

C-ASS095 REFORMER WRITTEN ASSESSMENT

INTRODUCTION

This written assessment has been developed to provide you with the opportunity to demonstrate your understanding of the topics covered and apply what you have learned.

Included in this document is:

- Cover Sheet.
- Submission Instructions.
- Reformer Written Assessment.
- Programming Templates (provided separately as a Word Document for ease of typing directly into).

UNITS OF COMPETENCY

The following units are assessed within this assessment. For successful completion of these units, you are required to complete this assessment, in addition to practical and online assessments defined in your Course Outline.

- NAT11332006: Instruct the Pilates studio introductory to basic Reformer repertoire
- NAT11332007: Instruct the Pilates studio progressive Reformer repertoire
- NAT11332008: Instruct the Pilates studio intermediate Reformer repertoire

RESOURCES FOR THIS ASSESSMENT

You will need access to the following resources to complete the written assessment tasks:

- Learning Management System (LMS)
- Repertoire manuals

HOW TO ANSWER

Your responses must use complete sentences; not dot points, abbreviation, or shorthand, and address all parts of the question, in your own words. Word count for each response should range between 20 – 50 words (approximately), however, you will see that some answers will require longer or shorter responses.

PLAGIARISM

Pilates ITC does not tolerate any attempt to misappropriate, duplicate or “pass off” another person’s work and or ideas as one’s own. To do so is considered misconduct (plagiarism) and will result in penalties, including exclusion from the unit(s) and or termination of your enrolment. Plagiarism is taken very seriously, and all Students will be expected to sign the Plagiarism Declaration prior to submitting any work for assessment.

ASSESSMENT PROCESS

Students are encouraged to adhere to the designated assessment schedule to allow Educators (Trainers and Assessors) to complete marking in a timely fashion. Students are required to contact Student Support directly and at their earliest convenience to request extension of any assessment deadline.

Assessments are deemed either Satisfactory (S) or Not Yet Satisfactory (NYS) by the Educator.

Pilates ITC Educators hold a Cert IV in Training and Assessment to ensure quality and consistency in assessment and learning outcomes.

FEEDBACK

Pilates ITC Educators provide constructive feedback on assessments to support optimal learning outcomes; if you are unsure about comments provided, please seek clarification from the Assessor.

C-ASS095 REFORMER WRITTEN ASSESSMENT

RESULTS

If your Assessment is marked Satisfactory (S), your Assessor will issue your results via the Student Portal.

Should your attempt be marked Not Yet Satisfactory (NYS) your Assessor will issue a re-submission request via the Student Portal, with a new deadline and actions required for you to meet a Satisfactory outcome. Extensive feedback is provided on NYS submissions with the intention of helping you successfully navigate your re-submission.

C-ASS095 REFORMER WRITTEN ASSESSMENT

COVER SHEET - CANDIDATE SIGN OFF AND DECLARATION OF AUTHENTICITY

When you submit a written assessment, you must declare that your work is your own. The following authentication statement must be filled in, signed and returned with your written assessment. If you do not include a completed with your written assessment you work will not be marked and returned to you to complete the declaration.

COVER SHEET - CANDIDATE SIGN OFF AND DECLARATION OF AUTHENTICITY	
STUDENT to complete this section	
Student Name	
Student Learner ID#	
Student Email Address:	
Contact Number:	
My signature below confirms the following: 1. I have read the instructions for this written assessment; 2. I choose to be assessed at this time; 3. I have kept a copy of these tasks for my own records; 4. I understand my tasks will not be returned to me and I will just receive feedback from my Assessor on this assessment; 5. I declare that this written assessment is my own work and contains no material written by another person except where I have duly referenced. I am aware that making a false declaration may lead to a "Not Yet Satisfactory" outcome being given and/or a withdrawal of the course I am enrolled in.	
STUDENT SIGNATURE	
DATE OF SIGNATURE	
** Note a signature is only possible if the student (a) provides a hard copy of the assessment, (b) has access to a scanner and can print, and sign the declaration, or has created a digital signature. Typing your name as a signature will not be an acceptable method of authentication.	

C-ASS095 REFORMER WRITTEN ASSESSMENT

ASSESSMENT SUBMISSION

INSTRUCTIONS

Print this document, then complete:

- Cover Sheet.
- Written tasks typed in a new Word Document.
- Programming Tasks: **must be typed** (handwritten will not be accepted) on Word Document Reformer Written Assessment Programming Submission Template provided.

Scan your completed Cover Sheet and Programming Tasks and incorporate into a single Word document along with your written tasks. Save the document as a **PDF**, using the following file naming convention:

LAST NAME_FIRST NAME_ReformerWrittenAssessment.pdf

UPLOAD

- Visit your LMS dashboard and select *Reformer Written Assessment*.
- In *Submit My Assessment Here*, select *Upload File* and upload one PDF.

Upload one (1) submission in PDF format only.

C-ASS095 REFORMER WRITTEN ASSESSMENT

SHORT ANSWER TASKS.

QUESTIONS.

1. Provide three (3) regressions for each of the following exercises. Think critically about options from your manual as well as any you have observed or learned about during your Work Placement or Teaching Clinics so far.
 - Skating
 - Arms Kneeling 1-4 series
 - Short Box: Side Over
 - Full Lunge
 - Long Box: Double Leg Stretch

2. Provide three (3) progressions for each of the following exercises. Think critically about options from your manual as well as any you've observed or learned about during your Work Placement or Teaching Clinics so far.
 - Long Box: Teaser
 - Leg and Footwork: Doubles
 - Knee Stretch: Scooter
 - Long Box: Pulling Straps
 - Short Box: Series (Genie, Flat Back, Tilt, Twist)

3. Which safety points must you advise a client/class of when using the Reformer?

4. From your observation of the client throughout their workout you notice they have very tight hamstrings and suspect weak back extensors. What choices would you implement for the Arm Work category?

5. List the categories of the PIC System (Reformer/Studio) and two (2) examples of exercises or series for each category.

6. Name the level and appropriate programming category from the PIC System (Reformer/Studio) for the following:
 - Short Spine
 - Downstretch
 - Chest expansion
 - Heels Progression
 - The Hundred
 - Long Box: Jockey
 - High Bar Cobra
 - Pelvic curl with extension

7. Select five (5) exercises from the list below to analyse, and complete the following:
 - a. Describe the level of the exercises (1/2 mark)
 - b. List the PIC System category/s for programming this exercise (1/2 mark)
 - c. Describe the overall goal of the exercise (1 mark)
 - d. Describe the movements and corresponding Breath Pattern associated with the exercise (1 mark)
 - e. Nominate the most common example of regression for the exercise (1/2 mark)
 - f. Nominate the most common example for progression of the exercise (1/2 mark)

C-ASS095 REFORMER WRITTEN ASSESSMENT

- Shoulder Press
- Reformer Side Reach
- Kneeling Lunge (Ref or Mat)
- Butterfly
- Long box: Teaser Prep
- Semi-Circle
- Scooter
- Breaststroke
- Develope
- Standing Adduction
- Upstretch 1
- Cat Stretch
- Criss Cross
- Short Spine

W-COU044 REFORMER WRITTEN ASSESSMENT

EXERCISE ONE:

Level:
PIC:
Goal:
Movement and Breath Pattern:

Regression:
Progression:

EXERCISE TWO:

Level:
PIC:
Goal:
Movement and Breath Pattern:

Regression:
Progression:

EXERCISE THREE:

Level:
PIC:
Goal:
Movement and Breath Pattern:

Regression:
Progression:

W-COU044 REFORMER WRITTEN ASSESSMENT

EXERCISE FOUR:

Level:
PIC:
Goal:
Movement and Breath Pattern:

Regression:
Progression:

EXERCISE FIVE:

Level:
PIC:
Goal:
Movement and Breath Pattern:

Regression:
Progression:

W-COU044 REFORMER WRITTEN ASSESSMENT

PROGRAMMING TASKS.

PROGRAM ONE

1. Write an **Introductory to Basic Level Reformer Program** following the PIC System and repertoire selection suitable to this level. Remember to consider the flow of the Reformer Program and other Pilates Method Principles.
2. Now teach this program to a minimum of one (1) client/s, on three (3) separate occasions. Using the Reformer Written Assessment Programming Template form provided, be sure to include the following as part of your Written Assessment Submission:
 - a. The date and time of when you practiced teaching this program on three separate occasions.
 - b. Before your practice session/s, ask your client/s to complete a pre-screening health form that you have developed (refer to your LMS for more information on pre-screening forms) and submit these. Note that only one pre-screening form per unique practice client should be submitted.
 - c. After your teaching practice write a brief self-reflection of your teaching along with what you felt went well, what could be improved upon and specifically what variations you could have additionally offered clients where needed. For example: any assists, modifications, regressions, or progressions. (maximum 1-2 paragraphs)
 - d. The safety guidelines for the program and associated instructional techniques to help create a safe class environment. (maximum 1 paragraph)

PROGRAM TWO

The Reformer clients you have been teaching in Program One are now ready to work at a Progressive level.

1. Write a **Progressive level Program** following the PIC System and repertoire selection suitable to this level. Remember to consider the flow of the Reformer Program and other Pilates Method Principles.
2. Now teach this program to a minimum of one (1) client/s, on three (3) separate occasions. Using the Reformer Written Assessment Programming Template form provided, be sure to include the following as part of your Written Assessment Submission:
 - a. The date and time of when you practiced teaching this program on three separate occasions.
 - b. Before your practice session/s, ask your clients to complete a pre-screening health form that you have developed (refer to your LMS for more information on pre-screening forms) and submit these. Note that only one pre-screening form per unique practice client should be submitted.
 - c. After your teaching practice write a brief self-reflection of your teaching along with what you felt went well, what could be improved upon and specifically what variations you could have additionally offered clients where needed. For example: any assists, modifications, regressions, or progressions. (maximum 1-2 paragraphs)
 - d. The safety guidelines for the program and associated instructional techniques to help create a safe class environment. (maximum 1 paragraph)

PROGRAM THREE

The Reformer clients you have been teaching in Programs One and Two are now ready to work at an Intermediate level.

1. Write an **Intermediate Level Program** following the PIC System and repertoire selection suitable to this level. Remember to consider the flow of the Reformer Program and other Pilates Method Principles.
2. Now teach this program to a minimum of one (1) client/s, on three (3) separate occasions. Using the Reformer Written Assessment Programming Template form provided, be sure to include the following as part of your Written Assessment Submission:
 - a. The date and time of when you practiced teaching this program on three separate occasions.
 - b. Before your practice session/s, ask your clients to complete a pre-screening health form that you have developed (refer to your LMS for more information on pre-screening forms) and submit these. Note that only one pre-screening form per

W-COU044 REFORMER WRITTEN ASSESSMENT

- unique practice client should be submitted.
- c. After your teaching practice write a brief self-reflection of your teaching along with what you felt went well, what could be improved upon and specifically what variations you could have additionally offered clients where needed. For example: any assists, modifications, regressions, or progressions. (maximum 1-2 paragraphs)
 - d. The safety guidelines for the program and associated instructional techniques to help create a safe class environment. (maximum 1 paragraph).