



australianfitness
academy

Recognition of Prior Learning (RPL)

Candidate Application Kit

SIS40221 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:

- 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. Completion of 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 completion of the SIS30321 Certificate III in Fitness qualification or the pre requisite units.

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:

To be eligible for entry into the SIS40221 Certificate IV in Fitness qualification, candidates must have demonstrated competency in the following units:

- SISFFIT032 Complete pre-exercise screening and service orientation
- SISFFIT033 Complete client fitness assessments
- HLTAID011 Provide First Aid
- HLTWHS001 Participate in workplace health and safety
- 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

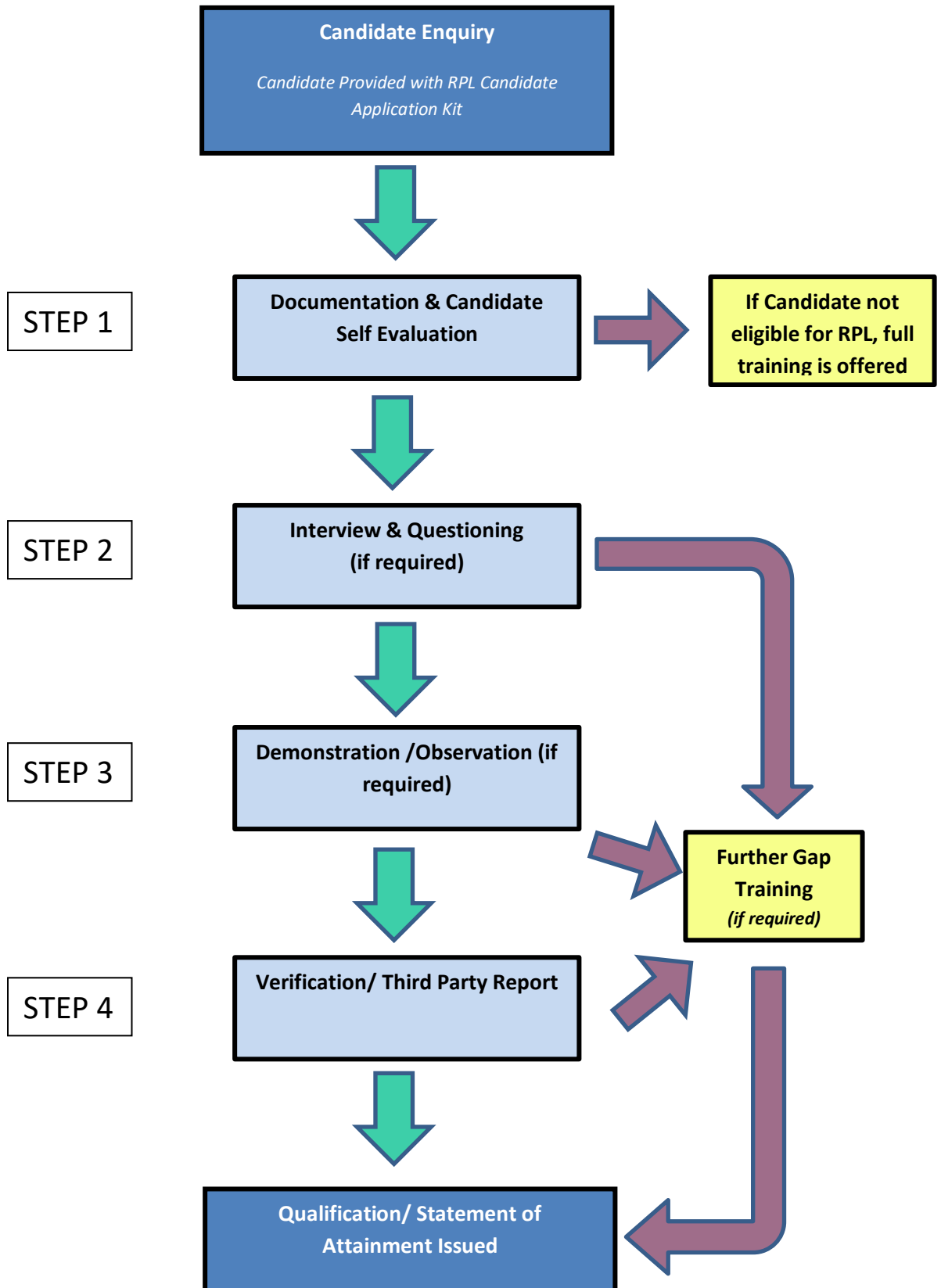
Packaging rules:

To receive a full SIS40221 Certificate IV in Fitness qualification, 17 units must be completed (10 core units and 7 elective units). The following units are the only units in the SIS40221 Certificate IV in Fitness qualification offered by the Australian Fitness Academy and the only units from this qualification where RPL/CT is available. For certificate IV completion, Australian Fitness Academy offers two modules for students to select one of, these are detailed below. Please ensure you identify which module you are applying for in part 1 of the self-evaluation.

Qualification	SIS40221 Certificate IV in Fitness
Unit Code	Unit Description
Core Units	
SISFFIT045	Develop and instruct personalised exercise programs for adolescent clients
SISFFIT053	Support healthy eating for individual fitness clients
SISFFIT041	Develop personalised exercise programs
SISFFIT042	Instruct personalised exercise sessions
SISFFIT043	Develop and instruct personalised exercise programs for body composition goals
SISFFIT044	Develop and instruct personalised exercise programs for older clients
SISFFIT049	Use exercise science principles in fitness instruction
CHCCOM006	Establish and manage client relationships
SISFFIT050	Support exercise behaviour change
SISFFIT051	Establish and maintain professional practice for fitness instruction
Elective Units	
SIRXHWB001	Maintain personal health and wellbeing
SISFFIT034	Assess client movement and provide exercise advice
BSBESB301	Investigate business opportunities
BSBESB302	Develop and present business proposals
Module - Strength & Conditioning	
SISXCAI005	Conduct individualised long-term training programs
SISXCAI009	Instruct strength and conditioning techniques
SISXCAI010	Develop strength and conditioning programs
Module - Exercise & Technology	
SISFFIT046	Plan and instruct online exercise sessions
SISXIND012	Select and use technology for sport, fitness and recreation work
SISXIND009	Respond to interpersonal conflict

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 **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				
Surname				
First name/s				
Qualification in which you are seeking RPL	SIS40215 Certificate IV in Fitness			
Module applying for RPL:	<input type="checkbox"/> Strength & Conditioning <input type="checkbox"/> Exercise and Technology			
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
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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)

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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?

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 10 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 1-10 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</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"> - 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
<p>Client Fitness Programs</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"> - 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>
<p>Workplace Documents</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"> - 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> <p><i>For confidentiality and privacy reasons, you should remove client names and contact details from the documents.</i></p>

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
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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.

Section 1		Establishing Yourself As a PT		
Candidate's name		Date completed		
<p>Units of competency:</p> <p>Are you applying for RPL for any units in this section? Please indicate:</p> <p><input type="checkbox"/> SIRXHWB001 Maintain personal health and wellbeing</p> <p><input type="checkbox"/> SISFFIT051 Establish and maintain professional practice for fitness instruction</p> <p>(The full content of each unit can be viewed at www.training.gov.au)</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"> - List similar units from a qualification and provide a copy of the transcript and unit description - Evidence of utilising evidence based information to support client needs (eg completed research) - Position description outlining job role - Evidence of professional development and use of a professional development plan - Copies of communication with industry such as medical and allied health professionals - Subscription to evidence based information relevant to fitness instruction - Testimonials from clients - Copies of permits or permit applications to perform training programs in public open spaces - Copies of environmental impact evaluations, surveys or reports conducted while undertaking personal training programs in public open spaces - Copies of client codes of conduct used to communicate behavioural expectations in relation to facilities, equipment and spaces - Registration with AusActive/ Physical Activity Australia/ESSA/Fitrec or other professional association 		
Task/Criteria	I can perform/have performed:			Evidence/documentation provided to support claim:
	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 HNT104, EXC203)</i>
<p>Maintain personal health and wellbeing by:</p> <ul style="list-style-type: none"> - Identifying sources of workplace fatigue & stress - Adopting work routines and processes that limit fatigue and promote work/life balance - Implement techniques to build workplace stamina and resilience and effectively respond to stressors 				
<p>Identify work/life balance priorities and implement techniques to support desired balance to ensure personal health and wellbeing is maintained.</p>				
<p>Identify internal and external sources of support and assistance relevant to workplace health and wellbeing.</p>				
<p>Demonstrate knowledge of the existence and purpose of industry bodies that develop practices and standards as well as the ability to source information from credible sources about the current context for fitness instruction in Australia and identify and evaluate key aspects of</p> <ul style="list-style-type: none"> - Three established industry practices/standards (industry accreditation, registration quality assurance schemes, code of conduct/practice, scope of practice) - Three legal or ethical requirements (confidentiality, informed consent, duty of care, permits) 				

<p>Demonstrate the ability to use critical thinking processes to analyse and respond to the fitness instruction needs using evidence-based information for each client need by:</p> <ul style="list-style-type: none"> - identifying and evaluating evidence-based information - -Developing and documenting a response to the clients needs that is supported by analysis and evidence <p><i>(Evidence of above is required for a minimum of 2 clients)</i></p>				
<p>Review own professional development by reflecting and evaluating fitness instruction strengths and areas of improvement. Identify sources of industry information about professional development and document actions for improving own skills and knowledge.</p> <p>Reflect on practice in fitness instruction to learn daily, guide decision making and link with professional development</p>				
<p>Communicate with industry, medical/allied health professionals in regards to clients with ongoing health issues and discuss:</p> <ul style="list-style-type: none"> - Client health and fitness status - Program progress - Questions of concern - Client response to exercise - Client goals 				

<i>(Evidence of above is required for a minimum of 2 clients)</i>				
Demonstrate knowledge of how to access and search practitioner registers and understand referral systems and communication protocols for providing and receiving information about clients health and progress				
Demonstrated knowledge and understanding of environmental sustainability consideration for outdoor spaces to ensure minimal impact. Understanding of local government minimal impact codes and threats to the operation of exercise activities in public outdoor spaces				
Demonstrate knowledge of different models of work for fitness instructors and how they impact work practices (employed vs self-employed)				
Demonstrate the benefits to establishing professional relationships, behaviours to support effective relationships, networking opportunities as well as any barriers to creating and maintaining effective relationships				
Utilise critical thinking to evaluate information and organise it for use in day to day practice. Identify contemporary issues in fitness and how it impacts the workplace and clients				

Section 2		Personal Training Methods		
Candidate's name		Date completed		
<p>Units of competency:</p> <p>Are you applying for RPL for any units in this section? Please indicate:</p> <p><input type="checkbox"/> SISFFIT041 Develop personalised exercise programs</p> <p><input type="checkbox"/> SISFFIT042 Instruct personalised exercise sessions</p> <p><input type="checkbox"/> SISFFIT049 Use exercise science principles in fitness instruction</p> <p>(The full content of each unit can be viewed at www.training.gov.au)</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"> - List similar units from a qualification and provide a copy of the transcript and unit description - Documentation or notes of client discussions/appointments where information of exercise habits, allied health professional communication is conducted - Copies of regular client health and fitness assessments or performance measures, reviews, progress charts, regular follow up and monitoring etc - Professional development course certificates relating to exercise science, program design, exercise instruction - Copies of client session plans and personalised exercise programs for a variety of goals and demographics (a male, a female and a client with medical guidance) - Client feedback or testimonials that include information about success of exercise programs, progression of exercise programs - Modifications made to client programs to address difficulty, precautions and progress - Client personalised exercise session log history or training diaries - Exercise session notes and planning notes - Copies of communications with personal training clients - Job description that details job role - Registration with AusActive/ Physical Activity Australia/ESSA/Fitrec or other professional association 		
Task/Competency	I can perform/have performed:			<p>Evidence/documentation provided to support claim:</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 PSY204)</i>

				<i>Doc # 2: Copies of client testimonials</i>
<p>Identify client needs by a pre screening and fitness assessment process and the implications to exercise programming such as:</p> <ul style="list-style-type: none"> - Client needs and exercise preference - Body composition data - Fitness data to indicate intensity - Client guidance provided by medical/allied health professionals for injury management or any contraindications 				
<p>Develop, document and instruct a personalised exercise programs that incorporate both indoor and outdoor sessions and include the following types of exercises:</p> <ul style="list-style-type: none"> - Cardiovascular - Resistance - Flexibility - Low and high impact - Exercises that target health related components of fitness/skill related components of fitness - Exercises with and without equipment <p><i>Evidence must be of 3 clients (a male, a female and a client with medical guidance) with a minimum of 4 personalised programs each with a minimum 45 minute duration that incorporate both indoor and outdoor sessions</i></p>				

<p>For each session instructed, provide evidence of:</p> <ul style="list-style-type: none"> - Preparation of the environment - Pre -screen client before the sessions for current condition - Use of instructional and communication techniques - Safe technique demonstration - Provide feedback and positive reinforcement - Use of motivational communication 				
<p>Identify situations from a pre session screening that indicates exercise precautions and modify planned exercise in response</p> <p><i>Evidence of 2 clients (situations) where exercise precautions are taken</i></p>				
<p>Respond to a client showing signs of over exertion or difficulty and modify their activities</p> <p><i>Evidence of 2 clients where modifications were made due to over exertion or difficulty</i></p>				
<p>Evaluate the effectiveness of a program, modify the program and future session content and document details of the evaluation and changes made.</p> <p><i>Evidence of 1 client program that has been modified upon review of its effectiveness</i></p>				
<p>Demonstrate an understanding of factors that affect the design of personalised programs such as:</p>				

<ul style="list-style-type: none"> - Physical differences (different sexes, older people, ante/post natal, menopausal/post menopausal) - Exercise history and current abilities - Desired frequency of training sessions - Client goals - Medical advice - Increased intensity and progression parameters 				
<p>Effectively use client centred communication techniques for establishing rapport and building trust and how they may vary depending on individual client characteristics. When delivering sessions, demonstrate sensitivity and empathy during interactions</p>				
<p>The meaning of the following components of fitness, and how exercises can target client goals and improvements for each:</p> <p>Health related components</p> <ul style="list-style-type: none"> - Cardiovascular endurance - Muscle strength and endurance - Flexibility (dynamic, static, PNF) - Body composition <p>Skill related components:</p> <ul style="list-style-type: none"> - Power - Speed - Agility - Coordination - Balance - Reaction time - Proprioception <p>Different types of high/low impact exercises and equipment:</p> <ul style="list-style-type: none"> - Continuous - Interval - Free weights - Gym equipment including weight machines - Body weight - Flexibility exercises (dynamic and static) 				

<p>Phases of exercise sessions, and their rationale and timing:</p> <ul style="list-style-type: none"> - Warm up - Main workout - Cool down/stretching <p>Components of exercise sessions and how they can be used effectively:</p> <ul style="list-style-type: none"> - Exercise Order - Volume and intensity, load of exercises - Reps and sets - Rep tempo - Rest intervals <p>Training Techniques:</p> <ul style="list-style-type: none"> - Supersets - Drop sets - Pre fatigue sets - Plyometric training - Interval training including HIIT - Circuit training - Fartlek 				
<p>Plan sessions that are sequenced and varied to enhance client motivation and program adherence and to allow for recovery from specific exercise types. Incorporate progressive increase in difficulty that responds to client's progression.</p>				
<p>Document sessions, evaluation and client progress according to organisational format. Complete accurate session notes that include client feedback and evaluation of own performance</p> <p>Factors to consider in session evaluation:</p> <ul style="list-style-type: none"> - Structure and timing - Suitability of exercises and equipment - Client performance and progress 				

<ul style="list-style-type: none"> - Trainer communication and instruction 				
<p>Demonstrate the ability to prepare the environment and equipment prior to the sessions and use the following communication techniques:</p> <ul style="list-style-type: none"> - Clear and correct verbal, visual, kinaesthetic and tactile instructions - Cueing and how to adapt instruction to suit different learning styles - Correct and safe exercise technique demonstration - Feedback and positive reinforcement - Motivational communication 				
<p>Demonstrate knowledge of scope of practice for a personal trainer in instructing personalised exercise sessions such as:</p> <ul style="list-style-type: none"> - Responsibilities and limitations - Professional boundaries 				
<p>Demonstrate knowledge of factors that impact session delivery and how to respond:</p> <p>Environmental</p> <ul style="list-style-type: none"> - Noise - Indoor venue climate control and ventilation - Exposure to uncomfortable and extreme weather conditions in the outdoors <p>Equipment</p> <ul style="list-style-type: none"> - Safety and serviceability checks for equipment used <p>Client</p> <ul style="list-style-type: none"> - Observation and verbal screening to assess client's current condition prior to starting a session - Common medical conditions and injuries, contraindications and precautions for exercises 				

<ul style="list-style-type: none"> - How to modify exercises, intensity and load to allow safe participation 				
<p>Observe client technique and provide corrective instruction based on observations. Provide succinct explanations about the relationship between exercises, their beneficial impacts on the body and implications for achieving fitness goals</p>				
<p>Monitor client performance against objectives using measures suited to the exercise such as:</p> <ul style="list-style-type: none"> - Speed or timing - Loads - Endurance - Range of movement 				
<p>Identify signs of fatigue and exercise intolerance using measures such as:</p> <ul style="list-style-type: none"> - Heart rate response - Talk test - RPE scale <p>Demonstrate how to recognise and respond to common indicators of over exertion and discomfort and when exercise should be modified or stopped</p>				
<p>Demonstrate use of methods to evaluate effectiveness of a personalised exercise program such as:</p> <ul style="list-style-type: none"> - Ongoing informal discussion with client and targeted questions to elicit opinion - Ongoing observation and measurement of client progress in performance, health and skill improvements 				

<ul style="list-style-type: none"> - Staged formal fitness assessment and comparison measurements 				
<p>Identify, review and interpret credible sources of evidence-based information for exercise science principles relevant to fitness instruction such as:</p> <ul style="list-style-type: none"> - Adaptation - Overload - Specificity - Individualisation - Progression/regression - Reversibility 				
<p>Document how exercise science principles are incorporated into the design of client programs, and record the following:</p> <ul style="list-style-type: none"> - Profile of the client - How the program is systematically structured to provide progression toward a goal - Rationale for the selection of exercises that relate to the principle of specificity - How the principle of overload has been used to determine the volume and intensity and frequency of sessions - Rationale for the types of recovery incorporated into the session <p>Minimum of four clients program designs to be documented how exercise science principles are incorporated</p>				

<p>Demonstrate knowledge of how each of the exercise science principles is applied to program design for the individual such as:</p> <p>How exercise science principles achieve improvements in:</p> <ul style="list-style-type: none"> - Health related components of fitness - Skill related components of fitness <p>Meaning of the following terms and application to exercise:</p> <ul style="list-style-type: none"> - Acute physiological response - Chronic physiological response <p>Key aspects of physiological response to exercise:</p> <ul style="list-style-type: none"> - Acute and chronic adaptations of the cardiovascular, respiratory, musculoskeletal, neuromuscular and endocrine systems to aerobic, anerobic and strength training. - Response of the neuromuscular system to high intensity, strength, power, speed and hypertrophy training - Acute and chronic hormonal responses to aerobic and strength training <p>Key aspects of physiological adaptations relevant to participating in long term and endurance training:</p> <ul style="list-style-type: none"> - Energy system and substrate utilisation - Nervous system improvements - Improved thermoregulation - Increased lactate threshold <p>Role of exercise and fitness in injury and fall prevention and the physiological adaptations that are related to reducing risk</p> <p>Meaning of overtraining and client signs and symptoms</p>				
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Knowledge of key aspects of physiology that relate to short and long term recovery.				
Maintain knowledge of exercise science principles				

Section 3		Building & Maintaining Client Relationships		
Candidate's name		Date completed		
<p>Units of competency:</p> <p>Are you applying for RPL for any units in this section? Please indicate:</p> <p><input type="checkbox"/> SISFFIT050 Support exercise behaviour change</p> <p><input type="checkbox"/> CHCCOM006 Establish and manage client relationships</p> <p>(The full content of each unit can be viewed at www.training.gov.au)</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"> - List similar units from a qualification and provide a copy of the transcript and unit description - Documentation or notes of client discussions/appointments where information of exercise habits, motivation and barriers to exercise is collected - Copies of regular client health and fitness assessments or performance measures, rewards systems, progress charts, behavioural contracts, regular follow up calls etc - Professional development course certificates relating to behaviour change or exercise psychology - Client feedback or testimonials that include information about motivational techniques undertaken - Modifications made to client programs to address barriers to exercise - Job description that includes exercise behaviour change and developing client relationships as key responsibilities - Registration with AusActive/ Physical Activity Australia/ESSA/Fitrec or other professional association 		
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			<p><i>Doc # 1: Bachelor of Health Science Unit Transcript (Unit PSY204)</i></p> <p><i>Doc # 2: Copies of client testimonials</i></p>

<p>Use credible sources to identify evidence-based information on key aspects of exercise behaviour change and how it can be used to provide behaviour change advice for clients</p>				
<p>Support the exercise behaviour change process for clients throughout their personalised exercise programs, including:</p> <ul style="list-style-type: none"> - Collecting information about motivation, stage of readiness for change and barriers to exercise adherence/participation - Assisting the client to plan for behaviour change by identifying ways to overcome barriers, informing of appropriate behaviour change techniques to use, discussing actions and setting goals - Consistently using client-centered interactions - Maintaining records about information exchanges, goals change techniques and client progress <p><i>Evidence of supporting the behaviour change process is required for a minimum of 3 clients.</i></p>				
<p>Monitor client progress towards achievement of exercise behaviour change goals, including;</p> <ul style="list-style-type: none"> - Monitoring and communicating regularly over a period of at least 4 weeks - Using techniques to enhance exercise adherence - Completing a follow up assessment and discussion of progress, achievement and changing needs <p><i>Evidence required for at least 1 client</i></p>				

<p>Demonstrate knowledge of the following in relation to supporting exercise behaviour change :</p> <ul style="list-style-type: none"> - Maintaining client records and confidentiality - Scope of practice for a PT - Credible sources of information 				
<p>Demonstrate knowledge of the following in relation to supporting exercise behaviour change :</p> <ul style="list-style-type: none"> - Different methods used to collect client information on behaviour change - Factors influencing exercise behaviour and the process of change - Common barriers to exercise participation and adherence - Strategies to overcome barriers to exercise - Stages of behaviour change in the fitness context - Techniques for promoting exercise behaviour change across different stages of the fitness plan - Goal setting - The role of arousal control and strategies that facilitate it - Methods and techniques used to monitor client progress and evaluate performance 				
<p>Establish and manage client relationships and boundaries appropriately when providing services, including:</p> <ul style="list-style-type: none"> - building trust and respect - identifying and responding to client needs - exercising discretion and confidentiality - seeking client information respectfully and sensitively using appropriate questioning/interviewing techniques - collaborating with the client - supporting and encouraging the client - working within the scope of role <p><i>Evidence is required for a minimum of 3 clients</i></p>				

<p>Develop responses to situations involving difficult or challenging behaviour, including:</p> <ul style="list-style-type: none"> - using the most appropriate mode of communication - using language and terminology the client can understand - presenting information clearly and in sufficient detail - confirming understanding with the client <p><i>Evidence is required for a minimum of 3 different situations</i></p>				
<p>Demonstrate knowledge of the legal and ethical considerations for establishing and managing client relationships such as privacy, confidentiality and disclosure, human rights and work role boundaries</p>				
<p>Demonstrate knowledge of the following in relation to establishing and managing client relationships:</p> <ul style="list-style-type: none"> - Modes and techniques for effective communication - Role of motivational interviewing during client interactions to facilitate outcomes - Techniques for motivational interviewing - Barriers and influences on communication and ways to respond - Techniques for dealing with difficult communication situations - Types of relevant information that may be provided to clients 				

Section 4		Client Movement Assessment		
Candidate's name		Date completed		
<p>Units of competency:</p> <p>Are you applying for RPL for any units in this section? Please indicate:</p> <p><input type="checkbox"/> SISFFIT034 Assess client movement and provide exercise advice</p> <p>(The full content of each unit can be viewed at www.training.gov.au)</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"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Position description outlining provision of client movement assessment - Copies of client pre-exercise screening and ongoing movement screening records - Copies of client fitness programs designed and implemented to meet the needs of a movement assessment - Copies of client fitness programs that include modifications to programs over a period of time - Copies of client feedback or evaluation surveys - Client or employer testimonials outlining specific tasks undertaken by the candidate in relation to movement analysis and exercise application - Professional Development course certificates related posture, movement assessment, functional training - Registration with AusActive/ Physical Activity Australia/ESSA/Fitrec or other professional association 		
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		<p>Doc # 3: Copies of completed group training session plans</p> <p>Doc #4: Copies of completed PT sessions</p>

<p>Establish client needs by assessing the posture and movement capacity of clients by making observations of static posture, assessing dynamic posture, balance movement quality and limitations utilising the following movement patterns:</p> <ul style="list-style-type: none"> - Squat - Lunge - Hinge - Horizontal push - Horizontal pull - Vertical push - Vertical pull - Rotation <p><i>Evidence is required for a minimum of 3 different clients that includes a male, female and client aged over 55.</i></p>				
<p>Explain assessment outcomes, accurately record results, and recommend and demonstrate exercises to address identified issues.</p> <p>Have clients complete exercises and modify technique as required.</p> <p><i>Minimum of 3 exercises per client required to address identified issues required for evidence</i></p>				
<p>Demonstrate utilisation of client centred communication techniques for establishing and building trust and rapport with clients and how they may vary for everyone</p>				

<p>Demonstrate knowledge of trainer scope of practice when assessing movement and identifying situations where referral to a medical or allied health is required, such as:</p> <ul style="list-style-type: none"> - Pain during movement and exercise - Static postural deviations outside normal ranges - Client inability to correct dynamic posture - Restricted joint mobility, strength imbalance and stability concern that is limiting function. 				
<p>Use of tools and observation for assessing static posture, and make recommendations based on structural differences identified including:</p> <ul style="list-style-type: none"> - Photos and videos - Flexometers, goniometers - Plumb lines - Tape measures 				
<p>Knowledge of influences that affect dysfunctional movement patterns and exercise technique such as:</p> <ul style="list-style-type: none"> - Abnormalities of the musculoskeletal system - Damage to bones and connective tissue including ligaments and cartilage - Asymmetric muscle tone - Poor muscle strength and endurance - Locomotive gait including walking, jogging and running 				
<p>Observe client movement to identify deviations in postural alignment outside of normal ranges and functional limitations that can occur with movement and the relationship with the deviation and the potential for injury and the need for injury prevention with conditions such as:</p> <ul style="list-style-type: none"> - Spinal curvature including lordosis and kyphosis - Winged scapula - Anterior tipping and tilting - Upward and downward rotation - Anterior and posterior pelvis 				

<ul style="list-style-type: none"> - Internal and external pelvic rotation - Knee alignment, varus and valgus - Foot rotation - Pronated and supinated feet 				
<p>Identify client balance and stability limitations by understanding of balance components, disturbance and utilise exercise to support and improve balance and base of support.</p> <p>Understanding of what factors that can cause changes to a persons centre of gravity such as:</p> <ul style="list-style-type: none"> - Age - Pregnancy - Being overweight 				
<p>Suggest and demonstrate exercises to improve posture and movement technique and prevent the likeliness of injury</p>				
<p>Document movement assessment outcomes and exercises in client records</p>				

Section 5		Personal Training for Older Clients		
Candidate's name		Date completed		
<p>Units of competency:</p> <p>Are you applying for RPL for any units in this section? Please indicate:</p> <p><input type="checkbox"/> SISFFIT044 Develop and instruct personalised exercise programs for older clients</p> <p>(The full content of each unit can be viewed at www.training.gov.au)</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"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Position description outlining provision of designing and implementing programs for older adults - Copies of client pre-exercise screening and ongoing fitness assessment records for older adults - Copies of client fitness programs designed and implemented to meet a variety of older client needs, goals and experience levels - Copies of client fitness programs that include a variety of exercise equipment suitable for older adults - Copies of older adult client fitness programs that include modifications to programs over a period of time - Copies of client feedback or evaluation surveys - Client or employer testimonials outlining specific tasks undertaken by the candidate in relation to planning and delivering individual training for older adults - Professional Development course certificates related to older adults - Registration with AusActive/ Physical Activity Australia/ESSA/Fitrec or other professional association 		
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		<p>Doc # 3: Copies of completed group training session plans</p> <p>Doc #4: Copies of completed PT sessions</p>

<p>Use industry endorsed pre-exercise screening and referral tools to review and advise personal training clients of health screening outcomes</p>				
<p>Consider and confirm client needs, expectations preferences, goals and objectives and be able to explain/promote the benefit of exercise and healthy aging</p>				
<p>Build client trust and rapport using client centred communication showing sensitivity and empathy during interactions. Deliver a service that is empowering, promotes reablement with a rights based approach</p>				
<p>Plan, document, implement and evaluate personal training plans that meet the needs and goals of clients over 55 utilising aspects of exercise science principles and incorporates:</p> <ul style="list-style-type: none"> - Exercise and injury prevention strategies for older clients - Strength and balance exercises that can help prevent falls <p><i>(As evidence, programs are required for a female, male and a client who has received medical advice. Evidence of 4 programs required as a minimum)</i></p>				

<p>Provide written reports to medical and allied health professionals and communicate:</p> <ul style="list-style-type: none"> - Clients current fitness capabilities and goals - Clients response to exercise sessions - Questions, concerns, and further guidance sought <p><i>Evidence of communication for 1 client is required</i></p>				
<p>Utilise recommendations contained in established national physical activity guidelines for older adults</p>				
<p>Prescribe exercises suited to older clients that target improvements in age related health changes including:</p> <ul style="list-style-type: none"> - Reduced bone density and increased osteoporosis risk - Decreased coordination and balance - Decreased muscle mass, strength and physical endurance - Reduced joint flexibility - Increased risk of falls and injury - Increased risk of high cholesterol - Risk of high blood pressure, cardiovascular disease and stroke - Increased risk of cancer and osteoarthritis - Increased risk of depression and anxiety. 				
<p>Make appropriate communication considerations such as:</p> <ul style="list-style-type: none"> - Allow time for interactions - Reduce terminology use - Recognise and adapt to visual and hearing impairments - Be positive and focus on strengths - Check own understanding and the understanding of the older client 				

<p>Respond to indicators or exhaustion such as:</p> <ul style="list-style-type: none"> - Chest pain during rest and activity - Severe breathlessness, feeling faint, loss of balance - Unusual fatigue and shortness of breath - Significant muscle, bone, and joint pain beyond what is normal in exercise 				
<p>Evaluate the effectiveness of a program by:</p> <ul style="list-style-type: none"> - Ongoing informal discussion - Reports of improvement from the client - Ongoing observation and measurement - Staged formal assessment 				

Section 6	Personal Training for Adolescent Clients		
Candidate's name		Date completed	
<p>Units of competency:</p> <p>Are you applying for RPL for any units in this section? Please indicate:</p> <p><input type="checkbox"/> SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients</p> <p>(The full content of each unit can be viewed at www.training.gov.au)</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"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Position description outlining provision of designing and implementing programs for adolescent clients (ages 13- 17) - Copies of client pre-exercise screening and ongoing fitness assessment records for adolescent clients - Copies of client fitness programs designed and implemented to meet a variety of adolescent needs, goals and experience levels - Copies of fitness programs designed for both individual adolescents and groups of adolescents - Copies of adolescent client fitness programs that include a variety of suitable exercise equipment 	

				<ul style="list-style-type: none"> - Copies of adolescent client fitness programs that include modifications to programs over a period of time - Copies of client/parent feedback or evaluation surveys - Client or employer testimonials outlining specific tasks undertaken by the candidate in relation to planning and delivering sessions for adolescence - Professional Development course certificates related to training adolescent clients - Registration with AusActive/ Physical Activity Australia/ESSA/Fitrec or other professional association
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 # 3: Copies of completed group training session plans</i> <i>Doc #4: Copies of completed PT sessions</i>
Screen and assess adolescent clients by: <ul style="list-style-type: none"> - Consulting with clients parents/guardian to obtain consent and identify reasons for program, current physical activity and goals. - Use client centred and age appropriate communication - Select and use an appropriate pre exercise screening questionnaire and fitness assessment based on clients age and stage of development to assess cardiovascular endurance, muscular strength and endurance, flexibility, body composition and functional motor skills - Knowledge of the purpose of different screening questionnaires and indications for the need of referral - Determine health risk factors for exercise participation - Accurately record results in client records 				

<p>Evidence of 3 different adolescent clients to collectively include a female, male, client aged between 13-15 and client aged between 16-17 required as evidence</p>				
<p>Demonstrate knowledge and understanding of specific risk factors to be considered in screening an adolescent, why they're important and how they contribute to assessment outcomes such as:</p> <ul style="list-style-type: none"> - Heart conditions and family history - Epilepsy, seizures, convulsions, fainting and dizziness - Diabetes - Asthma - Allergies and anaphylactic reactions - Recent surgery - Medication use 				
<p>Knowledge of common reasons why adolescent clients present for personalised programs such as sport specific goals, muscle hypertrophy, fat loss and developmental/health concerns.</p>				

<p>Identify sources of information about eating and excessive exercise disorders in adolescents, the prevalence, impacts, warning signs and referral options</p>				
<p>Plan and develop personalised exercise programs for adolescent clients by:</p> <ul style="list-style-type: none"> - Reviewing the clients goals, stage of development, current fitness capabilities and any medical/physical specific advice - Determine types of exercise and equipment that is suited to client stage of growth and development - Determine appropriate training volume and frequency - Design a structured program that incorporates the effective use of exercise science principles - Plan for exercise phases - Provide variety in the session to enhance client motivation and adherence - Incorporate injury prevention strategies that respond to exercise risks and duty of care - Document sessions as per organisational format - Apply principles of safe practice when prescribing exercises related to cardiovascular, resistance, flexibility and coordination/balance exercises <p>Evidence required each for 3 clients is to:</p> <ul style="list-style-type: none"> - Develop and document 1 personalised exercise program suited to the client age and stage of development - Develop, document and instruct two personalised session plans, with a minimum duration of 30 mins 				

<ul style="list-style-type: none"> - <i>Incorporate injury prevention strategies</i> - <i>Develop and instruct 1 30 minute group plan for a minimum four adolescents</i> 				
<p>Instruct exercise sessions for adolescent clients by:</p> <ul style="list-style-type: none"> - Using verbal, visual and tactile instruction appropriate for the age and needs of the client - Observe technique for safety and effectiveness and provide corrective instruction - Monitor performance against objectives and goals - Identify signs of fatigue and exercise intolerance and make required adjustments 				
<p>Utilising methods to assess skill related components of fitness with appropriate equipment.</p> <ul style="list-style-type: none"> - Power - Speed - Agility - Coordination - Balance - Reaction Time 				

<p>Knowledge of the purpose and overview content of established national guidelines that support provision of fitness services to adolescents:</p> <ul style="list-style-type: none"> - Movement guidelines for children and young people - Australian Physical literacy Framework or its successor - Industry developed children’s health and fitness services guide 				
<p>Understanding of key developmental milestones for adolescents and implications for programming across the different ages:</p> <ul style="list-style-type: none"> - Physical - Social - Emotional - Cognitive - Language 				
<p>Awareness of common exercise related injuries and issues for adolescent clients and how to prevent them such as sprains, osteochondrosis, patellofemoral pain syndrome, shoulder instability and hypermobility</p>				
<p>Knowledge of appropriate demonstration and instruction technique for effective instruction to adolescents of varying age</p>				
<p>Communication considerations for adolescents such as:</p> <ul style="list-style-type: none"> - Cognitive development stage - Positive and focusing on strengths - Respect the rights of young people - Check own understanding and the understanding of the young person 				

<ul style="list-style-type: none"> - Encourage and support clients during the sessions by responding to questions, use age appropriate communication techniques 				
<p>Evaluate Program effectiveness by monitoring client progression towards goals, requesting ongoing feedback, modify and update future sessions and update client records with details of modifications</p> <p><i>Evidence of 1 client interaction that evaluates the effectiveness of the program and modifications made to meet that feedback</i></p>				

Section 7		Personal Training for Body Composition Goals		
Candidate's name		Date completed		
<p>Units of competency:</p> <p>Are you applying for RPL for any units in this section? Please indicate:</p> <p><input type="checkbox"/> SISFFIT053 Support healthy eating for individual fitness clients</p> <p><input type="checkbox"/> SISFFIT043 Develop and instruct personalised exercise programs for body composition goals</p> <p>(The full content of each unit can be viewed at www.training.gov.au)</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"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Position description outlining provision of designing and implementing programs for body composition goals - Copies of client pre-exercise screening and ongoing fitness assessment records - Copies of client fitness programs designed and implemented to meet a body composition goals - Copies of client fitness programs that include a variety of exercise equipment - Copies of client body composition change fitness programs that include modifications to programs over a period of time - Copies of client feedback or evaluation surveys - Client or employer testimonials outlining specific tasks undertaken by the candidate in relation to planning and delivering individual personal training for body composition goals - Professional Development course certificates related to individual personal training for body composition goals and supporting healthy eating - Registration with AusActive/ Physical Activity Australia/ESSA/Fitrec or other professional association 		
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	

<p><i>Example:</i></p>		X		<p><i>Doc # 3: Copies of completed group training session plans</i> <i>Doc #4: Copies of completed PT sessions</i></p>
<p>Identify clients need for nutrition advice by:</p> <ul style="list-style-type: none"> - Consulting with the client to confirm nutritional goals and clarify their expectations and need for advice - How to screen clients to identify the type and depth of advice they require - Be able to explain boundaries of role and limitations in providing nutrition advice - Identify clients that require nutrition advice that is outside of scope - Utilise positive communication when discussing limitations of a personal trainer <p><i>Evidence of 3 clients required where daily eating patterns are identified and compared to the recommendations of the Australian National dietary guidelines</i></p>				
<p>Provide healthy eating advice within scope to assist clients with change to achieve a healthier eating patterns using national dietary guidelines and associated resources.</p> <ul style="list-style-type: none"> - provide info about daily eating patterns of healthy eating and portion sizes - provide examples of healthy meals and snacks - healthy ways to prepare and cook food - educate clients on reading a food label. - Use a person-centered approach to assist client to identify changes to eating patterns to align with their goals 				

<p>Support clients to adopt and sustain healthier eating patterns with the use of client centred communication showing sensitivity and empathy to support behaviour change. Provide clients with strategies to support healthy eating and maintain records of information provided as per facility confidentiality procedures</p>				
<p>Demonstrate understanding of the risks associated with providing advice outside of scope such as:</p> <ul style="list-style-type: none"> - Nutrition deficiencies - Exposure to relative energy deficiency in sport (RED-S) and its impact - Negative impacts on existing health - Food intolerance and allergy reactions - Nutrition confusion - Financial burden of product recommendations 				
<p>Have appropriate responses when clients request information that requires medical referral such as:</p> <ul style="list-style-type: none"> - Detailed nutrition assessment - Personalised meal planning to meet a specific goal - High intensity, high volume sport specific requirements - Advice and recommendations on specific diets, eating trends - Ergogenic aids 				

<ul style="list-style-type: none"> - Queries about nutrition and medication interactions <p>Find information on available accredited practising dietitians and appropriately format a referral with relevant detail to them.</p> <p><i>Evidence of 2 clients that required nutritional guidance that is outside of scope and a referral was provided</i></p>				
<p>Effectively respond to clients with behaviour warnings of eating disorders, excessive exercise disorders and muscle dysmorphia by utilising the recommendations contained in fitness industry publications</p>				
<p>Demonstrate understanding of key nutrition terms:</p> <ul style="list-style-type: none"> - Diet - Healthy Eating - Nutrition - Nutrients including macro and micronutrients and how they're utilised in the body 				
<p>Demonstrate knowledge of population level recommendations and healthy eating guidance:</p> <ul style="list-style-type: none"> - The principal recommendations and guidelines - Characteristics of the five food groups and the nutrients they contribute to the diet - Daily patterns of healthy eating and recommended proportions of the five food groups - Types of discretionary foods to be limited and why 				
<p>Evaluate effectiveness of advice given to clients by seeking feedback from clients, identify potential changes to improve client outcomes and own practice through reflection on client feedback and utilise opportunities to update and expand knowledge with evidence-based information relevant to scope</p>				

<p>Identify client needs by reviewing outcomes of a pre exercise screening and fitness assessment.</p> <ul style="list-style-type: none"> - Take measurements such as height, weight, BMI, girths, waist to hip ratio and use results for program development - Identify implications of medical guidance and required duty of care - Consult with client to confirm goals 				
<p>Develop, document, and instruct personalised exercise programs that target specific body composition goals utilising aspects of exercise science principles. Utilise exercises that target muscle maintenance/hypertrophy or fat loss</p> <p><i>Evidence of programs for a female, male, client seeking to lose weight and a client seeking to increase weight. Minimum of 3 clients, with 2 programs per client.</i></p>				
<p>Demonstrate knowledge of the strengths and limitations related to methods used for assessing body composition such as:</p> <ul style="list-style-type: none"> - Skinfold measurement and assessment - Bioelectrical impedance analysis - Air displacement plethysmography - DEXA scans 				
<p>Considerations when selecting exercises for body composition goals:</p> <ul style="list-style-type: none"> - Current physical activity status of the client - Building on existing strengths and positives - Functional and equipment limitations due to existing body composition 				

<p>Demonstrate knowledge and understanding of metabolism, resting metabolic rate, energy expenditure and intake and the balance between them for change, basic concept of thermogenesis including adaptive thermogenesis and thermic effect.</p>				
<p>Encourage and support clients during sessions by responding to questions, use techniques that reinforce and motivate the client, highlight client's key strengths during instruction and provide information on their progression. Establish rapport to enable motivation.</p> <p>Use appropriate spotting technique when clients are weight training</p>				
<p>Evaluate the effectiveness of personalised exercise programs by using ongoing informed discussion with clients using targeted questions, ongoing observation and staged formal assessment.</p>				

<p>Modify clients programs based on feedback provided and document changes</p> <p><i>Evidence of 1 client program modification required</i></p>				
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Section 8		Business Planning & Development		
Candidate's name		Date completed		
Units of competency: Are you applying for RPL for any units in this section? Please indicate: <input type="checkbox"/> BSBESB301 Investigate business opportunities <input type="checkbox"/> BSBESB302 Develop and present business proposals (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 - A business proposal completed for a business opportunity - ABN or registration certificate for your own fitness business - Risk assessments for a business - Financial assessment and viability of a business idea - Marketing strategy for a business 		
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>
Identify, investigate and evaluate a business opportunity and assess the probability of success by: <ul style="list-style-type: none"> - Research and analyse information from a range of sources for its potential impact on the market, products/services and customers - Identify business opportunities and ideas - Describe products and services - Identify and analyse available business, financial, technology and technical factors related to opportunities - Identify customers for products/services - Record outcomes of business viability analysis <i>Evidence of researching 1 fitness business opportunity and assess its probability of success required</i>				

Investigate the market needs and factors affecting the market. Identify trends from primary and secondary sources, cultural and ethical requirements of the market, demographics of the targeted population.				
Investigate marketing and promotion strategies and activities suitable for the business and product/services				
Review personal factors against business opportunities and identify their impact on opportunities. Determine ways to minimise impact on personal factors				
Utilise sources of business market information on business ideas and potential opportunities, including: <ul style="list-style-type: none"> - Potential clients and past leads - Competitor activities, products and services - Industry trends and insights - Legislative and regulatory requirements relevant to opportunities being investigated 				
Understanding of market trends, new and emerging markets and their features. Expected market growth/decline and associated risk factors. Economic trends and any projected changes in resources				
Utilise a criteria for determining the viability of a business opportunity including market size, financial considerations, benefits and challenges of digital technologies				
Identify and manage risks associate with business proposal, communicate with relevant stakeholders about risk				
Develop and present a business proposal for a product or service that considers personal commitment, risk				

identification, anticipated financial return, description of products/services Evidence of 1 proposal required				
Develop work place procedures for recording outcomes of proposal evaluation and establishing income and expenditure costing for a business proposal				

Section 9		Exercise & Technology		
Candidate's name		Date completed		
<p>Units of competency:</p> <p>Are you applying for RPL for any units in this section? Please indicate:</p> <p><input type="checkbox"/> SISFFIT046 Plan and instruct online exercise sessions</p> <p><input type="checkbox"/> SISXIND012 Select and use technology for sport, fitness and recreation work</p> <p><input type="checkbox"/> SISXIND009 Respond to interpersonal conflict</p> <p>(The full content of each unit can be viewed at www.training.gov.au)</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"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description - Position description detailing use of technology such as fitness apps, client monitoring software, client relationship management software, conducting online fitness sessions using online communication platforms in the work environment - Testimonial from employer outlining tasks performed and technology services utilised. - Testimonial from employer outlining role in conflict resolution - Copies of client feedback/complains and responses provided to clients - Testimonial from clients on the use of online fitness services - Professional development in conflict resolution - Registration with AusActive/ Physical Activity Australia/ESSA/Fitrec or other professional association - 		
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 # 6: Statement of Attainment for First Aid course (HLTAID003)

<p>Utilising basic technology (free and paid), be able to plan, document and instruct online exercise sessions for individuals and groups.</p> <p>For each session:</p> <ul style="list-style-type: none"> - Assess the safety risks associated - Identify hazards and analyse the risk for safe session delivery using risk assessment templates - Document outcomes of risk assessment and proposed actions to eliminate/control risks - Set up the online instruction environment and equipment - Complete participant safety briefing and assess client suitability to online instruction - Emergency procedures for live sessions - Effectively use communication and demonstrate techniques - Use and optimise technology features - Monitor the clients - Complete accurate session documentation and evaluation reports <p><i>(Evidence of three online sessions conducted for both individuals and a group with a minimum of 8 participants required)</i></p>				
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<p>Demonstrate legal and business considerations specific to online offerings and technology use to maintain privacy, meet insurance requirements and maintain records.</p>				
<p>Deliver different types of online exercise services offered by the fitness industry with their features, benefits and limitations including:</p> <ul style="list-style-type: none"> - Consultations - Live online sessions - Pre recorded on demand sessions - Library of pre-recorded individual exercise demonstrations - One-to-one services - Group services with and without interaction 				
<p>For online exercise sessions, assess:</p> <ul style="list-style-type: none"> - Types of exercises and their suitability for demonstration and explanation - Exercise equipment limitations - Instructional limitations - Use of appropriate technology to see clients - Challenges for monitoring participants - Resources that complement online instruction such as fitness tracking equipment and pre recorded demonstration 				
<p>Implement and understand organisational guidelines for:</p> <ul style="list-style-type: none"> - Privacy and consent to capture and share audio-visual recordings - Monitoring customer activity - Use, care and storage of technology equipment 				

<ul style="list-style-type: none"> - Work health and safety/occupational health and safety practices - Ethical requirements in regard to technology use such as information collection and storage and intellectual property 				
<p>Demonstrate an understanding of operational features of:</p> <ul style="list-style-type: none"> - Industry specific technology and software - Monitoring equipment - Data collection software - General maintenance requirements of technologies and required repairs 				
<p>Ability to source information on different emerging technologies used in the fitness/sport industry that are appropriate/applicable to the work role and evaluate how they enhance service delivery.</p> <p><i>(Evaluation of 2 different technologies required as evidence)</i></p>				
<p>Capture audio-visual recordings for the purpose of monitoring participants, enhancing participant performance and evidence of sharing/explaining outcomes with participants</p> <p><i>(Evidence of 2 audio-visual recordings where clients have been monitored is required)</i></p>				
<p>Prevent, respond and reflect on interpersonal conflict by demonstrating understanding of:</p> <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 - 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 - Job role responsibilities relating to complain handling - Policy for complaint handling - Methods of reflection 				

Section 10	Athlete Strength & Conditioning		
Candidate's name		Date completed	
Units of competency:		Suggested documents/evidence to support your ability to perform the tasks listed for this section include:	
Are you applying for RPL for any units in this section? Please indicate:		<ul style="list-style-type: none"> - List similar units from a qualification transcript and provide a copy of the transcript and unit description 	

<input type="checkbox"/> SISXCAI009 Instruct strength and conditioning techniques <input type="checkbox"/> SISXCAI010 Develop strength and conditioning programs <input type="checkbox"/> SISXCAI005 Conduct individualised long term training programs (The full content of each unit can be viewed at www.training.gov.au)				<ul style="list-style-type: none"> - Copies of client pre-exercise screening forms utilised when planning strength and conditioning programs - 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 - Copies of ongoing participant fitness and performance assessment records undertaken by the candidate that relates to a variety of components of fitness and skill - 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 - Copies of training programs where modifications have been made and implemented over time based on changing needs of participants - Position description relating to planning, setting up, conducting and monitoring clients undertaking strength and conditioning sessions over a period of time - 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 - Professional development course certificates relating to strength and conditioning training techniques such as plyometrics, SAQ, Olympic lifting, periodization, anatomy and physiology/exercise science - Copies of participant's training diaries - Copy of a working with children check - Registration with Ausactive/ Physical Activity Australia/ESSA/ASCA 			
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 # 1: Bachelor of Health Science Unit Transcript (Units SSC302, SSC304)		

<p>Conduct pre-exercise screening and referrals for participants of strength and conditioning programs using industry endorsed processes</p>				
<p>Develop participant profiles to ascertain lifestyle habits, training history, goals/targets, physical and psychological needs and objectives</p>				
<p>Identify resource requirements for strength and conditioning programs, including access to:</p> <ul style="list-style-type: none"> - personnel/support staff/coaches - equipment - locations, facilities and first aid - finances - transport 				

<p>Plan, instruct, document and evaluate strength and conditioning programs that meet the needs of participants.</p> <p><i>(A minimum of 5 long-term strength and conditioning programs is required as evidence)</i></p> <p><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></p>				
<p>Plan and implement long-term strength and conditioning programs that;</p> <ul style="list-style-type: none"> - cater for a variety of participant career phases, profiles, needs and objectives, including; <ul style="list-style-type: none"> - novice, intermediate and advanced - pre-adolescent and mature aged - reconditioning and rehabilitation - disability - competition performance - team selection/trials - enjoyment/socialisation - physical constraints - emotional and psychological demands - groups or individuals - training history and fitness levels - adaptation rate 				

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

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

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

<p>Plan, instruct and monitor strength and conditioning sessions that include training methods such as:</p> <ul style="list-style-type: none"> - Resistance (varying types, sets, reps, tempo, circuits, matrices, supersets, pre-fatigue) - Interval training - Continuous training 				
<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 at least 4 of the following reasons for change;</p> <ul style="list-style-type: none"> - technical requirements - changing needs due to fitness adaptations - changing goals - client needs, objectives, likes and dislikes - technical difficulty adjustments of exercises <p>(A minimum of 3 programs demonstrating at least 4 of the above modifications is required)</p>				

<p>Demonstrate an understanding of anatomy & physiology in relation to strength and conditioning programs, including:</p> <ul style="list-style-type: none"> - biomechanics and anatomical lever systems - joint actions and movements involved in exercises - biomechanical differences of participants based on age and sex - structure and function of major body systems and their responses to exercise in various environmental conditions - physiological, psychological and biomechanical adaptations to training - postural deviations and their effect on movement 				
<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"> - work health and safety/occupational health and safety requirements - manufacturer's specifications for safe equipment use - frequency and scope of equipment checks - communication protocols - roles and responsibilities of different people, and types of tasks undertaken - equal opportunity and anti-discrimination - privacy and confidentiality - ethical considerations - working with children requirements - reporting (channels and record keeping) 				

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"/>
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			<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"/>