



## ***Recognition of Prior Learning (RPL)***

### ***Candidate Application Kit***

## **SIS40215 Certificate IV 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:

- SIS30315: Certificate III in Fitness (Gym Instructor)
- SIS40215: 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. Completion of SIS30315 Certificate III in Fitness (Gym Instructor) is required before RPL in SIS40215 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 completion of the SIS30315 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](mailto:studentsupport@afa.com.au).

# Qualification and Units of Competency

## Entry requirements:

To be eligible for entry into the SIS40215 Certificate IV in Fitness qualification, candidates must have demonstrated competency in the following units:

- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
- SISFFIT005 Provide healthy eating
- SISFFIT006 Conduct fitness appraisals
- SISFFIT014 Instruct exercise to older clients
- SISXCCS001 Provide quality service

And hold:

- a first aid certificate (HLTAID003 Provide First Aid), completed within the last 3 years, and
- a current CPR certificate (HLTAID001 Provide cardiopulmonary resuscitation) completed within the last 12 months

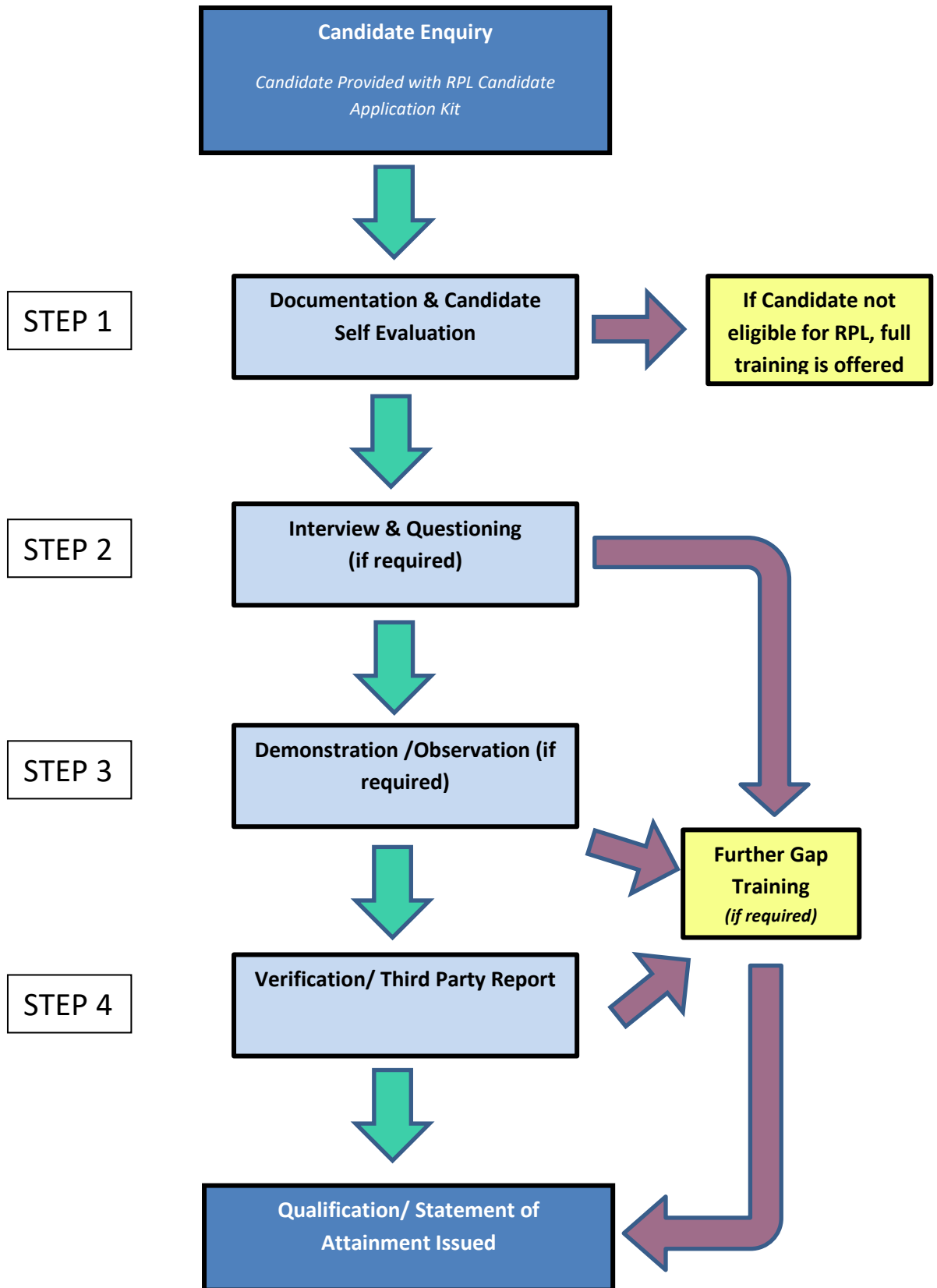
## Packaging rules:

To receive a full SIS40215 Certificate IV in Fitness qualification, 20 units must be completed (12 core units and 8 elective units). The following units are the only units in the SIS40215 Certificate IV in Fitness qualification offered by the Australian Fitness Academy and the only units from this qualification where RPL/CT is available.

Qualification	SIS40215 Certificate IV in Fitness
Unit Code	Unit Description
<b>Core Units</b>	
SISFFIT013	Instruct exercise to young people aged 13 to 17 years
SISFFIT015	Collaborate with medical and allied health professionals in a fitness context
SISFFIT016	Provide motivation to positively influence exercise behaviour
SISFFIT017	Instruct long-term exercise programs
SISFFIT018	Promote functional movement capacity
SISFFIT019	Incorporate exercise science principles into fitness programming
SISFFIT020	Instruct exercise programs for body composition goals
SISFFIT021	Instruct personal training programs
SISFFIT023	Instruct group personal training programs
SISFFIT025	Recognise the dangers of providing nutrition advice to clients
SISFFIT026	Support healthy eating through the Eat for Health Program
SISXRES001	Conduct sustainable work practices in open spaces
<b>Elective Units</b>	
BSBSMB401	Establish legal and risk management requirements of small business
BSBSMB403	Market the small business
BSBSMB404	Undertake small business planning
BSBSLS408	Present, secure and support sales solutions
SISFFIT012	Instruct movement programs to children aged 5 - 12 years
SISXCAI009	Instruct strength and conditioning techniques
SISXCAI010	Develop strength and conditioning programs
SISXCAI005	Conduct individualised long term training programs

For a full description of this qualification and each individual unit, please visit [www.training.gov.au](http://www.training.gov.au)

# AFA RPL Application Process



# Preparing your RPL Candidate Application

## Step 1: Documentation and self-evaluation

- Complete and return the Certificate III and IV in Fitness RPL Enrolment Pack that accompanies this RPL Candidate Application Kit and arrange payment of your RPL application fee.
- 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](mailto: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 **Personal Trainer**. E.g. undertake a body composition testing and a functional movement analysis for a client or design and implement a personal training program for a client or group of clients under different circumstances.

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, 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				
<b>Surname</b>				
<b>First name/s</b>				
<b>Qualification in which you are seeking RPL</b>	SIS40215 Certificate IV in Fitness			
<b>Date</b>				
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)

*If you have further recent industry experience relevant to your application, please attach another sheet or your current résumé.*

**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 Personal Trainer:**

	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 6 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 1-8 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
<b>Certificate/ Testamur</b>	<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"> <li>- your name</li> <li>- qualification title and code</li> <li>- certificate number</li> <li>- issue date</li> <li>- official signature or stamp from the training organisation</li> </ul>
<b>Unit Transcript/ Statement of Results/ Statement of Attainment/ Academic Transcript</b>	<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"> <li>- your name</li> <li>- completion date</li> <li>- training organisation name and details</li> <li>- unit name and code</li> <li>- result or outcome of the units</li> </ul>
<b>Unit Description/ Outline/ Summary</b>	<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>
<b>Resume/ Curriculum Vitae</b>	<p>A collection of information that must include the following:</p> <ul style="list-style-type: none"> <li>- your personal contact details</li> <li>- a list of your formal qualifications and training</li> <li>- details of your previous employment including: <ul style="list-style-type: none"> <li>- name of employer</li> <li>- job title</li> <li>- dates of employment</li> <li>- job tasks performed, key responsibilities and achievements during your employment</li> </ul> </li> <li>- 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)</li> </ul> <p>Resumes may also include information such as:</p> <ul style="list-style-type: none"> <li>- professional development completed</li> <li>- relevant skills</li> <li>- hobbies/areas of interest</li> <li>- volunteer work</li> </ul>
<b>Position Description</b>	<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>
<b>Testimonial</b>	<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</p>

	<p>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"> <li>- specific job tasks performed</li> <li>- key responsibilities</li> <li>- specific achievements</li> <li>- summary of specific skills (eg performing health and fitness assessments, designing and instructing a strength program)</li> <li>- frequency that tasks were performed</li> </ul>
<p><b>Client Fitness Programs</b></p>	<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"> <li>- body composition change (such as hypertrophy and weight loss)</li> <li>- cardio, resistance and circuit training</li> <li>- strength</li> <li>- power</li> <li>- flexibility</li> <li>- endurance</li> <li>- training for specific populations such as older adults, children, women, culturally and linguistically diverse people, people under supervision from allied health professionals</li> </ul> <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><b><i>For confidentiality and privacy reasons, you should remove client names and contact details from the documents.</i></b></p>
<p><b>Workplace Documents</b></p>	<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"> <li>- A cleaning or equipment maintenance checklist or inventory</li> <li>- An incident/accident report</li> <li>- A workplace risk assessment</li> <li>- A client pre-exercise screening form</li> <li>- Health/fitness testing &amp; assessment record forms</li> <li>- A client referral form</li> <li>- Staff meeting minutes</li> <li>- Customer feedback forms</li> <li>- Receipts of transactions or completed booking forms</li> <li>- Employee performance appraisals</li> </ul> <p>All documents should be filled in and should represent actual times you have completed the task as part of your job role.</p> <p><b><i>For confidentiality and privacy reasons, you should remove client names and contact details from the documents.</i></b></p>

<b>Other Evidence</b>	<p>Other forms of evidence that may support your application can include:</p> <ul style="list-style-type: none"> <li>- Working with children checks</li> <li>- Industry Registration Certificates (e.g. Fitness Australia, Physical Activity Australia)</li> <li>- Memberships of other professional associations, networks</li> <li>- Photos and videos</li> <li>- Website URLs</li> <li>- Business documents such as marketing materials, business registration</li> <li>- Certificates of participation in professional development courses</li> <li>- Logbooks</li> <li>- Training Records</li> </ul>
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***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.***

<b>Section 1</b>		<b>Applied Nutrition</b>		
<b>Candidate's name</b>		<b>Date completed</b>		
<b>Units of competency:</b>  <b>Are you applying for RPL for any units in this section? Please indicate:</b>  <input type="checkbox"/> SISFFIT020 Instruct exercise programs for body composition goals <input type="checkbox"/> SISFFIT025 Recognise the dangers of providing nutrition advice to clients <input type="checkbox"/> SISFFIT026 Support healthy eating through the Eat for Health Program  (The full content of each unit can be viewed at <a href="http://www.training.gov.au">www.training.gov.au</a> )		Suggested documents/evidence to support your ability to perform the tasks listed for this section include: <ul style="list-style-type: none"> <li>- List similar nutrition units from a qualification and provide a copy of the transcript and unit description</li> <li>- Copies of client referrals to Accredited Practising, Sports Dietitian or Medical Practitioner completed by candidate</li> <li>- Copies of client healthy eating information records completed by candidate</li> <li>- Copies of client pre-screening and body composition screening testing forms</li> <li>- Position description outlining provision of healthy eating information in job role</li> <li>- Copies of client fitness programs designed and implemented to meet the needs of clients with specific body composition goals including (fat loss, hypertrophy, lean muscle gain)</li> <li>- Client/Customer feedback or testimonials relating to providing information on health eating and body composition goal related exercise</li> <li>- Professional Development course certificates relating to nutrition, body composition or anthropometry</li> <li>- Registration with Fitness Australia/ Physical Activity Australia/ESSA or other professional association related to nutrition</li> </ul>		
<b>Task/Criteria</b>		<b>I can perform/have performed:</b>		
		<b>All of the task</b>	<b>Some of the task</b>	<b>None of the task</b>
		<b>Evidence/documentation provided to support claim:</b> 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 # 1: Bachelor of Health Science Unit Transcript (Unit HNT104, EXC203)</i>
<p>Conduct pre-exercise screening and body composition analysis for clients that includes:</p> <ul style="list-style-type: none"> <li>- Confirmation of client current physical activity patterns, goals, expectations and preferences</li> <li>- Industry standard pre-exercise health screening procedures</li> <li>- Identification of daily eating patterns and advice on how to align patterns with the Australian Dietary Guidelines and Eat for Health Program</li> <li>- Referral to allied health professional or medical professional as required</li> <li>- The following body composition measures, correctly using and applying anthropometric standards: <ul style="list-style-type: none"> <li>• weight (and healthy weight range charts)</li> <li>• height</li> <li>• waist and hip circumference and ratios</li> <li>• skin folds</li> <li>• bioelectrical impedance analysis</li> <li>• body mass indices</li> <li>• somatotypes</li> <li>• daily energy expenditure estimations</li> </ul> </li> </ul> <p><b><i>(Evidence of completing all of the above for a minimum of 5 clients is required)</i></b></p>				

<p>Prepare referrals to an appropriate health professional (Accredited Practising/Sports Dietitian/Medical Practitioner) for:</p> <ul style="list-style-type: none"> <li>- clients who have specific dietary requirements or dietary concerns</li> <li>- clients who are not achieving their goals when following the Australian Dietary Guidelines</li> <li>- clients who need support regarding attitudes to eating</li> <li>- clients seeking advice on dietary trends, fad/popular diets, supplements, ergogenic aids, sports foods and high intensity training requirements</li> </ul> <p><b><i>(A minimum of 10 client referrals, collectively covering all of the above reasons is required as evidence)</i></b></p>				
<p>Plan, document, implement and evaluate exercise plans that meet short and long term body composition goals/needs, including both;</p> <ul style="list-style-type: none"> <li>- Fat loss</li> <li>- Muscle gain (hypertrophy)</li> <li>- Lean body mass</li> </ul> <p><b><i>(A minimum of 5 exercise plans, with a minimum of 10 contact sessions with clients is required as evidence)</i></b></p>				
<p>Conduct exercise sessions that consider each client's:</p> <ul style="list-style-type: none"> <li>- training schedule</li> <li>- likes and dislikes</li> <li>- financial constraints</li> <li>- specific responses to questionnaire</li> <li>- religious restrictions</li> <li>- injuries</li> <li>- medical and exercise history</li> <li>- functional limitations</li> </ul>				

<p>Identify barriers to achieving body composition and healthy eating goals and use appropriate motivational techniques support adherence, including;</p> <ul style="list-style-type: none"> <li>- goal setting</li> <li>- intrinsic and extrinsic motivation</li> <li>- establishment of habits</li> <li>- positive reinforcement</li> <li>- building rapport</li> <li>- effective questioning techniques</li> <li>- providing feedback</li> </ul>				
<p>Demonstrate a knowledge of the following body composition concepts:</p> <ul style="list-style-type: none"> <li>- Metabolism</li> <li>- Energy expenditure</li> <li>- Energy intake</li> <li>- Balance between energy intake and energy expenditure</li> <li>- Resting metabolic rate</li> <li>- Thermogenesis</li> <li>- Adaptive thermogenesis</li> <li>- Thermic effect of food</li> <li>- Thermic effect of exercise</li> <li>- Factors affecting weight on scales (water, clothing)</li> <li>- Benefits and limitations of body composition appraisal methods</li> </ul>				
<p>Demonstrate a knowledge of the following healthy eating concepts;</p> <ul style="list-style-type: none"> <li>- Australian Dietary Guidelines</li> <li>- Eat for Health Program and Eat for Health Educator Guide and Resources</li> <li>- Foundation Diet</li> <li>- Total Diet</li> <li>- How to use food labels to support healthy food choices</li> <li>- Relationship between healthy eating and regular exercise</li> </ul>				

Provide nutritional information to clients within the scope of practice of a Personal Trainer				
Demonstrate an understanding of the risks of providing nutritional information to specific population clients (eg pregnant/lactating women, clients with diabetes/impaired glucose tolerance, food allergies/intolerances, chronic disease, cancer, mental illness, elderly, other health conditions)				
Demonstrate an understanding of legislative and regulatory requirements regarding exercise planning for body composition goals, including: <ul style="list-style-type: none"> <li>- work health and safety/occupational health and safety</li> <li>- duty of care</li> <li>- privacy storage</li> <li>- anti-discrimination</li> <li>- Australian consumer law</li> <li>- business registration and licences</li> </ul>				
Demonstrate an understanding of organisational policies and procedures when providing nutritional information and delivering body composition programs, including: <ul style="list-style-type: none"> <li>- ventilation and/or climate control</li> <li>- hygiene</li> <li>- emergency</li> <li>- risk management</li> <li>- standards of personal presentation</li> <li>- participant's clothing and footwear</li> <li>- use, care and maintenance of equipment</li> <li>- client supervision</li> <li>- communication protocols</li> <li>- records management and security</li> <li>- client confidentiality</li> <li>- scope of practice</li> </ul>				

Section 2		Motivational Psychology		
Candidate's name		Date completed		
<p><b>Units of competency:</b></p> <p><b>Are you applying for RPL for any units in this section? Please indicate:</b></p> <p><input type="checkbox"/> SISFFIT016 Provide motivation to positively influence exercise behaviour</p> <p><input type="checkbox"/> SISFFIT021 Instruct personal training programs</p> <p><input type="checkbox"/> SISFFIT023 Instruct group personal training programs</p> <p>(The full content of each unit can be viewed at <a href="http://www.training.gov.au">www.training.gov.au</a>)</p>		<p>Suggested documents/evidence to support your ability to perform the tasks listed for this section include:</p> <ul style="list-style-type: none"> <li>- List similar units from a qualification and provide a copy of the transcript and unit description</li> <li>- Documentation or notes of client discussions/appointments where information of exercise habits, motivation and barriers to exercise is collected</li> <li>- Copies of regular client health and fitness assessments or performance measures, rewards systems, progress charts, behavioural contracts, regular follow up calls etc</li> <li>- Professional development course certificates relating to motivational psychology and behaviour change</li> <li>- Client feedback or testimonials that include information about motivational techniques undertaken with clients and the impact the strategies had on achieving client goals</li> <li>- Modifications made to client programs to address barriers to exercise</li> </ul>		
Task/Competency	I can perform/have performed:			<p><b>Evidence/documentation provided to support claim:</b></p> <p>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</p>
	All of the task	Some of the task	None of the task	
Example:	X			Doc # 1: Bachelor of Health Science Unit Transcript (Unit PSY204)

				<i>Doc # 2: Copies of client testimonials</i>
<p>Use appropriate methods to collect and document information from clients regarding their;</p> <ul style="list-style-type: none"> <li>- exercise behaviour patterns</li> <li>- attitudes towards exercise</li> <li>- self motivation</li> <li>- self efficacy</li> <li>- stages of change</li> </ul> <p>and implement behaviour change strategies that are relevant for their personal circumstances and characteristics.</p> <p><b><i>(Evidence of the above is required for a minimum of 3 different clients)</i></b></p>				
<p>Demonstrate an understanding of common barriers to exercise participation, including;</p> <ul style="list-style-type: none"> <li>- perceived versus actual barriers</li> <li>- low fitness level</li> <li>- time and access to facilities</li> <li>- self-consciousness</li> </ul>				
<p>Demonstrate an understanding of factors affecting exercise adherence, including;</p> <ul style="list-style-type: none"> <li>- Family and cultural situation</li> <li>- Habits</li> <li>- Lifestyle</li> <li>- Personality</li> <li>- Self-concept</li> </ul>				

<p>Effectively use the following motivational strategies to motivate beginner, intermediate and advanced clients during exercise programs:</p> <ul style="list-style-type: none"> <li>- Principles of goal setting</li> <li>- Arousal control techniques</li> <li>- Habit formation</li> <li>- Positive feedback and reinforcement</li> <li>- Intrinsic and extrinsic motivation</li> </ul>				
<p>Use measures such as intensity of effort and persistence of exercise to regularly evaluate client progress in relation to exercise adherence and behaviour change</p>				
<p>Implement strategies to promote behaviour change, including;</p> <ul style="list-style-type: none"> <li>- contracts</li> <li>- prompts</li> <li>- reinforcement</li> <li>- perceived choice</li> <li>- feedback</li> <li>- rewards</li> <li>- self-monitoring</li> <li>- goal setting</li> <li>- social support</li> <li>- decision balance</li> <li>- physical setting</li> <li>- exercise variety</li> <li>- minimised discomfort and injury</li> <li>- group training</li> <li>- enjoyment</li> <li>- periodic fitness and health assessment</li> <li>- progress charts</li> </ul>				

<p>Identify, access and utilise information on motivation and behaviour change to improve client exercise adherence in day to day practice and continue to expand upon knowledge to improve own instructional practice.</p>				
<p>Demonstrate an understanding of organisational policies and procedures when using motivational strategies in day to day practice, including:</p> <ul style="list-style-type: none"> <li>- scope of practice of a personal trainer</li> <li>- work health and safety/occupational health and safety</li> <li>- client confidentiality</li> <li>- ethical considerations</li> </ul>				



Section 3	Individual and Group Personal Training		
Candidate's name		Date completed	
<p><b>Units of competency:</b></p> <p><b>Are you applying for RPL for any units in this section? Please indicate:</b></p> <p><input type="checkbox"/> SISFFIT021 Instruct personal training programs</p> <p><input type="checkbox"/> SISFFIT023 Instruct group personal training programs</p> <p><input type="checkbox"/> SISXRES001 Conduct sustainable work practices in open spaces</p> <p>(The full content of each unit can be viewed at <a href="http://www.training.gov.au">www.training.gov.au</a>)</p>		<p>Suggested documents/evidence to support your ability to perform the tasks listed for this section include:</p> <ul style="list-style-type: none"> <li>- List similar units from a qualification transcript and provide a copy of the transcript and unit description</li> <li>- Position description outlining provision of designing and implementing programs for groups and individuals with a variety of objectives in indoor and outdoor training environments</li> <li>- Copies of client pre-exercise screening and ongoing fitness assessment records</li> <li>- Copies of client fitness programs designed and implemented to meet a variety of client needs, goals and experience levels</li> <li>- Copies of client fitness programs designed and implemented for indoor and outdoor training environments</li> <li>- Copies of fitness programs designed for both individuals and groups</li> <li>- Copies of client fitness programs that include a variety of exercise equipment</li> <li>- Copies of permits or permit applications to perform training programs in public open spaces</li> <li>- Copies of environmental impact evaluations, surveys or reports conducted while undertaking personal training programs in public open spaces</li> <li>- Copies of client codes of conduct used to communicate behavioural expectations in relation to facilities, equipment and spaces</li> <li>- Copies of client fitness programs that include modifications to programs over a period of time</li> <li>- Copies of client feedback or evaluation surveys</li> <li>- Client or employer testimonials outlining specific tasks undertaken by the candidate in relation to planning and delivering individual or group personal training</li> </ul>	

				<ul style="list-style-type: none"> <li>- Copies of policies and procedures relating to staff- client ratios, work health and safety,</li> <li>- Professional Development course certificates related to individual personal training, group training, bootcamp, outdoor training, exercise science</li> <li>- Registration with Fitness Australia/ Physical Activity Australia/ESSA</li> </ul>
Task/Competency	I can perform/have performed:			<b>Evidence/documentation provided to support claim:</b> 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 # 3: Copies of completed group training session plans</i> <i>Doc #4: Copies of completed PT sessions</i>
Use industry endorsed pre-exercise screening and referral tools to review and advise personal training clients of health screening outcomes				
Consider and confirm client needs, expectations preferences, goals and objectives				

Plan, document, implement and evaluate personal training plans that meet the needs and goals of **individual clients** and incorporates:

- flexibility training (dynamic, static and PNF stretching)
- resistance training (free weights, gym equipment, body weight, resistance bands)
- cardiovascular training (interval, continuous)
- a variety of controlled, uncontrolled, indoor and outdoor training environments, methods and equipment
- demonstration, explanation and instruction of exercises
- injury prevention strategies specific to the client and program
- high and low impact activities
- programming for beginner, intermediate and advanced clients
- programming for the following components of fitness:
  - body composition
  - muscle endurance
  - muscle strength
  - flexibility
  - cardiovascular endurance
  - balance
  - reaction time
  - coordination
  - power
  - speed
  - agility
  - proprioception

***(Personal training plans for a minimum of 5 clients is required as evidence)***

***(Evidence must demonstrate that at least 10 different client contact sessions have been conducted)***

Plan, document, implement and evaluate group personal training plans that meet the needs and goals of each client within the group and incorporates:

- flexibility training (dynamic, static and PNF stretching)
- resistance training (free weights, gym equipment, body weight, resistance bands)
- cardiovascular training (interval, continuous)
- a variety of controlled, uncontrolled, indoor and outdoor training environments, methods and equipment
- adequate spacing between clients and appropriate line of sight for clients
- strategies to maximise group coherence
- high and low impact activities
- programming for beginner, intermediate and advanced clients
- programming for the following components of fitness:
  - body composition (hypertrophy and weight loss)
  - muscle endurance
  - muscle strength
  - flexibility
  - cardiovascular endurance
  - balance
  - reaction time
  - coordination
  - power
  - speed
  - agility
  - proprioception

***(A minimum of 3 training plans, catering for groups of 3-12 participants is required as evidence)***

***(Evidence must demonstrate that at least 10 different group training sessions have been conducted)***

<p>Design, develop and conduct sessions in 2 or more open space (outdoor) environments that incorporate techniques, procedures and equipment to minimise social and environmental impacts on sites and communities, such as;</p> <ul style="list-style-type: none"> <li>- consideration of local government requirements and permits</li> <li>- adherence to industry codes of practice</li> <li>- provision of advice to clients regarding the use of open spaces and management of client behaviour in open spaces</li> </ul> <p><b><i>(A total of at least 3 session records across both individual and group training environments is required as evidence)</i></b></p>				
<p>Identify and allocate sufficient space, facility and equipment requirements for personal training sessions</p>				
<p>Demonstrate the following skills when instructing individual and group personal training sessions;</p> <ul style="list-style-type: none"> <li>- Manage the safe set up and use of equipment (including plyometric equipment and equipment used by different clients within the same session)</li> <li>- Provide clear instruction and confirm understanding</li> <li>- Adapt instructional methods to suit different learning styles of clients</li> <li>- Demonstrate exercises, techniques and equipment to group and individual clients.</li> <li>- Supervise clients performing a variety of exercises and variations in exercises at the same time</li> <li>- Monitor client intensity, technique, posture and safety for signs and symptoms of intolerance and modify accordingly</li> </ul>				

<p>Demonstrate an understanding of the following program design and training principles when developing group and individual personal training plans:</p> <ul style="list-style-type: none"> <li>• Adaptation</li> <li>• Specificity</li> <li>• Individualisation</li> <li>• Progressive overload</li> <li>• Maintenance</li> <li>• Reversibility</li> <li>• Frequency</li> <li>• Rest periods</li> <li>• Loads and volumes</li> <li>• Exercise selection and order</li> <li>• Intensity</li> <li>• Muscle actions</li> <li>• Resistance training methods (sets, reps, repetition velocity, circuits, matrices, supersets, pre-fatigue sets)</li> </ul>				
<p>Conduct program evaluations and follow up fitness assessments for individuals and groups at regular intervals</p>				
<p>Identify and implement modifications to group and individual personal training plans in response to self-evaluation and participant feedback that addresses <b>at least 3</b> of the following reasons for change;</p> <ul style="list-style-type: none"> <li>• technical requirements</li> <li>• changing needs due to fitness adaptations</li> <li>• changing goals</li> <li>• client needs, objectives, likes and dislikes</li> <li>• technical difficulty adjustments of exercises</li> </ul> <p><b>(A minimum of 3 programs with evidence of modifications is required)</b></p>				

Document program plans, progress notes and update records of program modifications				
Monitor and record environmental impact of fitness activities and advise authorities of any changes or feedback.  <b><i>(Evidence of providing feedback on the environmental impact of at least 5 activities is required)</i></b>				
Demonstrate an understanding of environmental issues and sustainability considerations when conducting personal training sessions, such as: <ul style="list-style-type: none"> <li>- climate change</li> <li>- energy and water consumption</li> <li>- land management</li> <li>- waste consumption and disposal</li> <li>- environmentally or culturally sensitive areas</li> <li>- impact minimisation techniques</li> </ul>				
Demonstrate an understanding of anatomy, physiology, exercise science and biomechanics in relation to participation in personal training programs, including: <ul style="list-style-type: none"> <li>• physiological responses and adaptations that occur to the major body systems due to participation in different types of training methods and techniques</li> <li>• the impact that programming principles such as specificity, reversibility, progression and , recovery have on the body</li> <li>• the location and function of major bones, joints and muscles involved in exercises within the program plan</li> </ul>				

<p>Demonstrate an understanding of legislative and regulatory requirements, policies and procedures when planning and conducting group and individual personal training programs, including:</p> <ul style="list-style-type: none"> <li>- duty of care</li> <li>- anti-discrimination</li> <li>- privacy, record management and security</li> <li>- work/occupational health and safety and risk management</li> <li>- emergency situations</li> <li>- use, care and maintenance of equipment</li> <li>- communication</li> <li>- client supervision, maximum participant numbers and supervisor to client ratios</li> <li>- climate control</li> <li>- hygiene</li> <li>- working with children and/or vulnerable people</li> <li>- standards of personal presentation and clothing for participants and self</li> <li>- permits and restrictions for use of open spaces</li> </ul>				
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Section 4	Athlete Strength & Conditioning		
Candidate's name		Date completed	
<p><b>Units of competency:</b></p> <p><b>Are you applying for RPL for any units in this section? Please indicate:</b></p> <p><input type="checkbox"/> SISFFIT017 Instruct long-term exercise programs</p> <p><input type="checkbox"/> SISFFIT019 Incorporate exercise science principles into fitness programming</p> <p><input type="checkbox"/> SISXCAI009 Instruct strength and conditioning techniques</p> <p><input type="checkbox"/> SISXCAI010 Develop strength and conditioning programs</p> <p><input type="checkbox"/> SISXCAI005 Conduct individualised long term training programs</p> <p>(The full content of each unit can be viewed at <a href="http://www.training.gov.au">www.training.gov.au</a>)</p>		<p>Suggested documents/evidence to support your ability to perform the tasks listed for this section include:</p> <ul style="list-style-type: none"> <li>- List similar units from a qualification transcript and provide a copy of the transcript and unit description</li> <li>- Copies of client pre-exercise screening forms utilised when planning strength and conditioning programs</li> <li>- Copies of client records containing information on discussions with clients/coaches or other support personnel that includes performance history, training goals and objectives, details of participant's profile</li> <li>- Copies of ongoing participant fitness and performance assessment records undertaken by the candidate that relates to a variety of components of fitness and skill</li> <li>- Copies of long-term, periodised programs designed and implemented for a variety of participants (eg different ages, beginners, intermediate and advanced) with a variety of specific strength and conditioning goals</li> <li>- Copies of training programs where modifications have been made and implemented over time based on changing needs of participants</li> <li>- Position description relating to planning, setting up, conducting and monitoring clients undertaking strength and conditioning sessions over a period of time</li> <li>- Copies of evaluations, feedback or testimonials completed by strength and conditioning program participants or support staff (eg coaches) outlining specific tasks performed by the candidate</li> <li>- Professional development course certificates relating to strength and conditioning training techniques such as plyometrics, SAQ, Olympic lifting, periodization, anatomy and physiology/exercise science</li> <li>- Copies of participant's training diaries</li> <li>- Copy of a working with children check</li> </ul>	

				- Registration with Fitness Australia/ Physical Activity Australia/ESSA/ASCA
Task/Competency	I can perform/have performed:			<b>Evidence/documentation provided to support claim:</b> 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: Bachelor of Health Science Unit Transcript (Units SSC302, SSC304)</i>
Conduct pre-exercise screening and referrals for participants of strength and conditioning programs using industry endorsed processes				
Develop participant profiles to ascertain lifestyle habits, training history, goals/targets, physical and psychological needs and objectives				
Identify resource requirements for strength and conditioning programs, including access to: <ul style="list-style-type: none"> <li>- personnel/support staff/coaches</li> <li>- equipment</li> <li>- locations, facilities and first aid</li> <li>- finances</li> <li>- transport</li> </ul>				

<p>Plan, instruct, document and evaluate strength and conditioning programs that meet the needs of participants.  <b><i>(A minimum of 5 long-term strength and conditioning programs is required as evidence)</i></b></p> <p><b><i>(At least 3 of the long term programs must demonstrate that at least 8 training sessions from the program have been conducted. Each session must be at least 30 minutes in duration)</i></b></p>				
<p>Plan and implement long-term strength and conditioning programs that;</p> <ul style="list-style-type: none"> <li>- cater for a variety of participant career phases, profiles, needs and objectives, including; <ul style="list-style-type: none"> <li>• novice, intermediate and advanced</li> <li>• pre-adolescent and mature aged</li> <li>• reconditioning and rehabilitation</li> <li>• disability</li> <li>• competition performance</li> <li>• team selection/trials</li> <li>• enjoyment/socialisation</li> <li>• physical constraints</li> <li>• emotional and psychological demands</li> <li>• groups or individuals</li> <li>• training history and fitness levels</li> <li>• adaptation rate</li> </ul> </li> </ul>				

<p>Plan and implement long-term strength and conditioning programs that;</p> <ul style="list-style-type: none"> <li>- include principals of periodisation and training phases, including; <ul style="list-style-type: none"> <li>• macrocycles</li> <li>• microcycles</li> <li>• mesocycles</li> <li>• pre-season, in season, post season</li> <li>• preparation, competition and transition phases,</li> <li>• four year cycles</li> <li>• tapering, peaking, maintenance</li> <li>• accommodation of fixed points such as availability of support staff/facilities, competition rules, selection/competition dates etc</li> </ul> </li> </ul>				
<p>Plan and implement long-term strength and conditioning programs that;</p> <ul style="list-style-type: none"> <li>- follow principles of programming including: <ul style="list-style-type: none"> <li>• FITT principle</li> <li>• Specificity</li> <li>• Individualisation</li> <li>• Reversibility</li> <li>• Progressive overload</li> </ul> </li> </ul>				

<p>Plan, instruct and monitor strength and conditioning sessions that include the following core lifts and exercises:</p> <ul style="list-style-type: none"> <li>• abdominals (roll outs, reverse crunch, side bends, prone hold)</li> <li>• back (bent over row, lateral pull down)</li> <li>• biceps (biceps curl, hammer curl)</li> <li>• calves and ankles (standing calf and heel raise, peroneal flexions and wobble board)</li> <li>• chest (flat bench press with barbells and dumbbells, incline bench press with barbells and dumbbells)</li> <li>• forearms (wrist curls)</li> <li>• hip and thigh (hip sled, back squat, forward lunge)</li> <li>• shoulders (seated shoulder press, machine shoulder press)</li> <li>• triceps (lying triceps extension, triceps pushdown)</li> <li>• power exercises (push press and push jerk, clean and power clean)</li> </ul>				
<p>Plan, instruct and monitor strength and conditioning sessions that;</p> <ul style="list-style-type: none"> <li>• include both compound and isolated exercises</li> <li>• include injury prevention strategies</li> <li>• occur in both controlled and uncontrolled environments</li> <li>• include relevant drills, activities and games</li> <li>• include tactical, competition or performance strategies</li> <li>• include appropriate phases (warm up, conditioning, cool down)</li> <li>• include appropriate exercise selection and order</li> <li>• include low and high impact activities</li> <li>• include use of intensity monitoring methods such as RPE, talk test, HR zones</li> <li>• incorporate motivation techniques to encourage program adherence</li> <li>• incorporate effective instruction and communication techniques</li> </ul>				

<p>Plan, instruct and monitor strength and conditioning sessions to ensure safe use of the following equipment:</p> <ul style="list-style-type: none"> <li>• Cardiovascular equipment (electrical and non-electrical)</li> <li>• Resistance equipment (free weights, body weight, pin loaded/fixed gym equipment, bars)</li> <li>• Contemporary equipment (medicine balls, bands, fitballs, suspension trainers, BOSU etc)</li> <li>• Electronically braked equipment</li> <li>• Air braked equipment</li> <li>• Pool based equipment</li> </ul>				
<p>Plan and instruct strength and conditioning sessions that include safe exercises to develop the following components of fitness:</p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Speed</li> <li>• Proprioception</li> <li>• Balance</li> <li>• Coordination</li> <li>• Reaction time</li> <li>• Core stability and abdominal strength</li> <li>• Aerobic energy systems and endurance</li> <li>• Anaerobic energy systems and endurance</li> <li>• Power movements (plyometrics)</li> <li>• Body composition (hypertrophy/weight loss)</li> <li>• Flexibility (static, dynamic, PNF/partner stretching)</li> <li>• Muscle strength</li> <li>• Muscle endurance</li> <li>• Cardiorespiratory endurance</li> <li>• Performance for competition</li> <li>• Skill acquisition</li> </ul>				

<p>Plan, instruct and monitor strength and conditioning sessions that include training methods such as:</p> <ul style="list-style-type: none"> <li>• Resistance (varying types, sets, reps, tempo, circuits, matrices, supersets, pre-fatigue)</li> <li>• Interval training</li> <li>• Continuous training</li> </ul>				
<p>Monitor participants and liaise with coaches or other support personnel on an ongoing bases regarding participants progress and wellbeing, including possible signs and signs and symptoms of exercise intolerance, overtraining and DOMS</p>				
<p>Undertake physical testing and assessment at regular intervals throughout strength and conditioning programs to assess, monitor and evaluate participant fitness and performance</p>				
<p>Identify and implement modifications to strength and conditioning training programs in response to self-evaluation and participant feedback that addresses <b>at least 4</b> of the following reasons for change;</p> <ul style="list-style-type: none"> <li>• technical requirements</li> <li>• changing needs due to fitness adaptations</li> <li>• changing goals</li> <li>• client needs, objectives, likes and dislikes</li> <li>• technical difficulty adjustments of exercises</li> </ul> <p><b>(A minimum of 3 programs demonstrating at least 4 of the above modifications is required)</b></p>				

<p>Demonstrate an understanding of anatomy &amp; physiology in relation to strength and conditioning programs, including:</p> <ul style="list-style-type: none"> <li>• biomechanics and anatomical lever systems</li> <li>• joint actions and movements involved in exercises</li> <li>• biomechanical differences of participants based on age and sex</li> <li>• structure and function of major body systems and their responses to exercise in various environmental conditions</li> <li>• physiological, psychological and biomechanical adaptations to training</li> <li>• postural deviations and their effect on movement</li> </ul>				
<p>Source and access information on exercise science and use it in own day to day professional practice and within scope of practice of a personal trainer to assist clients</p>				
<p>Maintain and update own knowledge of exercise science to improve your professional practice</p>				
<p>Demonstrate an understanding of legislative and regulatory requirements, policies and procedures when planning and conducting long term strength and conditioning programs, including:</p> <ul style="list-style-type: none"> <li>• work health and safety/occupational health and safety requirements</li> <li>• manufacturer’s specifications for safe equipment use</li> <li>• frequency and scope of equipment checks</li> <li>• communication protocols</li> <li>• roles and responsibilities of different people, and types of tasks undertaken</li> <li>• equal opportunity and anti-discrimination</li> <li>• privacy and confidentiality</li> <li>• ethical considerations</li> <li>• working with children requirements</li> <li>• reporting (channels and record keeping)</li> </ul>				



<b>Section 5</b>		<b>Allied Health Industry Collaboration</b>		
<b>Candidate's name</b>		<b>Date completed</b>		
<b>Units of competency:</b>  <b>Are you applying for RPL for any units in this section? Please indicate:</b>  <input type="checkbox"/> SISFFIT015 Collaborate with medical and allied health professionals in a fitness context  (The full content of each unit can be viewed at <a href="http://www.training.gov.au">www.training.gov.au</a> )		Suggested documents/evidence to support your ability to perform the tasks listed for this section include: <ul style="list-style-type: none"> <li>- List similar units from a qualification transcript and provide a copy of the transcript and unit description</li> <li>- Copies of client pre- exercise screening forms for low, moderate and high risk clients</li> <li>- Copies of referral letters to a variety of medical/allied health professionals</li> <li>- Copies of ongoing feedback or communication with allied health or medical professionals</li> <li>- Copies of client fitness programs designed and/or modified in response to advice given by allied health and/or medical professionals</li> <li>- Copies of modifications to exercise programs in response to clients' signs and symptoms of exercise intolerance</li> <li>- Client feedback or testimonials outlining how their exercise programs have been designed, implemented or modified to accommodate their health conditions and in response to allied health guidance</li> <li>-</li> <li>- Testimonials from medical/allied health professionals outlining details of their involvement and working relationship with the candidate</li> <li>- Registration with Fitness Australia/ Physical Activity Australia/ESSA</li> </ul>		
<b>Task/Competency</b>	<b>I can perform/have performed:</b>			<b>Evidence/documentation provided to support claim:</b> 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
	<b>All of the task</b>	<b>Some of the task</b>	<b>None of the task</b>	
<i>Example:</i>		X		<i>Doc # 5: Copies of client referrals and AHP notes</i>

<p>Use appropriate pre-exercise screening and risk stratification processes to determine clients displaying risk factors, signs and symptoms of exercise intolerance or those with medical conditions who require referral to an AHP/MP, including:</p> <ul style="list-style-type: none"> <li>• chest pain</li> <li>• severe breathlessness/feeling faint/dizziness/</li> <li>• loss of balance or coordination</li> <li>• significant/abnormal muscle, bone or joint pain</li> <li>• recent rapid weight change</li> <li>• frequent or persistent headaches or fatigue</li> <li>• other situations where continuation of the sessions could compromise client health and safety.</li> </ul>				
<p>Prepare referral letters to a range of the following appropriate health professionals when guidance is required regarding exercise participation:</p> <ul style="list-style-type: none"> <li>• accredited exercise physiologist</li> <li>• accredited practising dietician</li> <li>• chiropractor</li> <li>• continence nurse advisor</li> <li>• general practitioner</li> <li>• occupational therapist</li> <li>• osteopath</li> <li>• physiotherapist</li> <li>• podiatrist</li> <li>• psychologist</li> <li>• remedial massage therapist</li> <li>• sports physician</li> </ul> <p><b><i>(A minimum of 10 client referrals to a variety of the health professionals listed above is required as evidence)</i></b></p>				

<p>Deliver suitable exercise programs incorporating appropriate physical activity, exercise intensity and frequency guidelines in response to instruction provided by allied health professionals (AHP) or medical professionals (MP)</p> <p><b><i>(A minimum of 5 programs is required as evidence)</i></b></p>				
<p>Provide ongoing and timely feedback to clients and MPs/AHPs regarding the following:</p> <ul style="list-style-type: none"> <li>- client health and fitness status</li> <li>- adjustments to program</li> <li>- program progress</li> <li>- client response to exercise</li> <li>- client goals</li> <li>- any questions and concerns</li> </ul>				
<p>Maintain and store client records that include:</p> <ul style="list-style-type: none"> <li>- pre-exercise screening results</li> <li>- client health information</li> <li>- client/parent/guardian informed consent</li> <li>- documented guidance provided by medical or allied health professional</li> <li>- clinical or fitness test results</li> <li>- exercise program details</li> <li>- client participation</li> </ul>				
<p>Demonstrate an understanding of the Health Practitioner Regulation National Law and the Australian Health Practitioner Regulation Agency (AHPRA) or other practitioner registers</p>				

<p>Demonstrate an understanding of legislative and regulatory requirements, policies and procedures when collaborating with MPs and AHPs regarding client participation in exercise, including:</p> <ul style="list-style-type: none"> <li>• Work/occupational health and safety</li> <li>• Recording and privacy/confidentiality of client information and consent</li> <li>• Anti-discrimination</li> <li>• Duty of care</li> <li>• Business licences and practices</li> <li>• Consumer protection</li> <li>• Civil liability law</li> <li>• Use of industry endorsed risk management protocols, exercise implications and referral requirements</li> <li>• Standards of personal presentation and clothing for participants and self</li> <li>• Emergency procedures</li> <li>• Hygiene</li> <li>• Use, care and maintenance of equipment</li> </ul>				
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Section 6		Principles of Functional Movement		
Candidate's name		Date completed		
<p><b>Units of competency:</b></p> <p><b>Are you applying for RPL for any units in this section? Please indicate:</b></p> <p><input type="checkbox"/> SISFFIT018 Promote functional movement capacity</p> <p>(The full content of each unit can be viewed at <a href="http://www.training.gov.au">www.training.gov.au</a>)</p>		<p>Suggested documents/evidence to support your ability to perform the tasks listed for this section include:</p> <ul style="list-style-type: none"> <li>- List similar units from a qualification transcript and provide a copy of the transcript and unit description</li> <li>- Copies of client functional movement screening records conducted by the candidate</li> <li>- Copies of client static/dynamic posture screening records conducted by the candidate</li> <li>- Copies of client flexibility or range of movement testing records conducted by the candidate</li> <li>- Copies of referrals or communications with allied health professionals regarding exercise participation guidance for clients with functional movement limitations or postural variances</li> <li>- Copies of documented discussions or information given to clients regarding functional movement or contradicted exercises</li> <li>- Copies of client fitness programs designed and implemented to meet the needs of clients with specific functional movement goals or to address functional movement dysfunctions and postural variances</li> <li>- Copies of client fitness programs where modifications have been made as a result of incorrect technique and/or poor dynamic posture</li> <li>- Professional Development course certificates relating to functional movement, posture and/or injury prevention</li> <li>- Client feedback or testimonials relating to participation in programs designed by the candidate to improve the client's functional movement and / or postural variances</li> <li>- Registration with Fitness Australia/ Physical Activity Australia/ESSA</li> </ul>		
Task/Competency	I can perform/have performed:			<p><b>Evidence/documentation provided to support claim:</b></p> <p>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</p>
	All of the task	Some of the task	None of the task	

<i>Example:</i>		X		<i>Doc # 1: Bachelor of Health Science Unit Transcript (Unit EXC305)</i>
Review and discuss outcomes of pre-exercise screening records, health assessments and health related goals with clients				
Identify reasons relating to posture and function that require referral and seek guidance from appropriate AHP as required				
<p>Observe and document the following areas of static posture for clients and consider how any variances can relate to movement limitations and injury risk:</p> <ul style="list-style-type: none"> <li>• asymmetrical muscle tone</li> <li>• spinal curvature (lordosis, kyphosis, scoliosis)</li> <li>• scapula setting (winging, tilting, rotation)</li> <li>• pelvis position (anterior/posterior rotation)</li> <li>• knee alignment (varus, valgus)</li> <li>• foot alignment (internal/external rotation, pronation/supination)</li> <li>• head position (forward, lateral tilt)</li> <li>• sitting/standing/supine positions</li> <li>• locomotive gait (walking, jogging, running)</li> </ul>				

<p>Observe, document and analyse the functional movement capacity of clients when performing all of the following movement patterns and exercise scenarios:</p> <ul style="list-style-type: none"> <li>• push</li> <li>• Pull</li> <li>• squat</li> <li>• lunge</li> <li>• rotation</li> <li>• overhead press</li> <li>• overhead pull</li> <li>• with and without equipment</li> <li>• loaded and unloaded</li> </ul> <p><b><i>(Evidence of performing a functional movement analysis for a minimum of 5 clients over a minimum total duration of 8 hours is required)</i></b></p>				
<p>Observe, identify and record restrictions in range of movement for clients, including the following;</p> <ul style="list-style-type: none"> <li>- stability of major joint complexes</li> <li>- balance and coordination</li> <li>- joint movement and mobility</li> <li>- active, passive and functional range</li> <li>- joint and muscle interactions</li> </ul> <p><b><i>(Evidence of conducting range of movement/balance observations is required for a minimum of 5 clients)</i></b></p>				

<p>Use muscle activation exercises to identify any strength limitations, imbalances or activation concerns in clients for the following muscle groups:</p> <ul style="list-style-type: none"> <li>- core abdominals</li> <li>- glutes</li> <li>- hamstrings</li> <li>- hip flexors</li> <li>- rotator cuff</li> <li>- chest</li> <li>- back</li> </ul> <p><b><i>(Evidence of using a minimum of 3 activation exercises for each of the 5 clients is required)</i></b></p>				
<p>Use a variety of tools when conducting dynamic posture analysis, including;</p> <ul style="list-style-type: none"> <li>• flexometer</li> <li>• goniometer</li> <li>• plumb line</li> <li>• grid</li> <li>• plurimeter</li> <li>• pressure biofeedback unit</li> <li>• photographic technology</li> <li>• video analysis</li> <li>• tape measure</li> </ul>				
<p>Document and discuss the following with all clients:</p> <ul style="list-style-type: none"> <li>- observations and outcomes of the client’s functional movement/postural analysis</li> <li>- contraindicated exercises, precautions or activities that may exacerbate the client’s postural variances</li> <li>- the importance of identifying postural variances and the relationship to injury prevention</li> </ul>				



<p>Implement appropriate exercise strategies to address static posture observations and promote functional movement, including;</p> <ul style="list-style-type: none"> <li>- flexibility methods</li> <li>- functional strength training</li> <li>- proprioception development</li> <li>- correct exercise techniques</li> <li>- education to develop correct posture during activities of daily living</li> </ul>				
<p>Monitor client performance and participation in exercises and identify ineffective movement patterns and poor technique</p>				
<p>Modify incorrect exercise technique and poor dynamic posture for clients <b><i>(Evidence is required for a minimum of 3 clients)</i></b></p>				

<p>Demonstrate an understanding of the following;</p> <ul style="list-style-type: none"> <li>- common postural variances and functional limitations</li> <li>- ideal postural alignment</li> <li>- causes of poor posture</li> <li>- normal/typical ranges of joint movement</li> <li>- role of muscles and muscle activation</li> <li>- changes to centre of gravity and the effect on posture</li> <li>- characteristics of balance, coordination and agility</li> </ul>				
<p>Source and use information on functional movement in day to day practice and in discussions with clients, including use of functional movement terminology</p>				
<p>Demonstrate an understanding of the following legislative obligations and organisational policies and procedures when promoting functional movement:</p> <ul style="list-style-type: none"> <li>- Work/occupational health and safety</li> <li>- Duty of care</li> <li>- Storage, collection and confidentiality of client information</li> <li>- Professional ethics</li> <li>- Scope of practice</li> </ul>				

Section 7		Business Operations & Marketing	
Candidate's name		Date completed	
<p><b>Units of competency:</b></p> <p><b>Are you applying for RPL for any units in this section? Please indicate:</b></p> <p><input type="checkbox"/> BSBSMB401 Establish legal and risk management requirements of small business</p> <p><input type="checkbox"/> BSBSMB403 Market the small business</p> <p><input type="checkbox"/> BSBSMB404 Undertake small business planning</p> <p><input type="checkbox"/> BSBSLS408 Present, secure and support sales solutions</p> <p>(The full content of each unit can be viewed at <a href="http://www.training.gov.au">www.training.gov.au</a>)</p>		<p>Suggested documents/evidence to support your ability to perform the tasks listed for this section include:</p> <ul style="list-style-type: none"> <li>- List similar units from a qualification transcript and provide a copy of the transcript and unit description</li> <li>- Copies of business and marketing plans developed and implemented by the candidate</li> <li>- Copies of business related documents including <ul style="list-style-type: none"> <li>o business registration certificate</li> <li>o domain name registration</li> <li>o ABN</li> <li>o business insurance certificate</li> <li>o financial plan</li> <li>o profit and loss data</li> <li>o arrangements for lease/buy/rent of premises</li> <li>o permit application and confirmation</li> <li>o risk management strategy</li> <li>o advice from specialists (accountant, lawyer, financial advisor, agent)</li> <li>o competitor analysis</li> <li>o promotional materials (fliers, emails, SMS, MMS)</li> </ul> </li> <li>- Provide URLs to candidate's business website, social media pages</li> <li>- Feedback or customer surveys relating to the success of the business</li> <li>- Data on customer engagement analytics</li> <li>- Copies of client loyalty programs implemented by the candidate</li> <li>- Copies of sales targets and performance history performed by the candidate</li> <li>- Professional development course certificates relating to sales processes, setting up, operating and evaluating a business</li> </ul>	
<b>Task/Competency</b>		<b>Evidence/documentation provided to support claim:</b>	
		<b>I can perform/have performed:</b>	

	All of the task	Some of the task	None of the task	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 # 6: Bachelor of Business Unit Transcript (Units BSB201, BSB322, ECO102)</i>
<p>Develop and implement a business plan for a small business that includes the following essential components:</p> <ul style="list-style-type: none"> <li>- Business plan purpose</li> <li>- A strategic plan that includes the goals and objectives of the business</li> <li>- A feasibility study of the business that includes research on market needs, size and potential</li> <li>- An operation plan that includes equipment, resource and staffing requirements</li> <li>- A financial plan that provides the liquidity and profitability requirements for the business</li> <li>- A marketing plan</li> <li>- Identification of where specialist services are required, including associated costs</li> <li>- A process to monitor and evaluate the business plan against business objectives at regular intervals</li> </ul>				
<p>Establish risk management requirements of a small business, including:</p> <ul style="list-style-type: none"> <li>- identification and assessment of internal and external risks</li> <li>- development of risk management strategies according to business goals and objectives and relevant legal requirements</li> <li>- appropriate insurance requirements</li> <li>- identification of relevant people involved in the business and confirmation of their support towards the business direction</li> </ul>				

<p>Develop and implement strategies to ensure compliance with small business legal requirements, including:</p> <ul style="list-style-type: none"> <li>- establishment of business legal and ownership structure, registration and licensing requirements</li> <li>- taxation requirements</li> <li>- industrial relations principles</li> <li>- equal employment opportunity legislation</li> <li>- anti-discrimination legislation</li> <li>- work, health and safety legislation</li> <li>- environmental requirements</li> <li>- legal implications associated with cultural differences</li> <li>- maintenance of legal documents</li> <li>- consumer legislation and industry codes of practice</li> <li>- strategies to monitor provision of products and services, identify areas of non-compliance and implement appropriate corrective actions</li> </ul>				
<p>Negotiate, arrange and terminate small business contracts and if required, seek legal advice for contractual rights and obligations associated with;</p> <ul style="list-style-type: none"> <li>- leasing or ownership of business premises</li> <li>- procurement for goods and services</li> </ul>				

<p>Develop a marketing plan in line with relevant people and business plan objectives, that includes:</p> <ul style="list-style-type: none"> <li>- a competitor analysis to assist with the development of marketing strategies</li> <li>- an evaluation of the customer base/needs and identification of the target market</li> <li>- consideration of the customer journey</li> <li>- an assessment of product mix, volumes and pricing opportunities to maximise profit</li> <li>- costs and benefits of the different types of marketing channels</li> <li>- identification and development of marketing or promotional activities to engage with customers in the digital space using digital devices, technologies and platforms</li> <li>- marketing activities in line with budgeting requirements</li> <li>- strategies that are culturally and ethically appropriate</li> <li>- the roles of marketing personnel and their responsibilities</li> </ul>				
<p>Use a variety of performance evaluation methods to research, monitor, analyse and improve marketing performance against the business plan targets and objectives.</p>				
<p>Monitor business progress and evaluate the business performance against;</p> <ul style="list-style-type: none"> <li>- the business goals and objectives</li> <li>- marketing objectives</li> <li>- budgetary requirements</li> <li>- customer feedback</li> </ul>				

<p>Prepare for customer sales opportunities by:</p> <ul style="list-style-type: none"> <li>- reviewing product information and knowledge</li> <li>- identifying products, ideas, services, sales tactics or sales aids for use in the sales process</li> <li>- considering a variety of solutions and alternatives to meet anticipated buyer needs</li> </ul>				
<p>Use persuasive language, gestures, posture, body language, facial expressions, voice questioning and listening techniques during the sales process to:</p> <ul style="list-style-type: none"> <li>- create a supportive selling environment</li> <li>- identify buyer needs, preferences, motives, objections</li> <li>- identify and assess verbal and non-verbal buying signals</li> <li>- secure buyer interest</li> <li>- match the needs and preferences of the buyer</li> <li>- communicate key features and benefits of the product that relate specifically to buyer needs</li> </ul>				
<p>Demonstrate the ability to respond to buyer signals and finalise/close a sale, including the ability to;</p> <ul style="list-style-type: none"> <li>- identify buyer resistance and implement strategies to manage it</li> <li>- use trial closes</li> <li>- negotiate conditions of the sale</li> <li>- confirm buyer decision</li> <li>- provide advice on financial arrangements</li> <li>- prepare and complete sales documents, processes and orders</li> <li>- present cross selling opportunities to buyer</li> </ul>				

<p>Provide after sales support to buyers, including;</p> <ul style="list-style-type: none"> <li>- Making contact with buyers to gain feedback on the sales process and to ensure product satisfaction</li> <li>- Providing technical assistance and resolving service issues</li> <li>- Implementing client loyalty strategies</li> <li>- Identifying opportunity for future/ongoing sales</li> </ul>				
<p>Demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>- How statistical methods are used to evaluate sales performance</li> <li>- Strategies to manage client sales accounts</li> </ul>				



Section 8		Exercise Prescription for Children and Adolescents		
Candidate's name		Date completed		
<p><b>Units of competency:</b></p> <p><b>Are you applying for RPL for any units in this section? Please indicate:</b></p> <p><input type="checkbox"/> SISFFIT012 Instruct movement programs to children aged 5 - 12 years</p> <p><input type="checkbox"/> SISFFIT013 Instruct exercise to young people aged 13 to 17 years</p> <p>(The full content of each unit can be viewed at <a href="http://www.training.gov.au">www.training.gov.au</a>)</p>		<p>Suggested documents/evidence to support your ability to perform the tasks listed for this section include:</p> <ul style="list-style-type: none"> <li>- List similar units from a qualification and provide a copy of the transcript and unit description</li> <li>- Documentation of discussions with children, adolescents and their parents/carers regarding exercise needs, expectations etc.</li> <li>- Copies of pre-exercise screening and fitness/functional testing for children and adolescents</li> <li>- Copies of client referrals to allied health professionals completed by the candidate for children and adolescents</li> <li>- Copies of fitness programs and activities designed and implemented to meet the needs of children and adolescents, including modifications made over time</li> <li>- Testimonials from parents/guardians, employer or sports club representatives that outline fitness activities conducted by the candidate</li> <li>- Copies of alternative activities prescribed for children who could not participate in the group exercise programs</li> <li>- Copies of client feedback/evaluation forms completed by children/adolescents/parents/carers/schools</li> <li>- Professional development course certificates that are focused on exercise for children and adolescents</li> <li>- Registration with Fitness Australia/ Physical Activity Australia/ESSA</li> </ul>		
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 # 1: Bachelor of Health Science Unit Transcript (Unit HPD202)</i>

<p>Gather and interpret information from children/adolescent clients and parents/careers regarding exercise needs, expectations and preferences for <b>both</b> of the following age groups:</p> <ul style="list-style-type: none"> <li>- 5 to12 year olds (children)</li> <li>- 13 to17 year olds (adolescents)</li> </ul>				
<p>Conduct appropriate pre-exercise screening procedures for children and adolescents (low, moderate and high risk) and review and confirm outcomes with parents/carers.</p>				
<p>Select and use appropriate fitness and baseline functional activity assessments (motor skills, cardiovascular, strength, agility, flexibility) for children and adolescents as required</p>				
<p>Refer children and adolescents to medical or allied health professionals as required</p>				

<p>Design, demonstrate, instruct, monitor and evaluate appropriate programs for groups of <b>5-12 year olds</b> that include</p> <ul style="list-style-type: none"> <li>- aims, objectives, benefits</li> <li>- movement activities for coordination and motor development, including; <ul style="list-style-type: none"> <li>• throwing</li> <li>• jumping</li> <li>• kicking</li> <li>• running</li> <li>• skipping</li> <li>• hopping</li> <li>• climbing</li> </ul> </li> <li>- activities to address different developmental stages</li> <li>- safety considerations</li> <li>- suitable exercise order, duration, intensity, volume</li> <li>- use of appropriate equipment</li> <li>- appropriate incorporation of music if required</li> <li>- goal setting, positive feedback, enjoyment and play</li> <li>- inclusive, interactive and fun activities</li> </ul> <p><b><i>(A minimum of 5 programs for this age group is required as evidence)</i></b></p>				
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<p>Design, demonstrate, instruct, monitor and evaluate appropriate programs for individuals or groups of <b>13-17 year olds</b> that include:</p> <ul style="list-style-type: none"> <li>- participant goals</li> <li>- exercises to address different stages of growth, development, ability and age</li> <li>- exercises to address components of fitness, including; <ul style="list-style-type: none"> <li>• cardiorespiratory endurance</li> <li>• muscular endurance</li> <li>• muscular strength</li> <li>• flexibility</li> <li>• body composition</li> <li>• coordination and motor development</li> </ul> </li> <li>- functional activities such as hopping, jumping, throwing, kicking, running, walking, skipping</li> <li>- agility, proprioception, balance, reaction time and speed based exercises</li> <li>- a range of gym-based equipment including: <ul style="list-style-type: none"> <li>• free weights</li> <li>• pin loaded equipment</li> <li>• cardiovascular equipment</li> <li>• skipping ropes, mats, resistance bands, medicine balls and fitballs</li> </ul> </li> <li>- suitable exercise order, duration, intensity, volume</li> <li>- suitable exercise programming and progression principles including: <ul style="list-style-type: none"> <li>• FITT</li> <li>• overload</li> <li>• specificity</li> <li>• phasing</li> <li>• warm- up</li> <li>• conditioning</li> <li>• cool down</li> </ul> </li> <li>- appropriate incorporation of music if required</li> <li>- appropriate communication and motivational techniques (goal setting, positive feedback and enjoyment/play)</li> </ul> <p><b><i>(A minimum of 5 programs for this age group is required as evidence)</i></b></p>				
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<p>Modify programs for both children and adolescent age groups to address the following:</p> <ul style="list-style-type: none"> <li>- <b>signs and symptoms of intolerance</b></li> <li>- feedback from children/parents/carers</li> <li>- physical changes and health conditions</li> <li>- accommodation of social changes</li> <li>- basic mechanics, safety and fitness outcomes</li> </ul> <p><b>(Evidence of program modifications must demonstrate at least 2 of the above reasons and must include the reason listed in bold)</b></p>				
<p>Demonstrate an understanding of suitable alternative exercise options in situations where the child:</p> <ul style="list-style-type: none"> <li>- cannot participate safely or negatively affects the safety of others</li> <li>- has needs beyond the aims of the program</li> </ul>				
<p>Evaluate sessions on a regular basis, incorporating feedback from children, parents/carers, self- reflection and session outcomes.</p> <p>Document and implement modifications.</p>				

<p>Demonstrate an understanding of stages of growth and development for children and adolescents, in relation to the following:</p> <ul style="list-style-type: none"> <li>- social development</li> <li>- emotional development</li> <li>- behavioural change</li> <li>- physiological characteristics and growth rates</li> <li>- co-ordination, skill and motor development</li> <li>- communication skills</li> <li>- physical activity requirements and effects</li> </ul>				
<p>Demonstrate an understanding of anatomy and physiology related to children and adolescents, including;</p> <ul style="list-style-type: none"> <li>- thermoregulation</li> <li>- cardiovascular system and aerobic capacity</li> <li>- musculoskeletal system</li> <li>- nervous system</li> <li>- respiratory system</li> <li>- posture and stability</li> </ul>				
<p>Demonstrate an understanding of common injuries among children/adolescents, including;</p> <ul style="list-style-type: none"> <li>- sprains</li> <li>- osteochondroses</li> <li>- shoulder instability</li> <li>- joint hypermobility</li> </ul>				

<p>Demonstrate an understanding of the following injury risks related to participation in exercise for children/adolescents:</p> <ul style="list-style-type: none"> <li>- inadequate skill and physical preparation</li> <li>- overtraining</li> <li>- biomechanics and movement technique</li> <li>- physical and mental preparation</li> <li>- fatigue and recovery</li> </ul>				
<p>Access and utilise the following policies and procedures, legislative and regulatory information when planning and implementing programs for children/adolescents:</p> <ul style="list-style-type: none"> <li>- working with children and vulnerable children</li> <li>- privacy</li> <li>- anti-discrimination</li> <li>- work health and safety</li> <li>- manufacturer guidelines on equipment safety and usage</li> <li>- duty of care</li> <li>- ventilation/climate control</li> <li>- overcrowding/client supervision</li> <li>- hygiene</li> <li>- clothing for clients and self</li> <li>- what to do in an emergency situation</li> <li>- incident reporting</li> <li>- pre-screening and referral</li> <li>- parent/carer consent</li> </ul>				

# 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"/>
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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"/>