



Recognition of Prior Learning (RPL)
Candidate Application Kit

SIS30321 Certificate III in Fitness

Information for Candidates

Dear Candidate,

Thank you for enquiring about Recognition of Prior Learning (RPL) for qualifications offered at the Australian Fitness Academy.

RPL:

The current Australian Qualifications Framework (AQF) definition of RPL is:

Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit. <https://www.aqf.edu.au/sites/aqf/files/rpl-explanation.pdf>

Example: completing similar learning from a unit within a university degree or obtaining skills and knowledge through 'on the job' training

Credit Transfer (CT):

The current Australian Qualifications Framework (AQF) definition of CT is:

Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications. <https://www.aqf.edu.au/sites/aqf/files/credit-transfer-explanation.pdf>

Example: completing the same Unit of Competency as part of another AQF qualification

The Australian Fitness Academy offers RPL/CT for Units of Competency that make up the following qualifications:

- SIS30321: Certificate III in Fitness
- SIS40221: Certificate IV in Fitness

RPL/CT is offered to candidates who have completed studies in allied areas to health and fitness or have relevant work or life experiences in the health and fitness industry. The RPL/CT process involves matching the skills and knowledge acquired from formal and informal learning and industry experience against the unit requirements of the qualification. If sufficient and accurate evidence is presented by the candidate then RPL/CT may be granted for all or some of the units contained within the qualification.

Candidates may apply for RPL/CT in some or all of the units from the qualification. RPL/CT will not be granted for parts of units. However, exemptions from individual assessments that make up part of a unit may be granted where appropriate.

Candidates applying for RPL or CT in both Certificate III and IV in Fitness must complete separate Candidate Application Kits for each qualification. Candidates can choose to apply for either a complete Certificate III in Fitness or the entry requirement to certificate IV by completing the 9 pre requisite units only. Completion of all pre requisite units from the SIS30321 Certificate III in Fitness is required before RPL in SIS40221 Certificate IV in Fitness can be considered. Applicants may choose to submit both Certificate III and IV RPL applications at once or submit the Certificate IV application upon completion of Certificate III.

Regardless of when the Certificate IV in Fitness application is submitted, it will not be assessed until at minimum, the completion of the pre requisite units of the SIS30321 Certificate III in Fitness qualification.

Currency – Candidates are encouraged to include both past and present evidence of their skills and knowledge in this application. However, due to the evolving nature of the fitness industry, some qualifications and work experience completed more than 4 years ago may no longer meet current industry standards. In this case, RPL is unlikely to be granted unless evidence of more recent relevant professional development can be provided.

The completed Candidate RPL Application Kit and the evidence submitted as part of the application will be used in the assessment process to determine RPL outcome. Candidates are able to ask questions or clarify any areas of the assessment at any stage by contacting AFA Student Support on (03) 9532 7800 or emailing studentsupport@afa.com.au.

Qualification and Units of Competency

Entry requirements:

There are no entry requirements for this qualification.

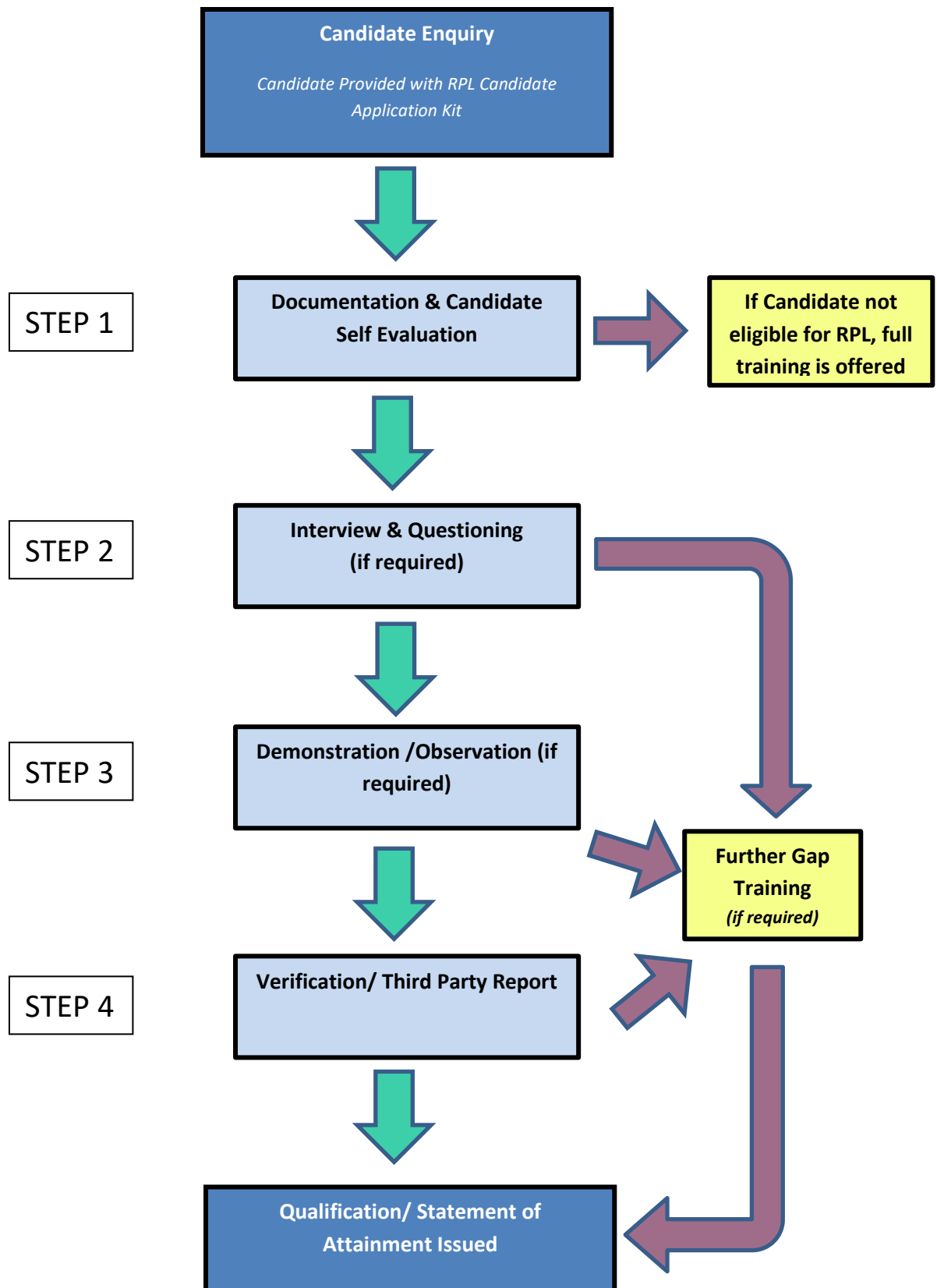
Packaging rules:

To receive a full SIS30321 Certificate III in Fitness qualification from Australian Fitness Academy, 15 units must be completed (11 core units and 4 elective units). The following units are the only units in the SIS30321 Certificate III in Fitness qualification offered by the Australian Fitness Academy and the only units from this qualification where RPL/CT is available.

Qualification	SIS30321 Certificate III in Fitness
Unit Code	Unit Description
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
HLTWHS001	Participate in workplace health and safety
HLTAID011	Provide first aid
SISFFIT040	Develop and instruct gym based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT052	Provide healthy eating information
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
BSBXTW301	Work in a team
SISXIND009	Respond to interpersonal conflict
HLTHPS010	Interpret and use information about nutrition and diet
CHCPRP003	Reflect on and improve own professional practice

For a full description of this qualification and each individual unit, please visit www.training.gov.au

AFA RPL Application Process



Preparing your RPL Candidate Application

Step 1: Documentation and self-evaluation

- Complete the Self Evaluation (Part 1 and Part 2) contained in this RPL Candidate Application Kit.
- The self- evaluation provides you with the opportunity to list and source evidence of your relevant work experience, qualifications, courses and skills that may contribute towards your application.
- Attach all supporting evidence and documentation you have listed in the Self Evaluation and complete the Application Checklist on the last page of this RPL Candidate Application Kit
- Return the completed RPL Candidate Application Kit and all documentation to info@afa.com.au

Step 2: Interview and questioning with an Assessor (if required)

Once your RPL Candidate Application Kit has been received, an AFA Assessor will review your self-evaluation and supporting evidence and match your skills and knowledge to the units in the qualification.

If required, the AFA Assessor will then contact you to arrange a time for an interview to discuss your self-evaluation and supporting evidence.

During this conversation, you may also be required to answer questions relating to your work experience and fitness knowledge. This questioning forms part of the assessment, as it will identify your current fitness industry knowledge and skills and add evidence to any gaps in your self-evaluation.

Step 3: Demonstration/observation of your skills (if required)

If the evidence you submitted in your original application is not sufficient for the Assessor to make a judgement about your competency, the Assessor may contact you to organise a time to observe you demonstrate your skills. This may be done via live video streaming over the internet (or similar technology).

Your Assessor will identify the skills they want you to demonstrate by asking you to complete specific tasks that relate to the job role of a **Fitness Instructor**. E.g. undertake a pre-screening health and fitness test for a client or design and implement a training program for a client incorporating resistance exercises.

The time and date of this observation will be agreed upon and you will be given a copy of the task requirements prior to the date of your demonstration. The Assessor may ask you questions during the session as part of this process to establish/ confirm your knowledge.

Step 4: Verification and Third Party Report

To finalise your application outcome, the Assessor will contact the employer and referees you have provided in the self-evaluation to confirm your previous work experience and vouch for your skills and knowledge.

Your Assessor may correspond with your employer or referee via email or phone or ask them to complete and return a third party written report.

Step 5: Outcome and Notification

Once the Assessor is satisfied all evidence has been reviewed, a decision will be made as to whether:

- a. You are able to receive RPL for all units of competency in the qualification, or
- b. You are able to receive RPL in some units of competency, but must to undergo further gap training to complete the full qualification/pre requisite units, or
- c. No RPL is able to be granted and you are required to complete the full qualification under normal training arrangements

You will be notified via email regarding the outcome of your RPL application.

If you require further gap training or need to complete the full qualification under normal training arrangements, you will be provided with a Training Plan. The Training Plan will outline both the training and assessment you have received exemption from (if applicable) as well as the training and assessment you must complete in order to obtain competency in any remaining units and complete the qualification.

At the completion of your enrolment period, you will receive a Statement of Attainment or a Certificate and Record of Results to indicate the outcome of your training and assessment in each of the units.

If you have successfully demonstrated competency in all units via RPL and no further gap training is required, you will be issued with a Certificate and a Record of Results to indicate the outcome of your training and assessment in each of the units.

The remaining balance of fees for your Certificate III in Fitness course must be paid before the Certificate or Record of Results can be issued.

Self-Evaluation – Part 1

Part 1 of the Self-Evaluation provides an opportunity for you to list areas of your qualifications and experience that will support your RPL application. Please complete all sections in detail.

Personal Details				
Surname				
First name/s				
Qualification in which you are seeking RPL	SIS30321 Certificate III in Fitness			
Intend to enrol in full qualification or pre requisite units only?	<input type="checkbox"/> Pre requisite units only (Sections 1-7) <input type="checkbox"/> Full Certificate III qualification			
Date				
Formal Qualifications & Education				
Qualification title and code	Training Provider/ Institution	Start Date	End Date	Attach unit transcript and unit descriptions
<i>E.g. MU565 - Bachelor of Sports Science</i>	<i>Melbourne University</i>	<i>Feb 2012</i>	<i>Nov 2015</i>	<input checked="" type="checkbox"/> Transcript <input checked="" type="checkbox"/> Unit descriptions
				<input type="checkbox"/> Transcript <input type="checkbox"/> Unit descriptions
				<input type="checkbox"/> Transcript <input type="checkbox"/> Unit descriptions
				<input type="checkbox"/> Transcript <input type="checkbox"/> Unit descriptions
Further Training and Professional Development				
Workshop/Course & Provider	Start Date	End Date	Brief description of course objectives and outcomes	Attach certificate or proof of completion
<i>E.g. Fundamentals of Kettlebell Training (Australian Fitness Academy)</i>	<i>Nov 2018</i>	<i>Jan 2019</i>	<i>Identify teaching points, modification options, common technique errors of grinding and ballistic kettlebell exercises</i>	<input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Other proof of completion
				<input type="checkbox"/> Certificate <input type="checkbox"/> Other proof of completion

				<input type="checkbox"/> Certificate <input type="checkbox"/> Other proof of completion
Current Employment (you may leave this section blank if all information listed below has been included in your resume and your resume is attached with this application)				
Are you currently employed?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
If 'yes', in which occupation are you currently employed?				
What is your current job title?				
Who is your current employer?				
Approximately how long have you worked in this job?	year/s	month/s		
Is this occupation in the same industry as the industry in which you are applying for recognition?	No <input type="checkbox"/> (go to the next table)	Yes <input type="checkbox"/> (please list below the main tasks you perform as part of your work that are relevant to your RPL application)		
<i>If you have further recent industry experience relevant to your application, please attach another sheet or your current résumé.</i>				

Previous Employment History (Only include employment history that is relevant to this application. You may leave this section blank if all information listed below has been included in your resume and your resume is attached with this application)

Name, address and phone number of employers	Period of employment (DD/MM/YYYY)		Position/s held	Full-time Part-time Casual	Description of major duties
	From	To			

Other relevant experiences or informal training (eg volunteer work, participation in relevant hobbies etc)

If you have any relevant informal (non-employment based) experiences, please list them below.

Experience	Start Date	End Date	Description of tasks performed

Professional Referees (relevant to current/recent fitness industry employment and if not listed on your attached résumé). These may be different to your workplace supervisor.

Referee 1

Name	
Position	
Organisation	
Address of organisation	
Phone number	
Mobile number	
Email address	

Referee 2

Name	
Position	
Organisation	
Address of organisation	
Phone number	
Mobile number	
Email address	

Rate your knowledge and skills against the job roles of a Fitness/Gym Instructor:

	Yes	No	Possibly
I think my experience is of a high level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think I am skilled to do this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to do the work tasks really well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain my experience and provide documentary evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have undertaken much of this work without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there any further information you wish to give in support of your application?

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Self-Evaluation – Part 2

Part 2 of the Self-Evaluation enables you to provide evidence of your skills and knowledge against the specific requirements of each unit of competency. Similar units have been grouped together into 9 sections so you only need to list your evidence for the section, rather than each unit. It also provides the Assessor with an indication of whether you believe you meet the criteria of the unit and where it can be demonstrated in your supporting evidence.

For each of the tasks listed in Section 1-9 tables on the following pages:

1. Confirm whether you currently perform/have performed:
 - **All of the task** (you have performed all components of the listed task)
 - **Some parts of the task** (you have performed some components of the task listed, but have not performed others)
 - **None of the tasks** (you have not performed any components of the listed task before)
2. Provide and attach documentation as evidence to support your ability to perform each task/criteria. A description of different types of evidence is provided on the following page and specific examples that relate to the topic for each section is provided in each of the tables.

Complete the List of Attached Documents section at the end of this RPL Candidate Application Kit and ensure you have attached all documents.

Please note:

- Documents can be submitted in the form of paper, electronic files, photos, videos etc.
- Documents can be listed against more than one task
- Not every task/criteria needs to have supporting documents. Please only list evidence that is relevant.
- List and number each of the documents/files to assist the Assessor to locate your evidence
- When submitting transcripts for units of a completed qualification, please also include the unit summary, outline or description. A list of unit titles is not enough evidence for assessors to determine the content covered in the completed unit.
- If listing a course unit transcript as evidence, please list the relevant unit code that matches the specific task
- For privacy and confidentiality, please remove all personal information from any workplace documents you provide

Original documents such as certificates and unit transcripts must be cited by the AFA assessor. Alternatively, copies of these documents can be submitted provided they have been certified by an authorised personnel such as a Justice of the Peace, Police Officer, Pharmacist etc.). AFA will not accept copies of documents that have not been certified.

Common documents used for evidence:

Evidence Type	Description
Certificate/ Testamur	<p>An official document from a training provider that confirms you have achieved a qualification. The certificate should include details such as:</p> <ul style="list-style-type: none"> - your name - qualification title and code - certificate number - issue date - official signature or stamp from the training organisation
Unit Transcript/ Statement of Results/ Statement of Attainment/ Academic Transcript	<p>An official list of units completed within a qualification, issued by the training organisation. The transcript should include details such as:</p> <ul style="list-style-type: none"> - your name - completion date - training organisation name and details - unit name and code - result or outcome of the units
Unit Description/ Outline/ Summary	<p>A description outlining the content of information or curriculum covered in each of the units you have studied. The unit description may also outline the assessments included for the unit.</p>
Resume/ Curriculum Vitae	<p>A collection of information that must include the following:</p> <ul style="list-style-type: none"> - your personal contact details - a list of your formal qualifications and training - details of your previous employment including: <ul style="list-style-type: none"> - name of employer - job title - dates of employment - job tasks performed, key responsibilities and achievements during your employment - a list of referees (contact details of people from your current and previous employment, such as a manager, that can verify and provide feedback on your job performance) <p>Resumes may also include information such as:</p> <ul style="list-style-type: none"> - professional development completed - relevant skills - hobbies/areas of interest - volunteer work
Position Description	<p>A company document provided by your employer that outlines the roles, responsibilities, regular job tasks and key performance indicators you are expected to perform as part of your job role and employment. It may also outline the key skills and attributes or qualifications you are expected to have to meet the requirements of the position.</p>

Testimonial	<p>Usually a written letter or email that someone has provided to you in their own words outlining the experience they have had with you and the types of tasks they have witnessed you perform whilst working with you in your relevant job role.</p> <p>Testimonial may come from clients, colleagues or employers.</p> <p>Testimonials should include as much detail as possible. For example:</p> <ul style="list-style-type: none"> - specific job tasks performed - key responsibilities - specific achievements - summary of specific skills (eg performing health and fitness assessments, designing and instructing a strength program) - frequency that tasks were performed
Client Fitness Programs	<p>Detailed copies of fitness programs you have actually planned and instructed for real clients. You should provide multiple programs for multiple clients that address a variety of different client training goals and use a variety of training methods, such as:</p> <ul style="list-style-type: none"> - body composition change (such as hypertrophy and weight loss) - cardio, resistance and circuit training - strength - power - flexibility - endurance - training for specific populations such as older adults, children, women, culturally and linguistically diverse people, people under supervision from allied health professionals <p>Multiple programs should be provided for each client to demonstrate progression, modifications and monitoring over a period of time. Program dates should be clearly displayed with changes and modification easily visible.</p> <p><i>For confidentiality and privacy reasons, you should remove client names and contact details from the documents.</i></p>
Workplace Documents	<p>Copies of completed documents commonly used in the workplace as part of your job role. Examples may include:</p> <ul style="list-style-type: none"> - A cleaning or equipment maintenance checklist or inventory - An incident/accident report - A workplace risk assessment - A client pre-exercise screening form - Health/fitness testing & assessment record forms - A client referral form - Staff meeting minutes - Customer feedback forms - Receipts of transactions or completed booking forms - Employee performance appraisals <p>All documents should be filled in and should represent actual times you have completed the task as part of your job role.</p>

	<i>For confidentiality and privacy reasons, you should remove client names and contact details from the documents.</i>
Other Evidence	<p>Other forms of evidence that may support your application can include:</p> <ul style="list-style-type: none"> - Working with children checks - Industry Registration Certificates (e.g. Ausactive., Fitrec, Physical Activity Australia, ESSA) - Memberships of other professional associations, networks - Photos and videos - Website URLs - Business documents such as marketing materials, business registration - Certificates of participation in professional development courses - Logbooks - Training Records

Note: Original documents such as certificates and unit transcripts must be cited by the AFA assessor. Alternatively, copies of these documents can be submitted provided they have been certified by an authorised personnel such as a Justice of the Peace, Police Officer, Pharmacist etc. AFA will not accept copies of documents that have not been certified.

Section 1	Work Practices				
Candidate's name				Date completed	
Units of competency: Are you applying for RPL for any units in this section? Please indicate: <input type="checkbox"/> HLTWHS001 Participate in workplace health and safety <input type="checkbox"/> BSBPEF301 Organise personal work priorities <input type="checkbox"/> BSBOPS304 Deliver and monitor a service to customers (The full content of each unit can be viewed at www.training.gov.au)				Suggested documents/evidence to support your ability to perform the tasks listed for this section include: <ul style="list-style-type: none"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Copies of WHS and/or Risk Assessments completed by the candidate - Copies of accident/incident reports completed by the candidate - Testimonial from employer outlining completion of WHS procedures, attendance of WHS meeting, attendance of emergency simulation, reporting of hazards - Employment position description detailing job roles and WHS participation requirements - Testimonial from employer detailing position - A work plan that includes timeframes, tasks, risks and personal development - Professional development course certificates relating to WHS and work practices - Registration with AusActive/ Physical Activity Australia/ESSA/FitRec 	
Task/Criteria		I can perform/have performed:			Evidence/documentation provided to support claim: Include the number and name the document you are providing for easy reference. If using a course unit transcript as evidence, please list the relevant unit code that matches the task
		All of the task	Some of the task	None of the task	
<i>Example:</i>		X			<i>Doc # 1: Employer Letter from Excite Fitness</i>
Follow, implement and contribute to work safe practices by: <ul style="list-style-type: none"> - Contribute to a WHS meeting or inspection with the workplace - Conduct a risk assessment and record results 					

<ul style="list-style-type: none"> - Consistently apply workplace safety procedures in day to day activities - Report hazards as per the workplace process - Follow workplace procedures for a simulated emergency situation 				
<p>Demonstrate essential knowledge of workplace regulation, code of practice and industry standards including:</p> <ul style="list-style-type: none"> - State/Territory legislation and its impact on workplace regulations - Safety signs and meanings - Hazard identification - Workplace emergency procedures - Workplace policy and procedure for WHS 				
<p>Reflect on own safe work practices by identifying ways to maintain currency of safe work practices and manage own stress/fatigue. Report anything identified to designated persons according to workplace procedures</p>				
<p>Utilise relevant PPE for the workplace and job role of the worker and identify when PPE is required within a workplace</p>				
<p>Prepare and implement a personal work plan that includes:</p> <ul style="list-style-type: none"> - A plan in line with organisational objectives - Use technology to schedule, prioritise and monitor completion of tasks in a work plan - Assess and prioritise own work tasks 				

<ul style="list-style-type: none"> - Monitor and assess personal performance against job role by seeking feedback - Identify personal development needs and access, complete and record skill development/learning 				
<p>Organise, complete and evaluate own work schedule by developing KPIs within scope of job role, prioritising workload according to task timeframes</p> <p>Work plans must include:</p> <ul style="list-style-type: none"> - Timeframes - Task requirements - Risks - Contingencies for identified risks 				
Principles of goal setting, measuring performance and time management				
<p>Identify customers needs, deliver a service and evaluate the service delivery by:</p> <ul style="list-style-type: none"> - Communicating to establish rapport and build a relationship with a customer - Identify needs by appropriate questioning - Provide customer service according to organisation requirements - Respond and record customer feedback and take any required action - Produce a report which identifies and recommends ways to improve service delivery. <p><i>(Minimum of three different customers where a service has been delivered is required as evidence)</i></p>				

Demonstrate knowledge of customer service legislation, consumer law and organisational policies and procedures around customer service and complaint handling.				
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Section 2	Principles of Nutrition			
Candidate's name				Date completed
Units of competency: Are you applying for RPL for any units in this section? Please indicate: <input type="checkbox"/> SISFFIT052 Provide healthy eating information <input type="checkbox"/> HLTHPS010 Interpret and use information about nutrition and diet (The full content of each unit can be viewed at www.training.gov.au)				Suggested documents/evidence to support your ability to perform the tasks listed for this section include: <ul style="list-style-type: none"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Copies of client referrals to nutritionist/dietitian completed by candidate - Copies of client healthy eating information records completed by candidate - Position description outlining provision of healthy eating information in job role - Client/Customer feedback or testimonials relating to providing information on healthy eating, health and fitness - Professional Development course certificates relating to nutrition - Registration with a professional association related to nutrition
Task/Competency	I can perform/have performed:			Evidence/documentation provided to support claim: Include the number and name the document you are providing for easy reference. If using a course unit transcript as evidence, please list the relevant unit code that matches the task
	All of the task	Some of the task	None of the task	
<i>Example:</i>	X			<i>Doc # 2: Bachelor of Health Science Unit Transcript (Unit HNT104)</i>
Identify characteristics of clients who require nutrition advice beyond scope of practice and provide information about health professionals suited to their needs. (Minimum 3 contacts where scope is advised, and appropriate professional is provided/advised)				
Source and interpret and communicate information about healthy eating from the national dietary guidelines to inform healthy eating advice (within scope of practice) including: <ul style="list-style-type: none"> - Five food groups and the recommended daily intakes 				

<ul style="list-style-type: none"> - Consumption of discretionary foods. <i>(minimum of 3 contact sessions with a client required as evidence)</i>				
Demonstrate knowledge of nutritional needs of special populations such as: <ul style="list-style-type: none"> - Those with chronic conditions - The frail elderly - Pregnant and breastfeeding women - Eating disorders - Those seeking information outside of scope 				
Identify possible risks to both client and fitness instructor (professionally, financially, legally) for providing nutrition related advice outside scope				
Demonstrate an understanding of healthy eating and potential impacts of unhealthy food choices/eating patterns on general health and wellbeing				
Access, understand and use the Australian Dietary Guidelines and associated resources				

Identify cultural and social effects on food choices and consumption				
Demonstrate use of established fitness industry guidelines for providing nutrition advice within scope of practice for fitness instructors such as: <ul style="list-style-type: none"> - The principal recommendations and guidelines - Guides to healthy eating - Consumer brochures 				
Evidence that critical thinking was used to review and distil information about nutrition and diet.				
Demonstrate an understanding of the anatomy and physiology relating to diet including: ingestion, mechanical digestion, propulsion, chemical digestion, absorption & defecation.				
Demonstrate knowledge of foods and their key features as described in the Australian dietary guidelines, including diet related aspects of chronic disease: <ul style="list-style-type: none"> - diabetes, cardiovascular & obesity/eating disorders 				

Demonstrate knowledge of the basic principles and practices of nutrition and healthy diet, including nutrients, their function, recommended dietary intake (RDI), toxicity and their food sources, food labelling and interpretation, commonly encountered food intolerances.				
Demonstrate knowledge of the main types and characteristics of special diets that are part of contemporary Australian society: Diabetic, coeliac/gluten free/low gluten, low cholesterol, low fat, sugar free, vegetarian, vegan diets specific to different cultures and religions				
Demonstrate knowledge of the meaning of: drug–food interactions, food allergy, food intolerance alkaline and acidity charts.				

Section 3	Client Screening & Assessment		
Candidate's name			Date completed
Units of competency: Are you applying for RPL for any units in this section? Please indicate: <input type="checkbox"/> SISFFIT032 Complete pre-exercise screening and service orientation <input type="checkbox"/> SISFFIT033 Complete client fitness assessments (The full content of each unit can be viewed at www.training.gov.au)		Suggested documents/evidence to support your ability to perform the tasks listed for this section include: <ul style="list-style-type: none"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description Copies of client pre-exercise screening forms completed by candidate - Copies of client health and fitness testing records completed by candidate - Position description outlining provision of health screening, fitness orientation and fitness appraisals in job role - Copies of booking/appointment records for client screening & assessment consultations - Position description that includes client screening and assessment - Client/customer feedback or testimonials relating to client screening and assessment and development of suitable exercise programs - Professional development course certificates on client screening and assessment - Registration with AusActive/ Physical Activity Australia/ESSA/Fit Rec 	
Task/Competency	I can perform/have performed:		
	All of the task	Some of the task	None of the task
		Evidence/documentation provided to support claim: Include the number and name the document you are providing for easy reference. If using a course unit transcript as evidence, please list the relevant unit code that matches the task	
<i>Example:</i>	X		<i>Doc # 3: Completed Client Health Screening and Fitness Assessment Record Forms</i>

<p>Conduct client screening and health assessment for clients where the following is included:</p> <ul style="list-style-type: none"> - Gathering information from clients regarding their health and fitness goals, preferences, expectations, current and past exercise history. - Administration of an industry endorsed pre exercise screening form (the APSS from AusActive) - Calculations and measurements of waist to hip ratio, BMI - Client body measurements - Measure and record resting blood pressure - Contraindications and precautions for exercise including those from medical/allied health professional - Indicative recommended level of exercise intensity <p><i>(Minimum of 3 contact sessions for clients with different needs, goals and preferences required. Must include a female, male and over 55 years of age for evidence)</i></p>				
<p>Document, review and discuss with clients the results of their pre-exercise health screening questionnaire and health and fitness testing.</p>				
<p>Identify and communicate any health risk factors that require guidance. Understand the role of a medical or allied health professional and prepare a referral to the relevant person when required</p> <p><i>(minimum of 2 referrals to an AHP/MP required for evidence)</i></p>				

Have an awareness of health risks to be considered in screening clients such as chronic disease and family history, adverse response to activity, heart conditions, high cholesterol/blood sugar, musculoskeletal injury/disorder, medication use, pre/post natal etc.				
<p>Appropriately conduct fitness testing for clients, including all components with a variety of equipment and explaining the outcomes:</p> <ul style="list-style-type: none"> - Heart rate at rest, during and post exercise using a HR monitor - Cardiovascular endurance - Muscle strength - Muscle endurance - Flexibility <p><i>(Minimum of 3 contact sessions for clients with different needs, goals and preferences required. Must include a female, male and over 55 years of age for evidence)</i></p>				
Monitor clients undertaking health assessment, identify and address exercise intolerances				
<p>Use methods to measure exercise intensity, including:</p> <ul style="list-style-type: none"> - heart rate response - respiration rate response - rate of perceived exertion - work output 				

<p>Recommend types of exercise activities and the feature and benefits offered by fitness facilities to match client's health and fitness needs, goals and experience including;</p> <ul style="list-style-type: none"> - high/low impact exercise - resistance exercises - cardiovascular exercise - flexibility exercises - group classes - programs and advice from gym instructors - PT sessions - Any supplementary wellbeing services 				
<p>Provide clients with an orientation of fitness facilities, equipment and procedures</p>				
<p>Accurately and appropriately maintain/store documentation of</p> <ul style="list-style-type: none"> - client screening - referrals - orientation and assessment records 				
<p>Demonstrate competent use of:</p> <ul style="list-style-type: none"> - Blood pressure monitor - Weighted scales - Tape measures 				

Demonstrate knowledge and practice of key legal obligations such as maintaining confidentiality, informed consent and duty of care				
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Section 4	Anatomy & Physiology			
Candidate's name				Date completed
Units of competency: Are you applying for RPL for any units in this section? Please indicate: <input type="checkbox"/> SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise (The full content of each unit can be viewed at www.training.gov.au)				Suggested documents/evidence to support your ability to perform the tasks listed for this section include: <ul style="list-style-type: none"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Documentation of client pre-screening forms including notes related to anatomy and physiology completed by candidate - Copies of client fitness programs designed and implemented to address the health of different body systems and client needs - Client/Customer feedback or testimonials relating to participation in exercise programs designed to address client needs such as bone strength, muscular endurance, muscle strength, injury prevention - Professional development course certificates relating to anatomy and physiology - Registration with AusActive/ Physical Activity Australia/ESSA/Fit Rec
Task/Competency	I can perform/have performed:			Evidence/documentation provided to support claim: Include the number and name the document you are providing for easy reference. If using a course unit transcript as evidence, please list the relevant unit code that matches the task
	All of the task	Some of the task	None of the task	
<i>Example:</i>	X			<i>Doc # 2: Bachelor of Health Science Unit Transcript (Unit EXC203)</i>

<p>Demonstrate a knowledge of the following:</p> <ul style="list-style-type: none"> - anatomical terminology (superior, inferior etc) - planes of movement - movement terminology and joint actions (flexion, extension etc) during exercise - Understanding of body structural organisation (chemical, cellular, tissue, organ, system and organism) - functions of muscles during movement (agonist, prime mover, antagonist, synergist/stabiliser) - types of muscle contractions during exercise (concentric, eccentric, isokinetic, isometric) - body system (cardiovascular, musculoskeletal, nervous, digestive, respiratory) responses, their role during exercise and difference in genders - energy systems and recovery - thermoregulation 				
<p>Demonstrate a knowledge of the structure and function of body systems, including;</p> <p>Cardiovascular system:</p> <ul style="list-style-type: none"> - structure and overall function - role of blood and circulation pathways - relationships between exercise intensity and circulatory and ventilator responses - short- and long-term effects of different types of exercise on blood pressure and cardiorespiratory fitness <p>Respiratory system:</p> <ul style="list-style-type: none"> - structure and overall function - mechanics of breathing 				

<ul style="list-style-type: none"> - respiratory system demands of exercise activities <p>Muscular system:</p> <ul style="list-style-type: none"> - structure and overall function - types of muscle tissue and classifications - major muscle groups - function of muscle proprioceptors - functions and actions of major muscles during movement and exercise, and resulting joint actions - short- and long-term effects of different types of exercise on muscle - changes to the muscular skeletal system over the lifespan <p>Skeletal system:</p> <ul style="list-style-type: none"> - structure and overall function - major bones, major joints and joint structures - bony landmarks - short- and long-term effects of different types of exercise on bones and joints <p>Nervous system:</p> <ul style="list-style-type: none"> - structure and overall function - the specific role of the central and peripheral nervous systems in controlling skeletal muscle nerves and nerve impulses - short- and long-term effects of different types of exercise on neuromuscular system 				
<p>Incorporate knowledge of anatomy and physiology relevant to fitness when planning and instructing exercises that must include;</p> <ul style="list-style-type: none"> - female adults - male adults - over 55 years of age - sedentary - active 				

<i>(A minimum of 5 different client sessions that address the above mentioned populations is required as evidence with a minimum of 2 different exercises, totalling 10 exercises across the evidence)</i>				
Demonstrate knowledge to interpret client health, develop exercise programs, provide instruction about exercise technique and explain the purpose of exercises				
Apply anatomical terminology to injury prevention techniques, fitness instruction and programming				
Source and access information on anatomy and physiology and use it in your own day to day professional practice				
Identify how anatomical structures and body systems respond to physical activity				

Section 5		Exercise Programming & Instruction		
Candidate's name		Date completed		
Units of competency: Are you applying for RPL for any units in this section? Please indicate: <input type="checkbox"/> SISFFIT040 Develop and instruct gym based exercise programs for individual clients (The full content of each unit can be viewed at www.training.gov.au)		Suggested documents/evidence to support your ability to perform the tasks listed for this section include: <ul style="list-style-type: none"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Copies of client fitness programs that demonstrate the use of a variety of resistance exercises and equipment (fixed and free weights, body weight, machines) - Copies of client cardiovascular endurance fitness programs that demonstrate the use of a variety of cardiovascular training methods and equipment (such as interval, continuous, Fartlek, circuits, treadmill, stationary bike) - Copies of circuit programs designed for beginners, intermediate and advanced participants - Copies of programs expanding over a period of time that incorporate modifications to programs and client progress notes - Client/Customer feedback or testimonials relating to resistance, circuit and cardiovascular programs you have designed - Copies of client pre- exercise screening, health and fitness testing that you have completed - Copies of referral and feedback to Allied Health or medical professionals - Professional Development course certificates related to fitness programming and instruction - Position description that outlines the types of fitness programs undertaken in your job role - Registration with AusActive/ Physical Activity Australia/ESSA/FitRec 		
Task/Competency	I can perform/have performed:			Evidence/documentation provided to support claim: Include the number and name the document you are providing for easy reference. If using a course unit transcript as evidence, please list the relevant unit code that matches the task
	All of the task	Some of the task	None of the task	

Example:	X			Doc # 4: Copies of completed client fitness programs
<p>Identify, consider and confirm client fitness requirements, including;</p> <ul style="list-style-type: none"> - Client needs, expectations and preferences - Outcomes of pre-exercise screening - Referral requirements - Barriers to participation - Factors affecting program design - Contraindications and precautions to participation - Client body measurements - Client fitness data 				
<p>Plan, document, implement and evaluate fitness programs that meet the needs of the client that incorporates the following:</p> <ul style="list-style-type: none"> - Cardiovascular exercises - Resistance exercises - Flexibility exercises - Exercises without equipment <p><i>(A minimum of 2 different sessions of 30 minute duration for a female client, male client, a client over 55 years old and a client whom medical guidance has been received for evidence)</i></p>				

<p>Demonstrate knowledge of factors that affect program design such as:</p> <ul style="list-style-type: none"> - Physical differences - Age - Gender - Antenatal, postnatal, menopausal, post menopausal women - Exercise history and current abilities - Desired frequency of gym attendance 				
<p>Demonstrate and explain the meaning of the following components of fitness and how exercises can target client goals</p> <ul style="list-style-type: none"> - Health related components: <ul style="list-style-type: none"> - Muscle strength - Muscle endurance - Flexibility - Body composition - Skill related components: <ul style="list-style-type: none"> - Power - Speed - Agility - Coordination - Balance - Reaction Time - Proprioception - Cardiovascular exercises <ul style="list-style-type: none"> - Continuous - Interval - Resistance exercises using: <ul style="list-style-type: none"> - Free weights - Gym equipment including machines - Body weight - Flexibility exercises <ul style="list-style-type: none"> - Dynamic - Static 				

Identify how different types of exercises combined and sequenced for safety and optimum effectiveness and the benefits of exercise and specific injury prevention				
<p>Establish phases of exercise sessions, their rationale and timing in the session for:</p> <ul style="list-style-type: none"> - Warm up - Main workout - Cool down and stretches <p>How components of a session can be used effectively to achieve client goals:</p> <ul style="list-style-type: none"> - Exercise order - Volume, intensity and load - Reps and sets - Rep tempo - Rest intervals <p>Training techniques and considerations for their use:</p> <ul style="list-style-type: none"> - Supersets - Drop sets - Pre fatigue techniques - Plyometric training - HIIT - Circuit training 				

<p>Demonstrate knowledge of the following principles of program design:</p> <ul style="list-style-type: none"> - FITT - Overload - Progression/Regression - Specificity - Individualisation - Adaptation - Reversibility 				
<p>Ability to perform the following when conducting/instructing exercise sessions:</p> <ul style="list-style-type: none"> - Provide clear verbal instruction, confirm client understanding and respond to questions - Establish client rapport - Motivate client and provide constructive feedback - Recognise when the client can progress - Correct technique and offer formal program review - Demonstrate exercises, techniques and safe use of equipment to clients - Complete session documentation and client progress notes 				
<p>Provide ongoing services by regular evaluation of programs with clients, implement and document changes as required.</p>				
<p>Document client records utilising an industry standard pre screening tool and completed fitness assessments</p>				

Evidence of communication and guidance supplied by medical or allied health professionals for a client				
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Section 6		Exercise Instruction for Groups			
Candidate's name		Date completed			
Units of competency: Are you applying for RPL for any units in this section? Please indicate: <input type="checkbox"/> SISFFIT035 Plan group exercise sessions <input type="checkbox"/> SISFFIT036 Instruct group exercise sessions (The full content of each unit can be viewed at www.training.gov.au)				Suggested documents/evidence to support your ability to perform the tasks listed for this section include: <ul style="list-style-type: none"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Copies of group programs designed and implemented to meet the needs of a diverse population group and goals - Copies of group programs designed and implemented for those that required modifications to general programs in response to feedback - Position description outlining provision of health screening and the conduction of a variety of group exercise sessions - Professional development courses relating to working with groups - Client/Customer feedback or testimonials from the group sessions conducted - Registration with AusActive/ Physical Activity Australia/ESSA/FitRec 	
Task/Competency		I can perform/have performed:			Evidence/documentation provided to support claim: Include the number and name the document you are providing for easy reference. If using a course unit transcript as evidence, please list the relevant unit code that matches the task
		All of the task	Some of the task	None of the task	
<i>Example:</i>			X		<i>Doc # 5: Certificate of Older Adults short course (professional development)</i>

<p>Develop and document group sessions that incorporate the following (over different sessions):</p> <ul style="list-style-type: none"> - Cardiovascular exercises - Resistance exercises - Flexibility exercises - Exercises with and without equipment <p><i>(Minimum of 6 sessions of at least 45 minutes that collectively address the above with a minimum of 6 participants. Across the sessions, there must be a majority of female participants, male participants and participants over 55 years old as evidence)</i></p>				
<p>Instruct 3 pre-designed group fitness sessions that incorporate the following (over different sessions):</p> <ul style="list-style-type: none"> - Cardiovascular exercises - Resistance exercises - Flexibility exercises - Exercises with and without equipment <p><i>(Minimum of 3 sessions of at least 45 minutes that collectively address the above with a minimum of 6 participants. Across the sessions, there must be a majority of female participants, male participants and participants over 55 years old as evidence)</i></p>				
<p>Provide a safe environment that utilises the space optimally by:</p> <ul style="list-style-type: none"> - Preparing the environment and equipment - Pre screen participants 				

<ul style="list-style-type: none"> - Brief participants and provide safety information tailored to the environment and exercise selection - Ensure clear communication with instructor positioning, clear verbal communication and projection, use of visual and verbal instruction - Use of motivational communication <p><i>(Respond to 2 individuals showing signs of over exertion/difficulty and modify activities required as evidence)</i></p>				
<p>Document sessions and review feedback from group participants and instructor to modify future sessions and document details of changes made. Feedback can be collected via:</p> <ul style="list-style-type: none"> - Participant and instructor questionnaires/reports - Discussion with delivering instructor - Self evaluation - Complaint evaluation <p><i>(Minimum of 2 sessions with feedback and revisions made required as evidence)</i></p>				
<p>Identify different types of group exercise sessions typically offered and how they relate to consumer market preferences, expectations and goals.</p>				

<p>Ability to identify the following for group participants:</p> <ul style="list-style-type: none"> - Reasons and goals for participating in group session - General factors that affect session design such as venue, equipment availability, session duration - Participant factors that affect session design such as physical differences, gender, age, per/post natal, menopause - Cultural needs and expectations - Differing fitness levels 				
<p>Demonstrate knowledge for a range of common injuries, medical conditions, and health risk factors:</p> <ul style="list-style-type: none"> - Contraindications and precautions for different movements and session types - How exercises, intensity and loads can be modified to allow safe participation <p><i>(Identify 2 situations from pre screening that require recommendations on exercise participation such as precautions required for evidence)</i></p>				
<p>Demonstrate knowledge of the following components of fitness and how exercises can target improvements for each:</p> <ul style="list-style-type: none"> - Health related components: <ul style="list-style-type: none"> - Cardiovascular endurance - Muscle strength - Muscle endurance - Flexibility - Body composition - Skill-related components: <ul style="list-style-type: none"> - Coordination 				

<ul style="list-style-type: none"> - Balance - Reaction time - Proprioception - Different types of exercises and equipment <ul style="list-style-type: none"> - Continuous - Interval - Free weight - Machines - Body weight - Dynamic and static stretching 				
Demonstrate the use of the FITT principle and how different types of exercises and equipment can be combined and sequenced for safety and optimal effectiveness.				
<p>Establish phases of the exercise sessions and the rationale and timing for warm up, main body and cool down.</p> <p>Demonstrate the use of components of exercise programming that can be used to target goals such as:</p> <ul style="list-style-type: none"> - Exercise order - Volume and intensity - Reps and sets - Tempo - Rest <p>Use of training techniques</p> <ul style="list-style-type: none"> - Supersets - HIIT - Circuit training 				
Consideration of choreography and cueing of movements.				

<p>When using music, have awareness of the following:</p> <ul style="list-style-type: none"> - licensing requirements - tempo of music suited to different phases - how different styles of music impact on participant motivation - Type and operation of music equipment - Volume and instructor positioning in relation to sound system 				
<p>Document and evaluate the effectiveness of group exercise sessions plans by utilising the following methods</p> <ul style="list-style-type: none"> - Participant and instructor questionnaires/reports - Discussion with delivering instructor - Self evaluation - Complaint evaluation <p>and factors:</p> <ul style="list-style-type: none"> - Suitability of the environment and equipment - Structure and timing - Trainer communication and instruction 				
<p>Identify environmental factors that impact the session such as noise, venue climate control and ventilation.</p>				

<p>Demonstrate group exercise instructional techniques such as positioning of instructor, format of the group, combining verbal and visual cues/demonstrations, mirror imaging.</p> <p>Demonstrate ways to vary instruction to meet the needs of different participants and abilities</p>				
<p>Ability to utilise the following communication techniques:</p> <ul style="list-style-type: none"> - Voice projection with and without a sound system - Establishing group rapport - Provide clear instruction in the group environment - Motivate and encourage participants of all abilities and keep them engaged - Maintain group cohesion - Provide constructive feedback and positive reinforcement 				
<p>Demonstrate knowledge of safety considerations for each session such as:</p> <ul style="list-style-type: none"> - appropriate spacing - dangers of exercising whilst sick - Participants working within their own capacity - Common injuries and contraindications/precautions to take with that injury - Appropriate clothing and footwear for comfort and safety and how this will vary according to different cultures 				

<p>Understand key considerations when monitoring participants during the session and</p> <ul style="list-style-type: none"> - identify common indicators of over exertion - how the talk test and RPE scale can be applied in a group setting - When intensity and technique need to be modified for individuals - Situations that suggest the individual should stop exercising 				
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Section 7	Provide First Aid			
Candidate's name				Date completed
Units of competency: Are you applying for RPL for any units in this section? Please indicate: <input type="checkbox"/> HLTAID011 Provide First Aid (The full content of each unit can be viewed at www.training.gov.au)				Suggested documents/evidence to support your ability to perform the tasks listed for this section include: <ul style="list-style-type: none"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Copies of incident/accident reports completed by the candidate in the workplace - Position description indicating employment in a medical/nursing/paramedic role - Testimonial from employer outlining tasks performed in a medical/nursing/paramedic role - Current medical practitioner or nursing registration
Task/Competency	I can perform/have performed:			Evidence/documentation provided to support claim: Include the number and name the document you are providing for easy reference. If using a course unit transcript as evidence, please list the relevant unit code that matches the task
	All of the task	Some of the task	None of the task	
<i>Example:</i>		X		<i>Doc # 6: Statement of Attainment for First Aid course (HLTAID003)</i>

<p>Follow DRSABCD in line with ARC guidelines, including:</p> <ul style="list-style-type: none"> - Perform at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor - Perform at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface - Follow single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions - Follow the prompts of an Automated External Defibrillator (AED) - Manage an unconscious breathing casualty - Respond appropriately in the event of regurgitation or vomiting 				
<p>Demonstrate the ability to respond to simulated first aid scenarios contextualised to the workplace/community setting, including:</p> <ul style="list-style-type: none"> - obtaining consent and display respectful behaviour towards casualty - conducting a visual and verbal assessment of the casualty - demonstrating safe manual handling techniques - conducting post-incident debrief and evaluation - provide an accurate verbal or written report of the incident <p><i>(A minimum of 2 scenarios is required as evidence)</i></p>				

<p>Demonstrate a knowledge of principles and procedures for management of all of the following:</p> <ul style="list-style-type: none"> - allergic reaction - anaphylaxis - asthma - non-life-threatening and life-threatening bleeding - burns - cardiac conditions, including chest pain - choking - diabetes - drowning - envenomation - all current treatments - eye injuries - fractures, dislocations, strains and sprains - head, neck and spinal injuries - hypothermia - hyperthermia - minor wounds - nose-bleed - poisoning - seizures - shock - sharps injuries - stroke <p>(Must be able to demonstrate and manage casualties that are in bold)</p>				
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Section 8	Work Environment			
Candidate's name				Date completed
Units of competency: Are you applying for RPL for any units in this section? Please indicate: <input type="checkbox"/> SISXIND009 Respond to interpersonal conflict <input type="checkbox"/> CHCPRP003 Reflect on and improve own professional practice <input type="checkbox"/> BSBXTW301 Work in a team (The full content of each unit can be viewed at www.training.gov.au)				Suggested documents/evidence to support your ability to perform the tasks listed for this section include: <ul style="list-style-type: none"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Copies of reports, feedback provided from customers - Position description indicating employment and role performed working within a team and servicing customers - Testimonial from employer outlining tasks performed and team tasks/collaboration required to perform job role - Testimonial from customers detailing services provided - Testimonial from employer outlining role in conflict resolution - Copies of client feedback/complains and responses provided to clients - Professional development in conflict resolution
Task/Competency	I can perform/have performed:			Evidence/documentation provided to support claim: Include the number and name the document you are providing for easy reference. If using a course unit transcript as evidence, please list the relevant unit code that matches the task
	All of the task	Some of the task	None of the task	
<i>Example:</i>		X		<i>Doc # 6: Statement of Attainment for First Aid course (HLTAID003)</i>
Prevent, respond and reflect on interpersonal conflict by demonstrating understanding of: <ul style="list-style-type: none"> - Triggers of interpersonal conflict such as beliefs, values, distress, bias, personalities, or poor communication - Strategies for preventing interpersonal conflict such as building rapport and discussing differences constructively 				

<ul style="list-style-type: none"> - Seeking feedback from others and reflecting on own interpersonal interactions to incorporate findings for future interactions 				
<p>Responded to interpersonal conflict with both an individual external and internal to the organisation</p> <p><i>(Response to both an internal and external conflict required as evidence)</i></p>				
<p>Demonstrate communication and negotiation techniques such as:</p> <ul style="list-style-type: none"> - Strategic questioning and listening to gather information and direct the focus of people involved - Positive, confident and cooperative language - Control tone and body language - Use language and concepts appropriate to those involved - Demonstrate flexibility and willingness to compromise - Summarise positions and agreements made to confirm understanding - Giving constructive feedback 				
<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> - Organisational policy and procedures - Provisions of customer service legislation and consumer law - Policy for complaint handling - Customer service standards and protocols - Common forms of verifiable evidence that could be used to review customer satisfaction - Methods of reflection 				
<p>Within a team:</p> <ul style="list-style-type: none"> - Identify individual responsibilities - Plan assigned tasks according to priorities and deadlines and in accordance with organisational requirements - Contribute to achieve the team goal 				

<ul style="list-style-type: none"> - Share knowledge, ideas and problems with team members - Act on feedback - Collaborate with a remote team member such as phone, video conference - Methods to support team members 				
<p>Demonstrate knowledge of organisational requirements such as</p> <ul style="list-style-type: none"> - workplace policy - codes of conduct and; - organisational reputation and culture 				
Identify issues that may impact team performance outcomes				
<p>Reflected on and enhanced their own professional practice including:</p> <ul style="list-style-type: none"> - Self-evaluation in conjunction with supervisors and/or peers. - Actively seek feedback from a number of different sources. - Participate in performance review processes. 				
Undertake a structured process to reflect and improve on own practice.				
<p><i>Evidence of 1 personal development plan is required that contains:</i></p> <ul style="list-style-type: none"> - Goals - Timeframes - Ways of measuring progress. 				

Candidate Self-Checklist

Please complete the checklist below to ensure you have included all requirements of the RPL Candidate Application.

I have included the following in my application:			Yes	No
Certificate III and IV RPL Enrolment Pack (including payment details for application fee)			<input type="checkbox"/>	<input type="checkbox"/>
Self Evaluation (Part 1)			<input type="checkbox"/>	<input type="checkbox"/>
Self Evaluation (Part 2)			<input type="checkbox"/>	<input type="checkbox"/>
Supporting Evidence Documents (please list below)			<input type="checkbox"/>	<input type="checkbox"/>
I have included the following supporting evidence documents in my application (please list):			Yes	No
Document Number	Document title/description	Provides evidence for which Section of Self Evaluation (Part 2)?	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
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			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
I have had all certificates and transcripts certified by a Justice of the Peace (where copies have been provided)			<input type="checkbox"/>	<input type="checkbox"/>