
v2.0	November 2026	Qualification title changed and template updated to new version. Minor wording updates have been made to assessment criteria (AC) to improve clarity and consistency. No changes to learning outcomes (LOs) guided learning hours (GLH) or content requirements.