



Australian  
Industry and  
Skills Committee

# SIS FITNESS TRAINING PACKAGE

Name of allocated IRC: Sport and Recreation IRC

Name of the SSO: SkillsIQ

STAs please note: We have left the green font in to help you review this new template. We will remove it prior to lodging with DESE.

## 1. Administrative details of the Case for Endorsement

Refer to **Attachment A** for the title and code for each of the training package components that are submitted for approval, and an indication of whether these are updated (including equivalence or non-equivalence status), new or deleted products

### 1.1 Case for Change details

- **Reference number of the relevant Case for Change, date it was approved and the scope of work approved by the AISC in relation to training package development work.**

#### **SkillsIQ/TPD/2017-18/003 Fitness and Aquatic Training Package Update**

Approved by the AISC on 05 June 2018.

B - Develop a new training package, qualifications or units of competency

C - Update a training package, qualifications or units of competency

D – Prepare a training product or materials to support the implementation of training packages.

#### Project 3

The Sport and Recreation Industry Reference Committee (IRC) is updating the **Fitness** training package products in the SIS training package to better align qualifications with key job roles in the sector and address industry growth and credibility. The update will improve the standards of professionalism, customer care and service, and strengthen job roles within the fitness industry.

The update comprises **three qualifications, 31 units of competency and two new skill sets** for leadership and outdoor fitness instructors.

#### Project 4

The Sport and Recreation IRC is updating the **Aquatic Instruction** training package products in the SIS training package relating to job roles in the aquatic industry and establishing a skill set to align with the job role of aquatic fitness instructor due to ongoing and increasing demand and the difficulties in recruiting staff.

The update comprises **two units of competency** and the creation of **one new skill set**.

### 1.2 Timeframes and delays

- **Indicate if the project was delivered in accordance with the agreed timeframe. Include a clear rationale for any project delays.**

The project commenced on time and during the development of working Draft 1 it became apparent that significant changes were needed. COVID-19 shutdowns and changes in the work environment caused considerable delays to TAC (Technical Advisory Committee) members providing feedback on draft materials. In the last quarter of 2020 we were able to conduct public consultation on Draft 1 and the project has moved at a reasonable pace since then.

## 2. Changes to training products and how these will meet the needs of industry

Refer to **Attachment B** for information on how the proposed updates to qualifications will better support job roles in industry.

- Describe the updates to training products that have been made as part of this project and how these changes respond to changes in industry skills needs (e.g. changes in job roles, new technology, regulatory changes, etc)

The key driver for this review of the fitness training package products was industry concern that existing units of competency and qualifications do not align well to fitness and aquatic fitness instruction roles in the workplace.

The **Certificate III in Fitness** has been refocused to provide key industry job outcomes for land-based group and gym fitness instructors. The required number of units has been reduced from 16 to 15 which reflects the streamlining of units. The structure of the qualification has changed significantly:

- The core now comprises key fitness industry skills for group and gym-based instruction and has increased from nine units to 11 units
- Fewer electives are required, reduced from seven units to four
- Specialisations have been removed.

The **Certificate IV in Fitness** has been changed to provide industry job outcomes for personal trainers working with individuals and small groups and a variety of client types.

The required number of units to complete the **Certificate IV in Fitness** has been reduced from 20 to 17 which reflects the streamlining and deletion of units.

- The required units include ten core and seven electives, reduced from 12 core and eight electives
- The learner must select electives from both the **exercise instruction** electives and **business operations and leadership** electives
- Entry requirements have been increased to nine units, including all core SISFFIT units from the **Certificate III in Fitness** (above) plus first aid and workplace health and safety (WHS).

The **Diploma of Fitness** is proposed for deletion. Enrolments in the current qualification are very low and industry consultation on this update was unable to identify a job role that requires it. Please refer to *Attachment C: Stakeholder Engagement – Summary of Stakeholder Feedback* for more detail.

**Units of competency** have been updated and rationalised to complement discrete skills in industry. The update has addressed issues relating to unit structure, consistent use of terminology, performance evidence criteria, knowledge evidence, duplication of content across units, content gaps and assessor requirements. In addition, mandatory workplace requirements have been removed from the units.

The Group Exercise Leader **Skill Set** has been retained. Additional skill sets have been developed to address industry job roles that do not require an individual to have completed a full qualification. These include Aqua Exercise Instruction and Pre-exercise Screening.

### 3. Stakeholder consultation strategy

Refer to *Attachment C* for:

- *list of stakeholders that actively participated in consultation on the project*
- *summary feedback provided by stakeholder type and the IRC's response to this feedback*
- *summary of issues raised during stakeholder consultation and the IRC's response to these issues*

#### 3.1 Identification of stakeholders

- Describe how stakeholders were identified and targeted for participation in this project (e.g. how were stakeholders who have a direct interest in the training products identified?)

SkillsIQ maintains an extensive database of stakeholders across multiple industries. Upon registration, stakeholders indicate the industries in which they are interested and then receive relevant and targeted electronic messages ('e-Blasts') throughout the project.

The SkillsIQ website provides comprehensive information about current projects. The Sport and Recreation IRC's project provided updates which were posted to the website throughout the project.

In addition, SkillsIQ liaised with Fitness Australia, the industry's peak body, as well as the relevant state Industry Training Advisory Bodies (ITABs). SkillsIQ worked with these organisations to seek their support in circulating information about the update via their professional networks.

#### 3.2 Strategies for engaging stakeholders

- Outline the consultation strategies that were used to facilitate stakeholder participation. How was the opportunity to participate via these consultation mechanisms promoted to industry?

The key methodology typically employed to conduct consultation activities was restricted somewhat due to COVID-19 stay-at-home orders and border closures in both 2020 and 2021. The primary method of consultation was therefore the proprietary SkillsIQ Online Feedback Forum, a web-based portal used to publish the consultation and validation drafts and gather feedback from national industry stakeholders. In addition to this, a series of consultation and validation webinars was hosted to ensure national access. One-on-one conversations with stakeholders also took place. The Skills Engagement Executive leading the project presented at the National Sports Convention, a hybrid in-person and virtual conference, and was interviewed by the Fitness Australia Chief Executive Officer on Facebook Live to discuss Draft 1 consultation.

E-Blasts, newsletters and social media announcements were circulated through the following networks to ensure that information regarding the project reached a very broad range of industry stakeholders:

- SkillsIQ database and website
- Fitness Australia
- State and territory ITABs
- State Training Authorities
- IRC and TAC member networks.

### 3.3 Participation by different types of stakeholders

- Highlight how the consultation strategy supported participation by relevant stakeholders in rural, regional and remote (where appropriate) areas, and across states.

Training package products were available for review online 24 hours a day during the public consultation and validation periods. Consultation and validation webinars took place on a variety of days, and all of these were scheduled to take place after 12:00 pm AET to ensure they occurred during business hours in all states and territories. It was noted that a significant number of Registered Training Organisations (RTOs) and individual fitness instructors provided feedback and attended these webinars whereas representation from employers was relatively less substantial. Separate employer webinars were therefore hosted at both the consultation and validation stages to ensure employers had specific opportunities to provide input.

## 4. Evidence of industry support

Refer to Attachment G for:

- summary of letters of support received
- letters of support

### 4.1 Industry support

- Highlight evidence of industry support for the proposed training products provided through the consultation process.

Feedback received during webinars and via the Feedback Forum, email and one-on-one interviews highlighted support for the content of the updated units, the development of new skill sets and the new approach applied to the structure and packaging rules in the qualifications. Industry stakeholders note that the updated products are an improvement and will support the training and development of graduates for industry. Please refer to the section within *Attachment C* titled *Summary of Issues Raised during Consultation* for more detail about actions that were taken between drafts to meet industry expectations.

### 4.2 Engagement of States and Territories

- Illustrate how states/territories have been actively engaged in the project, and the level of state and territory support for the proposed training products.

Throughout each key stage, states and territories have been involved via the engagement of employers, state ITABs, STAs and various state and territory networks and representative bodies. Access to the draft training package products and supporting documentation was provided to these stakeholders. Through these materials, stakeholders gained an understanding of the implementation requirements and potential issues.

*State Training Authorities will be provided with access to the Final Draft training package products, the Case for Endorsement and the Companion Volume Implementation Guide (CVIG) for final comment prior to submission for endorsement. This statement will be updated to include STA confirmation of support if and when received.*

### 4.3 Mitigation strategies

- Include evidence that key stakeholders (including training providers) are aware of and support the mitigation strategies of the expected impacts of the changes. This should include any training package components proposed for deletion from the National Register.

The two qualifications, three skill sets and 22 units of competency proposed within this Case for Endorsement have been revised based on training delivery and skills needs identified and defined by industry. Employers will be positively impacted as they gain access to improved skills development options and pathways.

Deleted training package products have been identified (please see *Attachment A* of this Case for Endorsement) and are clearly outlined within the mapping tables provided in the SIS Sport and Recreation CVIG. These training package products have been deleted as a result of streamlining efforts that have seen the consolidation of content, in line with the priorities of the former COAG, now the National Cabinet. Content has not been lost but has instead been embedded or incorporated into new

or revised training package products. The deleted products will be listed on the National Register, [www.training.gov.au](http://www.training.gov.au), with RTOs managing the transition via appropriate transition provisions.

Some imported units have been selected from other training packages because they contain skills and knowledge that align to a current or future job function within the fitness industry, support occupational mobility, reduce duplication and/or cater to the specialised needs of some fitness industry job functions.

RTOs have been involved throughout all stages of this project and have been well represented. These RTOs are aware that additional work will be required to ensure they have the capacity to develop contextualised curriculum and assessment for both SISFFIT and imported units.

#### 4.4 Letters of industry support

Members of the Sport and Recreation IRC and Fitness and Aquatic Exercise TAC have provided confirmation of their support for the new and updated Training Package proposed for endorsement.

Letters of support can be found in *Attachment G Industry Support*.

## 5. Dissenting views

### 5.1 Dissenting views/issues raised

- Highlight any dissenting views (i.e. stakeholders' views which differ from those of the IRC) raised during stakeholder consultations where resolution was not achieved:
  - the IRC's response to the issues raised
  - efforts made to resolve divergent or outstanding issues.

A small number of stakeholders representing RTOs and fitness operators expressed concern with the removal of the *Diploma of Fitness*, noting that the qualification offered a good opportunity for continued learning among fitness professionals as well as exposure to units of competency covering advanced fitness and business management. Conversely, employers and a number of RTOs and peak associations supported the removal of the Diploma, noting that it was not required to become a registered fitness professional. Employers reported that they were looking for broader experience/skills in management of staff and facilities in the senior staff in their organisations. In addition, there are a plethora of professional development opportunities offered both by peak industry associations and licensed programs offering specialised areas in the fitness sector, as well as bespoke courses addressing the specific needs of different client types. **Both the TAC and the IRC endorse the removal of the Diploma of Fitness.** Please refer to *Attachment C: Stakeholder Engagement* for more detail.

### 5.2 Rationale for approval

- Identify the reasons why the IRC is recommending training package component(s) be approved despite these divergent views.

The Sport and Recreation IRC is recommending the deletion of the *Diploma of Fitness* for the following reasons:

- Its enrolment and completion rates are very low. Its deletion supports the national focus on the removal of no- or low-enrolment training package products.
- Some units of competency in the current training package require the assessor to possess the *Diploma of Fitness*. This requirement has now been removed from all the updated units, and therefore no longer justifies the retention of the qualification.
- Consultation, including a competency and job analysis completed with industry employers, failed to identify a job outcome that requires the *Diploma of Fitness*.
- There are no formal pathways from the VET fitness qualifications to higher education qualifications in exercise science, allied health or other related fields of study. A training qualification should not be retained to provide a transition into higher education for the learner if there is no identified job outcome.
- Industry employers report seeking management-level staff with a combination of industry experience and management skills available via the *SIS50115 Diploma of Sport and Recreation Management* or a diploma-level qualification in business, marketing, human resource management, etc.



## 6. Reports by exception

- Outline any:
  - report(s) by exception from states and territories
  - efforts by the SSO/IRC to resolve the identified issues
  - the rationale for the IRC's position.

STAs will be provided with access to the Final Draft training package products, the Case for Endorsement and the Companion Volume Implementation Guide (CVIG) for final comment prior to submission for endorsement. (This will occur after QA process.)

Written support was received from XX, XX, XXX. (Fill in after STA review.)

Reports by Exception include XXXX. (Fill in after STA review.)

## 7. Mandatory Workplace Requirements (MWRs)

*Refer to **Attachment D** for a list of the units of competency, the MWRs, the rationale for these, and evidence of employer support for these requirements.*

Mandatory workplace requirements have been removed from all units of competency included in this update. This removal was both proposed and endorsed at public consultation and validation.

## 8. Implementation of the new training packages

### 8.1 Implementation issues

- Describe any implementation issues raised by states and territories and/or other stakeholders and the proposed management strategy. For example:
  - how the downstream impacts (including state and territory funding arrangements) of the changes will be managed (for example, where the case for endorsement recommends the deletion of units/qualifications)
  - implications for other training products in the training system.

Any change to units of competency and/or qualifications creates flow-on impacts and costs for RTOs in relation to administrative systems, training resources and assessment materials. A positive impact for all RTOs will be the removal of duplication and improved clarity with regard to assessment expectations.

In the short term, it is anticipated that there will be an administrative requirement of RTOs as they transition to delivery of the new training package products. Updates to the scope of delivery will be required to implement the new qualifications and units of competency.

The following measures will need to be put into place to address systemic issues and ensure effective implementation:

- Strong and ongoing relationships between industry and training providers, and industry involvement in the validation of learning and assessment materials/activities
- Robust and reliable assessment by RTOs, including in relation to Recognition of Prior Learning (RPL) practices
- The creation of new and improved training and assessment resources to reflect the new and revised units of competency.

The allocation and management of funding associated with the delivery of new and revised training package products will be determined by the appropriate state and territory bodies in consultation with industry stakeholders in their respective jurisdictions.

Employers have been active contributors throughout this project and support the changes to the training package products. They request that careful consideration be given to the nature of this training to ensure that both adequate hours and adequate funding are available to support quality delivery by RTOs.

The two-year teach-out period for deleted qualifications should allow any current students undertaking the *Diploma of Fitness* to complete the qualification.

### 8.2 Potential for traineeships or apprenticeships

- Include any recommendation from the allocated IRC/s as to whether the proposed training package component(s) may be the basis for a traineeship or an apprenticeship and the nominal duration of the traineeship or apprenticeship.

Qualifications proposed within this Case for Endorsement are suitable for delivery as an apprenticeship or traineeship. Delivery via an apprenticeship or traineeship pathway will be determined by the

appropriate state and territory bodies based on stakeholder feedback in the relevant jurisdictions at the time of endorsement of the complete suite of Fitness training package products.

### 8.3 Occupational and licensing requirements

- Explain any linkages between proposed training products and occupational and licensing requirements.

Minimal occupational licensing, legislative or certification requirements apply to the training package products included within this Case for Endorsement.

Wherever a specific law, regulation, business or occupational licensing arrangement exists, it is noted in the Application Statement of a unit of competency. Required knowledge of that law is outlined in the Knowledge Evidence field, and any required resources are prescribed in the Assessment Conditions.

National and international non-legislative standards exist in the fitness industry. These have been referenced in the preparation of the training package products.

### 8.4 Extension of transition period

*Where the need for an extension to the transition period is identified for training products that are the subject of this Case for Endorsement, the SSO will apply to the relevant regulator for an extension to transition, to mitigate the identified impact on other training products, particular student cohorts or industry business needs.*

- Outline whether an extension to the transition period is likely to be required for any products being updated through this project (for example, when training package updates on the national register are expected to be delayed due to dependencies on other projects).

The training package materials in this Case for Endorsement are **non-equivalent**, and therefore updates to the scope of delivery will be required to implement the new qualifications, skill sets and units of competency.

Additionally, COVID-19 restrictions on the delivery of the current qualifications and the subsequent fitness industry recovery have definitely affected take-up and completion of the existing qualifications. RTOs have therefore requested consideration be given to an extended implementation period.

- If yes, please include details (e.g. products impacted, extension anticipated to be requested, rationale).

Registered Training Organisations have requested that the implementation period be extended beyond the usual twelve-month period. An eighteen-month implementation period is proposed for the following qualifications:

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

9. Quality Assurance	
<i>The Case for Endorsement meets the following requirements:</i>	
<i>Standards for Training Packages 2012</i>	Y
<i>Training Package Products Policy</i>	Y
<i>Training Package Development and Endorsement Process Policy</i>	Y
<i>Companion Volume Implementation Guide available and quality assured</i>	Y
<i>Copies of quality assurance reports included in <b>Attachment H</b>.</i>	Y
10. Implementation of the Ministers' priorities in training packages	
<i>Refer to <b>Attachment E</b> for information on no-enrolment and low-enrolment qualifications reviewed as part of this project, and the outcomes of this review (i.e. products proposed for deletion or retention). Attachment D also includes the rationale for retaining no- and/or low-enrolment products when this is the proposal.</i>	
<i>Please include an explanation of how approval of the proposed training products will support the reform priorities for training packages agreed by skills ministers in November 2015 and October 2020:</i>	
<i>Streamlining/rationalisation of training products</i>	<ul style="list-style-type: none"> <li>Outline the streamlining/rationalisation of the training products that will result from this project</li> </ul> <p>This activity resulted in a reduction of duplication across existing training package products and the creation of units of competency that directly reflect job role skills needs. This review has proposed the <b>removal</b> of seven units of competency no longer required, the <b>merging</b> of seven units of competency into 20 updated units of competency and the development of two <b>new</b> units of competency.</p> <p>The removal of the <i>Diploma of Fitness</i> has been carried out due to low enrolments and the fact, as verified by industry, that there is no identified job outcome for the qualification.</p> <p>Mandatory workplace requirements have been removed from units of competency in this update.</p> <ul style="list-style-type: none"> <li>Describe the analysis of existing training products that has been undertaken during this project to ensure that existing units are used wherever possible, including cross-sector units.</li> </ul> <p>The development of new training package products has been carried out with due consideration given to the need to reduce duplication within the national training system. Where available, SIS cross-sector units and imported units from existing training packages are made available</p>

	<p>through the Packaging Rules of the qualifications proposed in this update.</p> <p>The qualifications in this Case for Endorsement include 19 SIS cross-sector units and 42 imported units that can be contextualised within a Fitness qualification.</p>
	<ul style="list-style-type: none"> <li>• If any proposed new qualifications or units are supported by existing training products, briefly explain why existing products are unsuitable.</li> </ul> <p>This update has included a rationalisation of units. Some units have been merged while others have been separated. Two new units, <i>SISFFIT046 Plan and instruct online exercise sessions</i> and <i>SISFFIT048 Use anatomy and physiology knowledge to support safe and effective water-based exercise</i> have been added to the qualification.</p>
	<ul style="list-style-type: none"> <li>• Show how this project will affect the net number of units and qualifications in the training products involved.</li> </ul> <p>Following competency and job analysis, industry consultation and collaboration with the Technical Advisory Committee, a number of opportunities were identified to delete and/or streamline existing training package products. This activity resulted in a reduction of duplication across the existing training package products and the creation of units of competency that directly reflect job role skills needs, as follows:</p> <ul style="list-style-type: none"> <li>• Qualifications reduced from three to two</li> <li>• Units reduced from 31 to 22</li> <li>• Skill sets increased from one to three.</li> </ul>

<p><i>Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</i></p>	<p>Industry's expectation is that graduates will be equipped with the skills and knowledge to operate in workplaces within the fitness industry. Industry also has expectations of quality training delivery and assessment on the part of all RTOs involved in the sector. In particular, industry has concerns about whether RTOs are providing sufficient time for learners to develop the skills and knowledge they require to participate effectively in the workplace. A number of RTO commentators noted that mandatory work placement was a barrier to completion of the qualification for some regional and remote learners.</p> <p>Industry values training and assessment that provides exposure to real and current work environments, scenarios and workplace contexts. The SIS Sport and Recreation Companion Volume Implementation Guide explores this and recommends that employer and RTO relationships provide opportunities for students to gain industry experience while they are studying.</p> <p>The SIS Sport and Recreation Companion Volume Implementation Guide also provides implementation advice regarding the training package products included in this update. Duration, delivery modes, pathways and work-based learning strategies have been outlined in the Fitness sections of the CVIG.</p>
<p><i>Ensure the training system better supports individuals to move more easily between related occupations</i></p>	<p>The portability of skills across industry sub-sectors was also a focus of consultation efforts, with industry and other stakeholders asked to consider the relevance of proposed training package products to their sector and business models. Training package products have been developed in a manner which addresses the needs of a diverse range of industry sub-sectors and business sizes, allowing for the portability of skills across the collective industry.</p>
<p><i>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</i></p> <p><i>Foster greater recognition of skill sets and work with industry to support their implementation</i></p>	<p>The new training package products have been developed with due consideration given to the need to reduce duplication within the national training system. Where available, imported units of competency from existing training packages are made available via the Packaging Rules relating to the qualifications proposed throughout the Fitness update.</p> <p>Two additional skill sets are included in this Case for Endorsement. These skill sets support current job roles that do not require a full qualification. They support identified skills shortages in the industry at this time and provide a learning/career pathway into the full qualifications.</p>

### 11. A link to the full content of the proposed training package component(s)

The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.

*A link to the training package components proposed for endorsement is included here.*

This Case for Endorsement has been approved by the Sport and Recreation IRC.

Name of Chair

Jeffrey Lehrer

Signature of Chair

Date

xx/xx/xxxx



## Attachment A: Training Products Submitted for Approval

Please set out in the table below the training products submitted for approval, including showing whether these are updated, new or deleted products.

Training product name		Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<i>Qualifications</i>				
Previous Qualification Code and Title  SIS V4  (released 2015)	Replacement Qualification Code and Title  SIS V5		E = Equivalent, N = Non-equivalent	
SIS30315 Certificate III in Fitness	SIS30321 Certificate III in Fitness	Updated	N	<p>Focus and structure of qualification significantly changed:</p> <ul style="list-style-type: none"> <li>Specialisations removed in favour of providing skills outcomes for key job roles - group and gym fitness instructors (aqua instructors covered by a new skill set).</li> <li>Required number and nature of units changed because units have been merged, split or significantly revised.</li> </ul> <p>Total required units reduced from 16 to 15.</p> <p>Core units increased from 9 to 11, covering essential skills for group and gym-floor instruction.</p>

				<p>Elective units reduced from 7 to 4.</p> <p>Elective units include:</p> <ul style="list-style-type: none"> <li>• aqua instruction units to provide multi-skilled outcomes</li> <li>• newly added units to support work outcomes which cover sales, infection control, manual handling, emergency response, teamwork, conflict resolution and working to assist children, young people, and those with mental health issues.</li> </ul>
SIS40215 Certificate IV in Fitness	SIS40221 Certificate IV in Fitness	Updated	N	<p>Entry requirement retained comprising 9 units - all key fitness instruction units relevant to personal trainers from Certificate III.</p> <p>Total required units reduced from 20 to 17 which reflects consolidation of previous units.</p> <p>Core units reduced from 12 to 10, covering essential skills for personal trainers.</p> <p>Elective units reduced from 8 to 7.</p> <p>Elective units are now divided into three groups:</p> <ul style="list-style-type: none"> <li>• Group A: Exercise Instruction, 2 must be selected. This new group contains fitness-specific units previously found in general electives.</li> <li>• Group B: Business Operations and Leadership, 2 must be selected (reduced from 4). Revised to include business units most relevant to self-employed personal trainers and leadership skills relevant to those employed.</li> <li>• Group C: General Electives, 3 can be selected. Relevant units added to support work outcomes. These cover sales, critical thinking, working to assist diverse people with special needs including children, young and older people, and people with disability and mental health issues.</li> </ul>

SIS50215 Diploma of Fitness	Deleted	Deleted		
-----------------------------	---------	---------	--	--

<i>Units of competency</i>				
Previous Unit Code and Title SIS V4 (Units released 2015)	Replacement Unit Code and Title SIS V5		E = Equivalent, N = Non-equivalent)	
SISFFIT001 Provide health screening and fitness orientation	SISFFIT032 Complete pre-exercise screening and service orientation	Updated	N	<p>Title changed.</p> <p>Significant additions to Performance Criteria to fully describe skills for pre-exercise screening.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours and client contact sessions removed and replaced with a specific number of clients. Specific types of clients are now nominated.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p>
SISFFIT002 Recognise and apply exercise considerations for specific populations	Deleted	Deleted		Understanding requirements and meeting the needs of specific populations has been incorporated into multiple units – planning and instructing group sessions, developing and instructing personalised programs.
SISFFIT003 Instruct fitness programs	SISFFIT040 Develop and instruct gym-based exercise programs for individual clients	Updated	N	<p>Title changed.</p> <p>Unit now focuses on gym-based program development and instruction for individual clients where the level of personalised instruction, ongoing monitoring and evaluation is limited. Unit does not specifically focus on circuit sessions and allows for broader exercise types.</p>

				<p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours and client contact sessions removed and replaced with number of programs and sessions to be developed. Duration of sessions to be developed is defined. Client numbers and types are nominated.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to updated focus of the unit.</p>
SISFFIT004 Incorporate anatomy and physiology principles into fitness programming	SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise	<b>Updated</b>	<b>N</b>	<p>Title changed.</p> <p>Unit retains a strong focus on anatomy and physiology knowledge used to develop and instruct exercise activities but requires practical application.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence with a focus on different types of clients and link to specific exercises.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to updated practical focus of the unit.</p>
SISFFIT005 Provide healthy eating information	SISFFIT052 Provide healthy eating information	<b>Updated</b>	<b>N</b>	<p>Unit refocused to clarify that the scope relates to provision of general, and not individualised, information about healthy eating to fitness clients.</p>

				<p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours and client contact sessions removed and replaced with a specific number of clients. Requirement to write referrals removed and replaced with a requirement to advise clients about the types of medical or allied health professionals that can assist.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p> <p>Assessment Conditions which contained information about assessment activities and validation of tools no longer relevant have been removed.</p>
SISFFIT006 Conduct fitness appraisals	SISFFIT033 Complete client fitness assessments	Updated	N	<p>Title changed.</p> <p>Performance Criteria reworded and re-ordered to provide clarity.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours and client contact sessions removed and replaced with a specific number of clients. Specific types of clients are nominated. Requirements to use specific types of exercise equipment removed because fitness assessments can be completed without equipment.</p> <p>Knowledge Evidence reworded to provide clarity, and to indicate scope and depth.</p>

<p>SISFFIT007 Instruct group exercise sessions</p> <p>Unit content split.</p>	<p>SISFFIT035 Plan group exercise sessions</p> <p>SISFFIT036 Instruct group exercise sessions</p>	Updated	N	<p>Unit has been split with content covered in two different units:</p> <p><i>SISFFIT035 Plan group exercise sessions</i></p> <p><i>SISFFIT036 Instruct group exercise sessions.</i></p> <p>Element 1 <i>Develop session plans and associated knowledge</i> (from SISFFIT007) housed in <i>SISFFIT035 Plan group exercise sessions.</i></p> <p>Elements 2 and 3 <i>Conduct and evaluate sessions and associated knowledge</i> (from SISFFIT007) housed in <i>SISFFIT036 Instruct group exercise sessions.</i></p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Number of sessions to be developed (<i>Plan</i> unit) and delivered (<i>Instruct</i> unit) is still nominated. Duration of sessions is defined and participant types are nominated. Group numbers are nominated in <i>Instruct</i> unit.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions made to fully reflect Performance Criteria and to tailor content to updated scope for each unit.</p>
<p>SISFFIT008 Instruct water-based fitness activities</p> <p>SISFFIT022 Instruct aquatic sessions for specific population groups</p> <p>Merged and planning content split out.</p>	<p>SISFFIT038 Plan group water-based exercise sessions</p> <p>SISFFIT039 Instruct group water-based exercise sessions</p>	Updated	N	<p>Two units merged because of significant duplication of content and overlap of skill and knowledge coverage:</p> <p><i>SISFFIT008 Instruct water-based fitness activities</i></p> <p><i>SISFFIT022 Instruct aquatic sessions for specific population groups.</i></p>

			<p>Content for planning and instructing group water-based sessions has been split. Content is covered in two different units:</p> <p><i>SISFFIT038 <b>Plan</b> group water-based exercise sessions</i> (Covers requirements for meeting the needs of specific populations.)</p> <p><i>SISFFIT039 <b>Instruct</b> group water-based exercise sessions.</i> (Covers requirements for meeting the needs of specific populations.)</p> <p>Element 1 <i>Develop session plans and associated knowledge</i> (from SISFFIT008) housed in <i>SISFFIT038 Plan group water-based exercise sessions</i>.</p> <p>Elements 2 and 3 <i>Conduct and evaluate sessions and associated knowledge</i> (from SISFFIT008) housed in <i>SISFFIT039 Instruct group water-based exercise sessions</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours removed but number of sessions to be developed (<i>Plan</i> unit) and delivered (<i>Instruct</i> unit) is still nominated. Duration of sessions is defined and participant types are nominated. Group numbers are nominated in <i>Instruct</i> unit.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to updated scope for each unit.</p> <p>Assessment Conditions contained information about assessment activities involving the instruction of exercise sessions that was better suited to Performance Evidence. Any relevant content has now been included in the Performance Evidence.</p>
--	--	--	---



<p>SISFFIT009 Deliver pre-choreographed or prescribed community fitness</p> <p>SISFFIT010 Deliver pre-choreographed or prescribed group exercise to music</p> <p>SISFFIT011 Instruct approved community fitness programs</p>	<p>SISFFIT036 Instruct group exercise sessions</p>	<p><b>Updated</b></p>	<p><b>N</b></p>	<p>Content of three units merged into <i>SISFFIT036 Instruct group exercise sessions</i> because of significant duplication of content and overlap of skill and knowledge coverage:</p> <p><i>SISFFIT009 Deliver pre-choreographed or prescribed community fitness</i></p> <p><i>SISFFIT010 Deliver pre-choreographed or prescribed group exercise to music</i></p> <p><i>SISFFIT011 Instruct approved community fitness programs.</i></p> <p>Content from these three units incorporated into <i>SISFFIT036 Instruct group exercise sessions</i> which focuses on session preparation, delivery and evaluation and the organisational, communication and instructional skills needed to instruct group exercise sessions.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect merged unit scope.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Duration of sessions is defined and participant types are nominated. Group numbers are nominated.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to merged unit scope.</p>
<p>SISFFIT012 Instruct movement programs to children aged 5 to 12 years</p>	<p>SISFFIT037 Develop and instruct group movement programs for children</p>	<p><b>Updated</b></p>	<p><b>N</b></p>	<p>Title changed.</p> <p>Significant changes to Elements and Performance Criteria with clarity provided on program and session development.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Requirements clarified for number of programs and sessions to be developed, and</p>

				<p>number of sessions to be instructed. Duration of sessions is defined and group numbers are nominated.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to better tailor content to children as participants.</p>
SISFFIT013 Instruct exercise to young people aged 13 to 17 years	SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients	<b>Updated</b>	<b>N</b>	<p>Title changed.</p> <p>Unit now focuses on personalised program development and instruction.</p> <p>Significant changes to Elements and Performance Criteria to reflect clarified scope.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Requirements clarified for number of programs and sessions to be developed, and number of sessions to be instructed. Duration of sessions is defined. Client numbers and types are nominated. Instruction of one small group is required.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to better tailor content to adolescent clients.</p> <p>Assessment conditions contained information about fitness assessment activities that was better suited to Performance Evidence. Any relevant content has been included in Performance Evidence.</p>
SISFFIT014 Instruct exercise to older clients	SISFFIT044 Develop and instruct personalised exercise programs for older clients	<b>Updated</b>	<b>N</b>	<p>Title changed.</p> <p>Significant changes to Elements and Performance Criteria.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours and client contact sessions removed; replaced with number of</p>

				<p>programs and sessions to be developed, and number of sessions to be instructed. Duration of sessions is defined. Client numbers and types are nominated.</p> <p>Performance Evidence now includes content that focuses on communication and collaboration with medical and allied health professionals for clients with ongoing health conditions, not on writing initial referral letters.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to better tailor content to older clients.</p> <p>Assessment Conditions which contained information about assessment activities no longer relevant have been removed.</p>
<p>SISFFIT015 Collaborate with medical and allied health professionals in a fitness context</p> <p>SISFFIT028 Apply evidence-based practice to exercise programs</p> <p>Merged</p>	<p>SISFFIT051 Establish and maintain professional practice for fitness instruction</p>	Updated	N	<p>Two units merged:</p> <p><i>SISFFIT015 Collaborate with medical and allied health professionals in a fitness context</i></p> <p><i>SISFFIT028 Apply evidence-based practice to exercise programs.</i></p> <p>Content from two units used to create <i>SISFFIT051 Establish and maintain professional practice for fitness instruction</i> which focuses on professional practice for personal trainers inclusive of collaboration with medical and allied health professionals.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect merged unit scope.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence.</p> <p>Performance Evidence includes content that focuses on communication and collaboration with medical and allied</p>

				<p>health professionals for clients with ongoing health conditions, not on writing initial referral letters.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to merged unit scope.</p>
SISFFIT016 Provide motivation to positively influence exercise behaviour	SISFFIT050 Support exercise behaviour change	Updated	N	<p>Title changed.</p> <p>Unit changed to be more practically focused on supporting clients to make changes to exercise patterns and activities.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours and client contact sessions removed and replaced with a number of clients.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to make more explicit links to behaviour change principles.</p> <p>Assessment Conditions which contained information about assessment activities involving the instruction of client exercise sessions which is irrelevant have been removed.</p>
SISFFIT017 Instruct long-term exercise programs	Deleted	Deleted		<p><i>SISXCAI005 Conduct individualised long-term training programs</i> can be selected as a replacement.</p>
SISFFIT018 Promote functional movement capacity	SISFFIT034 Assess client movement and provide exercise advice	Updated	N	<p>Title changed.</p> <p>Unit changed to be more practically focused on assessing movement capacity, providing exercise recommendations, and advice on safe and effective exercise technique.</p>

				<p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours and client contact sessions removed and replaced with a specific number of clients, and specific types of clients are nominated. Requirements for using specific types of measuring tools removed.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p>
SISFFIT019 Incorporate exercise science principles into fitness programming	SISFFIT049 Use exercise science principles in fitness instruction	<b>Updated</b>	<b>N</b>	<p>Title changed.</p> <p>Unit retains a strong focus on knowledge required to use exercise science/training principles for program design but requires practical application.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours, client contact sessions and instructing in mixture of controlled and uncontrolled environments removed.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to make more explicit links to exercise science/training principles.</p> <p>Assessment Conditions which contained information about assessment activities involving the instruction of client exercise sessions which is irrelevant have been removed.</p>

SISFFIT020 Instruct exercise programs for body composition goals	SISFFIT043 Develop and instruct personalised exercise programs for body composition goals	Updated	N	<p>Title changed.</p> <p>Significant changes to Elements and Performance Criteria.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours and client contact sessions removed; replaced with number of programs and sessions to be developed, and number of sessions to be instructed. Duration of sessions is defined. Client numbers and types are nominated.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to better tailor content to body composition outcomes.</p> <p>Assessment Conditions contained information about assessment activities involving program development aligned to goals that was better suited to Performance Evidence. Any relevant content has now been included in Performance Evidence.</p>
<p>SISFFIT021 Instruct personal training programs</p> <p>Unit content split.</p>	<p>SISFFIT041 Develop personalised exercise programs</p> <p>SISFFIT042 Instruct personalised exercise sessions</p>	Updated	N	<p>Unit has been split with content covered in two different units:</p> <p><i>SISFFIT041 Develop personalised exercise programs</i></p> <p><i>SISFFIT042 Instruct personalised exercise sessions.</i></p> <p>Elements 1 and 2 that relate to the identification of client needs, planning program and associated knowledge (from SISFFIT021) now housed in <i>SISFFIT041 Develop personalised exercise programs</i>.</p> <p>Elements 3 and 4 that relate to conducting sessions and evaluating programs and associated knowledge (from</p>

				<p>SISFFIT021) now housed in <i>SISFFIT042 Instruct personalised exercise sessions</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours and client contact sessions removed and replaced with number of programs and sessions to be developed (<i>Develop</i> unit) and number of sessions to be delivered (<i>Instruct</i> unit). Duration of sessions is defined. Client types are nominated.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to updated scope for each unit.</p> <p>Assessment Conditions contained information about assessment activities involving the instruction of client exercise sessions that was better suited to Performance Evidence. Any relevant content has been included in the Performance Evidence.</p>
<p>SISFFIT022 Instruct aquatic sessions for specific population groups</p> <p>SISFFIT008 Instruct water-based fitness activities</p> <p>Merged and planning content split out.</p>	<p>SISFFIT038 Plan group water-based exercise sessions</p> <p>SISFFIT039 Instruct group water-based exercise sessions</p>	Updated	N	<p>Two units merged because of significant duplication of content and overlap of skill and knowledge coverage:</p> <p><i>SISFFIT008 Instruct water-based fitness activities</i></p> <p><i>SISFFIT022 Instruct aquatic sessions for specific population groups.</i></p> <p>Content for planning and instructing group water-based sessions has been split. Content is covered in two different units:</p> <p><i>SISFFIT038 <b>Plan</b> group water-based exercise sessions</i> (Covers requirements for meeting the needs of specific populations.)</p>

				<p><i>SISFFIT039 <b>Instruct</b> group water-based exercise sessions</i> (Covers requirements for meeting the needs of specific populations).</p> <p>Element 1 <i>Develop session plans and associated knowledge</i> (from SISFFIT008) housed in <i>SISFFIT038 Plan group water-based exercise sessions</i>.</p> <p>Elements 2 and 3 <i>Conduct and evaluate sessions and associated knowledge</i> (from SISFFIT008) housed in <i>SISFFIT039 Instruct group water-based exercise sessions</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Unclear requirements for hours removed but number of sessions to be developed (plan unit) and delivered (instruct unit) is still nominated. Duration of sessions is defined and participant types are nominated. Group numbers are nominated in instruct unit.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to updated scope for each unit.</p> <p>Assessment Conditions contained information about assessment activities involving the instruction of exercise sessions that was better suited to Performance Evidence. Any relevant content has been included in Performance Evidence.</p>
<p>SISFFIT023 Instruct group personal training programs</p> <p>Unit content split.</p>	<p>SISFFIT035 Plan group exercise sessions</p> <p>SISFFIT036 Instruct group exercise sessions</p>	Updated	N	<p>Content has been split and is covered in two different units:</p> <p><i>SISFFIT035 Plan group exercise sessions</i></p> <p><i>SISFFIT036 Instruct group exercise sessions</i>.</p> <p>SISFFIT035 and SISFFIT036 describe common skills for planning and instructing all types of group sessions. They account for a</p>



				range of workplace contexts and job roles, including the personal trainer.
SISFFIT024 Instruct endurance programs	Deleted	Deleted		
<p>SISFFIT025 Recognise the dangers of providing nutrition advice to clients</p> <p>SISFFIT026 Support healthy eating through the Eat for Health Program</p> <p>Merged</p>	SISFFIT053 Support healthy eating for individual fitness clients		N	<p>Two units merged:</p> <p><i>SISFFIT025 Recognise the dangers of providing nutrition advice to clients</i></p> <p><i>SISFFIT026 Support healthy eating through the Eat for Health program.</i></p> <p>Content from two units used to create <i>SISFFIT053 Support healthy eating for individual fitness clients</i> which focuses on providing information about healthy eating to individual clients, risks to clients of providing nutrition-related advice outside scope of practice, and situations and requests that require referral.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect merged unit scope.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Client numbers are nominated.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to merged unit scope.</p> <p>Assessment Conditions which contained information about validation of assessment tools which are no longer relevant have been removed. Content also repeated Performance Evidence requirements for referrals which have now been removed.</p>

<p>SISFFIT026 Support healthy eating through the Eat for Health Program</p> <p>SISFFIT025 Recognise the dangers of providing nutrition advice to clients</p> <p>Merged</p>	<p>SISFFIT053 Support healthy eating for individual fitness clients</p>	<p>Updated</p>	<p>N</p>	<p>Two units merged:</p> <p><i>SISFFIT026 Support healthy eating through the Eat for Health Program</i></p> <p><i>SISFFIT025 Recognise the dangers of providing nutrition advice to clients.</i></p> <p>Content from two units used to create <i>SISFFIT053 Support healthy eating for individual fitness clients</i> which focuses on providing information about healthy eating to individual clients, risks to clients of providing nutrition-related advice outside scope of practice, and situations and requests that require referral.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect merged unit scope.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence. Requirements for hours and client contact sessions removed and replaced with a number of clients.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to merged unit scope.</p> <p>Assessment Conditions which contained information about validation of assessment tools no longer relevant have been removed. Content also repeated Performance Evidence requirements for referrals which have now been removed.</p>
<p>SISFFIT027 Conduct health promotion activities</p>	<p>Deleted</p>	<p>Deleted</p>		

<p>SISFFIT028 Apply evidence-based practice to exercise programs</p> <p>SISFFIT015 Collaborate with medical and allied health professionals in a fitness context</p> <p>Merged</p>	<p>SISFFIT051 Establish and maintain professional practice for fitness instruction</p>	Updated	N	<p>Two units merged:</p> <p><i>SISFFIT028 Apply evidence-based practice to exercise programs</i></p> <p><i>SISFFIT015 Collaborate with medical and allied health professionals in a fitness context.</i></p> <p>Content from two units used to create <i>SISFIT051 Establish and maintain professional practice for fitness instruction</i> which focuses on professional practice for personal trainers inclusive of collaboration with medical and allied health professionals.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect merged unit scope.</p> <p>Performance Evidence amended to provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to merged unit scope.</p>
<p>SISFFIT029 Apply anatomy and physiology to advanced personal training</p>	Deleted	Deleted		
<p>SISFFIT030 Instruct advanced exercise programs</p>	Deleted	Deleted		
<p>SISFFIT031 Implement injury prevention strategies</p>	Deleted	Deleted		
<p>New unit</p>	<p>SISFFIT046 Plan and instruct online exercise sessions</p>	New Unit		

New unit	SISFFIT048 Use anatomy and physiology knowledge to support safe and effective water-based exercise	<b>New Unit</b>		
<i>Skill Sets</i>				
SISSS00111 Pool Lifeguard	SISSS00129 Pool Lifeguard	<b>Updated</b>		
SISSS00113 Group Exercise Leader	SISSS00128 Group Exercise Leader	<b>Updated</b>		
	SISSS00127 Aqua Exercise Instruction	<b>New</b>		
	SISSS0130 Pre-exercise Screening	<b>New</b>		

## Attachment B: How Qualification Updates Support Job Roles

Please use the table below to demonstrate how the proposed updates to qualifications will better support job roles

Job role	Qualification	Proposed updates and how these better support the job role
Group fitness instructor Gym fitness instructor	SIS30321 Certificate III in Fitness	<p>This qualification reflects the role of group and gym fitness instructors. These fitness instructors may plan and deliver group exercise sessions, and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. They work in predictable environments under general supervision. When instructing groups or interacting with clients, they use discretion and judgment to solve routine issues within the parameters of clearly defined plans, policies and procedures.</p> <p>This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, leisure and community centres.</p>
Personal Trainers	SIS40221 Certificate IV in Fitness	<p>This qualification reflects the role of personal trainers who develop, instruct and evaluate personalised exercise programs for generally healthy and low-risk clients, to achieve specific fitness goals. Clients with higher health risks are referred to medical or allied health professionals. Personal trainers work independently using highly developed fitness skills and knowledge in both routine and unpredictable situations. They use well-developed communication and collaboration skills to interact with clients and health professionals to improve client fitness outcomes.</p> <p>This qualification provides a pathway to work as an employed or self-employed personal trainer in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes, and outdoor locations. Personal trainers may offer services to individuals and groups, and may provide online training services. In some employment contexts, personal trainers may be involved in team leadership or supervisory activities.</p>

		<ul style="list-style-type: none"> <li>• Units and qualifications align to contemporary fitness industry job roles</li> <li>• Flexibility is provided by the qualification structures so that multi-skilled instructors are available to industry</li> <li>• Consumer demands, industry practices and standards of professionalism are better reflected in the units and qualifications</li> <li>• Learners are encouraged to complete qualifications (as far as this is possible) through the appropriate design of units and qualifications</li> <li>• Units contain clear, relevant and quality content, allowing Registered Training Organisations (RTOs) to better understand and implement requirements to the level of quality expected by the Fitness industry.</li> </ul>
--	--	--

## Attachment C: Stakeholder Consultation

List of stakeholders that actively participated in consultation on the project:

Name	Organisation	Title	Industry	Representation Type	State
<b>Sport and Recreation Industry Reference Committee</b>					
Cameron Tradell	Sports Australia	Senior Consultant Workforce, Coaching and Officiating Lead	Sport	Australian Sport Commission	ACT
John Norman	Above and Below Adventure Company	Director	Outdoor Recreation	Employer	NSW
Richard Thornton	The Outdoor Education Group	Chief Executive Officer	Outdoors Education	Employer	VIC
Jo Chiu, Deputy Chair	Active Queenslanders Industry Alliance	Industry Development Manager	Sport and Recreation	Industry Training Advisory Body	QLD
Jeffrey Lehrer, Chair	The Scout Association of Australia	National RTO Compliance Manager	Sport, Recreation, Youth Work	National Industry Association / Registered Training Organisation	NAT
Chris Alexander	Fitness Australia	General Manager, Standards and Development	Fitness	Peak Industry Body	NAT
Shaun Jackson	Royal Lifesaving Australia	National Manager, Training and Workforce Development	Sport and Recreation	Peak Industry Body	NSW
Leah Cassidy	Community Sports Australia	Chief Executive Officer	Sport and Recreation	Peak Industry Body	SA
David Williamson	TAFE SA	Education Manager Fitness, Sport, Recreation and Tourism, First Aid and Firearms	Vocational Education Training	Registered Training Organisation	SA
Rob Potter	Australia Services Union	National Secretary	Union	Employee Representative	NSW
Michael O'Connor	Australia Workers Union	National Organiser	Union	Employee Representative	ACT

Name	Organisation	Title	Industry	Representation Type	State
<b>Fitness and Aquatic Technical Advisory Committee</b>					
Brett Ipson	Goodlife Health Clubs	Fitness Education Manager	Fitness	Employer	QLD
Tanja Luck	Aqua Wellbeing	Director and VET Assessor	Aquatic and Fitness	Employer, VET Assessor	WA
Chris Alexander	Fitness Australia	General Manager, Standards and Development	Fitness	Peak Industry Body	NAT
Penny Hodgers	Royal Life Saving Society Australia	General Manager Training and Education	Aquatics	Peak Industry Body	NSW
Andrew Chan	Surf Life Saving NSW	Training and Education Manager	Aquatics	Peak Industry Body	NSW
Michelle Wright	COTA/ Central Queensland University	Program Coordinator for Living Longer Living Stronger	Fitness	Peak Industry Body for Older Australians	NAT
Dr Nerida Volker	TAFE NSW	NSW Industry Lead Allied Health, Fitness, Sport and Outdoor Recreation	Fitness and Sport	Registered Training Organisation	NSW
Bill Scully	Tas TAFE	Lecturer Fitness	Fitness	Registered Training Organisation	TAS
Nicole Higgins	Charles Darwin University	Lecturer Fitness	Fitness and Aquatics	University, Registered Training Organisation	NT
Ross Ashcroft	Health Massage Fitness	Manager	Fitness and Health	Sole Trader	QLD
<b>Industry Stakeholders</b>					
Steven Tripney	Blacktown City Council	<i>Please note positional titles were not requested of stakeholders throughout the project.</i>	Council	Employer	NSW
Manelle Asmar	Canterbury-Bankstown City Council		Council	Employer	NSW
Stacey Aldous	Freedom Health & Wellness		Fitness	Employer	TAS
Anne Oberg	Goulburn Mulwaree Council		Council	Employer	NSW
Julie Deakin	Health Club Harvey Bay		Fitness	Employer	QLD
Miranda Biamis	LionHouse		Fitness	Employer	VIC



Name	Organisation	Title	Industry	Representation Type	State
Katrina Nughes	Monash Council		Council	Employer	VIC
Julian Morales	Northern Beaches Council		Council	Employer	NSW
Thomas McPhail	Police Citizens Youth Club		Youth Sport and Recreation	Employer	QLD
Chantelle O'Connor	Top End Strong Man		Fitness	Employer	NT
Jeff Collier	Tweed Shire Council		Council	Employer	NSW
Toby Newman	Yarra City Council		Council	Employer	VIC
Peter Bawhey	YMCA of South Australia		Sport, Fitness and Recreation	Employer	SA
Nicholas Hoynes	Bega Valley Shire Council		Council	Employer	NSW
Elizabeth Bentley	City of Vincent Council		Council	Employer	WA
Jolene Holten	Collective Wellness Group		Fitness	Employer	NAT
Julie Hawke	East Arnhem Regional Council		Council	Employer	NT
Clare Walker	Fernwood		Fitness	Employer	VIC
Pete Gleeson	Fitness and Lifestyle Group		Fitness	Employer	NAT
Daniel Waide	Fitness and Lifestyle Group		Fitness	Employer	NAT
Jennifer Schembri-Portelli	JSP Solutions		Fitness – Aquatic	Employer	VIC
Simon Fox	Lifestyle Essentials		Fitness	Employer	VIC
Callum Eastwood	Palmerston YMCA		Sport, Fitness and Recreation	Employer	NT
Michael Cunico	Viva Leisure		Fitness	Employer	NSW
Darren Powell	YMCA of Palmerston		Sport, Fitness and Recreation	Employer	NT
Kristen Beck	Beck Health and Nutrition		Fitness	Fitness Operator	NSW
Kylie Van Dinteren	EvoL Sports		Fitness and Sports	Fitness Operator	VIC
Pauline Metzroth	Five Family Fitness		Fitness	Fitness Operator	QLD
Deirdre Waterson	Ignite Yourself		Fitness	Fitness Operator	NT

Name	Organisation	Title	Industry	Representation Type	State
Antje Gruemmer	Personal Training Antje Gruemmer		Fitness	Fitness Operator	WA
Gregg Moxham	RiseFit		Fitness	Fitness Operator	WA
Clive Rodell	Clive Rodell Exercise Technique Specialist		Fitness	Fitness Owner	NSW
Catherine Robertson	Greatbodz Personal Training		Fitness	Fitness Owner	QLD
Robert Derbyshire	My Exercise Coach		Fitness and Coaching	Fitness Owner	NSW
Evelyn Keyes	Acquapole		Fitness - Aquatic	Fitness Owner - Aquatic	SA
Greg Keyes	Acquapole		Fitness - Aquatic	Fitness Owner - Aquatic	SA
Tiffany Luck	Aqua Wellbeing		Fitness - Aquatic	Fitness Owner - Aquatic	WA
Donna Wilmott	Donna Wilmott Fitness Professional and presenter		Fitness and Aquatic	Fitness Owner - Aquatic	SA
Jenny Beveridge	Jenny Beveridge Coaching		Fitness and Aquatic	Fitness Owner - Aquatic	QLD
Susie McKeon	McKeon Swimming School		Fitness and Aquatic	Fitness Owner - Aquatic	NSW
Gavin Aquilina	Reunion Training		Fitness	Fitness Owner - Employer	NSW
Paul Muenchow	Department Training Workforce Development		Government	Government Department	WA
Holly Butler	Department of Education Tasmania		Government	Government Department	TAS
Jackie Slyp	Arthritis & Osteoporosis Tasmania		Health	Health Professional	TAS
Tess Mcglenchy	Parramatta Catholic Schools		Education	High School	NSW
Timothy Dickinson	Parramatta Catholic Schools		Education	High School	NSW
Veronica Niessen	Parramatta Catholic Schools		Education	High School	NSW
Chris Alexander	Fitness Australia		Fitness	Industry Peak Body	NAT
Jo Chiu	Active Queenslanders Industry Alliance		Sport, Fitness and Recreation	Industry Training Advisory Body	QLD
Garry Scott	Future Now		Sport, Fitness and Recreation	Industry Training Advisory Body	WA

Name	Organisation	Title	Industry	Representation Type	State
Sarah Rosen	SkillsIQ NSW ITAB		Sport, Fitness and Recreation	Industry Training Advisory Body	NSW
Alana Treagus	Industry Skills Advisory Council NT		Sport, Fitness and Recreation	Industry Training Advisory Body	NT
Unnati Shah	AUSTSWIM		Aquatics	Peak Industry Body	NAT
Carly Ryan	Exercise and Sports Science Australia	Standards Manager	Fitness and Sport	Peak Industry Body	NAT
Annette Chatterton	AUSTSWIM		Aquatics	Peak Industry Body	NAT
Natalie Daniel	AUSTSWIM		Aquatics	Peak Industry Body	NAT
Natalie Williams	Fitness Australia		Fitness	Peak Industry Body	QLD
Julie Forsyth	Medowie Physiotherapy	Physiotherapist	Health	Physiotherapist and Sports Trainer	NSW
Robin Glass	A Touch of Glass Massage	AIF WA Coach	Fitness	Registered Exercise Professional	WA
Marietta Mehanni	Marietta Mehanni		Fitness	Registered Exercise Professional	VIC
Inga Nova	Novak		Fitness	Registered Exercise Professional	NSW
Amy King			Fitness	Registered Exercise Professional	WA
Andrew Williams			Fitness	Registered Exercise Professional	NSW
Ben Wildey			Fitness	Registered Exercise Professional	QLD
Bronwyn Gray			Fitness	Registered Exercise Professional	QLD
Dominic Gili			Fitness	Registered Exercise Professional	NSW
Glyn Donaghy			Fitness	Registered Exercise Professional	QLD
Helen Wild			Fitness	Registered Exercise Professional	NSW
Jessica Lea			Fitness	Registered Exercise Professional	VIC
John Charles			Fitness	Registered Exercise Professional	NSW
Joyce Subloo			Fitness	Registered Exercise Professional	NSW
Ken Baldwin			Fitness	Registered Exercise Professional	QLD
Kim Hewitt			Fitness	Registered Exercise Professional	NSW

Name	Organisation	Title	Industry	Representation Type	State
Rosemary Dugan			Fitness	Registered Exercise Professional	WA
Wynette Monserrat			Fitness	Registered Exercise Professional	NSW
Claire Barker-Hemings	Aqua Fitness Online		Fitness - Aquatic	Registered Exercise Professional - aqua	VIC
Kylie Bradshaw	Australian College of Fitness and Bodywork	Chief Executive Officer	Fitness – VET	Registered Training Organisation	VIC
David Vella	Australian College of Fitness and Personal Training		Fitness – VET	Registered Training Organisation	QLD
Jess Robb	Australian Fitness Academy		Fitness – VET	Registered Training Organisation	NAT
Lauren Coyle	Australian Fitness Academy		Fitness – VET	Registered Training Organisation	NAT
Steve Hore	Australian Fitness Academy		Fitness – VET	Registered Training Organisation	NAT
Brodie Hicks	Australian Institute of Fitness		Fitness – VET	Registered Training Organisation	NAT
Kate Kraschnefski	Australian Institute of Fitness		Fitness – VET	Registered Training Organisation	NAT
Par Boonma	Australian Institute of Fitness		Fitness – VET	Registered Training Organisation	NAT
Katrina Blundell	Australian Institute of Fitness	Head of Human Resources	Fitness – VET	Registered Training Organisation	NAT
Lance Williams	Australian Institute of Personal Trainers		Fitness – VET	Registered Training Organisation	NAT
Rebecca Grant	Australian Institute of Personal Trainers		Fitness – VET	Registered Training Organisation	NAT
Jenny Rosman	Australian Training Company		Fitness – VET	Registered Training Organisation	NAT
Aaron Bulow	Binnacle Training		Fitness – VET in Schools	Registered Training Organisation	QLD
Jonathan Banks	Binnacle Training		Fitness – VET in Schools	Registered Training Organisation	QLD
Shaun Murray	Binnacle Training		Fitness – VET in Schools	Registered Training Organisation	QLD
Brent Murray	Binnacle Training		Fitness – VET in Schools	Registered Training Organisation	QLD
Brod Taylor	Box Hill TAFE		Fitness – VET	Registered Training Organisation	VIC
John Gillard	Box Hill TAFE		Fitness – VET	Registered Training Organisation	VIC
Marcus Tolley	Canberra Institute of Technology		Fitness – VET	Registered Training Organisation	ACT

Name	Organisation	Title	Industry	Representation Type	State
Luke Petzke	Centenary Fitness College		Fitness – VET	Registered Training Organisation	QLD
Nichole Higgins	Charles Darwin University		Fitness – VET	Registered Training Organisation	NT
Tiffany Jukes	Chisholm TAFE		Fitness – VET	Registered Training Organisation	VIC
Manny Laris	Clean Health Fitness Institute		Fitness – VET	Registered Training Organisation	NSW
Rosemary Marchese	Clean Health Fitness Institute	Head of Education	Fitness – VET	Registered Training Organisation	NSW
Stewart Cooke	College of Health and Fitness		Fitness – VET	Registered Training Organisation	QLD
Aaron Boyle	Eagle Academy		Fitness – VET	Registered Training Organisation	QLD
Nicole Grundy	Endeavour College of Nature Health		Fitness – VET	Registered Training Organisation	NAT
Mark McKean	Fit College		Fitness – VET	Registered Training Organisation	NAT
Mark Stitt	FIT College Suncoast Fitness Centre		Fitness – VET	Registered Training Organisation	NAT
Delina Rahmate	Fit Dimensions Education		Fitness – VET	Registered Training Organisation	NSW
Grace Sullivan	Fit Dimensions Education		Fitness – VET	Registered Training Organisation	NSW
Chris Weier	Fit Education		Fitness – VET	Registered Training Organisation	QLD
Cassandra Jackson	Fitness Industry Training		Fitness – VET	Registered Training Organisation	QLD
Boris Bojanovic	Fitness Institute		Fitness – VET	Registered Training Organisation	NAT
Kristine Beissner	Fitness Institute		Fitness – VET	Registered Training Organisation	ACT
Philip Sherriff	Fitness Institute		Fitness – VET	Registered Training Organisation	NSW
Ewan Birnie	Fitness Institute Australia		Fitness – VET	Registered Training Organisation	NAT
Kirsten Fagan	Holmesglen TAFE		Fitness – VET	Registered Training Organisation	VIC
Marcel Duryea	Holmesglen TAFE		Fitness – VET	Registered Training Organisation	VIC
Scott Little	Holmesglen TAFE		Fitness – VET	Registered Training Organisation	VIC
Elyse Lithgow	Holmesglen TAFE		Fitness – VET	Registered Training Organisation	VIC
Angela Bowman	Move Academy		Fitness – VET	Registered Training Organisation	NAT

Name	Organisation	Title	Industry	Representation Type	State
Dave Evans	North Metro TAFE		Fitness – VET	Registered Training Organisation	WA
Rhonda Bacchi	Onfit Training College		Fitness – VET	Registered Training Organisation	QLD
Brenda Beach	Onfit Training College		Fitness – VET	Registered Training Organisation	QLD
Jeffrey Cook	Onfit Training College	Business Performance Manager	Fitness – VET	Registered Training Organisation	NAT
Matt Witbreuk	Orphic Education		Fitness – VET	Registered Training Organisation	NSW
Melony dos Remedios	Personal Training Academy		Fitness – VET	Registered Training Organisation	NSW
Janine Cameron	PT National		Fitness – VET	Registered Training Organisation	NSW
Jeffrey Lehrer	Scouts Australia		Youth Sport, Fitness and Recreation	Registered Training Organisation	NAT
David Ball	SEDA Group		Fitness – VET	Registered Training Organisation	VIC
Dan Jolley	South Metropolitan TAFE		Fitness – VET	Registered Training Organisation	WA
Josh Miller	Southern Education		Fitness – VET	Registered Training Organisation	VIC
Michael Chiovitti	Swinburne University		Fitness – VET	Registered Training Organisation	VIC
Joanne Short	TAFE NSW		Fitness – VET	Registered Training Organisation	NAT
Jodie Brassil	TAFE NSW		Fitness – VET	Registered Training Organisation	NSW
Julia Hocking	TAFE NSW		Fitness – VET	Registered Training Organisation	NSW
Julie Taylor	TAFE NSW		Fitness – VET	Registered Training Organisation	NSW
Michael Viera	TAFE NSW		Fitness – VET	Registered Training Organisation	NSW
Nerida Volker	TAFE NSW		Fitness – VET	Registered Training Organisation	NSW
Patricia Cooper	TAFE NSW		Fitness – VET	Registered Training Organisation	NSW
Paul Shannon	TAFE NSW		Fitness – VET	Registered Training Organisation	NSW
Russell Kilpatrick	TAFE NSW		Fitness – VET	Registered Training Organisation	NSW
Tony Spitzer	TAFE NSW		Fitness – VET	Registered Training Organisation	NSW

Name	Organisation	Title	Industry	Representation Type	State
Cheryl Alexander	TAFE Queensland		Fitness – VET	Registered Training Organisation	QLD
Jason Sugars	TAFE Queensland		Fitness – VET	Registered Training Organisation	QLD
Michael Waldock	TAFE Queensland		Fitness – VET	Registered Training Organisation	QLD
Kevin Littler	TAFE SA		Fitness – VET	Registered Training Organisation	SA
Carol Dowden	TAFE SA		Fitness – VET	Registered Training Organisation	SA
Michelle Hall	TAFE SA		Fitness – VET	Registered Training Organisation	SA
Travis Roche	University of Wollongong		Fitness – VET – University	Registered Training Organisation	NSW
Emillie Cole	Vast Fitness Academy		Fitness – VET	Registered Training Organisation	QLD
Stacie Lusins	Vast Fitness Academy		Fitness – VET	Registered Training Organisation	QLD
Stacie Mackay	Vast Fitness Academy		Fitness – VET	Registered Training Organisation	QLD
Justin Healy	VFA Learning		Fitness – VET	Registered Training Organisation	VIC
Susan Reynolds	Western Riverina Community College		Fitness – VET	Registered Training Organisation	NSW
Debra Mortimore	Wodonga TAFE		Fitness – VET	Registered Training Organisation	VIC
Mitchell Cameron	Wodonga TAFE		Fitness – VET	Registered Training Organisation	VIC
Lynda Herdyanto	Charles Darwin University		Fitness – VET	Student	NT
Melanie Vetter	TAFE NSW		Fitness – VET	Trainer Assessor	NSW
Jennifer Fleischer	Curriculum Maintenance - Swinburne University	Curriculum Maintenance Manager -	Tertiary Education	University	VIC
Autumn Shea	Curriculum Maintenance - Human Resources Swinburne University	Curriculum Maintenance Manager - Human Services	Tertiary Education	University	VIC

**Summary of Feedback by Stakeholder type: *Please see table below for Summary of Issues, including Stakeholder Type.***

<b>Stakeholder Type</b>	<b>Key Feedback Points</b>	<b>Actions Taken to Address Feedback</b>
<b>Industry Reference Committee (IRC) Representatives</b>	•	
<b>Peak Industry Bodies</b>	•	
<b>Employers(Non-IRC)</b>	•	
<b>Regulators</b>	•	
<b>Registered Training Organisations (RTOs)</b>		
<b>Training Boards/Other</b>		
<b>State and Territory Training Authorities (STAs)</b>	•	
<b>Unions</b>	• Nil feedback supplied	
<b><i>Please add other categories as appropriate</i></b>		



### Summary of issues raised during stakeholder consultation

Issue raised	Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Draft 1</b>			
Minor comments were provided in many units of competency.	Employers, RTOs, Fitness Professionals	<p>Comments on units of competency include the focus on the following:</p> <ul style="list-style-type: none"> <li>• Remove some training techniques</li> <li>• Use industry terminology</li> <li>• Range of technical comments within units to provide clarity of intent</li> <li>• Refinement of performance criteria, and knowledge evidence.</li> </ul>	Units were reviewed, specialists were consulted as necessary and training package products were updated and working draft 2 provided to TAC and IRC for comment.
New unit for online fitness training supported.	Employers, Peak Bodies, RTOs	Draft 1 consultation explored the need for an online fitness training unit. General support and suggestions for content provided.	New unit SISFFIT046 Plan and instruct online fitness session developed for draft 2.
Assessor Requirements	RTO	<p>A number of comments about assessor requirements were received.</p> <ul style="list-style-type: none"> <li>• The requirement for industry experience was supported.</li> <li>• Some suggested a higher level of skill was required for some units – noting higher education degrees might be required.</li> <li>• Some noted that licensed dietitians and exercise practitioners would be appropriate for</li> </ul>	<p>Assessor requirements were reviewed for all units. The TAC agreed on the following assessor requirements.</p> <p>The following assessor requirements were included in Draft 2:</p> <p>Assessors must:</p>

		<p>the healthy eating units and anatomy and physiology units</p>	<ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and or part time experience, <b>or</b></li> </ul> <p><i>in Anatomy &amp; Physiology and Exercise units</i></p> <ul style="list-style-type: none"> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul> <p><i>in Healthy Eating units</i></p> <ul style="list-style-type: none"> <li>• be an accredited practising dietitian (APD) or an accredited sports dietitian (AccSD).</li> </ul>
Performance Evidence – session number and duration.	RTOs	<p>Many comments were received about Performance Evidence (PE).</p> <p>PE Number and duration:</p> <ul style="list-style-type: none"> <li>• Excessive number of instruction sessions required (eight)</li> <li>• Huge impost on RTO, a cohort of 20 students would require 120 assessment hours.</li> <li>• Complexity in range of sessions times (60, 45 and 30 mins) makes assessment very complex, particularly in post COVID-19 environment where session durations are being reduced to allow time for cleaning and for groups of people to disperse.</li> </ul>	<p>TAC reviewed number of instruction session required and minimum time per session.</p> <p>TAC recommended to retain the number of instruction sessions as listed in each unit.</p> <p>TAC recommended the following times for inclusion in Draft 2.</p> <ul style="list-style-type: none"> <li>• 45 minutes for land-based units</li> <li>• 30 minutes for water-based units and</li> <li>• 30 minutes for children's unit</li> </ul>

	Employers and Peak Bodies	<ul style="list-style-type: none"> <li>• 30mins and 45mins supported.</li> </ul> <p>Support for Draft 1 – employers and peak bodies supported the number of assessments and noted 30 and 45 minutes are typical sessions.</p>	
Performance Evidence: Client Types	RTOs	<p>The following points were raised regarding client types.</p> <ul style="list-style-type: none"> <li>• Specifying client types may lead to reliance on role plays rather than using real clients, as real clients of all diverse types may not be available</li> <li>• May disadvantage learners in rural and remote areas as all client types may not be readily available.</li> <li>• If client types are specified in PE, then specify in AC that clients of that actual type are used for assessment (as in group unit).</li> <li>• Three comments that for specific units, i.e. children, older and adolescent clients, people should be able to role play these client types. Particularly for children and adolescents – availability of client types and logistics for obtaining Working with Children checks cited as barriers to assessment.</li> <li>• Counter to this request some stakeholders noted that actual children and adolescents should be a requirement of assessment.</li> <li>• Aqua – planning sessions and instruction sessions for all-male cohort not supported as this does not reflect mainstream industry reality.</li> <li>• Some stakeholders requested all client types should be real clients and not role play.</li> </ul>	<p>TAC reviewed client types and Assessment Conditions and discussed assessment in industry workplace or simulated environment.</p> <p>TAC agreed to retain the following client type requirement as listed in draft 2.</p> <ul style="list-style-type: none"> <li>• female adults</li> <li>• male adults (except aqua units)</li> <li>• mixed sex group (for group units)</li> <li>• clients aged over 55 years</li> </ul> <p>Aqua – planning and instruction for all-male cohort could be removed from aquatic exercise units.</p> <p>The TAC agreed to make the following changes to the adolescent and children's units.</p> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with clients; these can be: <ul style="list-style-type: none"> <li>◦ young clients aged between thirteen to seventeen (or in the case of children's units up to 12) years in an industry workplace, or</li> <li>◦ young people aged between thirteen to seventeen (or in the case of children's units up to 12) years who participate in</li> </ul> </li> </ul>

			<p>simulated activities used for the purpose of skills assessment, or</p> <ul style="list-style-type: none"> <li>◦ individuals who role play adolescents (or children) during simulated activities</li> </ul>
Units Performance Evidence Group numbers	RTO	Requirement for group of 10 for water-based instruction hard to achieve, particularly in COVID-19 climate. Spacing in small pools hard to achieve.	Group size reduced to six for Draft 2.
Units Performance Evidence Exercise types	RTOs	<p>Comments oppose the inclusion of mandated exercise types and equipment in units. This had been previously requested by TAC members.</p> <p>Stakeholders note either it's not clear or is too specific, not allowing tailoring to client need/characteristics.</p>	Performance Evidence listing exercise or equipment time was reviewed for each unit and provided to the TAC and IRC for review.
Skill Sets Group Exercise Leader Aqua Exercise Instruction Pre-exercise Screening	Employers, RTOs, Peak Bodies	<p>Variety of comments about appropriateness of units included in the skill sets. Specifically the inclusion of:</p> <ul style="list-style-type: none"> <li>• <i>SISFFIT037 Complete pre-exercise screening and service orientation</i></li> <li>• <i>BSBOPS304 Deliver and monitor a service to customers</i></li> <li>• <i>SISFFIT046 Use anatomy and physiology knowledge to support safe and effective client exercise.</i></li> </ul>	<p>A new unit <i>SISFFIT047 Use anatomy and physiology to support safe and effective water based exercise</i> developed for Draft 2.</p> <p>Skill sets revised as per TAC decision and presented in Draft 2 for validation.</p>
Non-equivalence of units and qualifications	RTOs	<p>RTOs expressed about units and qualifications being deemed non-equivalent.</p> <p>Concern not related to actual non-equivalent status but to the resulting implementation issues.</p>	Training Package Products Policy is clear on requirements to map units and qualifications as equivalent or non-equivalent.

		<p>COVID-19 creating extended training periods to complete qualification. Learners might then be faced with additional requirements to complete gap training to meet Entry Requirements for Certificate IV.</p> <p>If only new units/qualification allowed as entry requirement, barrier is created for learners.</p> <p>Because all units and qualifications are non-equivalent, additional time should be allowed for RTOs to map and update curriculum, training resources and assessment materials to match new requirements.</p>	<p>TAC, IRC, SkillsIQ to support extended 'teach-out' and transition period for Fitness training package products.</p> <p>Entry Requirements to the Certificate IV include the following statement.</p> <p>Entry to this qualification is open to individuals who hold a qualification or Statement of Attainment which includes the following units of competency or units that have been superseded by these units:</p>
Certificate III in Fitness	RTOs, Employers, Peak Bodies	<ul style="list-style-type: none"> <li>• <i>SISXFAC001 Maintain equipment for activities</i> – not required in core as fitness instructors do not maintain equipment. Most gyms hire professional maintenance services.</li> <li>• Some objections to including <i>BSB</i> and <i>HLT</i> units in core of qualifications. Some requested that they be placed in a forced elective group. The main concern related to the fact that when imported units are core units in a qualification, policy dictates that the qualification would need to be updated. If the imported unit is an elective, however, the change can be processed as a minor change.</li> <li>• Structure of the qualification. The packaging rules that allow for land and aquatic and group and individual focus specialisations make the core units weak.</li> <li>• Certificate III needs to provide the full range of foundational skills for an entry-level worker in the industry.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>SISXFAC001</i> Removed from core. Ensure relevant units incorporate peruse check of equipment in performance criteria and knowledge evidence.</li> <li>• TAC confirmed inclusion of the <i>BSBOPS304 Deliver and monitor service to customers</i> and <i>BSBPFEF301 Organise personal work priorities</i> and <i>HLTAID011 Provide first aid</i> to remain in the core. These skills are seen as core requirements for all fitness instructors in industry.</li> <li>• Certificate III Packaging Rules revisited to include units that support multi-skilled fitness instruction as core units in the qualification.</li> </ul>

Certificate IV in Fitness	Employers RTOs Peak Bodies	<p>Comments received for Draft 1 included:</p> <ul style="list-style-type: none"> <li>• The current Certificate IV in Fitness requires selection of four business units from a group of 6. These were removed from Draft 1 qualification. However, selected business units were retained as general electives.</li> <li>• Some stakeholders requested that a selection of small business units should be forced. Some comments suggested that targeted business units should be included as electives but not forced. Some commented that business units should be written specifically to the personal trainer fitness context.</li> <li>• Reduced numbers of units in packaging rules may diminish RTO ability to include business units in course offering.</li> <li>• The reduced requirement for inclusion of business electives in the packaging rules is appropriate as the qualification is a fitness qualification. While understanding business elements are important for any profession, caution should be taken prioritising business units over units related to developing and deepening technical expertise.</li> <li>• Some alternative units and suggestions for a revised qualification structure were offered.</li> </ul>	<p>An employer forum was hosted during the Draft 1 Consultation period. The focus of this forum was to gain a greater understanding of the job function in order to confirm the structure of both the Certificate III and IV. A competency and job analysis (CAJA) exercise was conducted with employers.</p> <p>The CAJA confirmed that increasingly fitness instructors are employed as subcontractors to fitness facilities or operate as a personal trainers. Therefore, fitness professionals need to have skills and knowledge associated with the creation and management of a small business. The Certificate IV qualification structure and packaging rules were reviewed to incorporate elective groups for fitness, business and general electives.</p>
Diploma of Fitness	RTOs, Fitness Professionals, Dept of Ed WA	<p>Comments regarding the Diploma of Fitness included:</p> <ul style="list-style-type: none"> <li>• The current Diploma serves no purpose. Focus is on management. Can be achieved via general Diploma of Business.</li> <li>• Any Diploma only has merit if it provides more complex fitness skills for a higher scope</li> </ul>	<p>Employer consultation confirmed the Diploma is not required to meet industry needs for mid- to upper management positions.</p> <p>The Diploma of Fitness should not exist to artificially create a pathway to higher education.</p>

		<p>of practice, e.g. advanced gym training/advanced programming, strength and conditioning, nutrition, sports technique analysis.</p> <ul style="list-style-type: none"> <li>• Having a Diploma can create a pathway to higher education studies.</li> <li>• No merit in creating a new Diploma in a crowded space - exercise and sports science in higher ed sector. Lack of clearly differentiated job role and scope of practice for Diploma-qualified trainers.</li> <li>• Dept of Training and Workforce Development in WA noted they would not be in a position to request the retention of the Diploma due to no WA enrolments in the last four years.</li> </ul>	<p>NCVER statistic confirm enrolments in NSW and Qld only in the last four years.</p>
Health Eating units	RTOs	<ul style="list-style-type: none"> <li>• There was strong feedback on the <b>healthy eating</b> units proposed in Draft 1. Summary of feedback noted:</li> <li>• 2 x nutritional units are not fit for purpose for exercise instructor role. Far too limiting and don't reflect industry practice.</li> <li>• <i>SISFFIT042 Develop and instruct personalised exercise programs for body composition goals</i>. This unit needs to be aligned with a comprehensive nutrition unit. There is no way someone can achieve body composition goals through exercise alone without consideration of nutrition.</li> <li>• The healthy eating units fail to teach anything about nutrition – they focus on what the student cannot do, rather than providing students with the skills and knowledge to unpack the healthy eating guidelines. It fails to teach about nutrition.</li> </ul>	<p>The strong comments making reference to nutrition versus healthy eating led to further consultation with stakeholders and employers.</p> <ul style="list-style-type: none"> <li>• Employers confirmed the units supported the appropriate approach</li> <li>• The more you put in the units the further grey area is created in industry re scope of practice</li> <li>• Clearly articulate what they can do to help clients</li> <li>• Could change language to have positive language about what individual can do – re-frame the 'can't do's'</li> <li>• Fitness instructors need to know how to communicate with clients to stay within scope - add some skills for effective communication about scope of practice.</li> </ul>

		<ul style="list-style-type: none"> <li>• <i>SISFFIT051</i>: The unit is not sufficiently detailed to assist graduates to handle the questions they will receive from clients in the workplace. Personal Trainers are expected to be able to provide advice on eating trends, popular diets, supplements and nutrition for performance and recovery. The general client won't go to a dietitian or nutritionist for information on these topics – they will ask their trainer or research it themselves from the internet. This new training package is the opportunity for the fitness industry to step up and prepare our students for the workplace. Nutrition is fundamental to the achievement of health and fitness goals, so let's equip our PTs with the knowledge they need to assist their clients. It's not taking over or encroaching on the role of nutritionists and dietitians, it's 'filling a gap' in service provision. The PT is the most appropriate health professional to provide this information.</li> </ul> <p>Opposing view (TAFE NSW and Fitness Aus):</p> <ul style="list-style-type: none"> <li>• The nutrition content of the qualifications has attracted the most commentary in the online forum. Providing general nutrition advice is an important role for fitness instructors and personal trainers. The two nutrition units in the draft qualifications provide the appropriate nutrition foundation for this role.</li> <li>• The level of the nutrition information provided in the training package is appropriate and aligns with the agreed industry scope as defined in the Fitness Australia nutrition</li> </ul>	<p><b>Healthy eating</b> units revised significantly for Draft 2.</p>
--	--	--	---



		<p>scope guidelines. Going beyond this scope of practice such as providing advice on supplements or medically-related nutrition advice may result in ineffective interventions or harmful medical outcomes due to a limited understanding of diet-disease relationships.</p> <ul style="list-style-type: none"> <li>• Instead the focus of the nutrition units should be on strategies to manage client expectations, including awareness of the personal trainer's nutrition scope of practice and how to work collaboratively with dietitians and sports dietitians to ensure safe and effective nutrition care from fitness instructors and personal trainers.</li> </ul>	
Work placement	RTOs employers	<p>Mandatory workplace experience should be enforceable and not just recommended.</p> <p>Mandatory workplace experience should not be mandatory; barriers for learners located in rural and remote locations.</p>	<p>Some current SISFFIT units make reference to mandatory work placements, yet the Assessment Conditions note that assessment can be in a simulated environment. This has led to confusion and inconsistency in delivery and assessment.</p> <p>TAC recommended removing reference to mandatory work experience from individual units and address the topic in CVIG.</p>
<b>Draft 2 Stakeholder Feedback</b>			
<p>Performance Evidence:</p> <p>Client Types</p>	RTO	<p><i>Older adults over 55</i></p> <p>The suggestion was raised that is there be a specific unit that addresses working with older adults over 55 years, and that the requirement to be assessed working with older adults should be removed from all other units.</p>	<p><i>SISFFIT044 Develop and instruct personalised exercise programs for older adults</i> is a core unit in the Certificate IV. Students in Cert III would not be exposed to this unit. Cert III graduates could be required to work with older adults in both the group fitness and gym environment. Therefore, the performance evidence in Cert III units should retain the client type - older adults.</p>

			TAC agreed to leave older adults over 55 as a client type in Cert III units.
<p>Performance Evidence:</p> <p>Session Number and Durations</p> <p>(multiple comments approx. 18 stakeholders)</p>	RTOs	<p>Instruction sessions</p> <ul style="list-style-type: none"> <li>Significant issues were raised about the number of instruction sessions required in all units. Stakeholders commented that 8 X 45min sessions is untenable for RTOs and repetitive for students and five in the individual units is too many.</li> <li>Alternate numbers suggested ranged between one and six.</li> <li>One stakeholder suggested one assessment for each client type listed within the performance evidence, resulting in three or four instruction sessions.</li> </ul> <p>Session duration</p> <p>There was general support for the minimum session duration of:</p> <ul style="list-style-type: none"> <li>45 minutes for land-based exercise,</li> <li>30 minutes for aquatic and 30 minutes for children's unit.</li> </ul>	<p>The number of program and sessions to be <b>planned/developed</b> was retained in units.</p> <p>The number of <b>instruction sessions</b> was reduced significantly as per TAC agreement.</p> <p>Session times were altered as per TAC instruction.</p> <ul style="list-style-type: none"> <li>30 and 45 minutes have been used for land-based exercise,</li> <li>30 minutes for aquatic and 30 minutes for children's unit.</li> </ul>
<p>Performance Evidence:</p> <p>Group Size</p>	RTO	<p>A few RTOs requested that group sizes be reviewed. Some felt that six participants might be difficult for some students to access for assessment purposes and could be a barrier to assessment for some.</p> <p>The question remains as to how many people should a student be instructing in an assessment event.</p>	<p>Group sizes as published in Draft 2 group units were:</p> <ul style="list-style-type: none"> <li>six participants in land and aqua group sessions</li> <li>four for the adolescent unit</li> </ul> <p>The TAC felt that this made <i>the assessment more realistic and mirrors reality in industry</i>.</p> <p>If the number of assessments required is reduced significantly, the difficulty of finding</p>

			<p>the people to participate in an assessment is reduced as well.</p> <p>Group sizes remain as published in Draft 2.</p>
<p>Performance Evidence: Evaluating effectiveness of program</p>	RTOs	<p>Draft 2 included the following Performance Evidence:</p> <p>According to actual client interactions or case studies: evaluate the effectiveness of XX client programs, modify program and session content and document details of the evaluation and changes.</p> <p>Number of evaluations for each unit is listed below.</p> <ul style="list-style-type: none"> <li>• FIT040 (baseline PT unit) = 3</li> <li>• FIT042 body comp = 3</li> <li>• FIT043 older clients = 3</li> <li>• FIT044 adolescents = 3</li> <li>• Children's unit = 2</li> </ul> <p>Some stakeholders commented that the number of evaluations could be reduced.</p>	<p>Number of evaluations required for each unit is listed below.</p> <ul style="list-style-type: none"> <li>• FIT040 (baseline PT unit) = 1</li> <li>• FIT042 body comp = 1</li> <li>• FIT043 older clients = 1</li> <li>• FIT044 adolescents = 1</li> <li>• Children's unit = 1</li> </ul>
Certificate III	RTOs, CMM	<ul style="list-style-type: none"> <li>• Minimal comments were received for the Certificate III in Fitness. Some noted that they like the revised core and felt the group fitness and gym programs in the core provide a well-rounded fitness instructor.</li> <li>• Two stakeholders felt the elective units in Cert III do not provide enough choice for a student who wishes to focus on group and gym-based fitness programs.</li> </ul>	<p><i>CHCPRP003</i> was removed from Certificate III core units.</p> <p>The TAC agreed that <i>BSBPEF301 Organise personal work priorities</i> addresses self-evaluation and personal skills development planning sufficiently for this qualification.</p> <p>All other units, including imported units remain in the core units of the Certificate III.</p>

		<p>Imported units</p> <ul style="list-style-type: none"> <li>• <i>CHCPRP003 Reflect on and improve own self practice</i> is not supported by CMM and other stakeholders.</li> <li>• One stakeholder has questioned why <i>HLTAID011 Provide first aid</i> is in the core units of Cert III. The stakeholder noted that it is an elective in the current qualifications.</li> <li>• In the current qualifications risk management, first aid and WHS are listed in each of the elective groups in the qualifications. A student must complete all units within one elective group to complete the qualification. In essence this makes these three units 'forced electives' required by all – hence they have been included in the core of the qualification.</li> <li>• All imported units can be contextualised to the fitness environment and it is the responsibility of the RTO to deliver this contextualised delivery.</li> </ul>	
<p>Certificate IV</p> <p>Entry Requirements</p>	RTO	<p>Entry Requirements</p> <ul style="list-style-type: none"> <li>• <i>One RTO raised concern about SISFFIT035 Plan group exercise sessions and 036 Instruct group exercise sessions</i> being an entry requirement to Cert IV is Fitness. The RTO noted that some personal trainers are not interested in group fitness and therefore the need to complete these units is a disincentive to enrol in the qualification.</li> <li>• The counter comment to this was that the plan and instruct group exercise skills and</li> </ul>	<p>Group fitness units (<i>SISFFIT035 and 036</i>) have been retained in the entry requirements for Cert IV in Fitness.</p> <p><i>SISFFIT052</i> has been added to the entry requirements for Cert IV.</p>

	Peak Bodies, RTO	<p>knowledge are foundational skills for anyone who works in the industry. The units can easily be contextualised for those with an interest in small group personal training.</p> <ul style="list-style-type: none"> <li>• The application statement for group unit includes the following: 'This unit applies to group fitness instructors and personal trainers who use discretion and judgment when planning sessions to meet diverse participant needs. Instructors practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and other locations, depending on their role.'</li> <li>• TAFENSW recommended that the whole Cert III be an entry requirement to the Cert IV.</li> <li>• TAFENSW, Sports Dietitian Australia and others have requested that <i>SISFFIT052 Provide healthy eating information</i> be included as an entry requirement for Cert IV.</li> </ul>	
Certificate IV Core units	RTOs	<p>Adolescent Unit</p> <ul style="list-style-type: none"> <li>• Some stakeholders requested that <i>SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients</i> be moved from the Core to Elective Group A.</li> </ul>	Statistics demonstrate that the percentage of adolescent patrons using fitness facilities has been steadily increasing. <i>SISFFIT045</i> remains as a core unit in Cert IV.
Diploma	RTO (currently offering Diploma) Fitness Instructors	<p>A number of stakeholders again requested that the Diploma be retained. Key reasons provided for keeping the Diploma are listed below:</p> <ul style="list-style-type: none"> <li>• Fitness professional are seeking further education opportunities</li> </ul>	The TAC and IRC support the deletion of the Diploma.

	Peak Bodies, Employers	<ul style="list-style-type: none"> <li>• Diploma provides students with access to VSL funding, thereby providing access to education for all</li> <li>• Transition from Cert IV to higher education degree is a big step. The Diploma is required to assist fitness instructors with this transition</li> <li>• Industry always needs fitness professionals to continue to upskill</li> <li>• Industry has a scalable pay, higher qualification increases earning capacity</li> <li>• Fitness professionals need a way to distinguish themselves to potential clients</li> <li>• Additional learning could include advanced anatomy and physiology, nutrition units, implementation programs designed by allied health professional for people with neurological issues, health issues, metabolic and mental health issues (similar to the SIS10 Diploma)</li> <li>• Maybe it is not so much what the employers are looking for but what the fitness professionals need to continue to provide improved service to clients</li> <li>• More fitness units and not as many business units</li> <li>• Benefits to the community in general for higher training fitness trainers.</li> </ul> <p>The contrary position to this includes:</p> <ul style="list-style-type: none"> <li>• Fitness instructors and PTs do not require a Diploma to work in industry</li> </ul>	
--	---------------------------	--	--

	Department of Workforce Development, WA	<ul style="list-style-type: none"> <li>• Employers report they are not seeking diploma-level staff to manage facilities but rather management qualification or proven experience in managing staff and facility</li> <li>• There are many opportunities for ongoing professional development with licensed programs, accredited and non-accredited training, bespoke training offerings, individual units from Fitness qualifications</li> <li>• Some of the programs that are available for continued learning are licensed programs – therefore not appropriate to include in a Diploma course, as this would be duplication and/or infringe on copyright</li> <li>• WA would not be in a position to request retention of diploma due to no enrolments for last four years</li> <li>• There are no consistent credit arrangements for Fitness units or qualifications at higher education institutions – thus no guarantee that VET qualification and industry experience will lead to shorter time for higher ed qualifications</li> <li>• The person who moves into a ‘sit-down role’ in fitness industry requires management skills, organisational skills and supervisory skills – this would be the focus of their succession planning.</li> </ul>	
Assessment Conditions Assessor Requirements		<p>Draft 2 units included the following Assessor Requirements.</p> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> </ul>	<p>Units were reviewed and where agreed by the TAC the second dot point now reads:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III in Fitness, and have a collective period of at least two years’ experience working in fitness instruction, where</li> </ul>

		<ul style="list-style-type: none"> <li>hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and or part time experience, <b>or</b></li> </ul> <p>in Anatomy &amp; Physiology and Exercise units</p> <ul style="list-style-type: none"> <li>be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul> <p>for Healthy Eating units</p> <ul style="list-style-type: none"> <li>be an accredited practising dietitian (APD) or an accredited sports dietitian (AccSD).</li> </ul> <p>Two RTOs noted in several units that degree-qualified people should be able to assess the unit. Suggesting to change the second dot point to: hold a Certificate IV in Fitness <b>or above</b>, and have ...</p> <p>Fitness Instructors</p> <p>Some current trainers and assessors noted that the group exercise units are currently being assessed by fitness professionals with a Certificate III.</p>	<p>they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and/or part-time experience, <b>or</b></p> <p>The following dot pint has been added to all units of competency to allow for degree-qualified staff to be assessors.</p> <ul style="list-style-type: none"> <li>be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>Plan</b> units: <b>Instruct</b> units: versus <b>Develop and instruct</b> units	RTO	A small number of RTOs have asked for consistency in approach for planning and instructing the various populations.	The approach supports the development of fundamental skills and knowledge for fitness instructors.



		<p>Units have been split where tasks for developing group sessions and instructing may be done by two different people.</p> <p>In the existing units there was strong focus on instructing and minimal focus on development/design (especially PT unit).</p>	<p>The TAC considered the feedback provided and agreed the approach taken is appropriate. Unit titles remain unchanged in the final draft.</p>
--	--	--	--

### Attachment D: Mandatory Workplace Requirements in Training Products

Please set out in the table below training products which include a mandatory workplace requirement (i.e. which must be completed in a workplace)

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of Employer Support
	<i>Not Applicable</i>		

## Attachment E: No-enrolment and Low Enrolment Training Products

### No Enrolment:

Please set out in the table below those training products that have had no enrolments over the past three years for which data is available

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
<i>Not applicable</i>		
Qualifications		
Name of Qualification/ Qualification Code	Proposed for retention/deletion	Rationale for Retention
<i>Not applicable</i>		

### Low Enrolment:

Please set out in the table below those training products that have had low enrolments over the past three years for which data is available<sup>1</sup>

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
SISFFIT022 Instruct aquatic sessions for specific population groups	Delete	Unit content merged into multiple units to meet industry needs.

---

<sup>1</sup> Low-enrolment training products are qualifications or units of competency that have had less than 42 enrolments in each of the past three years. *(This is the maximum no. of enrolments for the bottom 25% of qualifications based on average enrolments over 2016– 2018)*

SISFFIT027 Conduct health promotion activities	Delete	
SISFFIT028 Apply evidence-based practice to exercise programs	Delete	
SISFFIT029 Apply anatomy and physiology to advanced personal training	Delete	
SISFFIT030 Instruct advanced exercise programs	Delete	
SISFFIT031 Implement injury prevention strategies	Delete	
<b>Qualifications</b>		
<b>Name of Qualification/ Qualification Code</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for Retention</b>
SIS50215 Diploma of Fitness	Delete	

## Attachment F: Quality Assurance Reports

- Independent Quality Report
- Editorial and Equity Report

# Training Package Quality Assurance

## Quality Report

### Section 1 – Cover page

Information required	Detail
Training Package title and code	SIS Sport Fitness and Recreation Training Package Version 5.0
Number of new qualifications and their titles	-
Number of revised qualifications and their titles	2 revised qualifications: <ul style="list-style-type: none"><li>• SIS30321 Certificate III in Fitness</li><li>• SIS40221 Certificate IV in Fitness</li></ul>
Number of new units of competency and their titles	2 new units of competency: <ul style="list-style-type: none"><li>• SISFFIT046 Plan and instruct online exercise sessions</li><li>• SISFFIT048 Use anatomy and physiology knowledge to support safe and effective water-based exercise</li></ul>

## Training Package Quality Assurance

Information required	Detail
Number of revised units of competency and their titles	<p>20 revised units of competency:</p> <ul style="list-style-type: none"> <li>• SISFFIT032 Complete pre-exercise screening and service orientation</li> <li>• SISFFIT033 Complete client fitness assessments</li> <li>• SISFFIT034 Assess client movement and provide exercise advice</li> <li>• SISFFIT035 Plan group exercise sessions</li> <li>• SISFFIT036 Instruct group exercise sessions</li> <li>• SISFFIT037 Develop and instruct group movement programs for children</li> <li>• SISFFIT038 Plan group water-based exercise sessions</li> <li>• SISFFIT039 Instruct group water-based exercise sessions</li> <li>• SISFFIT040 Develop and instruct gym-based exercise programs for individual clients</li> <li>• SISFFIT041 Develop personalised exercise programs</li> <li>• SISFFIT042 Instruct personalised exercise sessions</li> <li>• SISFFIT043 Develop and instruct personalised exercise programs for body composition goals</li> <li>• SISFFIT044 Develop and instruct personalised exercise programs for older clients</li> <li>• SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients</li> <li>• SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise</li> <li>• SISFFIT049 Use exercise science principles in fitness instruction</li> <li>• SISFFIT050 Support exercise behaviour change</li> <li>• SISFFIT051 Establish and maintain professional practice for fitness instruction</li> <li>• SISFFIT052 Provide healthy eating information</li> <li>• SISFFIT053 Support healthy eating for individual fitness clients</li> </ul>

## Training Package Quality Assurance

Information required	Detail
Confirmation that the panel member is independent of: <ul style="list-style-type: none"> <li>the Training Package or Training Package components review ('Yes' or 'No')</li> <li>development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No')</li> <li>undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')</li> </ul>	Yes, I am independent of: <ul style="list-style-type: none"> <li>SIS Sport, Fitness and Recreation Training Package</li> <li>The development and validation activities</li> <li>The Equity and Editorial reports.</li> </ul>
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	<b>Yes</b> , the draft training package components are compliant with the <i>Standards for Training Packages 2012</i> .
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	<b>Yes</b> , the draft training package components are compliant with the <i>Training Package Products Policy</i> .
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	<b>Yes</b> , the draft training package components are compliant with the <i>Training Package Development and Endorsement Process Policy</i> .
Panel member's view about whether: <ul style="list-style-type: none"> <li>the evidence of consultation and validation process being fit for purpose and commensurate with the scope</li> <li>estimated impact of the proposed changes is sufficient and convincing</li> </ul>	<b>Yes</b>
Name of panel member completing Quality Report	Anna Henderson
Date of completion of the updated Quality Report	11 May 2021

# Training Package Quality Assurance

## Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> <li>1. AISC endorsed components: <ul style="list-style-type: none"> <li>• qualifications</li> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency)</li> <li>• credit arrangements</li> </ul> </li> <li>2. One or more quality assured companion volumes</li> </ol>	Yes	<p>The SIS Training Package V5.0 submission consists of the following endorsed components:</p> <ul style="list-style-type: none"> <li>• 2 qualifications</li> <li>• 22 units of competency</li> <li>• credit arrangements are discussed in the SIS Training Package V5.0 Companion Volume Implementation Guide (CVIG).</li> <li>• a quality assured Companion Guide – SIS Training Package V5.0 CVIG.</li> </ul>
<p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	Yes	<p>The draft Training Package components comply with this Standard:</p> <ul style="list-style-type: none"> <li>• <b>Coding and titling</b> –: the qualification and units of competency comply with the coding and titling policy.</li> <li>• <b>Foundation Skills</b> not explicit in the Performance Criteria of the SIS units are listed in this section. The SIS Training Package V5.0 CVIG provides further explanation about foundation skills.</li> <li>• <b>Mapping</b> - the mapping tables are found in the SIS Training Package V5.0 CVIG. This includes equivalence status of the endorsed components.</li> <li>• <b>Qualification packaging rules</b> –the rules for the qualification are clear and practical and allow for packaging for a range of contexts.</li> <li>• <b>Qualification – occupational/pathway advice</b> – occupation outcome advice for fitness professionals is included in the SIS Training Package V5.0 CVIG.</li> </ul>

## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 3</p> <p>Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i></p>	Yes	<p>The Case for Endorsement (CfE) provides information about work on SIS Fitness. The training components have been developed to a high standard and they are responsive to industry's existing and future skill needs.</p> <p>The Sport and Recreation Industry Reference Committee (IRC) prepared a proposal to update the Fitness training package products so that they better align qualifications with key job roles in the sector and address industry growth credibility. Review activities were supported by the IRC and the Fitness and Aquatic Exercise Technical Advisory Committee (TAC).</p> <p>In view of COVID-19 restrictions, SkillsIQ conducted online feedback processes throughout the project. A web-based portal was used to publish the consultation and validation drafts and gather feedback from national industry stakeholders. In addition to this, a series of consultation and validation webinars was hosted to ensure national access. One-on-one consultations with stakeholders also took place. The Skills Engagement Executive leading the project presented at the National Sports Convention, an in-person and virtual conference, and was interviewed by the Fitness Australia Chief Executive Officer on Facebook Live to discuss Draft 1 consultation.</p> <p>E-Blasts, newsletters and social media announcements were circulated through the following networks to ensure that information regarding the project reached a very broad range of industry stakeholders.</p> <p><i>See CfE for detail and list of stakeholders.</i></p>
<p>Standard 4</p> <p>Units of competency specify the standards of performance required in the workplace</p>	Yes	<p>The draft units of competency adequately specify standards of performance required in the workplace. The units are well written.</p>
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	Yes	<p>The structure of the draft units of competency complies with all aspects of the unit of competency template.</p>



## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	Yes	The draft units of competency specify the performance evidence (including references to volume and frequency), the assessment conditions and the knowledge evidence to be demonstrated for assessment. The assessment requirements cross-reference well to the performance criteria requirements. The knowledge evidence is quite detailed reflecting industry safety and operational requirements.
<p>Standard 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	Yes	In all draft units of competency, the assessment requirements comply with the template requirements.
<p>Standard 8</p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p>	Yes	The draft qualifications comply with the AQF specifications.
<p>Standard 9</p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p>	Yes	The structure of the draft qualifications complies with the template.
<p>Standard 10</p> <p>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template</p>	Yes	Credit arrangements are discussed in the SIS Training Package V5.0 CVIG, denoting that articulation and credit arrangements from Diploma to higher education qualifications can be made on an individual basis by registered training organisations (RTOs). Additionally, providers of higher education qualifications can decide what credit will be provided towards those qualifications without any specific arrangement.

## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p><b>Standard 11</b></p> <p>A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.</p>	Yes	<p>The Training Package components in this submission are accompanied by the SIS Training Package CVIG V5.0</p> <p>The CVIG complies with the companion volume implementation guide template included in the 2012 Standards and has been quality assured in line with the SkillsIQ editorial processes.</p> <p>The CVIG includes advice about pathways, access and equity (including reasonable adjustment for persons with disabilities) and foundation skills in the Implementation Information section as required by the template.</p>
<p><b>Standard 12</b></p> <p>Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	Yes	<p>The SIS Training Package V5.0 CVIG includes information about typical occupation outcomes and how SIS qualifications relate to jobs within the industry.</p> <p>SkillsIQ has also produced companion resources for the other industry sectors they cover.</p>

# Training Package Quality Assurance

## Section 3 – Compliance with the training package quality principles

Note: not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.

### Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Driven by industry's needs	Yes	<p>The key driver for this review of fitness Training Package products was industry concern that existing units of competency and qualifications do not align well to fitness and aquatic fitness instruction roles in the workplace.</p> <p>The draft <b>Certificate III in Fitness</b> was refocused to provide key industry job outcomes for land-based group and gym fitness instructors. SkillsIQ have outlined the main changes in the CfE. These include a reduction in the number of required units from 16 to 15.</p> <p>The draft <b>Certificate IV in Fitness</b> was changed to provide industry job outcomes for personal trainers working with individuals and small groups and a variety of client types. Skills IQ note that the required number of units to complete the Certificate IV in Fitness has been reduced from 20 to 17.</p> <p>The <b>Diploma of Fitness</b> is proposed for deletion because enrolments in the current Diploma of Fitness are very low and industry consultation regarding this update was unable to identify a job role that requires the qualification. SkillsIQ note that despite some minority dissenting stakeholder views on this issue, the IRC agreed that the Diploma does not offer a viable employability pathway in the fitness industry. Refer to page 8 and <i>Attachment C: Stakeholder Engagement – Summary of Stakeholder Feedback</i> table of the CfE for more detail.</p>
Compliant and responds to government policy initiatives  Training package component	Yes	<p><b>Compliance with Government policy initiatives</b></p> <p>The CVIG provides sufficient information on pathways. Advice on access and equity is provided in the Guide. This includes information on such access and equity considerations as guidance on reasonable adjustment and useful information on identifying and supporting learners' foundation skills.</p> <p>The proposed deletion of the Diploma of Fitness and units of competency in the Certificate IV supports Government policy to delete superfluous training components.</p>

## Training Package Quality Assurance

<p>responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> <li>• ensure obsolete and superfluous qualifications are removed from the system</li> <li>• ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</li> <li>• ensure that the training system better supports individuals to move easily from one related occupation to another</li> <li>• improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</li> <li>• foster greater recognition of skill sets</li> </ul>		<p><b>Training delivery/flexibility (supporting movement from related occupations)</b></p> <p>The qualification packaging rules are clearly presented and allow for flexible packaging of imported units of competency from another training package or accredited course.</p> <p>The assessment conditions allow for skills to be demonstrated in the workplace or a simulated environment.</p> <p><b>Improve efficiency of the training system</b></p> <p>Existing training products have been amended to ensure alignment with current fitness industry processes and procedures.</p> <p>SkillsIQ note that the draft training package products in this submission have been developed with due consideration given to the need to reduce duplication within the national training system. Where available, relevant imported units of competency from existing training packages are listed in the qualifications' elective unit groups; and, as mentioned above, the Packaging Rules allow for flexible packaging of non-listed imported units of competency from another training package or accredited course.</p> <p>Furthermore, two additional skill sets are included in the CfE. These skill sets support current job roles that do not require a full qualification. They support identified skills shortages in the industry at this time and provide a learning/career pathway into the full qualifications.</p>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>The draft qualifications align with current and future industry outcomes, particularly with regard to new and emerging roles in the Fitness industry such as the growth in demand for personalised exercise programs. The CVIG provides an occupational outcome guide that relates to the SIS qualifications.</p>

## Training Package Quality Assurance

### Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support movement of skills within and across organisations and sectors	Yes	The SIS draft components in this submission supports careers and skill development in this field. Occupation outcome advice for all Sport and Fitness and Recreation occupations advice is included in the SIS TP V5.0 CVIG.
Promote national and international portability	Yes	<p>SkillsIQ note that the portability of skills across industry sub-sectors was a discussion point during consultation with stakeholders to ensure the relevance of proposed Training Package products to their sector and business models. The draft Training Package products in this submission have been developed in a manner which addresses the needs of a diverse range of industry sub-sectors and business sizes, allowing for the portability of skills across the collective industry.</p> <p>Each qualification allows for units to be selected from a pool of elective units, including units that may be drawn from other training packages and accredited courses.</p>
Reflect regulatory requirements and licensing	N/A	Licensing requirements do not apply to the new and revised SIS units or the revised qualifications.

## Training Package Quality Assurance

### Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Reflect national consensus	Yes	The overall development and consultation process for the Fitness component of the SIS Training Package V5.0 is discussed in the CfE. The process allowed for engagement with industry and other stakeholders throughout the life of the project to inform the drafts prior to submission of the final product. The draft training components reflect national consensus.
Recognise convergence and connectivity of skills	Yes	The draft components have been streamlined to rationalise units, remove duplication, fix inconsistencies and align with job roles. The components incorporate cross sector units of competency which supports convergence and connectivity of skills.

### Quality principle 4: Be flexible to meet the diversity of individual and employer needs including the capacity to adapt to changing job roles and workplaces

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Meet the diversity of individual and employer needs	Yes	Mandatory workplace requirements have been removed from the new and revised SIS units. Three new skill sets have been added.  The mandatory requirements for assessors, specified in units in the Assessment Conditions field, have been revised and made more flexible.  The SIS units' elements, performance criteria and assessment requirements meet employer and learner diversity needs.
Support equitable access and progression of learners	Yes	The CVIG provides advice on access and equity considerations including reasonable adjustment for learners with disabilities.  The qualifications support equitable access and progression of learners and the skill sets provide opportunities for access and progression.

## Training Package Quality Assurance

### Quality principle 5: Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	Yes	<p>One qualification and all four skill sets do not contain entry requirements. This supports learner transition.</p> <p>The entry requirement for the Certificate IV has been increased from eight units to nine units and includes the following statement and list of units:</p> <p><i>Entry to this qualification is open to individuals who hold the following units of competency or units that have been superseded by these units:</i></p> <p><i>HLTAID011 Provide First Aid (or a unit that supersedes this unit)</i></p> <p><i>HLTWHS001 Participate in workplace health and safety</i></p> <p><i>SISFFIT032 Complete pre-exercise screening and service orientation</i></p> <p><i>SISFFIT033 Complete client fitness assessments</i></p> <p><i>SISFFIT035 Plan group exercise sessions</i></p> <p><i>SISFFIT036 Instruct group exercise sessions</i></p> <p><i>SISFFIT040 Develop and instruct gym-based exercise programs for individual clients</i></p> <p><i>SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise</i></p> <p><i>SISFFIT052 Provide healthy eating information</i></p> <p>It is noted that the entry requirement flexibly allows for superseded versions of each unit as well as future versions of the first aid unit.</p>

## Training Package Quality Assurance

**Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements**

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation across a range of settings	Yes	The draft SIS units of competency and skill sets support implementation of training in the industry.  The assessment requirements of the units submitted allows for assessment to occur in a range of different contexts.
Support sound assessment practice	Yes	The SIS Training Package, V5.0 supports sound assessment practice in line with industry requirements.
Support implementation	Yes	As discussed, the draft components in this submission address industry requirements, which supports implementation in a range of contexts.



# Editorial Report

---

1. Cover page	
Information required	Detail
Training Package title and code	SIS Sport, Fitness and Recreation Training Package
Number of new qualifications and their titles <sup>1</sup>	Nil
Number of revised qualifications and their titles	Two revised qualifications: SIS30321 Certificate III in Fitness SIS40221 Certificate IV in Fitness
Number of new units of competency and their titles	Two new units of competency: SISFFIT046 Plan and instruct online exercise sessions SISFFIT048 Use anatomy and physiology knowledge to support safe and effective water-based exercise
Number of revised units of competency and their titles	20 revised units of competency: SISFFIT032 Complete pre-exercise screening and service orientation SISFFIT033 Complete client fitness assessments SISFFIT034 Assess client movement and provide exercise advice SISFFIT035 Plan group exercise sessions SISFFIT036 Instruct group exercise sessions SISFFIT037 Develop and instruct group movement programs for children SISFFIT038 Plan group water-based exercise sessions SISFFIT039 Instruct group water-based exercise sessions SISFFIT040 Develop and instruct gym-based exercise programs for individual clients

---

<sup>1</sup> When the number of training products is high the titles can be presented as an attachment.

	<p>SISFFIT041 Develop personalised exercise programs</p> <p>SISFFIT042 Instruct personalised exercise sessions</p> <p>SISFFIT043 Develop and instruct personalised exercise programs for body composition goals</p> <p>SISFFIT044 Develop and instruct personalised exercise programs for older clients</p> <p>SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients</p> <p>SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise</p> <p>SISFFIT049 Use exercise science principles in fitness instruction</p> <p>SISFFIT050 Support exercise behaviour change</p> <p>SISFFIT051 Establish and maintain professional practice for fitness instruction</p> <p>SISFFIT052 Provide healthy eating information</p> <p>SISFFIT053 Support healthy eating for individual fitness clients</p>
Confirmation that the draft training package components are publication-ready	Yes, the draft training package components are publication ready.
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes, Tina Berghella is a member of the Quality Assurance Panel.
Date of completion of the report	4 <sup>th</sup> May 2021

## 2. Content and structure

### *Units of competency*

Editorial requirements	Comments
<p>Standard 5:</p> <ul style="list-style-type: none"> <li>The structure of units of competency complies with the unit of competency template.</li> </ul>	The structure of the units of competency complies with the template.
<p>Standard 7:</p> <ul style="list-style-type: none"> <li>The structure of assessment requirements complies with the assessment requirements template.</li> </ul>	The structure of the assessment requirements complies with the template.

### *Qualifications*

Editorial requirements	Comments by the editor
<p>Standard 9:</p> <ul style="list-style-type: none"> <li>The structure of the information for qualifications complies with the qualification template.</li> </ul>	The structure of the qualifications complies with the template.
<p>Standard 10:</p> <ul style="list-style-type: none"> <li>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.</li> </ul>	No credit arrangement template was provided for this review.

### *Companion Volumes*

Editorial requirements	Comments by the editor
<p>Standard 11:</p> <ul style="list-style-type: none"> <li>A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.</li> </ul>	The draft quality assured companion volume implementation guide is available and complies with the template.

## 3. Proofreading

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> <li>• <b>Unit codes and titles</b> and <b>qualification codes and titles</b> are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.</li> </ul>	<p>The qualification, skill set and unit of competency codes and titles are accurately cross-referenced throughout the training package.</p>
<ul style="list-style-type: none"> <li>• Units of competency and their <b>content</b> are <b>presented in full</b>.</li> </ul>	<p>Yes</p>
<ul style="list-style-type: none"> <li>• The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to:               <ul style="list-style-type: none"> <li>○ absence of spelling, grammatical and typing mistakes</li> <li>○ consistency of language and formatting</li> <li>○ logical structure and presentation of the document.</li> <li>○ compliance with the required templates</li> </ul> </li> </ul>	<p>The reviewer is satisfied that the quality of the training products including:</p> <ul style="list-style-type: none"> <li>○ absence of spelling, grammatical and typing mistakes</li> <li>○ consistency of language and formatting</li> <li>○ logical structure and presentation of the document.</li> <li>○ compliance with the required templates.</li> </ul> <p>Editorial issues relating to the quality of the training products were raised and resolved during the review.</p>

# Equity Report

## Section 1 – Cover page

Information required	Detail
Training Package title and code	SIS Sport, Fitness and Recreation Training Package
Number of new qualifications and their titles <sup>1</sup>	Nil
Number of revised qualifications and their titles	Two revised qualifications: SIS30321 Certificate III in Fitness SIS40221 Certificate IV in Fitness
Number of new units of competency and their titles	Two new units of competency: SISFFIT046 Plan and instruct online exercise sessions SISFFIT048 Use anatomy and physiology knowledge to support safe and effective water-based exercise
Number of revised units of competency and their titles	20 revised units of competency: SISFFIT032 Complete pre-exercise screening and service orientation SISFFIT033 Complete client fitness assessments SISFFIT034 Assess client movement and provide exercise advice SISFFIT035 Plan group exercise sessions SISFFIT036 Instruct group exercise sessions SISFFIT037 Develop and instruct group movement programs for children SISFFIT038 Plan group water-based exercise sessions SISFFIT039 Instruct group water-based exercise sessions SISFFIT040 Develop and instruct gym-based exercise programs for individual 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

<sup>1</sup> When the number of training products is high the titles can be presented as an attached list.

Information required	Detail
	<p>SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients</p> <p>SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise</p> <p>SISFFIT049 Use exercise science principles in fitness instruction</p> <p>SISFFIT050 Support exercise behaviour change</p> <p>SISFFIT051 Establish and maintain professional practice for fitness instruction</p> <p>SISFFIT052 Provide healthy eating information</p> <p>SISFFIT053 Support healthy eating for individual fitness clients</p>
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	Yes, the draft training package components meet the requirements in Section 2 Equity checklist of draft training package components.
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Yes, Tina Berghella is a member of the Quality Assurance Panel.
Date of completion of the report	4 <sup>th</sup> May 2021

## Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments
	Provide brief commentary on whether the draft endorsed components meet each of the equity requirements
<p>The training package component(s) comply with Standard 2 of the <i>Standards for Training Packages 2012</i>. The standard requires compliance with the <i>Training Package Products Policy</i>, specifically with the access and equity requirements:</p> <ul style="list-style-type: none"> <li>• Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.</li> <li>• Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.</li> </ul>	<p>The draft endorsed components meet each of the equity requirements.</p> <p>The Companion Volume Implementation Guide provides advice on access and equity considerations, including reasonable adjustment.</p>

## Section 3 - Training Package Quality Principles

### Quality Principle 4

Be **flexible** to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

#### Key features

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?

What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?

Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?	The qualification packaging rules are clearly presented and allow for flexible packaging of imported units of competency from another training package or accredited course.

Equity requirements	Equity reviewer comments																		
	<p>The assessment conditions allow for skills to be demonstrated in the workplace or a simulated environment.</p>																		
<p>2. Is there evidence of multiple entry and exit points?</p>	<p>One qualification and all four skill sets do not contain entry requirements.</p> <p>The entry requirement for the Certificate IV has been increased from eight units to nine units and includes the following statement and list of units:</p> <p><i>Entry to this qualification is open to individuals who hold the following units of competency or units that have been superseded by these units:</i></p> <table border="0"> <tr> <td><i>HLTAID011</i></td><td><i>Provide First Aid (or a unit that supersedes this unit)</i></td></tr> <tr> <td><i>HLTWHS001</i></td><td><i>Participate in workplace health and safety</i></td></tr> <tr> <td><i>SISFFIT032</i></td><td><i>Complete pre-exercise screening and service orientation</i></td></tr> <tr> <td><i>SISFFIT033</i></td><td><i>Complete client fitness assessments</i></td></tr> <tr> <td><i>SISFFIT035</i></td><td><i>Plan group exercise sessions</i></td></tr> <tr> <td><i>SISFFIT036</i></td><td><i>Instruct group exercise sessions</i></td></tr> <tr> <td><i>SISFFIT040</i></td><td><i>Develop and instruct gym-based exercise programs for individual clients</i></td></tr> <tr> <td><i>SISFFIT047</i></td><td><i>Use anatomy and physiology knowledge to support safe and effective exercise</i></td></tr> <tr> <td><i>SISFFIT052</i></td><td><i>Provide healthy eating information</i></td></tr> </table> <p>It is noted that the entry requirement flexibly allows for superseded versions of each unit as well as future versions of the first aid unit.</p> <p>The companion volume implementation guide provides the following advice and rationale in relation to the entry requirement consistent with training package product policy:</p> <p><i>The entry requirement allows for superseded units to account for learners who may leave time between completion of a superseded Certificate III in Fitness and enrolling in a Certificate IV in Fitness.</i></p>	<i>HLTAID011</i>	<i>Provide First Aid (or a unit that supersedes this unit)</i>	<i>HLTWHS001</i>	<i>Participate in workplace health and safety</i>	<i>SISFFIT032</i>	<i>Complete pre-exercise screening and service orientation</i>	<i>SISFFIT033</i>	<i>Complete client fitness assessments</i>	<i>SISFFIT035</i>	<i>Plan group exercise sessions</i>	<i>SISFFIT036</i>	<i>Instruct group exercise sessions</i>	<i>SISFFIT040</i>	<i>Develop and instruct gym-based exercise programs for individual clients</i>	<i>SISFFIT047</i>	<i>Use anatomy and physiology knowledge to support safe and effective exercise</i>	<i>SISFFIT052</i>	<i>Provide healthy eating information</i>
<i>HLTAID011</i>	<i>Provide First Aid (or a unit that supersedes this unit)</i>																		
<i>HLTWHS001</i>	<i>Participate in workplace health and safety</i>																		
<i>SISFFIT032</i>	<i>Complete pre-exercise screening and service orientation</i>																		
<i>SISFFIT033</i>	<i>Complete client fitness assessments</i>																		
<i>SISFFIT035</i>	<i>Plan group exercise sessions</i>																		
<i>SISFFIT036</i>	<i>Instruct group exercise sessions</i>																		
<i>SISFFIT040</i>	<i>Develop and instruct gym-based exercise programs for individual clients</i>																		
<i>SISFFIT047</i>	<i>Use anatomy and physiology knowledge to support safe and effective exercise</i>																		
<i>SISFFIT052</i>	<i>Provide healthy eating information</i>																		



Equity requirements	Equity reviewer comments
	<i>This entry requirement is mandatory. It has been determined because industry identified essential skills for a learner to have prior to entering a Certificate IV in Fitness. Learners require foundational underpinning skills and knowledge of exercise programming before progressing to learning higher order skills for tailoring programs for individual clients. These foundational skills can be achieved via superseded units or current (updated) units.</i>
3. Have prerequisite units of competency been minimised where possible?	The draft units of competency do not contain prerequisites.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	<p>The draft components have been streamlined to rationalise units, remove duplication, fix inconsistencies and align with job roles. This includes the removal of seven units of competency and the Diploma of Fitness which has low enrolments and no identified job outcome.</p> <p>Mandatory workplace requirements have been removed from the units.</p> <p>Three new skill sets have been added.</p> <p>The mandatory requirements for assessors, specified in units in the Assessment Conditions field, have been revised and made more flexible.</p> <p>The components incorporate cross sector units of competency.</p>

### Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

#### Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	<p>There is a direct pathway into the Certificate III in Fitness.</p> <p>The skill sets provide credit towards training package qualifications.</p> <p>There are no national credit arrangements between the qualification and higher education qualifications.</p>

### Quality Principle 6

Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

### Key features

Support implementation across a range of settings and support sound assessment practices.

Equity requirements	Equity reviewer comments
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Access and equity</li> <li>• Foundation skills?</li> </ul> <p>(see Training Package Standard 11)</p>	<p>Yes, general information about pathways, access and equity and foundation skills is provided in the Companion Volume Implementation Guide.</p>
<p>2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?</p>	<p>Foundation skills are specified in performance criteria. For example, oral communication skills are made explicit in performance criterion 3.1 in SISFFIT041 which states, 'Discuss exercise preferences and consult with client to identify, negotiate and confirm their short- and long-term fitness goals to inform program design'.</p> <p>Foundation skills not explicit in the performance criteria are specified in the foundation skills field. For example, the numeracy skills field of SISFFIT041 states, 'complete and record calculations and estimations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads'.</p> <p>Queries about the foundation skills required in the workplace were raised and resolved as part of this review.</p>

## Attachment G: Industry Support

Name	Organisation	Title	Industry	Representation Type	State
Penny Hodggers	Royal Life Saving NSW	General Manager – Capability and Capacity	Recreation - Aquatics	Peak Body	NSW
Michelle Wright	Mishfit Education	Director	Fitness	Employer	VIC
Nikki Higgins	Fitnutz H2O	Managing Director	Aquatic Fitness	Employer, Trainer/Assessor	NT
Brett Ipson	Fitness and Lifestyle Group	National AHP Subleasing Manager	Employer	Employer	NAT
Andrew Chan	Surf Life Saving NSW	Training and Education Manager	Recreation - Aquatics	Peak Body	NSW
Ross Ashcroft	Health Massage Fitness	Manager	Fitness and Health	Personal Trainer	QLD
David Williamson	TAFESA	Education Manager – Fitness, Sport, Recreation and Tourism, First Aid and Firearms	Fitness, Sport, Recreation	RTO	SA
Shaun Jackson	Royal Life Saving Australia	National Manager – Training and Workforce Development	Recreation - Aquatics	Peak Body	NAT
Richard Thornton	The Outdoor Education Group	Chief Executive Officer	Recreation	Employer	VIC
Phil Reeves	Active Queenslanders Industry Alliance	Executive Chair	Sport, Fitness and Recreation	ITAB	QLD

Chris Alexander	Fitness Australia	General manager	Fitness	Peak Body	NAT
Sarah Rosen	SkillsIQ NSW	General Manager	Sport, Fitness and Recreation	ITAB	NSW
Julie Hobbs	Future Now Creative and Leisure Industries Training Council Inc.	Chief Executive Officer	Sport, Fitness and Recreation	ITAB	WA
	Industry Skills Advisory Council NT		Sport, Fitness and Recreation	ITAB	NT



**ROYAL LIFE SAVING**  
NEW SOUTH WALES

34/10 Gladstone Road  
Castle Hill NSW 2154  
PO Box 8307  
Baulkham Hills BC  
NSW 2153

PHONE +61 2 9634 3700  
FAX +61 2 9634 8529  
EMAIL [nsw@royalnsw.com.au](mailto:nsw@royalnsw.com.au)  
ABN 73 000 580 825  
[royalnsw.com.au](http://royalnsw.com.au)

3 May 2021

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

**Re: Endorsement of the Fitness training package products**

Dear Liz,

As a member of the Fitness and Aquatic Technical Advisory Committee (TAC) representing Royal Life Saving NSW, I can confirm Royal Life Saving NSW believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIS Fitness training package products.

Royal Life Saving NSW believes that training package products proposed for endorsement reflect the skills needs of the Australian fitness industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Royal Life Saving NSW believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Royal Life Saving NSW will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Penny Hodgers  
General Manager – Capability and Capacity (Operations)  
Royal Life Saving NSW



5<sup>th</sup> May 2021

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

**Re: Endorsement of the Fitness training package products**

Dear Liz,

As a member of the Fitness and Aquatic Technical Advisory Committee (TAC) mishfit® Education, I can confirm mishfit® Education believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIS Fitness training package products.

mishfit® Education believes that training package products proposed for endorsement reflect the skills needs of the Australian fitness industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, mishfit® Education believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

mishfit® Education will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Mish x

Ms. Michelle Wright  
Director  
mishfit® Education

27/4/21

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

**Re: Endorsement of the Fitness training package products**

Dear Liz,

As a member of the Fitness and Aquatic Technical Advisory Committee (TAC) representing Fitnutz H2O, I can confirm Fitnutz H2O believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIS Fitness training package products.

Fitnutz H2O believes that training package products proposed for endorsement reflect the skills needs of the Australian fitness industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Fitnutz H2O believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Fitnutz H2O is in particular support of:

- *All aspects of the Aquatic Skill Sets including introduction of Anatomy and Physiology as well as the numbers of sessions and participants required for assessment.*

Fitnutz H2O will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,



---

Nikki Higgins  
Managing Director  
Fitnutz H2O



**FITNESS &  
LIFESTYLE  
GROUP**

28/4/21

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

Re: Endorsement of the Fitness training package products

Dear Liz,

As a member of the Fitness and Aquatic Technical Advisory Committee (TAC) representing Fitness & Lifestyle Group (FLG), I can confirm that we believe that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in the revised and new SIS Fitness training package products.

FLG believes that the training package products proposed for endorsement reflect the skills needs of the Australian fitness industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways. Further, FLG believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.



**FITNESS &  
LIFESTYLE  
GROUP**

**Brett Ipson**

**National AHP / Subleasing Manager**

t : +61731846276 m : 0417 324 577

e : [brett.ipson@fitlg.com](mailto:brett.ipson@fitlg.com)



3<sup>rd</sup> May, 2021

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

Dear Liz,

**Letter of Support - Endorsement for the Fitness Training Package Products**

Today, Surf Life Saving NSW (SLSNSW) has members across **129** Surf Life Saving Clubs (SLSCs) and 11 Branches who perform thousands of rescues, preventative actions and first aid treatments each year. Now boasting over **75,000** members in NSW alone it can rightfully claim to be one of the largest volunteer organisations of its type in Australia.

As a current member of the Fitness and Aquatic Technical Advisory Committee (TAC) representing Surf Life Saving NSW, a key stakeholder in the Sport and Recreation sector, we have had the opportunity to engage with SkillsIQ and have appreciated the work of SkillsIQ in ensuring that the needs of our sector are heard.

We believe that the training package products proposed for endorsement reflect the skills needs of the fitness industry, address identified skills gaps, allow for outcomes that meet specific workforce demands and create clearer career pathways.

We also believe that the proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products.

SLSNSW is in particular support of the following specific areas:

- Aqua Exercise Instruction
- Pool Lifeguard

SLSNSW will continue to provide industry advice and intelligence to SkillsIQ, ensuring that all training package products remain reflective of current industry needs.

I am pleased to provide this letter of support to you on behalf of Surf Life Saving NSW to endorse the proposed fitness training package products.

Yours Sincerely,

A handwritten signature in black ink, appearing to read "Andrew Chan". The signature is fluid and cursive, with the first name "Andrew" and the last name "Chan" clearly distinguishable.

Andrew Chan  
Training & Education Manager  
Surf Life Saving NSW

3 May 2021

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

**Re: Endorsement of the Fitness training package products**

Dear Liz,

As a member of the Fitness and Aquatic Technical Advisory Committee (TAC) representing HealthMassageFitness (sole trader). I can confirm I believe that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIS Fitness training package products.

As a sole trader, HealthMassageFitness, believes that training package products proposed for endorsement reflect the skills needs of the Australian fitness industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, I believe that the proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

As a sole trader who has also worked in the legal profession (practice and broader governance roles), as well as in the tertiary sector, I believe the review process has been thoroughly undertaken with extensive input and robust discussion about both the direction of the industry, as well as the impact changes may have on both current and future people in the industry. I support the recommendations on the ground that I believe they will provide better outcomes for both consumers of fitness training services, as well as for practitioners to maintain a level of professionalism and requisite knowledge to safely and competently deliver services aimed at promoting and advancing the health and wellbeing of Australians.

HealthMassageFitness will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,



Ross Ashcroft

BA/LLB, LLM, MCL, GradCert High Performance Sport

GradCert OHSEM Dip Fitness Dip Remedial Massage

Sole Trader, HealthMassageFitness

**From:** [David Williamson](#)  
**To:** [Liz Horne](#)  
**Subject:** Endorsement of the Outdoor Recreation training package products  
**Date:** Wednesday, April 28, 2021 3:27:35 PM  
**Attachments:** [image001.png](#)  
[image002.jpg](#)  
[image003.png](#)  
[image004.png](#)  
[image005.png](#)  
[image006.png](#)  
[image007.png](#)

---

28/04/2021

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

**Re: Endorsement of the Outdoor Recreation training package products**

Dear Liz,

As a member of the Sport and Recreation Industry Reference Committee (IRC) representing TAFESA and (Forma) RecreationSA. I can confirm TAFESA and (Forma) RecreationSA believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new Fitness training package products.

TAFESA and (Forma) RecreationSA believes that training package products proposed for endorsement reflect the skills needs of the Australian fitness and aquatic fitness industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, TAFESA and (Forma) RecreationSA believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

TAFESA and (Forma) RecreationSA will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

David

**David Williamson | Educational Manager -  
Fitness, Sport, Recreation & Tourism, First Aid and Firearms.**

Health, Community and Foundation Skills | TAFESA  
Regency Campus, 137 Regency Road, Regency Park SA 5010  
T +61 (8) 83481887

M 0429692674

E [david.williamson@tafesa.edu.au](mailto:david.williamson@tafesa.edu.au)

W [tafesa.edu.au](http://tafesa.edu.au)



**ROYAL LIFE SAVING**  
AUSTRALIA

Suite 6, Level 4  
173-179 Broadway  
Broadway NSW 2007  
PO Box 558  
Broadway NSW 2007

PHONE +61 2 8217 3111  
FAX +61 2 8217 3199  
EMAIL [info@rlssa.org.au](mailto:info@rlssa.org.au)  
ABN 71 008 594 616  
[royallifesaving.com.au](http://royallifesaving.com.au)

6<sup>th</sup> May, 2021

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

**Re: Endorsement of the Outdoor Recreation training package products**

Dear Liz,

As a member of the Sport and Recreation Industry Reference Committee (IRC) representing Royal Life Saving – Australia, I can confirm Royal Life Saving - Australia believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in the revised and new Fitness training package products.

Royal Life Saving - Australia believes that the training package products proposed for endorsement reflect the skills needs of the Australian fitness and aquatic fitness industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Royal Life Saving - Australia believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Royal Life Saving - Australia is in particular support of:

- Minor changes included in this update including:
  - The updated Pool Lifeguard Skill Set as this will provide greater clarity and certainty for a range of industry stakeholders around qualifications, licencing and employment requirements.
- The creation of the Aqua Exercise Instruction skill set. Through the consultative development process that was overseen by Skills IQ, the Sport and Recreation IRC and Technical Advisory Committee we believe this skill set will meet a clear industry need.

Royal Life Saving - Australia will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Shaun Jackson  
(National Manager – Training and Workforce Development)  
Royal Life Saving - Australia

16/04/2021

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

**Re: Endorsement of the Outdoor Recreation training package products**

Dear Liz,

As a member of the Sport and Recreation Industry Reference Committee (IRC) representing The Outdoor Education Group I can confirm The Outdoor Education Group believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new Fitness training package products.

The Outdoor Education Group believes that training package products proposed for endorsement reflect the skills needs of the Australian fitness and aquatic fitness industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, The Outdoor Education Group believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

The Outdoor Education Group is support of:

- *Minor changes included in this update including:*
  - *changes made to the elective units in the Outdoor Recreation Qualifications*

The Outdoor Education Group will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,



Richard Thornton

Chief Executive Officer

The Outdoor Education Group



# Active Queenslanders Industry Alliance

Fitness | Sport | Recreation

Sports House, Suite 2.11  
150 Caxton Street  
Milton, Qld 4064  
(07) 3367 0833  
admin@aqia.org.au

28 April 2021

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

## **Re: Endorsement of the Fitness training package products**

Dear Liz

As a member of the Sport and Recreation Industry Reference Committee (IRC) representing Active Queenslanders Industry Alliance I can confirm Active Queenslanders Industry Alliance believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new Fitness training package products.

Active Queenslanders Industry Alliance believes that training package products proposed for endorsement reflect the skills needs of the Australian fitness and aquatic fitness industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Active Queenslanders Industry Alliance believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Active Queenslanders Industry Alliance will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards

**Phil Reeves**

**Executive Chair**

**Active Queenslanders Industry Alliance**

4<sup>th</sup> May 2021

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

**Re: Endorsement of the Fitness training package products**

Dear Liz,

As a member of the Sport and Recreation Industry Reference Committee (IRC) and Fitness and Aquatic Technical Advisory Committee (TAC) representing Fitness Australia I can confirm Fitness Australia believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new Fitness training package products.

Fitness Australia believes that training package products proposed for endorsement reflect the skills needs of the Australian fitness and aquatic fitness industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Fitness Australia believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Fitness Australia will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Kind Regards,

Chris Alexander  
General Manager  
Fitness Australia



Monday 17<sup>th</sup> May

Liz Horne  
Skills Engagement Executive  
SkillsIQ  
GPO Box 4194  
Sydney NSW 2001

## **Re: Endorsement of the Fitness training package products**

Dear Liz,

FutureNow is the West Australian Industry Skills Council for the Sport and Fitness sectors. FutureNow believes that industry has been given sufficient opportunity to express their needs, and that in general those needs have been appropriately responded to in revised and new SIS fitness training package products.

FutureNow believes that training package products proposed for endorsement reflect the skills needs of the Australian fitness industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

FutureNow believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

FutureNow would like to direct attention to feedback provided by the West Australian State Training Authority about the entry requirements for SIS4XX21 Certificate IV in Fitness recommending that the wording be modified to include reference to superseded or equivalent competencies. This would mean that existing learners or those who have completed SIS30315 Certificate III in fitness are not disadvantaged in their learning pathway.

FutureNow will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

A handwritten signature in black ink, appearing to read 'Julie Hobbs', with a large, stylized initial 'J'.

Julie Hobbs  
Chief Executive Officer  
FutureNow Creative and Leisure Industries Training Council Inc.

## Attachment H: Training Package Products

<b>QUALIFICATION CODE</b>	SIS30321	
<b>QUALIFICATION TITLE</b>	Certificate III in Fitness	
<b>QUALIFICATION DESCRIPTION</b>	<p>This qualification reflects the role of group and gym fitness instructors. These fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. They work in predictable environments under general supervision. When instructing groups or interacting with clients, they use discretion and judgment to solve routine issues within the parameters of clearly defined organisational policies and procedures.</p> <p>This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.</p>	
<b>ENTRY REQUIREMENTS</b>	There are no entry requirements for this qualification.	
<b>PACKAGING RULES</b>	<p>15 units must be completed:</p> <ul style="list-style-type: none"> <li>• 11 core units</li> <li>• 4 elective units, consisting of: <ul style="list-style-type: none"> <li>◦ 2 units from the list below</li> <li>◦ 2 units from the list below, elsewhere in the SIS Training Package, or from any other current training package or accredited course.</li> </ul> </li> </ul> <p>The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.</p>	
<b>CORE UNITS</b>	BSBOPS304 BSBPEF301 HLTAID011 HLTWHS001 SISFFIT032  SISFFIT033 SISFFIT035 SISFFIT036 SISFFIT040  SISFFIT047  SISFFIT052	Deliver and monitor a service to customers Organise personal work priorities Provide First Aid Participate in workplace health and safety Complete pre-exercise screening and service orientation Complete client fitness assessments Plan group exercise sessions Instruct group exercise sessions Develop and instruct gym-based exercise programs for individual clients Use anatomy and physiology knowledge to support safe and effective exercise Provide healthy eating information
<b>ELECTIVE UNITS</b>	BSBOPS403 BSBSUS211 BSBWHS332X  BSBXTW301 CHCDIV001 CHCMHS001 HLTWHS005	Apply business risk management processes Participate in sustainable work practices Apply infection prevention and control procedures to own work activities  Work in a team Work with diverse people Work with people with mental health issues Conduct manual tasks safely

SIS30321 Certificate III in Fitness

	<p>SIRXSLS001 Sell to the retail customer</p> <p>SISCAQU002 Perform basic water rescues</p> <p>SISCCRO001 Plan and conduct recreation programs for older persons</p> <p>SISFFIT037 Develop and instruct group movement programs for children</p> <p>SISFFIT038 Plan group water-based exercise sessions</p> <p>SISFFIT039 Instruct group water-based exercise sessions</p> <p>SISFFIT048 Use anatomy and physiology knowledge to support safe and effective water-based exercise</p> <p>SISXDIS001 Facilitate inclusion for people with a disability</p> <p>SISXEMR001 Respond to emergency situations</p> <p>SISXFAC002 Maintain sport, fitness and recreation facilities</p> <p>SISXFIN002 Process financial transactions</p> <p>SISXIND009 Respond to interpersonal conflict</p> <p>SISXIND010 Protect children and young people</p> <p>SISXRES002 Educate user groups</p>
<b>QUALIFICATION MAPPING INFORMATION</b>	Supersedes and not equivalent to SIS30315 Certificate III in Fitness.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>QUALIFICATION CODE</b>	SIS40221																		
<b>QUALIFICATION TITLE</b>	Certificate IV in Fitness																		
<b>QUALIFICATION DESCRIPTION</b>	<p>This qualification reflects the role of personal trainers who develop, instruct and evaluate personalised exercise programs for generally healthy and low risk clients, to achieve specific fitness goals. Clients with higher health risks are referred to medical or allied health professionals. Personal trainers work independently using highly developed fitness skills and knowledge in both routine and unpredictable situations. They use well-developed communication and collaboration skills to interact with clients and health professionals to improve client fitness outcomes.</p> <p>This qualification provides a pathway to work as an employed or self-employed personal trainer in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes, and outdoor locations. Personal trainers may offer services to individuals and groups, and may provide online training services. In some employment contexts, personal trainers may be involved in team leadership or supervisory activities.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.</p>																		
<b>ENTRY REQUIREMENTS</b>	<p>Entry to this qualification is open to individuals who hold the following units of competency or units that have been superseded by these units:</p> <table border="0"> <tr> <td>HLTAID011</td><td>Provide First Aid (or a unit that supersedes this unit)</td></tr> <tr> <td>HLTWHS001</td><td>Participate in workplace health and safety</td></tr> <tr> <td>SISFFIT032</td><td>Complete pre-exercise screening and service orientation</td></tr> <tr> <td>SISFFIT033</td><td>Complete client fitness assessments</td></tr> <tr> <td>SISFFIT035</td><td>Plan group exercise sessions</td></tr> <tr> <td>SISFFIT036</td><td>Instruct group exercise sessions</td></tr> <tr> <td>SISFFIT040</td><td>Develop and instruct gym-based exercise programs for individual clients</td></tr> <tr> <td>SISFFIT047</td><td>Use anatomy and physiology knowledge to support safe and effective exercise</td></tr> <tr> <td>SISFFIT052</td><td>Provide healthy eating information</td></tr> </table>	HLTAID011	Provide First Aid (or a unit that supersedes this unit)	HLTWHS001	Participate in workplace health and safety	SISFFIT032	Complete pre-exercise screening and service orientation	SISFFIT033	Complete client fitness assessments	SISFFIT035	Plan group exercise sessions	SISFFIT036	Instruct group exercise sessions	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid (or a unit that supersedes this unit)																		
HLTWHS001	Participate in workplace health and safety																		
SISFFIT032	Complete pre-exercise screening and service orientation																		
SISFFIT033	Complete client fitness assessments																		
SISFFIT035	Plan group exercise sessions																		
SISFFIT036	Instruct group exercise sessions																		
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients																		
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise																		
SISFFIT052	Provide healthy eating information																		
<b>PACKAGING RULES</b>	<p>17 units must be completed:</p> <ul style="list-style-type: none"> <li>• 10 core units</li> <li>• 7 elective units, consisting of: <ul style="list-style-type: none"> <li>◦ 2 units from Group A</li> <li>◦ 2 units from Group B</li> <li>◦ 3 units from Group A, B, or C, elsewhere in the SIS Training Package, or from any other current Training Package or accredited course.</li> </ul> </li> </ul>																		

	The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.
<b>CORE UNITS</b>	<p>CHCCOM006 Establish and manage client relationships</p> <p>SISFFIT041 Develop personalised exercise programs</p> <p>SISFFIT042 Instruct personalised exercise sessions</p> <p>SISFFIT043 Develop and instruct personalised exercise programs for body composition goals</p> <p>SISFFIT044 Develop and instruct personalised exercise programs for older clients</p> <p>SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients</p> <p>SISFFIT049 Use exercise science principles in fitness instruction</p> <p>SISFFIT050 Support exercise behaviour change</p> <p>SISFFIT051 Establish and maintain professional practice for fitness instruction</p> <p>SISFFIT053 Support healthy eating for individual fitness clients</p>
<b>ELECTIVE UNITS</b>	<p><b>Group A: Exercise Instruction</b></p> <p>SISFFIT034 Assess client movement and provide exercise advice</p> <p>SISFFIT037 Develop and instruct group movement programs for children</p> <p>SISFFIT046 Plan and instruct online exercise sessions</p> <p>SISXCAI005 Conduct individualised long-term training programs</p> <p>SISXCAI009 Instruct strength and conditioning techniques</p> <p>SISXCAI010 Develop strength and conditioning programs</p> <p>SISXDIS002 Plan and conduct disability programs</p> <p><b>Group B: Business Operations and Leadership</b></p> <p>BSBESB301 Investigate business opportunities</p> <p>BSBESB302 Develop and present business proposals</p> <p>BSBESB303 Organise finances for new business ventures</p> <p>BSBESB401 Research and develop business plans</p> <p>BSBESB402 Establish legal and risk management requirements of new business ventures</p> <p>BSBESB403 Plan finances for new business ventures</p> <p>BSBESB404 Market new business ventures</p> <p>BSBESB405 Manage compliance for small businesses</p> <p>BSBESB407 Manage finances for new business ventures</p> <p>BSBLDR414 Lead team effectiveness</p> <p>SISXIND005 Coordinate work teams or groups</p> <p>TAEDEL404 Mentor in the workplace</p> <p><b>Group C: General Electives</b></p> <p>BSBCMM411 Make presentations</p> <p>BSBCRT411 Apply critical thinking to work practices</p> <p>CHCAGE001 Facilitate the empowerment of older people</p> <p>CHCDIS007 Facilitate the empowerment of people with disability</p> <p>CHCDIV001 Work with diverse people</p> <p>CHCLAH002 Contribute to leisure and health programming</p> <p>CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming</p>

	CHCMHS001 Work with people with mental health issues CHCYTH001 Engage respectfully with young people HLTINF004 Manage the prevention and control of infection HLTWHS003 Maintain work health and safety HLTWHS005 Conduct manual tasks safely SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms SIRXOSM003 Use social media and online tools SIRXOSM005 Develop a basic website for customer engagement SIRXSLS001 Sell to the retail customer SISCAQU002 Perform basic water rescues SISFFIT038 Plan group water-based exercise sessions SISFFIT039 Instruct group water-based exercise sessions SISFFIT048 Use anatomy and physiology knowledge to support safe and effective water-based exercise SISXDIS001 Facilitate inclusion for people with a disability SISXICT001 Select and use technology for sport, fitness and recreation work SISXIND004 Analyse participation patterns SISXIND006 Conduct sport, fitness or recreation events
<b>QUALIFICATION MAPPING INFORMATION</b>	Supersedes and not equivalent to SIS40215 Certificate IV in Fitness.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>SISSS00127</b>	<b>Aqua Exercise Instruction</b>	
<b>Description</b>	A set of skills to plan and instruct group water-based exercise sessions, and to manage and assist with water-based rescues.	
<b>Pathways information</b>	Achievement of these units provides credit towards SIS30321 Certificate III in Fitness.	
<b>Licensing / regulatory information</b>	No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.	
<b>Skill set requirements</b>	<b>Unit code</b>	<b>Unit title</b>
	HLTAID011	Provide First Aid
	HLTWHS001	Participate in workplace health and safety
	SISCAQU002	Perform basic water rescues
	SISFFIT038	Plan group water-based exercise sessions
	SISFFIT039	Instruct group water-based exercise sessions
	SISFFIT048	Use anatomy and physiology knowledge to support safe and effective water-based exercise
<b>Target group</b>	Aqua exercise instructors who lead group water-based exercise sessions in settings with pools, such as fitness facilities, gyms, and leisure and community centres.	
<b>Suggested words for statement of attainment</b>	These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to plan and instruct group water-based exercise sessions, and to manage and assist with water-based rescues.	



<b>SISSS00128</b>	<b>Group Exercise Leader</b>	
<b>Description</b>	A set of skills to lead predesigned group exercise sessions.	
<b>Pathways information</b>	Achievement of these units provides credit towards SIS30321 Certificate III in Fitness.	
<b>Licensing / regulatory information</b>	No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.	
<b>Skill set requirements</b>	<b>Unit code</b>	<b>Unit title</b>
	BSBOPS304	Deliver and monitor a service to customers
	HLTAID011	Provide First Aid
	HLTWHS001	Participate in workplace health and safety
	SISFFIT036	Instruct group exercise sessions
<b>Target group</b>	Group exercise leaders who lead predesigned group exercise sessions in settings such as fitness facilities, gyms, and leisure and community centres.	
<b>Suggested words for statement of attainment</b>	These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to lead predesigned group exercise sessions.	

<b>SISSS00129</b>	<b>Pool Lifeguard</b>	
<b>Description</b>	A set of skills to supervise the safety of participants in aquatic recreation facilities and manage water-based rescues and emergencies.	
<b>Pathways information</b>	Achievement of these units provides credit towards SIS31015 Certificate III in Aquatics and Community Recreation.	
<b>Licensing / regulatory information</b>	No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.	
<b>Skill set requirements</b>	<b>Unit code</b>	<b>Unit title</b>
	HLTAID011	Provide First Aid
	PUAEME001	Provide emergency care
	PUAEME003	Administer oxygen in an emergency
	SISCAQU002	Perform basic water rescues
	SISCAQU006	Supervise clients in aquatic locations
	SISCAQU007	Perform advanced water rescues
<b>Target group</b>	Pool lifeguards who supervise the safety of participants in aquatic recreation facilities and manage water-based rescues and emergencies.	
<b>Suggested words for statement of attainment</b>	These units of competency from the SIS Sport, Fitness and Recreation Training Package provide the skills and knowledge to supervise the safety of participants in aquatic recreation facilities and manage water-based rescues.	

<b>SISSS00130</b>	<b>Pre-exercise Screening</b>	
<b>Description</b>	A set of skills to screen clients for participation in exercise programs utilising industry standard pre-exercise screening systems, questionnaires and guidelines to collect and evaluate health information, and provide general advice about programs and services suitable to clients.	
<b>Pathways information</b>	Achievement of this unit provides credit towards SIS30321 Certificate III in Fitness.	
<b>Licensing / regulatory information</b>	No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.	
<b>Skill set requirements</b>	<b>Unit code</b>	<b>Unit title</b>
	SISFFIT032	Complete pre-exercise screening and service orientation
<b>Target group</b>	Group fitness instructors, gym instructors, personal trainers and other fitness facility staff members who screen clients and provide service information prior to clients participating in exercise activities.	
<b>Suggested words for statement of attainment</b>	This unit of competency from the SIS Sport, Fitness and Recreation Training Package provides skills and knowledge to screen clients for participation in exercise programs utilising industry standard pre-exercise screening systems, questionnaires and guidelines to collect and evaluate health information, and provide general advice about programs and services suitable to clients.	

<b>UNIT CODE</b>	SISFFIT032
<b>UNIT TITLE</b>	Complete pre-exercise screening and service orientation
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to screen clients for participation in exercise programs and to provide general advice about programs and services suitable to clients.</p> <p>It requires the ability to utilise industry standard pre-exercise screening systems, questionnaires and guidelines to collect and evaluate health information, and to determine suitable levels of exercise intensity for clients. This includes determining risk factors and providing referrals to medical or allied health professionals for guidance.</p> <p>Screening may occur prior to clients beginning an exercise program, before changes to programs and when their health status changes. Outcomes are used by fitness instructors to plan client programs. Skills for planning are covered in complementary units.</p> <p>This unit applies to group fitness instructors, gym instructors and personal trainers. It can also apply to other fitness facility staff members who screen clients and provide service information prior to clients participating in exercise activities. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes, and outdoor locations, depending on their job role.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Screen clients for participation in exercise programs.	1.1. Consult with client to identify reasons for exercise participation and identify client needs and preferences. 1.2. Question client to identify current and past participation in physical activities. 1.3. Explain to client purpose of pre-exercise screening processes in identifying risks for participating in exercise programs. 1.4. Assist client to complete industry standard pre-exercise screening questionnaire. 1.5. Collect and record accurate client data and basic body measurements, with informed client consent.
2. Evaluate outcomes of screening.	2.1. Identify and evaluate client health risk factors using screening system guidelines and within boundaries of fitness industry scope of practice. 2.2. Use screening system risk assessment guidelines to identify risks for client participation in exercise programs. 2.3. Discuss outcomes of screening with client and provide information about suitable levels of exercise intensity.

	2.4. Determine need for guidance from medical and allied health professionals and discuss appropriate action with client.
3. Provide client referrals.	3.1. Explain referral process and confidentiality procedures to client and obtain informed client consent to share health information. 3.2. Compile relevant, accurate and concise information for inclusion in referral. 3.3. Document and provide referral information to relevant medical and allied health professionals according to client needs.
4. Provide exercise service information.	4.1. Describe available programs, services and facilities relevant to client needs and preferences. 4.2. Actively engage with client to explain the features, general benefits and health benefits of different services. 4.3. Provide advice on suitability of exercise programs for client, according to outcomes of screening. 4.4. Remind clients identified as requiring medical or allied health professional guidance of the requirement to obtain that guidance prior to participation. 4.5. Document accurate details of screening outcomes, referral details and advice provided.
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret information of varying complexity in pre-exercise screening questionnaires and guidelines, including health terminology, directions for use and flow charts.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>use fundamental sentence structure to complete forms and referral letters that require factual and subjective information</li> <li>use drafting and proofreading strategies to construct logically sequenced referral information and ensure accuracy of spelling and grammar.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided</li> <li>assist client understanding of screening process and questionnaire content using plain language and terms easily understood.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret sometimes complex numerical information in screening questionnaires and guidelines including symbols, abbreviations, percentages, weights, volumes, ratios and pressures</li> <li>take, discuss and record accurate basic body measurements involving blood pressure, weight, height, and length</li> <li>complete and record calculations involving addition, subtraction, multiplication, division percentages and ratios.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>critically analyse client health information to determine significance of risk factors and referral needs.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT032 Complete pre-exercise screening and service orientation
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:</p> <ul style="list-style-type: none"> <li>complete a pre-exercise screening and service orientation for three different clients including: <ul style="list-style-type: none"> <li>one female adult</li> <li>one male adult</li> <li>one client aged 55 years or over</li> </ul> </li> <li>for each of the above three clients: <ul style="list-style-type: none"> <li>identify exercise needs and preferences</li> <li>determine health risk factors for exercise participation using industry standard screening questionnaire and guidelines</li> <li>measure and record resting blood pressure</li> <li>take and record accurate basic body measurements: <ul style="list-style-type: none"> <li>weight in kilograms</li> <li>height in metres</li> <li>waist circumference in centimetres</li> <li>body mass index</li> </ul> </li> <li>explain features and benefits of available programs, services and facilities that meet the client's needs and preferences</li> <li>provide advice on suitability of exercise intensity and types of programs, according to the outcomes of their screening</li> <li>accurately document details of client contact including screening outcomes and advice provided</li> </ul> </li> <li>according to actual client interactions or case studies: <ul style="list-style-type: none"> <li>identify two clients with risk factors that require referral to medical or allied health professionals</li> <li>document informed consent to share health information for each of the two clients</li> <li>prepare accurate referral documentation for each of the two clients to obtain guidance from medical or allied health professionals for exercise participation and prescription.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>key legal obligations and procedures for maintaining confidentiality of client information including requirements for the collection, use, maintenance and secure storage of private information, particularly sensitive health information</li> <li>boundaries and responsibilities of fitness instructors in completing pre-exercise screenings, determining health risks and providing exercise prescription</li> <li>how pre-exercise screening and referral of at-risk clients relate to duty of care</li> <li>aims of pre-exercise screening processes and importance of implementing at different times: <ul style="list-style-type: none"> <li>prior to clients beginning an exercise program from sedentary and low exercise levels</li> <li>prior to significant exercise program changes</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ when client's personal health status changes significantly</li> <li>◦ when assuming exercise programming responsibility for a client previously screened by others</li> <li>• industry standard pre-exercise screening questionnaires and guidelines:             <ul style="list-style-type: none"> <li>◦ format and inclusions</li> <li>◦ purpose of different stages of screening questionnaires</li> <li>◦ how to use to identify and evaluate client health risk factors</li> <li>◦ circumstances indicating need for referral to medical and allied health professionals</li> </ul> </li> <li>• health risk factors to be considered in screening clients for participation in exercise programs, why these factors are important, and how single and multiple factors contribute to assessment outcomes:             <ul style="list-style-type: none"> <li>◦ chronic disease in client and family history of disease:                 <ul style="list-style-type: none"> <li>- cardiovascular disease including coronary heart disease and stroke</li> <li>- chronic obstructive pulmonary disease (COPD)</li> <li>- asthma</li> <li>- metabolic disease including diabetes mellitus</li> <li>- musculoskeletal disorders</li> </ul> </li> <li>◦ adverse responses to physical activity including chest pain and dizziness</li> <li>◦ hypertension and hypotension</li> <li>◦ high cholesterol</li> <li>◦ high blood sugar</li> <li>◦ muscle, bone, tendon, ligament and joint injuries, pain and problems, including diagnosed and of significant concern</li> <li>◦ use of and reasons for prescribed medications</li> <li>◦ reasons for hospital admissions during previous year</li> <li>◦ body composition including underweight, overweight and obesity</li> <li>◦ antenatal and post-natal general issues and conditions</li> <li>◦ smoking</li> </ul> </li> <li>• role of medical and allied health professionals and their area of expertise in providing guidance for client exercise participation and prescription:             <ul style="list-style-type: none"> <li>◦ general practitioners (GPs)</li> <li>◦ rehabilitation physicians</li> <li>◦ sports physicians</li> <li>◦ physiotherapists</li> <li>◦ accredited exercise physiologists</li> <li>◦ accredited practising dietitians</li> </ul> </li> <li>• essential information included in referrals:             <ul style="list-style-type: none"> <li>◦ fitness instructor and facility details</li> <li>◦ client details</li> <li>◦ client consent for release of health information</li> <li>◦ reasons for referral</li> <li>◦ guidance being sought</li> <li>◦ copy of completed pre-exercise screening tool</li> </ul> </li> <li>• how to locate, use and adapt template referral letters</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• legal and ethical obligations of obtaining and documenting informed consent from clients to:             <ul style="list-style-type: none"> <li>◦ share screening information with medical and allied health professions</li> <li>◦ authorise medical and allied health professionals to release health information to fitness instructors</li> </ul> </li> <li>• how to tailor consent documentation according to a client's instructions when they choose to limit information to be released to and from medical and allied health professionals</li> <li>• basic body measurement techniques recorded for screening and how to calculate body mass index (BMI):             <ul style="list-style-type: none"> <li>◦ weight in kilograms</li> <li>◦ height in metres</li> <li>◦ waist circumference in centimetres</li> </ul> </li> <li>• blood pressure and how to operate a blood pressure monitor</li> <li>• features and benefits of different types of services offered by fitness facilities:             <ul style="list-style-type: none"> <li>◦ group classes</li> <li>◦ programs, advice and support provided by gym instructors</li> <li>◦ personalised exercise programming and instruction by personal trainers</li> <li>◦ supplementary services offered to promote health and wellbeing</li> </ul> </li> <li>• overview of the health benefits of exercise activities, and examples of exercise classes that feature:             <ul style="list-style-type: none"> <li>◦ cardiovascular exercises</li> <li>◦ resistance exercises</li> <li>◦ flexibility exercises</li> <li>◦ high impact exercise</li> <li>◦ low impact exercise.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with clients; these can be:             <ul style="list-style-type: none"> <li>◦ clients in an industry workplace, or</li> <li>◦ individuals who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• blood pressure monitor</li> <li>• weigh scales</li> <li>• tape measures which can include stadiometers for measuring height</li> <li>• industry standard pre-exercise screening questionnaire and guidelines</li> <li>• informed consent forms</li> <li>• client record keeping forms</li> <li>• template referral letters.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> </ul>



	<ul style="list-style-type: none"><li>• hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li><li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li></ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT033
<b>UNIT TITLE</b>	Complete client fitness assessments
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to assess current fitness capabilities of clients using information from industry standard pre-exercise screening as the starting point. It requires the ability to complete assessments using a range of activities and measurements and to document outcomes.</p> <p>Assessment may occur prior to clients beginning an exercise program, before changes to programs and when their health status changes. Outcomes are used by fitness instructors to plan client programs. Skills for planning are covered in complementary units.</p> <p>This unit applies to gym instructors and personal trainers, who work unsupervised when interacting with clients using discretion and judgement to provide individually tailored client assessments. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations, depending on their job role.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for fitness assessments.	1.1. Review client pre-exercise screening and medical guidance documentation to identify relevant information for fitness assessment. 1.2. Communicate purpose, benefits and scope of fitness assessment to client, and obtain client consent. 1.3. Consult with client to identify their goals and preferences to inform fitness assessment. 1.4. Build trust and rapport with client by using client-centred communication showing sensitivity and empathy during interactions.
2. Assess current fitness capabilities.	2.1. Select assessment activities and exercise equipment suited to individual client profile. 2.2. Demonstrate and explain correct techniques appropriate for the exercise activity. 2.3. Use monitors and measuring equipment to take and record accurate client data. 2.4. Use communication techniques that encourage and support the client during completion of activities. 2.5. Monitor client during activities and immediately discontinue if signs and symptoms of exercise intolerance appear. 2.6. Evaluate results to determine client's current fitness capabilities.

	<p>2.7. Review client goals against assessment results and determine suggested changes.</p> <p>2.8. Accurately record assessment outcomes in client records.</p>
3. Communicate assessment outcomes.	<p>3.1. Explain assessment results to client and the implications for client goals and exercise programs.</p> <p>3.2. Discuss and confirm adjustments to client goals and suggest options for exercise activities based on assessment outcomes and availability of fitness services.</p> <p>3.3. Identify and communicate, to client, need for guidance from medical and allied health professionals prior to client participation in exercise programs.</p> <p>3.4. Document and provide referral information to relevant medical and allied health professionals according to client needs and confidentiality procedures</p> <p>3.5. Encourage and respond to client feedback and questions.</p> <p>3.6. Document assessment information in appropriate format to facilitate individual exercise program planning.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening and medical guidance records, involving health and fitness terminology and abbreviations.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>use fundamental sentence structure to complete forms and reports that require factual and subjective information.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided</li> <li>provide fitness information to clients using plain language and terms easily understood.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret numerical information of varying complexity in client pre-exercise screening records including symbols, abbreviations, percentages, weights, volumes, ratios and pressures</li> <li>interpret, discuss and record numerical data from monitoring equipment involving pressures, rates and times.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT033 Complete client fitness assessments
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• complete a fitness assessment of three different clients including: <ul style="list-style-type: none"> <li>◦ one female adult</li> <li>◦ one male adult</li> <li>◦ one client aged 55 years or over</li> </ul> </li> <li>• for each of the above three clients: <ul style="list-style-type: none"> <li>◦ measure heart rate at rest, during exercise and post exercise using a heart rate monitor</li> <li>◦ select and use client-appropriate activities to assess: <ul style="list-style-type: none"> <li>- cardiovascular endurance</li> <li>- muscle strength</li> <li>- muscle endurance</li> <li>- flexibility</li> </ul> </li> <li>◦ accurately record results in client records and prepare information to facilitate exercise program development</li> <li>◦ suggest two options for suitable exercise activities according to fitness assessment outcomes and client goals</li> </ul> </li> <li>• according to actual client interactions or case studies: <ul style="list-style-type: none"> <li>◦ identify two clients with risk factors that require referral to medical or allied health professionals</li> <li>◦ prepare accurate referral documentation for each of the two clients to obtain guidance from medical or allied health professionals for exercise participation and prescription.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• key legal obligations to maintain confidentiality of client information including requirements for the collection, use, maintenance and secure storage of private information, particularly sensitive health information</li> <li>• boundaries and responsibilities of fitness instructors in completing fitness assessments and providing exercise prescription</li> <li>• how fitness assessments and referral of at-risk clients relate to duty of care</li> <li>• type of information provided by industry standard pre-exercise screening processes and implications for fitness assessments: <ul style="list-style-type: none"> <li>◦ client needs and exercise preferences</li> <li>◦ client body measurements</li> <li>◦ contraindications and precautions for exercise including those provided by medical and allied health professionals</li> <li>◦ indicative recommended level of exercise intensity</li> </ul> </li> <li>• purpose of fitness assessments and benefits for clients and instructors</li> <li>• key aspects of health-related components of fitness, methods used to assess these and how to interpret results:</li> </ul>

	<ul style="list-style-type: none"> <li>◦ cardiovascular endurance</li> <li>◦ muscle strength</li> <li>◦ muscle endurance</li> <li>◦ flexibility</li> <li>• methods for measuring exercise intensity:               <ul style="list-style-type: none"> <li>◦ heart rate response</li> <li>◦ talk test</li> <li>◦ rated perceived exertion (RPE) scale</li> <li>◦ power output</li> </ul> </li> <li>• types of exercise equipment used for fitness assessments and how to complete assessments without using exercise equipment</li> <li>• functions of heart rate monitors used for fitness assessments and how to operate</li> <li>• meaning of exercise intolerance and common signs and symptoms</li> <li>• fitness assessment situations and outcomes indicating the need for referral to medical and allied health professionals</li> <li>• essential information included in referrals</li> <li>• formats of client fitness assessment records and the types of information they include</li> <li>• services available in the fitness industry that match different fitness levels and types of client goals.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with clients; these can be:               <ul style="list-style-type: none"> <li>◦ clients in an industry workplace, or</li> <li>◦ individuals who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• heart rate monitor</li> <li>• template referral letters</li> <li>• client records which include completed industry standard pre-exercise screening documentation.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT034
<b>UNIT TITLE</b>	Assess client movement and provide exercise advice
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to assess movement capacity in individual clients and provide advice on exercises to achieve optimal movement and safe and effective exercise technique. While this assessment may be completed as a separate dedicated activity, outcomes and recommended exercises may then be integrated into overall fitness programs for individual clients.</p> <p>Assessment and advice are provided to clients who do not have unstable health conditions, pain or injury identified through pre-exercise screening and fitness assessment. The unit does not include assessment for the purposes of providing advice or treatment of injury or disease. In this case the fitness instructor refers clients to relevant medical or allied health professionals.</p> <p>This unit applies to personal trainers who work independently with clients using discretion and judgement to provide individually tailored client movement assessments. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces, and homes and outdoor locations.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish client needs.	1.1. Review outcomes of client pre-exercise screening and fitness assessment and identify relevant information for movement assessment. 1.2. Consult with client to obtain information about their needs in relation to movement capacity. 1.3. Build trust and rapport with client by using client-centred communication showing sensitivity and empathy during interactions. 1.4. Provide clear explanations about the importance of effective dynamic posture and movement capacity during exercise within scope of the personal trainer role.
2. Assess client movement.	2.1. Select movements and exercises based on individual client needs and provide clear and accurate instruction and demonstration. 2.2. Observe client static postural alignment and identify deviations outside normal range that may affect movement. 2.3. Observe client movement and range of movement and identify joint mobility and movement restrictions. 2.4. Identify unsafe and ineffective dynamic posture, movement patterns and exercise technique. 2.5. Identify client balance and stability limitations.

	2.6. Accurately record observations of client static and dynamic posture and movement.
3. Provide advice on exercises for optimal movement.	<p>3.1. Review outcomes of assessment and explain implications to client using language and visual aids when required to support client understanding.</p> <p>3.2. Identify and communicate need for guidance from medical and allied health professionals.</p> <p>3.3. Suggest and demonstrate exercises that promote movement, optimise exercise performance and reduce likelihood of injury.</p> <p>3.4. Ask client to complete exercises and advise on modifications to their technique and dynamic posture.</p> <p>3.5. Identify and advise client of unsuitable exercises and activities based on assessment outcomes.</p> <p>3.6. Document movement assessment outcomes and exercises in client records and integrate into broader client program development based on individual needs.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening records, including health and fitness terminology and abbreviations</li> <li>interpret potentially complex information about human anatomy, physiology and movement.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>use fundamental sentence structure to summarise subjective information in client records and record factual outcomes of observations.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding</li> <li>explain information that includes anatomical and physiological references using terms that clients can understand</li> <li>support verbal explanations using visual aids including diagrams and infographics.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT034 Assess client movement and provide exercise advice
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• assess the posture and movement capacity of three different clients including: <ul style="list-style-type: none"> <li>◦ one female adult</li> <li>◦ one male adult</li> <li>◦ one client aged 55 years or over</li> </ul> </li> <li>• for each of the above three clients: <ul style="list-style-type: none"> <li>◦ make observations about static posture using appropriate tools</li> <li>◦ assess dynamic posture, balance, movement quality and limitations</li> <li>◦ use the following movement patterns during assessment: <ul style="list-style-type: none"> <li>- squat</li> <li>- lunge</li> <li>- hinge</li> <li>- horizontal push</li> <li>- horizontal pull</li> <li>- vertical push</li> <li>- vertical pull</li> <li>- rotation</li> </ul> </li> <li>◦ explain assessment outcomes and accurately record results in client records</li> <li>◦ recommend and demonstrate three exercises to address identified issues</li> <li>◦ have client complete the three exercises and observe and modify technique as required to correct technique</li> <li>◦ consistently use client-centred communication during all interactions.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• client-centred communication techniques for establishing and building trust and rapport, and how they may vary depending on individual client characteristics</li> <li>• scope of practice for a personal trainer in assessing movement and posture, and recommending exercises: <ul style="list-style-type: none"> <li>◦ boundaries and responsibilities</li> <li>◦ relationship between fitness instructors and medical and allied health professionals in supporting optimum client movement</li> <li>◦ situations where referral to medical and allied health professional is required: <ul style="list-style-type: none"> <li>- pain during movement and exercise</li> <li>- static postural deviations outside normal ranges</li> <li>- client inability to correct dynamic posture</li> <li>- restricted joint mobility, strength imbalance, and stability concern that is limiting function</li> </ul> </li> </ul> </li> <li>• basic aspects of current and emerging evidence-based research about movement and postural alignment and the impacts on movement and exercise prescription</li> <li>• static posture: <ul style="list-style-type: none"> <li>◦ types of measuring tools and observations used for basic assessments</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>◦ recommended alignment and ranges based on individual structural differences</li> <li>• influences affecting dysfunctional movement patterns and exercise technique:             <ul style="list-style-type: none"> <li>◦ abnormalities of the musculoskeletal system including the spine</li> <li>◦ damage to bones and connective tissue including ligaments and cartilage</li> <li>◦ asymmetrical muscle tone</li> <li>◦ poor muscle endurance</li> <li>◦ poor muscle strength</li> <li>◦ locomotive gait including walking, jogging and running</li> </ul> </li> <li>• deviations in postural alignment outside of normal ranges and functional limitations that can occur at commencement, during, and on completion of exercise and movement:             <ul style="list-style-type: none"> <li>◦ spinal curvature including lordosis and kyphosis</li> <li>◦ scapula setting:                 <ul style="list-style-type: none"> <li>- winging of scapula</li> <li>- anterior tipping and tilting</li> <li>- upward and downward rotation</li> </ul> </li> <li>◦ hip and pelvis position:                 <ul style="list-style-type: none"> <li>- anterior and posterior</li> <li>- internal and external rotation</li> </ul> </li> <li>◦ knee alignment, varus and valgus</li> <li>◦ foot alignment:                 <ul style="list-style-type: none"> <li>- rotation</li> <li>- pronation and supination</li> </ul> </li> </ul> </li> <li>• relationship between the following postural variances and, potential for injury, and injury prevention techniques when they are present:             <ul style="list-style-type: none"> <li>◦ excessive posterior and anterior pelvic tilt</li> <li>◦ genu varum and genu valgum</li> <li>◦ hyperextension of knees</li> <li>◦ increased pronation of foot and ankle complex</li> <li>◦ increased supination of foot and ankle complex</li> <li>◦ spinal curvature including lordosis and kyphosis</li> <li>◦ lateral tilt of pelvis and head</li> <li>◦ rotated patella</li> <li>◦ rounded shoulders</li> <li>◦ winging of scapula</li> </ul> </li> <li>• effective dynamic posture and correct execution for major foundational movement patterns:             <ul style="list-style-type: none"> <li>◦ squat</li> <li>◦ lunge</li> <li>◦ hinge</li> <li>◦ horizontal push</li> <li>◦ horizontal pull</li> <li>◦ vertical push</li> <li>◦ vertical pull</li> <li>◦ rotation</li> </ul> </li> <li>• normal range of movement for major joints and types of flexibility exercises that support improved range of movement</li> <li>• characteristics of balance and types of exercises that support improved balance:</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>◦ base of support</li> <li>◦ centre of gravity and factors that can cause changes to a person's centre of gravity: <ul style="list-style-type: none"> <li>- age</li> <li>- pregnancy</li> <li>- being overweight</li> </ul> </li> <li>◦ limits of stability</li> <li>◦ components of balance maintenance</li> <li>◦ balance disturbance and key causes.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure use of:</p> <ul style="list-style-type: none"> <li>• interaction with clients; these can be: <ul style="list-style-type: none"> <li>◦ clients in an industry workplace, or</li> <li>◦ individuals who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• measuring tools including at least two of the following: flexometers, goniometers, plurimeters, plumb lines, grids and tape measures</li> <li>• still and video cameras which can be mobile phone based</li> <li>• equipment for selected assessment exercises</li> <li>• visual aids for explanation of movement and postures</li> <li>• client records which include completed industry standard pre-exercise screening documentation.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT035
<b>UNIT TITLE</b>	Plan group exercise sessions
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, knowledge and skills required to plan group exercise sessions designed for participation by mixed ability groups, or by groups that predominately comprise a particular profile, for example, older people. It requires the ability to account for the participation of individuals from specific population groups and of diverse abilities, and allow for modifications that can be made during instruction.</p> <p>It covers skills for evaluating and improving sessions in response to participant and instructor feedback, noting that sessions might be delivered by self or others. Skills for instructing group exercise sessions are covered in a complementary unit.</p> <p>Exercise sessions are diverse in nature. They could combine or specifically concentrate on cardiovascular, resistance and flexibility exercises, and be delivered with or without music.</p> <p>This unit applies to group fitness instructors and personal trainers who use discretion and judgment when planning sessions to meet diverse participant needs. Instructors practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and other locations, depending on their role.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify needs and expectations of diverse participants.	<p>1.1. Identify diverse reasons and goals for participation in group exercise sessions and evaluate how these can be accommodated in a group setting.</p> <p>1.2. Identify characteristics, abilities and special needs of participants from specific population groups and determine ways that session inclusions can address needs.</p> <p>1.3. Identify common injury and medical barriers for participation in group exercise sessions and determine how session inclusions can be modified.</p>
2. Plan group exercise sessions.	<p>2.1. Determine type of session and fitness goals to be targeted.</p> <p>2.2. Identify participant characteristics, abilities and fitness levels and determine group profile.</p> <p>2.3. Select exercises, training techniques and exercise equipment that target identified fitness goals and suit the group profile.</p> <p>2.4. Plan sessions that incorporate volume and intensity and load of exercises appropriate to group profile.</p>

	<p>2.5. Plan for exercise phases and volume within boundaries of session duration.</p> <p>2.6. Determine ways that exercise type and intensity and load can be modified during instruction to meet individual participant abilities and needs.</p> <p>2.7. Document session plans according to organisational formats.</p>
3. Review and modify future sessions.	<p>3.1. Collate and review feedback provided by participants and instructors.</p> <p>3.2. Identify successes, problems and difficulties with session delivery.</p> <p>3.3. Modify and improve future sessions according to feedback.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Writing skills to:	<ul style="list-style-type: none"> <li>produce detailed session plans that use fitness terminology and abbreviations for instructional use</li> <li>use fundamental sentence structure to complete basic evaluation records that require factual and subjective information.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>record and complete calculations and estimations of varying complexity for session plans involving times, intervals, volume, speeds and loads.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>critically evaluate successes and failures of sessions to initiate future improvements.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT035 Plan group exercise sessions
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• develop and document session plans for six group exercise sessions, each with a minimum duration of 45 minutes, and include: <ul style="list-style-type: none"> <li>◦ at least one session for each of the following participant groups: <ul style="list-style-type: none"> <li>- female adults</li> <li>- male adults</li> <li>- participants aged 55 years or over</li> </ul> </li> </ul> </li> <li>• across the above six sessions collectively incorporate the following: <ul style="list-style-type: none"> <li>◦ cardiovascular exercises</li> <li>◦ resistance exercises</li> <li>◦ flexibility exercises</li> <li>◦ exercises with and without equipment</li> </ul> </li> <li>• for two sessions above and according to actual feedback or case studies: <ul style="list-style-type: none"> <li>◦ review feedback provided by group participants</li> <li>◦ evaluate instructor feedback</li> <li>◦ modify future session content, and document details of the evaluation and changes.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• common reasons and goals for people participating in group exercise sessions</li> <li>• different types of group exercise classes typically offered by the following and how these relate to general consumer market preferences, expectations and goals: <ul style="list-style-type: none"> <li>◦ fitness gyms</li> <li>◦ leisure and community centres</li> <li>◦ personal training</li> </ul> </li> <li>• general factors that affect session design: <ul style="list-style-type: none"> <li>◦ venue type and layout</li> <li>◦ availability of different types of exercise equipment</li> <li>◦ session duration preferences of different group markets</li> </ul> </li> <li>• factors that affect session design for particular client groups and mixed groups: <ul style="list-style-type: none"> <li>◦ physical differences that need to be considered for: <ul style="list-style-type: none"> <li>- adults of different sexes</li> <li>- older people</li> <li>- antenatal, postnatal, menopausal and post-menopausal women</li> </ul> </li> <li>◦ cultural needs and expectations</li> <li>◦ differing fitness levels, and whether coming from sedentary or active base</li> </ul> </li> <li>• for a range of common injuries, medical conditions, and health risk factors: <ul style="list-style-type: none"> <li>◦ contraindications and precautions for different types of exercise sessions and exercises</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ how exercises, intensity and loads can be modified for to allow safe participation by individuals with low risk injuries and health conditions</li> <li>• the meaning of the following components of fitness and how exercises can target improvements for each:             <ul style="list-style-type: none"> <li>◦ health-related components:                 <ul style="list-style-type: none"> <li>- cardiovascular endurance</li> <li>- muscle strength</li> <li>- muscle endurance</li> <li>- flexibility</li> <li>- body composition</li> </ul> </li> <li>◦ skill-related components:                 <ul style="list-style-type: none"> <li>- coordination</li> <li>- balance</li> <li>- reaction time</li> <li>- proprioception</li> </ul> </li> </ul> </li> <li>• different types of exercises and equipment that can be used:             <ul style="list-style-type: none"> <li>◦ cardiovascular exercises:                 <ul style="list-style-type: none"> <li>- continuous</li> <li>- interval</li> </ul> </li> <li>◦ resistance exercises using:                 <ul style="list-style-type: none"> <li>- free weights</li> <li>- gym equipment including weight machines</li> <li>- body weight</li> </ul> </li> <li>◦ flexibility exercises:                 <ul style="list-style-type: none"> <li>- dynamic</li> <li>- static</li> </ul> </li> </ul> </li> <li>• how different types of exercises can be combined and sequenced for safety and optimum effectiveness in group exercise sessions</li> <li>• how the FITT (frequency, intensity, time and type) principle is used to structure group exercise sessions</li> <li>• established phases of exercise sessions, their underpinning rationale and timing for each within designated time of session:             <ul style="list-style-type: none"> <li>◦ warm up</li> <li>◦ conditioning and main workout</li> <li>◦ cool down and stretches</li> </ul> </li> <li>• components of exercise sessions, and how they can be used effectively for goals targeted by group sessions:             <ul style="list-style-type: none"> <li>◦ exercise order</li> <li>◦ volume and intensity of exercises</li> <li>◦ repetitions and sets</li> <li>◦ repetition tempo</li> <li>◦ rest intervals</li> </ul> </li> <li>• training techniques that can be used in group exercise sessions, how they can be used, and considerations for their use:             <ul style="list-style-type: none"> <li>◦ supersets</li> <li>◦ interval training including high intensity interval training (HIIT)</li> <li>◦ circuit training</li> </ul> </li> <li>• considerations for choreographing and cueing sequences of movements and exercises for group exercise sessions</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• considerations for the use of music in instruction of group exercise sessions: <ul style="list-style-type: none"> <li>◦ licensing requirements</li> <li>◦ tempo of music suited to different phases of exercise sessions and types of movements and exercises</li> <li>◦ how different styles of music impact on participant motivation</li> </ul> </li> <li>• format and inclusions of documented group exercise session plans</li> <li>• methods that can be used to evaluate effectiveness of group exercise sessions: <ul style="list-style-type: none"> <li>◦ participant and instructor evaluation questionnaires and reports</li> <li>◦ discussions with instructors delivering sessions</li> <li>◦ self-evaluation</li> <li>◦ evaluation of complaints, problems and difficulties.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• information about the environment in which activities will be instructed to allow for appropriate session design</li> <li>• template group exercise session plans</li> <li>• template participant and instructor evaluation questionnaires and evaluation reports.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT036
<b>UNIT TITLE</b>	Instruct group exercise sessions
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to prepare for and deliver land-based group exercise sessions according to predesigned session plans which may have been developed by self or others.</p> <p>It requires the ability to use exercise instructional techniques, and cater for different participant needs, in a mixed ability group situation within the confines of session guidelines. Skills for planning group exercise sessions are covered in a complementary unit.</p> <p>Exercise sessions are diverse in nature. They could combine or specifically concentrate on cardiovascular, resistance and flexibility exercises, and be delivered with or without music.</p> <p>This unit applies to group fitness instructors who work unsupervised when instructing groups, using discretion and judgement to solve routine problems and are guided by policies and procedures. It also applies to personal trainers working independently with groups. Instructors practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and other locations, depending on their role.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for group session.	1.1. Check and prepare physical environment to meet session requirements and identify and respond to factors that may impact session delivery. 1.2. Prepare required physical resources and check for safety and serviceability. 1.3. Follow pre-exercise screening procedures and assess participant characteristics, condition and capability as they present through observation and verbal screening and provide required response. 1.4. Allocate exercise equipment to match participant characteristics and types of exercises.
2. Brief participants.	2.1. Provide clear safety information about environment, equipment and group spacing for exercises. 2.2. Explain participant responsibility to work within their capability and provide clear advice on contraindications and precautions for particular activities during session. 2.3. Introduce session and its basic components using communication suited to participant characteristics.
3. Deliver group exercise session.	3.1. Follow predesigned session structure and timings.



	<p>3.2. Use voice projection techniques suited to the environment and nature of exercise activity.</p> <p>3.3. Combine clear and accurate verbal instructions and demonstrations for exercise technique.</p> <p>3.4. Use group communication techniques that motivate participants to maintain active participation in the session.</p> <p>3.5. Monitor participant technique and safety and provide feedback, encouragement and corrective instruction based on observations.</p> <p>3.6. Facilitate effective group interaction to maintain group cohesion, engagement and safety.</p> <p>3.7. Observe individual participants, respond to difficulties and modify their activities to suit needs and to ensure engagement and comfort.</p>
4. Evaluate group session.	<p>4.1. Seek and acknowledge feedback from participants and evaluate satisfaction with session.</p> <p>4.2. Evaluate own performance and identify areas for improvement.</p> <p>4.3. Complete session documentation and evaluation according to record keeping procedures.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret sometimes unfamiliar session plans which include fitness terminology and abbreviations</li> <li>interpret detailed familiar procedures for instructing and reporting on group exercise sessions.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>use fundamental sentence structure to record factual and subjective information in session documentation.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>provide clear and unambiguous information to participants using language and terms easily understood.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>follow and adjust session timings to meet requirements of session duration.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>critically evaluate successes and failures of sessions to contribute to improvements.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT036 Instruct group exercise sessions
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• instruct three predesigned group exercise sessions: <ul style="list-style-type: none"> <li>◦ each with a minimum duration of 45 minutes</li> <li>◦ each with at least six participants</li> <li>◦ one group that is predominately comprised of female adults</li> <li>◦ one group that is predominately comprised of male adults</li> <li>◦ one group that is predominately comprised of participants aged 55 years or over</li> </ul> </li> <li>• across the above three sessions collectively, instruct: <ul style="list-style-type: none"> <li>◦ cardiovascular exercises</li> <li>◦ resistance exercises</li> <li>◦ flexibility exercises</li> <li>◦ exercises with and without equipment</li> </ul> </li> <li>• for each of the above three sessions: <ul style="list-style-type: none"> <li>◦ prepare environment and equipment</li> <li>◦ pre-screen participants for current condition</li> <li>◦ brief participants and provide safety information tailored to the environment and types of exercises</li> <li>◦ incorporate the following techniques: <ul style="list-style-type: none"> <li>- optimal instructor positioning</li> <li>- clear verbal communication</li> <li>- optimal voice projection</li> <li>- combined explanation and demonstration of safe exercise technique</li> <li>- verbal and visual cueing</li> <li>- motivational communication</li> </ul> </li> <li>◦ complete accurate session documentation and evaluation reports</li> </ul> </li> <li>• according to actual client interactions or case studies: <ul style="list-style-type: none"> <li>◦ identify two situations from pre-session screenings that require recommendations on exercise participation, explain exercise precautions and provide recommendations for modifications</li> <li>◦ respond to two individuals showing signs of over exertion or difficulty, and modify their activities.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• procedures for: <ul style="list-style-type: none"> <li>◦ pre-exercise screening of group participants</li> <li>◦ maintaining records for session delivery and evaluation</li> </ul> </li> <li>• environmental factors that may impact session delivery and how to respond: <ul style="list-style-type: none"> <li>◦ noise</li> <li>◦ venue climate control and ventilation</li> </ul> </li> <li>• safety and serviceability checks for equipment used with cardiovascular, resistance and flexibility exercises</li> <li>• considerations for the use of music in instruction of group exercise sessions: <ul style="list-style-type: none"> <li>◦ type and operation of music equipment</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ volume and instructor positioning in relation to sound system</li> <li>• types of observations and verbal screening questions that can be used to assess suitability of individuals for participation</li> <li>• safety considerations for group exercise sessions and importance of clear and accurate briefing information: <ul style="list-style-type: none"> <li>◦ appropriate spacing for group numbers and exercise types</li> <li>◦ importance of participants working within own capability and tailoring intensity</li> <li>◦ dangers of exercising while sick</li> <li>◦ common medical conditions and injuries, contraindications and precautions for exercises, and how exercises, intensity and loads can be modified to allow safe participation by individuals with low risk injuries and health conditions</li> </ul> </li> <li>• participant clothing and footwear appropriate for comfort and safety, and how this may vary according to different cultural backgrounds</li> <li>• established phases of exercise sessions and their underpinning rationale: <ul style="list-style-type: none"> <li>◦ warm up</li> <li>◦ conditioning and main workout</li> <li>◦ cool down and stretches</li> </ul> </li> <li>• types of exercises, equipment that can be used and safe techniques for their completion: <ul style="list-style-type: none"> <li>◦ cardiovascular exercises: <ul style="list-style-type: none"> <li>- continuous</li> <li>- interval</li> </ul> </li> <li>◦ resistance exercises using: <ul style="list-style-type: none"> <li>- free weights</li> <li>- gym equipment including weight machines</li> <li>- body weight</li> </ul> </li> <li>◦ flexibility exercises: <ul style="list-style-type: none"> <li>- dynamic</li> <li>- static</li> </ul> </li> </ul> </li> <li>• benefits and impacts on the body of different types of exercises and specific injury prevention strategies</li> <li>• physical differences that need to be considered and ways that exercises can be modified for: <ul style="list-style-type: none"> <li>◦ adults of different sexes</li> <li>◦ older people with low risk health conditions</li> <li>◦ antenatal, postnatal, menopausal and post-menopausal women with low risk health conditions</li> </ul> </li> <li>• factors that affect selection of equipment to suit participants</li> <li>• group exercise instructional techniques and how they impact effectiveness of instruction: <ul style="list-style-type: none"> <li>◦ optimum positioning of instructor</li> <li>◦ physical formation of group</li> <li>◦ movement breakdown and combination</li> <li>◦ combining explanation and demonstration</li> <li>◦ verbal and visual cueing</li> <li>◦ mirror imaging</li> </ul> </li> <li>• ways of varying instruction:</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>◦ to meet the needs different participant characteristics</li> <li>◦ to cater for individual abilities within a group</li> <li>• group communication techniques used for the following, and how they may vary depending on participant profile:             <ul style="list-style-type: none"> <li>◦ voice projection with and without the use of a sound system</li> <li>◦ establishing rapport with group</li> <li>◦ providing clear instruction in group environment</li> <li>◦ motivating and encouraging participants of different abilities to keep them engaged and challenged</li> <li>◦ maintaining group cohesion</li> <li>◦ providing constructive feedback and positive reinforcement</li> </ul> </li> <li>• key considerations for monitoring participant comfort and safety during group exercise sessions:             <ul style="list-style-type: none"> <li>◦ common indicators of over exertion that can be observed in a group situation</li> <li>◦ how the talk test and rated perceived exertion (RPE) scale can be applied in a group situation</li> <li>◦ when exercise intensity and technique should be modified for individuals and how to instruct individuals while maintaining group momentum</li> <li>◦ situations that indicate individuals should stop exercising</li> </ul> </li> <li>• factors to consider in session evaluation:             <ul style="list-style-type: none"> <li>◦ suitability of physical environment and availability of suitable equipment</li> <li>◦ structure and timing</li> <li>◦ suitability of exercises and equipment for session objectives</li> <li>◦ participant feedback</li> <li>◦ trainer communication and instruction.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>The following resources must be available to replicate industry conditions of operation:</p> <ul style="list-style-type: none"> <li>• first aid equipment</li> <li>• communication equipment for emergency response.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with group participants; these can be:             <ul style="list-style-type: none"> <li>◦ group participants in an industry workplace, or</li> <li>◦ group participants who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• equipment for exercises</li> <li>• predesigned session plans for group exercise sessions</li> <li>• template evaluation reports</li> <li>• procedures for:             <ul style="list-style-type: none"> <li>◦ pre-exercise screening of group participants</li> <li>◦ maintaining records for session delivery and evaluation.</li> </ul> </li> </ul> <p>Assessors must:</p>

	<ul style="list-style-type: none"><li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li><li>• hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li><li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li></ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT037
<b>UNIT TITLE</b>	Develop and instruct group movement programs for children
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to develop movement programs and individual sessions for children aged up to 12 years, and to deliver those programs to groups of children. Programs are those which are designed to promote movement, physical activity and general wellbeing and may consist of multiple sessions. Programs may be developed for general consumer groups or customised to the needs of a particular client organisation, such as a school. They may include the use of basic equipment such as balls, ropes and mats, but do not include instruction involving specialised equipment found in gyms or other fitness facilities.</p> <p>It requires the ability to evaluate and improve programs in response to feedback and evaluation.</p> <p>This unit applies to group fitness instructors and personal trainers. They use discretion and judgment to plan programs and work unsupervised when delivering group sessions in settings such as fitness facilities, gyms, leisure and community centres, child care centres, schools and outdoor locations.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication. However, individuals must receive formal clearance to work with children through completion of a working with children check required in the relevant State or Territory.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop movement programs for children.	1.1. Identify known and potential participants and investigate physical activity needs based on their age, stage of development and physical abilities. 1.2. Determine key objectives for children's movement program based on identified needs and characteristics. 1.3. Select movement activities that target key elements of physical literacy suited to participant characteristics. 1.4. Structure program to achieve objectives. 1.5. Determine volume, intensity and frequency of activities required to achieve program objectives. 1.6. Determine and incorporate instructional techniques and instructor ratios appropriate for children and participant age and stage of development. 1.7. Identify and incorporate requirements for instructional assistance from parents/carers. 1.8. Identify specific risk factors and precautions for implementation based on nature of both program and participants.

2. Plan movement sessions for children.	<p>2.1. Determine objectives of individual sessions within movement program.</p> <p>2.2. Select, balance and sequence activities within session duration based on participant age and stage of development.</p> <p>2.3. Incorporate injury prevention strategies that respond to exercise risks for children.</p> <p>2.4. Document session plans according to organisational formats.</p>
3. Prepare for session.	<p>3.1. Review details of completed pre-exercise screening questionnaire and informed consent from parents/guardians.</p> <p>3.2. Access, prepare and check environment to meet session requirements.</p> <p>3.3. Prepare and check required equipment for safety and serviceability.</p> <p>3.4. Inform children, parents/carers about activities and safety rules, check their understanding.</p>
4. Instruct children's movement sessions.	<p>4.1. Follow predesigned session structure and timings.</p> <p>4.2. Use voice projection techniques suited to environment, nature of activity and children's characteristics.</p> <p>4.3. Provide and combine clear verbal instruction and demonstration to support children's understanding.</p> <p>4.4. Use communication techniques that promote physical activity and encourage an enjoyable, interactive and inclusive experience.</p> <p>4.5. Monitor children's technique and safety and provide positive feedback, encouragement and corrective instruction based on observations.</p> <p>4.6. Facilitate effective group interaction to maintain group control, engagement and safety.</p> <p>4.7. Observe individual children, respond to difficulties and modify their activities to suit needs and to ensure engagement and comfort.</p>
5. Evaluate children's movement programs.	<p>5.1. Seek and acknowledge feedback from children, and their parents/carers.</p> <p>5.2. Evaluate own performance and identify areas for improvement.</p> <p>5.3. Determine extent to which objectives are being achieved and compare with expectations outlined in program plan.</p> <p>5.4. Modify and update program and future sessions according to feedback and evaluation.</p> <p>5.5. Maintain current program documentation according to procedures.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret information of varying complexity about exercise options for young children, including fitness and health terminology.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>produce detailed program and session plans that use fitness terminology and abbreviations for instructional use</li> <li>use fundamental sentence structure to complete basic evaluation reports that require factual and subjective information.</li> </ul>

Oral communication skills to:	<ul style="list-style-type: none"> <li>• provide clear and unambiguous information using language and terms easily understood by both young children and adults</li> <li>• use age-appropriate group communication skills during instruction.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• complete calculations of varying complexity for program and session plans involving times, frequency and intervals</li> <li>• monitor and adapt session timings to meet program guidelines.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• critically evaluate successes and failures of programs to initiate improvements.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide



<b>TITLE</b>	SISFFIT037 Develop and instruct group movement programs for children
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• develop and document one movement program for groups of children aged up to 12 years</li> <li>• develop, document and instruct three group movement sessions, each with a minimum duration of 30 minutes and with at least six participants, that collectively target the following elements of physical literacy with exercises suited to the particular age group: <ul style="list-style-type: none"> <li>◦ movement skills</li> <li>◦ moving with equipment</li> <li>◦ object manipulation</li> <li>◦ coordination</li> <li>◦ stability and balance</li> <li>◦ flexibility</li> <li>◦ agility</li> <li>◦ strength</li> <li>◦ muscular endurance</li> <li>◦ cardiovascular endurance</li> <li>◦ reaction time</li> <li>◦ speed</li> </ul> </li> <li>• for each of the above sessions: <ul style="list-style-type: none"> <li>◦ complete participant pre-exercise screening processes using industry standard screening questionnaire and guidelines for children</li> <li>◦ consistently use instructional and communication techniques that are suited to participant age and stage of development</li> <li>◦ consistently engage children through positive feedback and reinforcement of strengths</li> <li>◦ cater to the individual needs of one child participant by modifying activities to suit</li> </ul> </li> <li>• according to actual participant interactions or case studies, evaluate the effectiveness of one children's group movement program, modify program and session content and document details of the evaluation and changes made.</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• procedures for maintaining program documentation</li> <li>• boundaries and responsibilities of fitness instructors in developing movement programs for children and relationship to duty of care</li> <li>• legal and ethical requirements for fitness instructors specific to working with children: <ul style="list-style-type: none"> <li>◦ working with children checks</li> <li>◦ obtaining informed consent from parents/guardians</li> </ul> </li> <li>• typical community and commercial contexts for the delivery of children's movement programs and how this may impact program development and delivery</li> <li>• key considerations for program development and their application to developing children's movement programs: <ul style="list-style-type: none"> <li>◦ objectives</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ benefits</li> <li>◦ environment requirements: <ul style="list-style-type: none"> <li>- amount and nature of space required</li> <li>- acoustics</li> <li>- temperature</li> <li>- ventilation</li> <li>- hygiene and infection control precautions</li> <li>- security</li> </ul> </li> <li>◦ participant pre-screening requirements</li> <li>◦ communication protocols</li> <li>◦ equipment requirements and use</li> <li>◦ participant to instructor ratio and maximum numbers</li> <li>◦ injury prevention strategies relevant to age group</li> <li>• key purpose and content of established national guidelines that support the provision of fitness services to children: <ul style="list-style-type: none"> <li>◦ movement guidelines for the early years, children and young people</li> <li>◦ Australian Physical Literacy Framework (or its successor): <ul style="list-style-type: none"> <li>- guiding principles</li> <li>- components of the framework and domains</li> <li>- stages of development</li> <li>- elements of the physical domain and how they link to stages of development</li> </ul> </li> <li>◦ industry standard pre-exercise screening questionnaire and guidelines for young people</li> <li>◦ industry-developed children's health and fitness services guidelines</li> </ul> </li> <li>• overview of the key stages of development and milestones for female and male children up to 12 years, and implications for exercise programming and instruction: <ul style="list-style-type: none"> <li>◦ physical</li> <li>◦ social</li> <li>◦ emotional</li> <li>◦ cognitive</li> <li>◦ language</li> </ul> </li> <li>• principles of safe practice when developing and instructing movement programs for children aged up to 12 years related to: <ul style="list-style-type: none"> <li>◦ growth and maturation</li> <li>◦ coordination development and control</li> <li>◦ stability</li> <li>◦ posture</li> <li>◦ fundamental movement skills</li> <li>◦ aerobic capacity</li> </ul> </li> <li>• types of individual movement activities suited to children aged up to 12 years consistent with the Australian Physical Literacy Framework, and types of suitable equipment</li> <li>• group instructional techniques and how they would be used with children: <ul style="list-style-type: none"> <li>◦ optimum positioning of instructor</li> <li>◦ physical formation of group</li> <li>◦ movement breakdown and combination</li> </ul> </li> </ul>
--	--

	<ul style="list-style-type: none"> <li>◦ combining explanation and demonstration</li> <li>◦ verbal and visual cueing</li> <li>◦ mirror imaging</li> <li>• demonstration and instruction techniques appropriate for a range of children's ages and capabilities including cueing that is:             <ul style="list-style-type: none"> <li>◦ verbal</li> <li>◦ visual</li> <li>◦ tactile</li> <li>◦ kinaesthetic</li> </ul> </li> <li>• ways of varying instruction to cater for individual differences within a group</li> <li>• communication techniques used for:             <ul style="list-style-type: none"> <li>◦ establishing rapport with groups of children</li> <li>◦ voice projection</li> <li>◦ motivating children through positive feedback and focusing on strengths</li> <li>◦ providing clear instruction that recognises stage of cognitive and language development:                 <ul style="list-style-type: none"> <li>- using age-appropriate language</li> <li>- avoiding fitness terminology</li> </ul> </li> <li>◦ providing constructive feedback and positive reinforcement</li> <li>◦ checking own understanding and the understanding of children</li> </ul> </li> <li>• key considerations for monitoring groups of young children in a movement session:             <ul style="list-style-type: none"> <li>◦ level of supervision</li> <li>◦ physical safety of children</li> <li>◦ monitoring interactions between individual children</li> </ul> </li> <li>• format and inclusions of documented:             <ul style="list-style-type: none"> <li>◦ movement programs</li> <li>◦ movement session plans</li> </ul> </li> <li>• methods used to evaluate effectiveness of children's movement programs:             <ul style="list-style-type: none"> <li>◦ ongoing informal discussions with children, parents /carers</li> <li>◦ ongoing observation and measurement of improvements in children's physical capabilities</li> <li>◦ reflection on own performance.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>The following resources must be available to replicate industry conditions of operation:</p> <ul style="list-style-type: none"> <li>• first aid equipment</li> <li>• communication equipment for emergency response.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with participants; these can be:             <ul style="list-style-type: none"> <li>◦ children aged up to 12 years in an industry workplace, or</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ children aged up to 12 years who participate in simulated activities used for the purpose of skills assessment, or</li> <li>◦ individuals who role play children during simulated activities</li> <li>• indoor or outdoor venue suited to the nature of the movement activity sessions</li> <li>• equipment required for sessions</li> <li>• industry standard pre-exercise screening questionnaires and guidelines for young people</li> <li>• parental informed consent forms</li> <li>• template group movement program and session plans</li> <li>• procedures for maintaining program documentation.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT038
<b>UNIT TITLE</b>	Plan group water-based exercise sessions
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to plan group water-based exercise sessions designed for participation by mixed ability groups, or by groups that predominately comprise a particular profile, for example, older people. It requires the ability to account for the participation of individuals from specific population groups and of diverse abilities, and allow for modifications that can be made during instruction.</p> <p>It covers skills for evaluating and improving sessions in response to participant and instructor feedback, noting that sessions might be delivered by self or others. Skills for instructing group water-based exercise sessions are covered in a complementary unit.</p> <p>Water-based exercise sessions may be conducted in indoor or outdoor pools, with or without equipment. They are most likely to involve music. Sessions could combine or specifically concentrate on cardiovascular, resistance and flexibility exercises. This unit does not apply to the planning of hydrotherapy or rehabilitation sessions.</p> <p>This unit applies to aqua exercise instructors who use discretion and judgment when planning sessions to meet diverse participant needs. Aqua exercise instructors practise in settings with pools, such as fitness facilities, gyms, and leisure and community centres.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify needs and expectations of diverse participants.	<p>1.1. Identify diverse reasons and goals for participation in group water-based exercise sessions and evaluate how these can be accommodated in a group setting.</p> <p>1.2. Identify characteristics, abilities and special needs of participants from specific population groups and determine ways that session inclusions can address needs.</p> <p>1.3. Identify common injury and medical barriers for participation in group water-based exercise sessions and determine how session inclusions can be modified.</p>
2. Plan group water-based exercise sessions.	<p>2.1. Determine type of session and fitness goals to be targeted.</p> <p>2.2. Identify participant characteristics, abilities and fitness levels and determine group profile.</p>

	<p>2.3. Select exercises, training techniques and exercise equipment that target identified fitness goals and that are suited to group profile.</p> <p>2.4. Plan sessions that incorporate volume and intensity and load of exercises appropriate to group profile.</p> <p>2.5. Plan for exercise phases and volume within session duration.</p> <p>2.6. Determine ways that exercise type and intensity and load can be modified during instruction to meet individual participant abilities and needs.</p> <p>2.7. Document session plans according to organisational format.</p>
3. Review and modify future sessions.	<p>3.1. Collate and review feedback provided by participants and instructors.</p> <p>3.2. Identify successes, problems and difficulties with session delivery.</p> <p>3.3. Modify and improve future sessions according to feedback.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Writing skills to:	<ul style="list-style-type: none"> <li>produce detailed session plans that use fitness terminology and abbreviations for instructional use</li> <li>use fundamental sentence structure to complete basic evaluation records that require factual and subjective information.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>complete and record calculations and estimations of varying complexity for session plans involving times, intervals, volume, speeds and loads.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>critically evaluate successes and failures of sessions to initiate future improvements.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT038 Plan group water-based exercise sessions
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• develop and document plans for six group water-based exercise sessions, each with a minimum duration of 30 minutes, that includes a session for: <ul style="list-style-type: none"> <li>- a group of female adults</li> <li>- a mixed sex group</li> <li>- a group of participants aged 55 years or over</li> </ul> </li> <li>• across the six sessions above collectively, incorporate the following: <ul style="list-style-type: none"> <li>◦ anchored and weighted movements</li> <li>◦ active, rebound and energetic movements</li> <li>◦ propulsion or turbulent actions</li> <li>◦ suspended movements in deep or shallow water</li> <li>◦ formations</li> <li>◦ interval training</li> <li>◦ exercises with and without equipment</li> </ul> </li> <li>• for two sessions above, and according to actual feedback or case studies: <ul style="list-style-type: none"> <li>◦ evaluate feedback provided by group participants</li> <li>◦ evaluate instructor feedback</li> <li>◦ modify future session content, and document details of the evaluation and changes made.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• common reasons and goals for people participating in group water-based exercise sessions</li> <li>• different types of group water-based exercise classes typically offered by aquatic venues and how these relate to general consumer market preferences, expectations and goals</li> <li>• general factors that affect session design: <ul style="list-style-type: none"> <li>◦ indoor and outdoor pool environment</li> <li>◦ size, depth and gradient of pool</li> <li>◦ water temperature</li> <li>◦ availability of different types of exercise equipment</li> <li>◦ session duration preferences of different group markets</li> </ul> </li> <li>• factors that affect session design for particular client groups and mixed groups: <ul style="list-style-type: none"> <li>◦ physical differences that need to be considered for: <ul style="list-style-type: none"> <li>- adults of different sexes</li> <li>- older people</li> <li>- antenatal, postnatal, menopausal and post-menopausal women</li> </ul> </li> <li>◦ cultural needs and expectations</li> <li>◦ differing fitness levels, and whether coming from sedentary or active base</li> </ul> </li> <li>• for a range of common injuries, medical conditions, and health risk factors: <ul style="list-style-type: none"> <li>◦ contraindications and precautions for different types of water-based exercise sessions and exercises</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ how exercises, intensity and loads can be modified for to allow safe participation by individuals with low risk injuries and health conditions</li> <li>• the meaning of the following components of fitness, and how water-based exercises can target improvements for each:             <ul style="list-style-type: none"> <li>◦ health-related components:                 <ul style="list-style-type: none"> <li>- cardiovascular endurance</li> <li>- muscle strength</li> <li>- muscle endurance</li> <li>- flexibility</li> <li>- body composition</li> </ul> </li> <li>◦ skill-related components:                 <ul style="list-style-type: none"> <li>- coordination</li> <li>- balance</li> <li>- reaction time</li> <li>- proprioception</li> </ul> </li> </ul> </li> <li>• different types of water-based exercises and equipment that can be used:             <ul style="list-style-type: none"> <li>◦ cardiovascular exercises:                 <ul style="list-style-type: none"> <li>- continuous</li> <li>- interval</li> </ul> </li> <li>◦ resistance exercises</li> <li>◦ flexibility exercises</li> </ul> </li> <li>• how different types of water-based exercises can be combined and sequenced for safety and optimum effectiveness in group exercise sessions</li> <li>• how the FITT (frequency, intensity, time and type) principle is used to structure group water-based exercise sessions</li> <li>• established phases of exercise sessions, their underpinning rationale and timing for each within designated time of session:             <ul style="list-style-type: none"> <li>◦ warm up</li> <li>◦ conditioning and main workout</li> <li>◦ cool down and stretches</li> </ul> </li> <li>• components of water-based exercise sessions, and how they can be used effectively for goals targeted by group sessions:             <ul style="list-style-type: none"> <li>◦ exercise order</li> <li>◦ volume and intensity of exercises</li> <li>◦ repetitions and sets</li> <li>◦ repetition tempo</li> <li>◦ rest intervals</li> </ul> </li> <li>• training techniques that can be used in group water-based exercise sessions, how they can be used, and considerations for their use:             <ul style="list-style-type: none"> <li>◦ supersets</li> <li>◦ pyramiding</li> <li>◦ rebound</li> <li>◦ interval training including high intensity interval training (HIIT)</li> <li>◦ circuit training</li> </ul> </li> <li>• considerations for choreographing and cueing sequences of movements and exercises for group water-based exercise sessions</li> </ul>
--	--



	<ul style="list-style-type: none"> <li>considerations for the use of music in instruction of group water-based exercise sessions: <ul style="list-style-type: none"> <li>licensing requirements that apply to the use of music for exercise sessions</li> <li>tempo of music suited to different phases of exercise sessions and types of movements and exercises</li> <li>how to break music down into phrases and beats per minute to time and sequence exercises with music</li> <li>how different styles of music impact on participant motivation</li> </ul> </li> <li>format and inclusions of documented group water-based exercise session plans</li> <li>methods that can be used to evaluate effectiveness of group exercise sessions: <ul style="list-style-type: none"> <li>participant and instructor evaluation questionnaires and reports</li> <li>discussions with instructors delivering sessions</li> <li>self-evaluation</li> <li>discussions with venue operator on success of programs offered</li> <li>evaluation of complaints, problems and difficulties.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>the workplace, or</li> <li>a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>information about the pool environment in which activities will be instructed to allow for appropriate session design</li> <li>template group exercise session plans</li> <li>template evaluation reports.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>hold a qualification or Statement of Attainment which includes this unit of competency, SISFFIT038, or units that have been superseded by SISFFIT038, and have a collective period of at least two years' experience working in aqua fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT039
<b>UNIT TITLE</b>	Instruct group water-based exercise sessions
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to prepare for and instruct group water-based exercise sessions according to predesigned session plans which may have been developed by self or others. It requires the ability to use aquatic exercise instructional techniques, and cater for different participant needs in a mixed ability group situation, within the confines of session guidelines.</p> <p>Skills for planning group water-based exercise sessions are covered in a complementary unit.</p> <p>Water-based exercise sessions may be conducted in indoor or outdoor pools, with or without equipment. They are most likely to involve music. Sessions could combine or specifically concentrate on cardiovascular, resistance and flexibility exercises. This unit does not apply to the provision of hydrotherapy or rehabilitation sessions.</p> <p>This unit applies to aqua exercise instructors who work unsupervised when instructing groups, using discretion and judgement to solve routine problems but are guided by venue policies and procedures. Aqua exercise instructors practise in settings with pools, such as fitness facilities, gyms, and leisure and community centres.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for water-based session.	1.1. Check and prepare pool environment to meet session requirements and identify and respond to factors that may impact session delivery. 1.2. Prepare required physical resources and check for safety and serviceability. 1.3. Follow pre-exercise screening procedures and assess participant characteristics, condition and capability as they present through observation and verbal screening and provide required response. 1.4. Issue exercise equipment to match participant characteristics and types of exercises.
2. Brief participants.	2.1. Provide clear safety information about exercise depth and gradient and appropriate group spacing. 2.2. Explain participant responsibility to work within their capability and provide clear advice on contraindications and precautions for particular activities during session. 2.3. Introduce session and its basic components using communication suited to participant characteristics.

3. Deliver water-based session.	3.1. Follow pre-designed session structure and timings. 3.2. Use voice projection techniques suited to the pool environment. 3.3. Combine clear and accurate verbal instructions and demonstrations for exercise technique, and explain effects of water on participant movements. 3.4. Use group communication techniques that motivate participants to maintain active participation in the session. 3.5. Monitor participant technique and safety and provide feedback, encouragement and corrective instruction based on observations. 3.6. Facilitate effective group interaction to maintain group cohesion, engagement and safety. 3.7. Observe individual participants, respond to difficulties and modify their activities to suit needs and to ensure engagement and comfort.
4. Evaluate group-session.	4.1. Seek and acknowledge feedback from participants and evaluate satisfaction with session. 4.2. Evaluate own performance and identify areas for improvement. 4.3. Complete session documentation and evaluation according to record keeping procedures.
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret sometimes unfamiliar session plans which include fitness terminology and abbreviations</li> <li>interpret detailed familiar procedures for instructing and reporting on group exercise sessions.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>use fundamental sentence structure to record factual and subjective information in session documentation.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>provide clear and unambiguous information to participants using language and terms easily understood.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>follow and adjust session timings to meet requirements of session duration.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>critically evaluate successes and failures of sessions to contribute to improvements.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT039 Instruct group water-based exercise sessions
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• instruct three pre-designed group water-based exercise sessions, each with a minimum duration of 30 minutes and at least six participants, and includes: <ul style="list-style-type: none"> <li>◦ one group that is predominately comprised of female adults</li> <li>◦ one mixed sex group</li> <li>◦ one group that is predominately comprised of participants aged 55 years or over</li> </ul> </li> <li>• across the above three sessions collectively, instruct: <ul style="list-style-type: none"> <li>◦ anchored and weighted movements</li> <li>◦ active, rebound and energetic movements</li> <li>◦ propulsion or turbulent actions</li> <li>◦ suspended movements in deep or shallow water</li> <li>◦ formations</li> <li>◦ interval training</li> <li>◦ exercises with and without equipment</li> </ul> </li> <li>• for each of the three sessions: <ul style="list-style-type: none"> <li>◦ prepare environment and equipment</li> <li>◦ pre-screen participants for current condition</li> <li>◦ brief participants and provide safety information tailored to the pool environment and types of exercises</li> <li>◦ incorporate the following techniques: <ul style="list-style-type: none"> <li>- optimal instructor positioning</li> <li>- clear verbal communication</li> <li>- optimal voice projection</li> <li>- combined explanation and demonstration of safe exercise technique</li> <li>- verbal and visual cueing</li> <li>- motivational communication</li> </ul> </li> <li>◦ complete session documentation and evaluation reports</li> </ul> </li> <li>• according to actual client interactions or case studies: <ul style="list-style-type: none"> <li>◦ identify two situations from pre-session screenings that require recommendations on exercise participation, explain exercise precautions and provide recommendations for modifications</li> <li>◦ respond to two individuals showing signs of over exertion or difficulty, and modify their activities.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• key content of established industry guidelines for safe pool operations relevant to aqua exercise instructors, and associated policies and procedures implemented by pool operators: <ul style="list-style-type: none"> <li>◦ qualification requirements including those for rescues</li> <li>◦ zoning for water-based exercise programs</li> <li>◦ responsibilities of instructors while on site including supervisory and reporting lines</li> <li>◦ pool conditions and equipment</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ emergencies including rescue equipment that must be on hand</li> <li>◦ pre-exercise screening and briefing of group participants</li> <li>◦ maintaining records for session delivery and evaluation</li> <li>• workplace health and safety issues for instructors of water-based activities and how to manage these:             <ul style="list-style-type: none"> <li>◦ effects of extended exposure to chlorinated water and sunlight</li> <li>◦ slips, trips and falls and safe pool footwear</li> <li>◦ physical demands of extended energy expenditure on the pool deck and in the pool</li> </ul> </li> <li>• pool environmental factors that may impact session delivery and how to respond:             <ul style="list-style-type: none"> <li>◦ noise</li> <li>◦ sun and glare</li> <li>◦ water temperature</li> </ul> </li> <li>• safety and serviceability checks for aqua exercise equipment</li> <li>• considerations for the use of music in instruction of water-based exercise sessions:             <ul style="list-style-type: none"> <li>◦ type and operation of music equipment</li> <li>◦ volume and instructor positioning in relation to sound system</li> </ul> </li> <li>• types of observations and verbal screening questions that can be used to assess suitability of individuals for participation</li> <li>• safety considerations for group water-based exercise sessions and importance of clear and accurate briefing information:             <ul style="list-style-type: none"> <li>◦ emergency procedures and how participants can raise the alarm</li> <li>◦ optimal spacing for group numbers and exercise types</li> <li>◦ exercising depth and gradient of pool for different types of exercises and population groups</li> <li>◦ importance of participants working within own capability and tailoring intensity accordingly</li> <li>◦ dangers of exercising while sick</li> <li>◦ common medical conditions and injuries, contraindications and precautions for exercises, and how exercises, intensity and loads can be modified to allow safe participation by individuals with low risk injuries and health conditions</li> </ul> </li> <li>• appropriate instructor apparel and participant swimwear and footwear for comfort and safety, and how this may vary according to different cultural backgrounds</li> <li>• established phases of exercise sessions, their underpinning rationale and timing for each within overall session:             <ul style="list-style-type: none"> <li>◦ warm up</li> <li>◦ conditioning and main workout</li> <li>◦ cool down and stretches</li> </ul> </li> <li>• different types of water-based exercises, equipment that can be used, and safe techniques for their completion:             <ul style="list-style-type: none"> <li>◦ cardiovascular exercises:</li> </ul> </li> </ul>
--	---

	<ul style="list-style-type: none"> <li>- continuous</li> <li>- interval</li> <li>◦ resistance exercises</li> <li>◦ flexibility exercises</li> <li>• benefits and impacts on the body of different types of water-based exercises and specific injury prevention strategies</li> <li>• physical differences that need to be considered and ways that exercises can be modified for: <ul style="list-style-type: none"> <li>◦ adults of different sexes</li> <li>◦ older people with low risk health conditions</li> <li>◦ antenatal, postnatal, menopausal and post-menopausal women with low risk health conditions</li> </ul> </li> <li>• factors that affect selection of equipment to suit participants</li> <li>• group exercise instructional techniques and how they impact effectiveness of instruction: <ul style="list-style-type: none"> <li>◦ optimum positioning of instructor</li> <li>◦ physical formation of group</li> <li>◦ movement breakdown and combination</li> <li>◦ combining explanation and demonstration</li> <li>◦ verbal and visual cueing</li> <li>◦ mirror imaging</li> <li>◦ emulating water-based exercises from the pool deck accounting for hydrodynamics</li> <li>◦ instructing within the pool</li> </ul> </li> <li>• ways of varying instruction: <ul style="list-style-type: none"> <li>◦ to meet the needs different participant characteristics</li> <li>◦ to cater for individual abilities within a group</li> </ul> </li> <li>• group communication techniques and how they may vary depending on participant profile: <ul style="list-style-type: none"> <li>◦ voice projection with and without the use of a sound system</li> <li>◦ establishing rapport with group</li> <li>◦ providing clear instruction in group environment</li> <li>◦ motivating and encouraging participants of different abilities to keep them engaged and challenged</li> <li>◦ maintaining group cohesion</li> <li>◦ providing constructive feedback and positive reinforcement</li> </ul> </li> <li>• key considerations for monitoring participant comfort and safety during group water-based exercise sessions: <ul style="list-style-type: none"> <li>◦ common indicators of over exertion that are particular to water-based activities</li> <li>◦ when exercise intensity and technique should be modified for individuals and how to instruct individuals while maintaining group momentum</li> <li>◦ situations that indicate individuals should stop exercising</li> </ul> </li> <li>• factors to consider in session evaluation: <ul style="list-style-type: none"> <li>◦ suitability of physical environment and availability of suitable equipment</li> <li>◦ structure and timing</li> <li>◦ suitability of exercises and equipment for session objectives</li> <li>◦ participant feedback</li> </ul> </li> </ul>
--	---

	<ul style="list-style-type: none"> <li>◦ trainer communication and instruction.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in an indoor or outdoor pool facility meeting current state or territory and local government regulations. The facility owner or operator must have guidelines or policies and procedures to regulate the safe operation of the facility and its use by facility users and instructors based on current industry guidelines for safe pool operations.</p> <p>Pools can be publicly or commercially owned and operated, and can be in diverse locations including educational institutions, clubs, fitness facilities, gyms, and leisure and community centres.</p> <p>The following resources must be available to replicate industry conditions of operation:</p> <ul style="list-style-type: none"> <li>• first aid equipment</li> <li>• rescue equipment</li> <li>• communication equipment for emergency response.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with group participants who are participating in exercise activities within a pool; these can be:             <ul style="list-style-type: none"> <li>◦ group participants in an industry workplace, or</li> <li>◦ group participants who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• aqua equipment for exercises</li> <li>• pre-designed session plans for group water-based exercise sessions</li> <li>• template evaluation reports</li> <li>• established industry guidelines for safe pool operations relevant to aqua exercise instructors, and associated guidelines or policies and procedures implemented by pool operators.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a qualification or Statement of Attainment which includes this unit of competency, SISFFIT039, or units that have been superseded by SISFFIT039, and have a collective period of at least two years' experience working in aqua fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT040
<b>UNIT TITLE</b>	Develop and instruct gym-based exercise programs for individual clients
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to develop tailored gym-based exercise programs for individuals where the level of personalised instruction, ongoing client monitoring and program evaluation is limited. Clients are provided with initial instruction and then largely self-manage their own exercise sessions at the gym, according to the program, without ongoing one-to-one instruction.</p> <p>It requires the ability to integrate information from pre-exercise screenings, fitness assessments, and any medical guidance that may have been received for particular clients, to design suitable programs.</p> <p>This unit applies to gym instructors and gym-based personal trainers who work unsupervised when interacting with clients using discretion and judgement and are guided by policies and procedures. They practise in settings such as fitness facilities, gyms, and leisure and community centres.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify client needs.	1.1. Review outcomes of client pre-exercise screening and fitness assessment and identify relevant information for program design. 1.2. Identify implications of medical guidance for exercise programming and duty of care to follow. 1.3. Discuss exercise preferences and consult with client to identify their short- and long-term fitness goals to inform program design. 1.4. Build client trust and rapport using client-centred communication showing sensitivity and empathy during interactions. 1.5. Develop and document client profile to assist with programming.
2. Develop program and session structure.	2.1. Review client's exercise preferences, goals, current abilities and medical advice to determine types of exercises and equipment for program. 2.2. Determine type and frequency of exercise sessions required for client to achieve goals. 2.3. Select exercises, training techniques and exercise equipment that target client's fitness goals. 2.4. Plan sessions that incorporate volume and intensity and load of exercises appropriate to client's age, sex and existing fitness capabilities.



	<p>2.5. Plan for exercise phases and volume within client's preferred session duration.</p> <p>2.6. Document program and session plans for use by client according to organisational format.</p>
3. Provide initial instruction and advice.	<p>3.1. Provide clear and accurate exercise technique instruction and demonstration to client.</p> <p>3.2. Demonstrate safe use of equipment included in program.</p> <p>3.3. Observe client exercise technique for safety and effectiveness and provide corrective instruction based on observations.</p> <p>3.4. Provide advice to client about how to adapt and progress exercise volume and intensity over time to achieve fitness goals.</p> <p>3.5. Seek feedback from client about proposed program and record agreed modifications before finalising program.</p> <p>3.6. Provide information about ongoing program monitoring and evaluation options and agree to approach based on client preferences.</p>
4. Provide ongoing service to client.	<p>4.1. Identify and use opportunities to interact with and support client during their gym sessions and seek feedback on their experience with program.</p> <p>4.2. Complete formal program evaluation based on client requests and organisational requirements for periodic evaluation.</p> <p>4.3. Modify and update program according to feedback and evaluation.</p> <p>4.4. Update client records with details of evaluation and modifications.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening and medical guidance records, including health and fitness terminology and abbreviations.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>present client-based information using plain language and minimal technical terminology for ease of understanding</li> <li>use fundamental sentence structure to complete program templates and client records that require factual and subjective information.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided</li> <li>provide fitness and exercise information to clients using plain language and terms easily understood.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>complete and record calculations and estimations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>critically evaluate: <ul style="list-style-type: none"> <li>all client requirements for appropriate program design</li> <li>successes and failures of programs to initiate improvements.</li> </ul> </li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide



<b>TITLE</b>	SISFFIT040 Develop and instruct gym-based exercise programs for individual clients
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role.</p> <ul style="list-style-type: none"> <li>develop and document one individually tailored gym-based exercise program for three clients, to collectively include: <ul style="list-style-type: none"> <li>a female adult client</li> <li>a male adult client</li> <li>a client aged 55 years or over</li> <li>a client for whom medical guidance has been received</li> </ul> </li> <li>for each of the above three clients: <ul style="list-style-type: none"> <li>develop and document two session plans, each with a minimum duration of 30 minutes</li> <li>instruct two sessions according to the above session plans, each with a minimum duration of 30 minutes</li> <li>consistently use client-centred communication and instructional techniques</li> </ul> </li> <li>across the above six session plans collectively, incorporate the following: <ul style="list-style-type: none"> <li>cardiovascular exercises</li> <li>resistance exercises</li> <li>flexibility exercises</li> <li>exercises with and without equipment</li> </ul> </li> <li>according to actual client interactions or case studies, evaluate the effectiveness of two client programs, modify program and session content and document details of the evaluation and changes made.</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>role and scope of established gym procedures that impact fitness instruction</li> <li>boundaries and responsibilities of fitness instructors in providing tailored gym-based programs for clients and relationship to duty of care</li> <li>differences between gym-based programs where clients largely self-manage their exercise activities, and fully personalised programs involving ongoing one-to-one instruction</li> <li>type of client information provided by pre-exercise screening and fitness assessment processes, and implications for exercise programming: <ul style="list-style-type: none"> <li>client needs and exercise preferences</li> <li>client body measurements</li> <li>client fitness data and indication of suitable exercise intensity</li> </ul> </li> <li>types of client guidance that may be provided by medical and allied health professionals and implications for exercise programming: <ul style="list-style-type: none"> <li>injury management protocols</li> <li>contraindications and precautions for types of exercise for those with medical conditions and health risk factors</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ exercise recommendations for client health improvement and collaborative rehabilitation</li> <li>• factors that affect the design of client-tailored gym-based exercise programs:             <ul style="list-style-type: none"> <li>◦ physical differences that need to be considered for:                 <ul style="list-style-type: none"> <li>- adults of different sexes</li> <li>- older people</li> <li>- antenatal, postnatal, menopausal and post-menopausal women</li> </ul> </li> <li>◦ exercise history and current abilities</li> <li>◦ desired frequency of gym attendance and other personal exercise activities</li> <li>◦ client goals</li> </ul> </li> <li>• the meaning of the following components of fitness, and how exercises can target client goals and improvements for each:             <ul style="list-style-type: none"> <li>◦ health related components:                 <ul style="list-style-type: none"> <li>- cardiovascular endurance</li> <li>- muscle strength</li> <li>- muscle endurance</li> <li>- flexibility</li> <li>- body composition</li> </ul> </li> <li>◦ skill related components:                 <ul style="list-style-type: none"> <li>- power</li> <li>- speed</li> <li>- agility</li> <li>- coordination</li> <li>- balance</li> <li>- reaction time</li> <li>- proprioception</li> </ul> </li> </ul> </li> <li>• different types of exercises, equipment that can be used and safe techniques for their completion:             <ul style="list-style-type: none"> <li>◦ cardiovascular exercises:                 <ul style="list-style-type: none"> <li>- continuous</li> <li>- interval</li> </ul> </li> <li>◦ resistance exercises using:                 <ul style="list-style-type: none"> <li>- free weights</li> <li>- gym equipment including weight machines</li> <li>- body weight</li> </ul> </li> <li>◦ flexibility exercises:                 <ul style="list-style-type: none"> <li>- dynamic</li> <li>- static</li> </ul> </li> </ul> </li> <li>• benefits and impacts on the body of different types of exercises and specific injury prevention strategies</li> <li>• how different types of exercises can be combined and sequenced for safety and optimum effectiveness</li> <li>• overview of the following exercise training principles and how they are used to design gym-based exercise programs and sessions for individuals:             <ul style="list-style-type: none"> <li>◦ adaptation</li> <li>◦ overload</li> <li>◦ specificity</li> <li>◦ individualisation</li> <li>◦ progression and regression</li> <li>◦ reversibility</li> </ul> </li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• how the FITT (frequency, intensity, time and type) principle is used to structure exercise programs and sessions</li> <li>• established phases of exercise sessions, their underpinning rationale and timing for each within designated time of session:             <ul style="list-style-type: none"> <li>◦ warm up</li> <li>◦ conditioning and main workout</li> <li>◦ cool down and stretches</li> </ul> </li> <li>• components of exercise sessions, and how they can be used effectively to target client goals:             <ul style="list-style-type: none"> <li>◦ exercise order</li> <li>◦ volume and intensity and load of exercises</li> <li>◦ repetitions and sets</li> <li>◦ repetition tempo</li> <li>◦ rest intervals</li> </ul> </li> <li>• training techniques that can be used by clients in self-directed gym sessions, how they can be used, and considerations for their use:             <ul style="list-style-type: none"> <li>◦ supersets</li> <li>◦ drop sets</li> <li>◦ pre-fatigue techniques</li> <li>◦ plyometric training</li> <li>◦ interval training including high intensity interval training (HIIT)</li> <li>◦ circuit training</li> </ul> </li> <li>• instructional techniques used with individual clients and how they impact effectiveness of instruction and client execution of exercises:             <ul style="list-style-type: none"> <li>◦ providing clear information about exercises and instructions about technique</li> <li>◦ combining explanation and demonstration of correct exercise technique</li> <li>◦ cueing and how to adapt instruction to suit different learning styles:                 <ul style="list-style-type: none"> <li>- verbal</li> <li>- visual</li> <li>- tactile</li> <li>- kinaesthetic</li> </ul> </li> </ul> </li> <li>• communication techniques used for the following and how these may vary depending on individual client characteristics:             <ul style="list-style-type: none"> <li>◦ establishing and maintaining individual rapport</li> <li>◦ motivating individuals for optimum performance</li> <li>◦ providing constructive feedback and positive reinforcement</li> </ul> </li> <li>• ways of supporting clients managing their own exercise sessions in a gym environment:             <ul style="list-style-type: none"> <li>◦ recognising when clients could progress volume, intensity and loads and making suggestions</li> <li>◦ correcting technique</li> <li>◦ offering opportunities for formal program evaluation and modification</li> </ul> </li> <li>• methods used to evaluate gym-based exercise programs:             <ul style="list-style-type: none"> <li>◦ periodic informal discussions with client and targeted questions to elicit opinion about achievement of goals,</li> </ul> </li> </ul>
--	---

	<p>fitness improvement, changes to health, general wellbeing and skills</p> <ul style="list-style-type: none"> <li>◦ periodic observation and measurement of client performance, and health and skill improvements</li> <li>• format and inclusions of documented: <ul style="list-style-type: none"> <li>◦ client based exercise programs</li> <li>◦ client based exercise session plans</li> <li>◦ client profile and client evaluation records.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with clients; these can be: <ul style="list-style-type: none"> <li>◦ clients in an industry workplace, or</li> <li>◦ individuals who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• equipment required for selected exercises</li> <li>• client records which include documentation of: <ul style="list-style-type: none"> <li>◦ completed industry standard pre-exercise screenings</li> <li>◦ completed fitness assessments</li> </ul> </li> <li>• samples of guidance information provided by medical or allied health professionals</li> <li>• template client-based exercise program and session plans</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT041
<b>UNIT TITLE</b>	Develop personalised exercise programs
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to develop exercise programs and a series of sessions tailored to individual client needs, exercise preferences and fitness goals.</p> <p>It requires the ability to integrate information from pre-exercise screenings, fitness assessments, and any medical guidance that may have been received for particular clients, to design suitable programs. Skills for instructing sessions are covered in a complementary unit.</p> <p>Program design involves effective application of exercise science and training principles. This unit has a direct relationship with, and is supported by, SISFFIT049 Use exercise science principles in fitness instruction.</p> <p>This unit applies to personal trainers who work independently with clients using discretion and judgement to develop individually tailored client programs. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify client needs.	1.1. Review outcomes of client pre-exercise screening and fitness assessment and identify significant information for program design. 1.2. Identify implications of medical guidance for exercise programming and duty of care to follow. 1.3. Discuss exercise preferences and consult with client to identify, negotiate and confirm their short- and long-term fitness goals to inform program design. 1.4. Build client trust and rapport using client-centred communication showing sensitivity and empathy during interactions. 1.5. Develop and document client profile to assist with programming and ongoing evaluation.
2. Plan personalised exercise program.	2.1. Review client's exercise preferences, goals, current abilities and medical advice to determine types of exercises and equipment for program. 2.2. Determine appropriate training volume and frequency of sessions required to achieve client goals. 2.3. Design a systematically structured program that incorporates the effective use of exercise training principles.

	<p>2.4. Design overall program aligned to client's short- and long-term goals to allow progression towards fitness improvements.</p> <p>2.5. Plan for increased difficulty of exercise types to progress client throughout the program.</p> <p>2.6. Document exercise program according to organisational format.</p>
3. Plan personalised exercise sessions.	<p>3.1. Determine objectives of individual sessions to allow progression of client fitness within overall exercise program.</p> <p>3.2. Select exercises, training techniques and exercise equipment that target components of client's health and fitness goals.</p> <p>3.3. Plan sessions that incorporate volume and intensity and load of exercises appropriate to client's age, sex and existing fitness capabilities.</p> <p>3.4. Plan for exercise phases and volume within client's preferred session duration.</p> <p>3.5. Develop sequenced and varied sessions to enhance client motivation and program adherence and to allow for recovery from specific exercise types.</p> <p>3.6. Incorporate at timely intervals progressive difficulty of exercises that respond to client's progression.</p> <p>3.7. Document session plans according to organisational format.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening and medical guidance records, including health and fitness terminology and abbreviations.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>produce detailed program and session plans that use fitness terminology and abbreviations for instructional use</li> <li>use fundamental sentence structure to complete forms, and client records that require factual and subjective information.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided</li> <li>provide fitness and exercise information to clients using plain language and terms easily understood.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>complete and record calculations and estimations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>critically evaluate all client requirements for appropriate program design.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide



<b>TITLE</b>	SISFFIT041 Develop personalised exercise programs
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• develop and document one personalised exercise program three clients, to collectively include: <ul style="list-style-type: none"> <li>◦ a female adult client</li> <li>◦ a male adult client</li> <li>◦ a client for whom medical guidance has been received</li> </ul> </li> <li>• consistently use client-centred communication to identify each of the above client's program needs and preferences</li> <li>• for each of the above three clients, develop and document four personalised session plans, each with a minimum duration of 45 minutes</li> <li>• across the above 12 sessions collectively, incorporate both indoor and outdoor sessions and the following types of exercises: <ul style="list-style-type: none"> <li>◦ cardiovascular</li> <li>◦ resistance</li> <li>◦ flexibility</li> <li>◦ low and high impact</li> <li>◦ exercises that target the: <ul style="list-style-type: none"> <li>- health related components of fitness</li> <li>- skill related components of fitness</li> </ul> </li> <li>◦ exercises with and without equipment.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• boundaries and responsibilities of fitness instructors in providing personalised exercise prescription and relationship to duty of care</li> <li>• type of client information provided by pre-exercise screening and fitness assessment processes, and implications for exercise programming: <ul style="list-style-type: none"> <li>◦ client needs and exercise preferences</li> <li>◦ client body composition data</li> <li>◦ client fitness data and indication of suitable exercise intensity</li> </ul> </li> <li>• types of client guidance that may be provided by medical and allied health professionals and implications for exercise programming: <ul style="list-style-type: none"> <li>◦ injury management protocols</li> <li>◦ contraindications and precautions for types of exercise for those with medical conditions and health risk factors</li> <li>◦ exercise recommendations for client health improvement and collaborative rehabilitation</li> </ul> </li> <li>• factors that affect the design of personalised exercise programs: <ul style="list-style-type: none"> <li>◦ physical differences that need to be considered for: <ul style="list-style-type: none"> <li>- adults of different sexes</li> <li>- older people</li> <li>- antenatal, postnatal, menopausal and post-menopausal women</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ exercise history and current abilities</li> <li>◦ desired frequency of training sessions</li> <li>◦ client goals</li> <li>• client-centred communication techniques for establishing and building trust and rapport, and how they may vary depending on individual client characteristics</li> <li>• the meaning of the following components of fitness, and how exercises can target client goals and improvements for each: <ul style="list-style-type: none"> <li>◦ health related components: <ul style="list-style-type: none"> <li>- cardiovascular endurance</li> <li>- muscle strength</li> <li>- muscle endurance</li> <li>- flexibility</li> <li>- body composition</li> </ul> </li> <li>◦ skill related components: <ul style="list-style-type: none"> <li>- power</li> <li>- speed</li> <li>- agility</li> <li>- coordination</li> <li>- balance</li> <li>- reaction time</li> <li>- proprioception</li> </ul> </li> </ul> </li> <li>• different types of high and low impact exercises and equipment that can be used: <ul style="list-style-type: none"> <li>◦ cardiovascular exercises: <ul style="list-style-type: none"> <li>- continuous</li> <li>- interval</li> </ul> </li> <li>◦ resistance exercises using: <ul style="list-style-type: none"> <li>- free weights</li> <li>- gym equipment including weight machines</li> <li>- body weight</li> </ul> </li> <li>◦ flexibility exercises: <ul style="list-style-type: none"> <li>- dynamic</li> <li>- static</li> </ul> </li> </ul> </li> <li>• benefits and impacts on the body of different types of exercises and specific injury prevention strategies</li> <li>• how different types of exercises can be combined and sequenced for safety and optimum effectiveness</li> <li>• how to effectively apply and combine exercise science and training principles to the design of personalised exercise programs and sessions to target client goals</li> <li>• how the FITT (frequency, intensity, time and type) principle is used to structure exercise programs and sessions</li> <li>• the principle of recovery, its importance and how this relates to different types of exercise for: <ul style="list-style-type: none"> <li>◦ cardiovascular endurance training</li> <li>◦ muscle strength and endurance training</li> <li>◦ neuromuscular coordination training</li> <li>◦ flexibility training</li> </ul> </li> <li>• established phases of exercise sessions, their underpinning rationale and timing for each within designated time of session: <ul style="list-style-type: none"> <li>◦ warm up</li> <li>◦ conditioning and main workout</li> <li>◦ cool down and stretches</li> </ul> </li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• components of exercise sessions, and how they can be used effectively to target client goals: <ul style="list-style-type: none"> <li>◦ exercise order</li> <li>◦ volume and intensity and load of exercises</li> <li>◦ repetitions and sets</li> <li>◦ repetition tempo</li> <li>◦ rest intervals</li> </ul> </li> <li>• training techniques that can be used in personalised exercise sessions, how they can be used, and considerations for their use: <ul style="list-style-type: none"> <li>◦ supersets</li> <li>◦ drop sets</li> <li>◦ pre-fatigue techniques</li> <li>◦ plyometric training</li> <li>◦ interval training including high intensity interval training (HIIT)</li> <li>◦ circuit training</li> <li>◦ fartlek</li> </ul> </li> <li>• format and inclusions of documented: <ul style="list-style-type: none"> <li>◦ exercise programs</li> <li>◦ exercise session plans</li> <li>◦ client profile and client evaluation records.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with clients; these can be: <ul style="list-style-type: none"> <li>◦ clients in an industry workplace, or</li> <li>◦ individuals who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• client records which include documentation of: <ul style="list-style-type: none"> <li>◦ completed industry standard pre-exercise screenings</li> <li>◦ completed fitness assessments</li> </ul> </li> <li>• samples of guidance information provided by medical or allied health professionals</li> <li>• template exercise program and session plans.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT042
<b>UNIT TITLE</b>	Instruct personalised exercise sessions
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to prepare for, instruct and evaluate pre-designed exercise sessions that have been tailored to individual client needs, exercise preferences and fitness goals, as part of an overall personal training program. It covers skills for modifying programs in response to ongoing client monitoring and feedback.</p> <p>Skills for planning programs and sessions are covered in a complementary unit.</p> <p>This unit applies to personal trainers who work independently with clients using discretion and judgement to prepare for and instruct exercise activities. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for session.	1.1. Review client exercise program and confirm individual session objectives and activities. 1.2. Check and prepare physical environment to meet session requirements and identify and respond to factors that may impact session delivery. 1.3. Prepare required equipment and check for safety and serviceability. 1.4. Assess client condition and capability as they present through observation and verbal screening and identify required exercise precautions. 1.5. Identify implications of current medical guidance and make required adjustments to session activities.
2. Provide exercise instruction.	2.1. Introduce and follow pre-designed session structure and timings. 2.2. Use and combine verbal, visual and tactile instructional methods according to nature of information and client needs. 2.3. Observe client exercise technique for safety and effectiveness and provide corrective instruction based on observations. 2.4. Provide succinct explanations about the relationship between exercises, their beneficial impacts on the body and implications for achieving fitness goals. 2.5. Monitor client performance against objectives using measures suited to the type of exercise. 2.6. Identify signs of fatigue and exercise intolerance and make required session modifications.

3. Encourage and support clients during sessions.	3.1. Build client trust and rapport using client-centred communication showing sensitivity and empathy during interactions. 3.2. Encourage and respond to client questions about individual exercises and overall program. 3.3. Use communication techniques that provide positive reinforcement and motivation to client. 3.4. Encourage participants to provide feedback and identify personal progression and satisfaction with session.
4. Evaluate session.	4.1. Evaluate session against objectives and identify progress and aspects needing further emphasis and attention in future sessions. 4.2. Evaluate own performance and identify areas for improvement. 4.3. Document session evaluation and client progress according to record keeping procedures.
5. Monitor client progress and update program.	5.1. Monitor client progression towards goals through ongoing observation and measurements and compare with expectations in program plan. 5.2. Request ongoing feedback from client to identify program likes and dislikes and their views on goal achievement. 5.3. Modify and update program and future sessions according to feedback and evaluation. 5.4. Maintain current program documentation according to procedures.
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret familiar exercise program and session details involving health and exercise terminology.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>use fundamental sentence structure to complete records that require factual and subjective information.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>follow and adjust session timings to meet requirements of session duration</li> <li>take and record accurate measurements involving speed, weight and time.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>critically evaluate successes and failures of sessions and programs to initiate improvements.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT042 Instruct personalised exercise sessions
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• instruct six personalised exercise sessions which have been developed as part of overall exercise programs: <ul style="list-style-type: none"> <li>◦ each with a minimum duration of 45 minutes</li> <li>◦ collectively instruct: <ul style="list-style-type: none"> <li>- a female adult client</li> <li>- a male adult client</li> <li>- one client for whom medical guidance has been received</li> </ul> </li> </ul> </li> <li>• across the above six sessions collectively, instruct indoor and outdoor sessions and the following types of exercises: <ul style="list-style-type: none"> <li>◦ cardiovascular</li> <li>◦ resistance</li> <li>◦ flexibility</li> <li>◦ low and high impact</li> <li>◦ exercises that target: <ul style="list-style-type: none"> <li>- health related components of fitness</li> <li>- skill related components of fitness</li> </ul> </li> <li>◦ exercises with and without equipment</li> </ul> </li> <li>• for each of the above six sessions: <ul style="list-style-type: none"> <li>◦ prepare environment and equipment</li> <li>◦ pre-screen client for current condition</li> <li>◦ use the following instructional and communication techniques: <ul style="list-style-type: none"> <li>- clear and correct verbal, visual and tactile instructions</li> <li>- correct and safe exercise technique demonstration</li> <li>- feedback and positive reinforcement</li> <li>- motivational communication</li> </ul> </li> <li>◦ complete accurate session records which include client progress notes, client feedback and evaluation of own performance</li> </ul> </li> <li>• according to actual client interactions or case studies: <ul style="list-style-type: none"> <li>◦ identify two situations from pre-session screenings that indicate exercise precautions and modify planned exercises in response</li> <li>◦ respond to two clients showing signs of over exertion or difficulty, and modify their activities</li> <li>◦ evaluate the effectiveness of one client program, modify program and future session content and document details of the evaluation and changes made.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• procedures for maintaining client records, session evaluation and program updates</li> <li>• scope of practice for a personal trainer in instructing personalised exercise sessions: <ul style="list-style-type: none"> <li>◦ responsibilities and limitations</li> <li>◦ professional boundaries</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• environmental factors that may impact session delivery and how to respond:             <ul style="list-style-type: none"> <li>◦ noise</li> <li>◦ indoor venue climate control and ventilation</li> <li>◦ exposure to uncomfortable and extreme weather conditions in the outdoors</li> </ul> </li> <li>• safety and serviceability checks for equipment used with cardiovascular, resistance and flexibility exercises</li> <li>• types of observations and verbal screening questions that can be used to assess and determine current condition of clients and exercise precautions</li> <li>• common medical conditions and injuries, contraindications and precautions for exercises, and how exercises, intensity and loads can be modified to allow safe client participation</li> <li>• established phases of exercise sessions and their underpinning rationale:             <ul style="list-style-type: none"> <li>◦ warm up</li> <li>◦ conditioning and main workout</li> <li>◦ cool down and stretches</li> </ul> </li> <li>• different types of exercises, types of equipment that can be used and safe techniques for their completion:             <ul style="list-style-type: none"> <li>◦ cardiovascular exercises:                 <ul style="list-style-type: none"> <li>- continuous</li> <li>- interval</li> </ul> </li> <li>◦ resistance exercises using:                 <ul style="list-style-type: none"> <li>- free weights</li> <li>- gym equipment including weight machines</li> <li>- body weight</li> </ul> </li> <li>◦ flexibility exercises:                 <ul style="list-style-type: none"> <li>- dynamic</li> <li>- static</li> <li>- proprioceptive neuromuscular facilitation</li> </ul> </li> </ul> </li> <li>• common exercise related injuries, and how to prevent these in exercise instruction</li> <li>• instructional techniques used with individual clients and how they impact effectiveness of instruction and client execution of exercises:             <ul style="list-style-type: none"> <li>◦ providing clear information about exercises and instructions about technique</li> <li>◦ combining explanation and demonstration of correct exercise technique</li> <li>◦ cueing, and how to adapt instruction to suit different learning styles:                 <ul style="list-style-type: none"> <li>- verbal</li> <li>- visual</li> <li>- tactile</li> <li>- kinaesthetic</li> </ul> </li> </ul> </li> <li>• communication techniques used for the following and how these may vary depending on individual client characteristics:             <ul style="list-style-type: none"> <li>◦ establishing and maintaining individual rapport</li> <li>◦ motivating individuals for optimum performance, including techniques for intrinsic and extrinsic motivation</li> <li>◦ providing constructive feedback and positive reinforcement</li> </ul> </li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• measures that may be used to assess client performance against session objectives:             <ul style="list-style-type: none"> <li>◦ speed or timing</li> <li>◦ loads</li> <li>◦ endurance</li> <li>◦ range of movement</li> </ul> </li> <li>• methods for monitoring client comfort and safety during personalised exercise sessions:             <ul style="list-style-type: none"> <li>◦ how to use monitoring techniques:                 <ul style="list-style-type: none"> <li>- heart rate response</li> <li>- talk test</li> <li>- rated perceived exertion (RPE) scale</li> </ul> </li> <li>◦ how to recognise and respond to common indicators of over exertion and discomfort and when exercise should be modified or stopped</li> </ul> </li> <li>• factors to consider in session evaluation:             <ul style="list-style-type: none"> <li>◦ structure and timing</li> <li>◦ suitability of exercises and equipment for session objectives</li> <li>◦ client feedback</li> <li>◦ client performance and progress</li> <li>◦ trainer communication and instruction</li> </ul> </li> <li>• methods used to evaluate effectiveness of personalised exercise programs:             <ul style="list-style-type: none"> <li>◦ ongoing informal discussions with client and targeted questions to elicit opinion about achievement of goals, and improvements in skill, fitness and general health</li> <li>◦ ongoing observation and measurement of client performance and health and skill improvements</li> <li>◦ staged formal fitness assessments and comparison measurements.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>The following resources must be available to replicate industry conditions of operation:</p> <ul style="list-style-type: none"> <li>• first aid equipment</li> <li>• communication equipment for emergency response.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with clients; these can be:             <ul style="list-style-type: none"> <li>◦ clients in an industry workplace, or</li> <li>◦ individuals who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• indoor and outdoor locations for exercise</li> <li>• equipment required for sessions</li> <li>• personalised exercise programs and session plans</li> <li>• client records and progress charts</li> <li>• procedures for maintaining client records, session evaluation and program updates.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> </ul>



	<ul style="list-style-type: none"><li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li><li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li></ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT043
<b>UNIT TITLE</b>	Develop and instruct personalised exercise programs for body composition goals
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to develop and instruct exercise programs and sessions specifically tailored to meet body composition goals for individual clients. Goals may relate to body composition maintenance or change. It covers skills for evaluating and modifying programs in response to client monitoring and feedback.</p> <p>It requires the ability to integrate information from pre-exercise screenings, fitness assessments, and medical guidance that may have been received for particular clients, to design suitable programs.</p> <p>Program design involves effective application of exercise science and training principles. This unit has a direct relationship with, and is supported by, SISFFIT049 Use exercise science principles in fitness instruction.</p> <p>This unit applies to personal trainers who work independently with clients using discretion and judgement to develop and instruct individually tailored client programs. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify client body composition needs.	1.1. Review outcomes of pre-exercise screening and fitness assessment and identify relevant information for design of exercise program targeting body composition goals. 1.2. Take body measurements and use results for program development. 1.3. Identify implications of medical guidance for exercise programming and duty of care to follow. 1.4. Consult with client and confirm their body composition goals, exercise preferences and identified barriers. 1.5. Build client trust and rapport using client-centred communication showing sensitivity and empathy during interactions. 1.6. Develop and document client profile to assist with programming and ongoing evaluation.
2. Develop personalised exercise programs for body composition.	2.1. Review client characteristics, exercise preferences, goals, current abilities and medical advice to determine types of exercises and equipment. 2.2. Determine appropriate training volume and frequency of sessions required to achieve client body composition goals.

	<p>2.3. Design a systematically structured program that incorporates the effective use of exercise training principles.</p> <p>2.4. Design overall program aligned to client's short- and long-term body composition goals.</p> <p>2.5. Document exercise program according to organisational format.</p>
3. Plan individual sessions.	<p>3.1. Determine objectives of individual sessions within overall exercise program.</p> <p>3.2. Select exercises and equipment that target body composition goals and take account of individual client characteristics.</p> <p>3.3. Plan sessions that incorporate volume and intensity and load of exercises appropriate to client's existing fitness capabilities.</p> <p>3.4. Plan for exercise phases and volume within client's preferred session duration.</p> <p>3.5. Develop sequenced and varied sessions to enhance client motivation and program adherence.</p> <p>3.6. Document session plans according to organisational format.</p>
4. Instruct exercise sessions targeting body composition goals.	<p>4.1. Use and combine verbal, visual and tactile instructional methods according to nature of information and client needs.</p> <p>4.2. Observe client technique for safety and effectiveness and provide corrective instruction based on observations.</p> <p>4.3. Provide succinct explanations about the relationship between exercises, their impact on body composition and implications for achieving goals.</p> <p>4.4. Monitor client performance against objectives using measures suited to the type of exercise.</p> <p>4.5. Identify signs of fatigue and exercise intolerance and make session modifications.</p>
5. Encourage and support clients during sessions.	<p>5.1. Encourage and respond to client questions about individual exercises and overall program.</p> <p>5.2. Use communication techniques that provide positive reinforcement and motivation to client.</p> <p>5.3. Highlight client's key strengths during instruction and provide information about progression towards body composition goals.</p>
6. Evaluate program effectiveness.	<p>6.1. Monitor client progression towards body composition goals through ongoing observation and measurements and compare with expectations in program plan.</p> <p>6.2. Request ongoing feedback from client to identify program likes and dislikes and their views on goal achievement.</p> <p>6.3. Modify and update program and future sessions according to feedback and evaluation.</p> <p>6.4. Update client records with details of evaluation and modifications made.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening and medical guidance records, including health and fitness terminology and abbreviations.</li> </ul>

Writing skills to:	<ul style="list-style-type: none"> <li>• produce detailed program and session plans that use fitness terminology and abbreviations for instructional use</li> <li>• use fundamental sentence structure to complete forms, basic evaluation records and client records that require factual and subjective information.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided</li> <li>• provide information about body composition management to clients using plain language and terms easily understood.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• take and record accurate basic body measurements</li> <li>• interpret and use potentially complex body composition data</li> <li>• complete and record calculations and estimations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>• critically evaluate: <ul style="list-style-type: none"> <li>◦ all client requirements for appropriate program design</li> <li>◦ successes and failures of program to initiate improvements.</li> </ul> </li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT043 Develop and instruct personalised exercise programs for body composition goals
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• develop and document one personalised exercise program that targets specific body composition goals for a total of three clients to collectively include: <ul style="list-style-type: none"> <li>◦ one female adult</li> <li>◦ one male adult</li> <li>◦ clients seeking to lose weight or fat</li> <li>◦ clients seeking to build muscle or increase weight</li> </ul> </li> <li>• for each of the above three clients: <ul style="list-style-type: none"> <li>◦ take, record and interpret key body measurements</li> <li>◦ develop and document two personalised session plans, each with a minimum duration of 30 minutes</li> </ul> </li> <li>• instruct two sessions for two of the above clients (four sessions in total), according to session plans, each with a minimum duration of 30 minutes</li> <li>• consistently use client-centred communication and instructional techniques</li> <li>• according to actual client interactions or case studies, evaluate the effectiveness of one client program, modify program and session content and document details of the evaluation and changes.</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• boundaries and responsibilities of fitness instructors in providing personalised body composition exercise prescription and relationship to duty of care</li> <li>• information and recommendations contained in fitness industry eating disorder publications, and how fitness instructors can effectively respond to behavioural warnings signs for: <ul style="list-style-type: none"> <li>◦ eating disorders</li> <li>◦ excessive exercise disorders</li> <li>◦ body dysmorphic disorder</li> <li>◦ muscle dysmorphia</li> </ul> </li> <li>• specific information related to body composition that is provided by pre-exercise screening and fitness assessment processes</li> <li>• key body measurements, how to take these, and their role as baseline and progress markers in body composition exercise programs: <ul style="list-style-type: none"> <li>◦ height</li> <li>◦ weight</li> <li>◦ body mass index</li> <li>◦ body circumference including waist, hip and limbs</li> <li>◦ waist to hip ratio</li> </ul> </li> <li>• strengths and limitations of commonly used methods for measuring body composition, information provided in reports and how fitness instructors use for programming purposes: <ul style="list-style-type: none"> <li>◦ skinfold measurement and analysis</li> <li>◦ bioelectrical impedance analysis</li> <li>◦ air displacement plethysmography</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ DEXA (dual energy X-ray absorptiometry) scans</li> <li>• aspects of exercise science and training principles of relevant to the design of programs and sessions targeting body composition goals</li> <li>• exercises that target body composition goals and types of equipment that can be used:             <ul style="list-style-type: none"> <li>◦ muscle maintenance and hypertrophy</li> <li>◦ fat loss</li> </ul> </li> <li>• factors for consideration when selecting exercises for programs targeting body composition goals:             <ul style="list-style-type: none"> <li>◦ current physical activity status:                 <ul style="list-style-type: none"> <li>- sedentary and active as defined in established national guidelines for physical activity</li> </ul> </li> <li>◦ building on existing strengths and positives</li> <li>◦ functional and equipment limitations due to existing body composition</li> </ul> </li> <li>• definition and role of the following in developing and instructing exercise programs targeting body composition goals:             <ul style="list-style-type: none"> <li>◦ metabolism and resting metabolic rate</li> <li>◦ energy expenditure, energy intake and the balance between them for body composition maintenance and changes</li> <li>◦ basic concept of thermogenesis, including adaptive thermogenesis, and thermic effects of:                 <ul style="list-style-type: none"> <li>- food</li> <li>- physical activity</li> </ul> </li> </ul> </li> <li>• instructional techniques relevant to the delivery of sessions targeting body composition goals including spotting for weight training</li> <li>• communication techniques used for clients with body composition goals:             <ul style="list-style-type: none"> <li>◦ establishing and maintaining individual rapport</li> <li>◦ motivating individuals to achieve goals, including techniques for intrinsic and extrinsic motivation</li> <li>◦ providing constructive feedback and positive reinforcement</li> </ul> </li> <li>• methods used to evaluate effectiveness of personalised exercise programs:             <ul style="list-style-type: none"> <li>◦ ongoing informal discussions with client and targeted questions to elicit opinion about achievement of body composition goals</li> <li>◦ ongoing observation and measurement of client performance and improvements</li> <li>◦ staged formal assessments and comparison measurement.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>The following resources must be available to replicate industry conditions of operation:</p> <ul style="list-style-type: none"> <li>• first aid equipment</li> <li>• communication equipment for emergency response.</li> </ul>

	<p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with clients; these can be: <ul style="list-style-type: none"> <li>◦ clients in an industry workplace, or</li> <li>◦ individuals who participate in role plays or simulated activities, used for the purpose of skills assessment</li> </ul> </li> <li>• weigh scales</li> <li>• tape measures which can include stadiometers for measuring height</li> <li>• equipment required for sessions</li> <li>• client records which include documentation of: <ul style="list-style-type: none"> <li>◦ completed industry standard pre-exercise screenings</li> <li>◦ completed fitness assessments</li> </ul> </li> <li>• template exercise program and session plans</li> <li>• client records and progress charts.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT044
<b>UNIT TITLE</b>	Develop and instruct personalised exercise programs for older clients
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to develop and instruct exercise programs and sessions specifically tailored for individual older clients. Older clients are those aged at least 55 years; however, they can be significantly older. It covers skills for evaluating and modifying programs in response to client monitoring and feedback. Programs and sessions take account of the particular issues and risks for older clients.</p> <p>It requires the ability to promote healthy ageing and integrate information from pre-exercise screenings, fitness assessments, and any medical guidance that may have been received for particular clients, to design suitable programs.</p> <p>Program design involves effective application of exercise science and training principles. This unit has a direct relationship with, and is supported by, SISFFIT049 Use exercise science principles in fitness instruction.</p> <p>This unit applies to personal trainers, who work independently with clients using discretion and judgement to develop and instruct individually tailored client programs. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations, depending on their role.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify client needs.	1.1. Review outcomes of pre-exercise screening and fitness assessment and identify relevant information for exercise program design. 1.2. Identify implications of medical guidance for exercise programming and duty of care to follow. 1.3. Consult with client and confirm their goals, exercise preferences and identified barriers. 1.4. Explain and promote the links between exercise and healthy ageing. 1.5. Build client trust and rapport using client-centred communication showing sensitivity and empathy during interactions. 1.6. Develop and document client profile to assist with programming and ongoing evaluation.
2. Develop personalised exercise programs for older clients.	2.1. Identify program considerations that support safe and sustainable exercise participation for older clients.



	<p>2.2. Review client characteristics, exercise preferences, goals, current abilities and medical advice to determine types of exercises and equipment.</p> <p>2.3. Determine appropriate training volume and frequency of sessions required to achieve client goals.</p> <p>2.4. Design a systematically structured program that incorporates the effective use of exercise training principles.</p> <p>2.5. Design overall program consistent with client's capabilities and goals.</p> <p>2.6. Document exercise program according to organisational format.</p>
3. Plan individual sessions.	<p>3.1. Determine objectives of individual sessions within overall exercise program.</p> <p>3.2. Select exercises and equipment suitable for older clients that target client's goals.</p> <p>3.3. Plan sessions that incorporate volume and intensity and load of exercises appropriate to client's age and existing fitness capabilities.</p> <p>3.4. Plan for exercise phases and volume within client's preferred session duration.</p> <p>3.5. Develop sequenced and varied sessions to enhance client motivation and program adherence.</p> <p>3.6. Incorporate injury and fall prevention strategies that respond to exercise and day-to-day risks for older clients.</p> <p>3.7. Document session plans according to organisational format.</p>
4. Instruct exercise sessions for older clients.	<p>4.1. Use and combine verbal, visual and tactile instructional methods according to nature of information and client needs.</p> <p>4.2. Observe client technique for safety and effectiveness and provide corrective instruction based on observations.</p> <p>4.3. Provide succinct explanations about the relationship between exercises, client goals and improved health outcomes.</p> <p>4.4. Monitor client performance against objectives using measures suited to the type of exercise.</p> <p>4.5. Identify signs of fatigue and exercise intolerance and make required session modifications.</p>
5. Encourage and support clients during sessions.	<p>5.1. Encourage and respond to client questions about individual exercises and overall program.</p> <p>5.2. Use communication techniques that provide positive reinforcement and motivation to client.</p> <p>5.3. Highlight client's key strengths during instruction and provide information about progression of fitness capabilities.</p> <p>5.4. Provide feedback to medical and allied health professionals on client response to exercise sessions and seek required further guidance.</p>
6. Evaluate program effectiveness.	<p>6.1. Monitor client progression towards goals through ongoing observation and measurements and compare with expectations in program plan.</p> <p>6.2. Request ongoing feedback from client to identify program likes and dislikes and their views on goal achievement.</p> <p>6.3. Modify and update program and future sessions according to feedback and evaluation.</p> <p>6.4. Update client records with details of evaluation and modifications.</p>

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret sometimes unfamiliar information of varying complexity in client pre-exercise screening and medical guidance records, including health and fitness terminology and abbreviations.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>produce detailed program and session plans that use fitness terminology and abbreviations for instructional use</li> <li>use fundamental sentence structure to complete forms, reports, basic evaluation records and client records that require factual and subjective information.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided</li> <li>provide information about healthy ageing to clients using plain language and terms easily understood.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>complete calculations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>critically evaluate:               <ul style="list-style-type: none"> <li>all client requirements for appropriate program design</li> <li>successes and failures of program to initiate improvements.</li> </ul> </li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT044 Develop and instruct personalised exercise programs for older clients
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• develop and document one personalised exercise program for three different clients aged 55 years or over including: <ul style="list-style-type: none"> <li>◦ one female client</li> <li>◦ one male client</li> <li>◦ one client for whom medical advice has been received</li> </ul> </li> <li>• for each of the above three clients: <ul style="list-style-type: none"> <li>◦ develop and document two personalised session plans, each with a minimum duration of 30 minutes</li> <li>◦ incorporate exercises and injury prevention strategies suited to older clients</li> <li>◦ incorporate strength and balance exercises that can help prevent falls</li> </ul> </li> <li>• instruct two of the above sessions for two of the clients (four sessions in total), according to session plans, each with a minimum duration of 30 minutes</li> <li>• consistently use client-centred communication and instructional techniques that are suited to older clients</li> <li>• according to actual client interactions or case studies: <ul style="list-style-type: none"> <li>◦ follow protocols for written reports to medical or allied health professionals for one client for whom guidance has been received, and communicate about: <ul style="list-style-type: none"> <li>- client's current fitness capabilities and goals</li> <li>- client response to exercise sessions</li> <li>- questions, concerns and further guidance sought</li> </ul> </li> <li>◦ evaluate the effectiveness of one client program, modify program and session content and document details of the evaluation and changes made.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• boundaries and responsibilities of fitness instructors in providing personalised exercise prescription for older clients and relationship to duty of care</li> <li>• format and inclusions of client progress reports to medical and allied health professionals</li> <li>• specific information provided by pre-exercise screening and fitness assessment processes relevant to developing exercise programs for older clients</li> <li>• current philosophies of service delivery for older people: <ul style="list-style-type: none"> <li>◦ concept of healthy ageing</li> <li>◦ empowerment</li> <li>◦ re-ablement</li> <li>◦ rights-based approaches</li> <li>◦ client-centred practice</li> </ul> </li> <li>• contents of the key overarching recommendations contained in established national physical activity guidelines for older people</li> <li>• barriers to exercise for older people: <ul style="list-style-type: none"> <li>◦ sensory decline, specifically hearing and vision loss</li> <li>◦ discomfort and pain</li> <li>◦ fear of injury and falls</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ fixed income</li> <li>◦ cognitive decline</li> <li>◦ isolation and depression</li> <li>• common health changes related to ageing: <ul style="list-style-type: none"> <li>◦ reduced: <ul style="list-style-type: none"> <li>- bone density and risk of osteoporosis</li> <li>- coordination and balance</li> <li>- muscle mass, strength and physical endurance</li> <li>- joint flexibility and mobility</li> </ul> </li> <li>◦ increased risk of: <ul style="list-style-type: none"> <li>- falls and injury</li> <li>- high cholesterol</li> <li>- high blood pressure</li> <li>- cardiovascular disease, including coronary heart disease and stroke</li> <li>- chronic obstructive pulmonary disease (COPD)</li> <li>- cancer</li> <li>- osteoarthritis</li> <li>- diabetes mellitus</li> <li>- mental health issues including depression and anxiety</li> </ul> </li> </ul> </li> <li>• exercises suited to older clients that target improvements in the above age related health changes, the particular importance of strength and balance exercises, and types of equipment that can be used</li> <li>• aspects of exercise science and training principles relevant to the design of programs and sessions for older clients</li> <li>• injury risks and issues for older clients during exercise and how to prevent and address these in exercise instruction: <ul style="list-style-type: none"> <li>◦ falls</li> <li>◦ strains</li> <li>◦ sore joints</li> <li>◦ overexertion</li> </ul> </li> <li>• appropriateness of different demonstration and instruction techniques for effective instruction of older clients</li> <li>• how older clients with sensory, cognitive and physical decline can be supported during instruction</li> <li>• communication considerations for older clients: <ul style="list-style-type: none"> <li>◦ allowing time for interactions</li> <li>◦ avoiding fitness terminology</li> <li>◦ recognising and adapting to visual and hearing impairments</li> <li>◦ being positive and focussing on strengths</li> <li>◦ respecting the older person's rights</li> <li>◦ checking own understanding and the understanding of the older person</li> </ul> </li> <li>• how to recognise and respond to indicators of over exertion and discomfort that can present in older clients, and when exercise should be modified or stopped: <ul style="list-style-type: none"> <li>◦ chest pain at rest and during activity</li> <li>◦ severe breathlessness, feeling faint, dizziness and loss of balance</li> <li>◦ unusual fatigue and shortness of breath</li> </ul> </li> </ul>
--	---

	<ul style="list-style-type: none"> <li>◦ significant muscle, bone and joint pain beyond what is normally expected during exercise</li> <li>• methods used to evaluate effectiveness of personalised exercise programs:             <ul style="list-style-type: none"> <li>◦ ongoing informal discussions with client and targeted questions to elicit opinion about achievement of goals</li> <li>◦ reports from older clients about improvements to health and functional movement</li> <li>◦ ongoing observation and measurement of client performance and improvements</li> <li>◦ staged formal assessments and comparison measurement.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>The following resources must be available to replicate industry conditions of operation:</p> <ul style="list-style-type: none"> <li>• first aid equipment</li> <li>• communication equipment for emergency response.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with older clients; these can be:             <ul style="list-style-type: none"> <li>◦ older clients in an industry workplace, or</li> <li>◦ older people who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• equipment required for sessions</li> <li>• client records which include documentation of:             <ul style="list-style-type: none"> <li>◦ completed industry standard pre-exercise screenings</li> <li>◦ completed fitness assessments</li> </ul> </li> <li>• samples of guidance information provided by medical or allied health professionals</li> <li>• template progress reports to medical or allied health professionals</li> <li>• template exercise program and session plans</li> <li>• client records and progress charts.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT045
<b>UNIT TITLE</b>	Develop and instruct personalised exercise programs for adolescent clients
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to complete pre-exercise screening and fitness assessments for individual clients aged thirteen to seventeen years, and to develop and instruct exercise programs and sessions specifically tailored for these clients. It covers skills for evaluating and modifying programs in response to client monitoring and feedback.</p> <p>Programs and sessions take account of the particular issues and limitations for adolescent clients.</p> <p>Program design involves effective application of exercise science and training principles. This unit has a direct relationship with, and is supported by, SISFFIT049 Use exercise science principles in fitness instruction.</p> <p>This unit applies to personal trainers, who work independently with clients using discretion and judgement to develop and instruct individually tailored client programs. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication. However, individuals must receive formal clearance to work with adolescents through completion of a working with children check required in the relevant State or Territory.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Screen and assess adolescent clients.	<p>1.1. Consult with clients and parents/guardians to identify reasons for exercise program, current physical activity and specific goals.</p> <p>1.2. Build client trust and rapport using client-centred and age-appropriate communication, and showing sensitivity and empathy during interactions.</p> <p>1.3. Select and use pre-exercise screening questionnaire and fitness assessment activities and equipment based on client age and stage of development.</p> <p>1.4. Accurately record and evaluate client data to determine current fitness capabilities and explain program implications to clients and parents/guardians.</p> <p>1.5. Identify need for medical guidance prior to participation in exercise programs and communicate to client and parent/guardian.</p> <p>1.6. Develop and document client profile to assist with programming and ongoing evaluation.</p>

2. Develop personalised exercise programs for adolescent clients.	<ul style="list-style-type: none"> <li>2.1. Review client goals, stage of development, current fitness capabilities, and medical and physical activity-specific advice in program design.</li> <li>2.2. Determine types of exercises and equipment that are suited to client stage of growth and development.</li> <li>2.3. Determine appropriate training volume and frequency of sessions required to achieve client goals.</li> <li>2.4. Design a systematically structured program that incorporates the effective use of exercise training principles.</li> <li>2.5. Design overall program consistent with client's stage of development and goals and gain parent/guardian informed consent according to procedures.</li> <li>2.6. Document exercise program according to organisational format.</li> </ul>
3. Plan individual sessions.	<ul style="list-style-type: none"> <li>3.1. Determine objectives of individual sessions within overall exercise program.</li> <li>3.2. Select exercises and equipment suitable for adolescent clients that target client's goals.</li> <li>3.3. Plan sessions that incorporate volume and intensity and load of exercises appropriate to client's age and existing fitness capabilities.</li> <li>3.4. Plan for exercise phases and volume within client's preferred session duration.</li> <li>3.5. Develop sequenced and varied sessions to enhance client motivation and program adherence.</li> <li>3.6. Incorporate injury prevention strategies that respond to exercise risks and duty of care for adolescent clients.</li> <li>3.7. Document session plans in according to organisational format.</li> </ul>
4. Instruct exercise sessions for adolescent clients.	<ul style="list-style-type: none"> <li>4.1. Use and combine verbal, visual and tactile instructional methods according to nature of information, client age and needs.</li> <li>4.2. Observe client technique for safety and effectiveness and provide corrective instruction based on observations.</li> <li>4.3. Monitor client performance against objectives using measures suited to the type of exercise.</li> <li>4.4. Provide succinct explanations about relationship between exercises and client goals.</li> <li>4.5. Identify signs of fatigue and exercise intolerance and make required session modifications.</li> </ul>
5. Encourage and support clients during sessions.	<ul style="list-style-type: none"> <li>5.1. Encourage and respond to client questions about individual exercises and overall program.</li> <li>5.2. Use age-appropriate communication techniques that provide positive reinforcement and motivation to client.</li> <li>5.3. Highlight client's key strengths during instruction and provide information about progression of fitness capabilities.</li> </ul>
6. Evaluate program effectiveness.	<ul style="list-style-type: none"> <li>6.1. Monitor client progression towards goals through ongoing observation and measurements and compare with expectations in program plan.</li> <li>6.2. Request ongoing feedback from client and/or parent or guardian to identify program likes and dislikes and their views on goal achievement.</li> <li>6.3. Modify and update program and future sessions according to feedback and evaluation.</li> <li>6.4. Update client records with details of evaluation and modifications.</li> </ul>

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret information of varying complexity about exercise options for adolescents, including fitness and health terminology.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>produce detailed program and session plans that use fitness terminology and abbreviations for instructional use</li> <li>use fundamental sentence structure to complete forms, basic evaluation records and client records that require factual and subjective information.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed probe questions and actively listen to elicit information from adolescents and adults and to determine understanding of information provided</li> <li>modify and use language according to client age and stage of development.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>complete calculations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>critically analyse client health information to determine significance of risk factors and referral needs.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>critically evaluate:               <ul style="list-style-type: none"> <li>all client requirements for appropriate program design</li> <li>successes and failures of program to initiate improvements.</li> </ul> </li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide



<b>TITLE</b>	SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>complete pre-exercise screening and fitness assessments of three different adolescent clients, to collectively include: <ul style="list-style-type: none"> <li>a female adolescent client</li> <li>a male adolescent client</li> <li>an adolescent client aged between 13 and 15 years</li> <li>an adolescent client aged between 16 and 17 years</li> </ul> </li> <li>for each of the above three client assessments: <ul style="list-style-type: none"> <li>determine health risk factors for exercise participation using industry standard screening questionnaire and guidelines for young people</li> <li>select and use activities and equipment appropriate to age and stage of development to assess: <ul style="list-style-type: none"> <li>cardiovascular endurance</li> <li>muscle strength</li> <li>muscle endurance</li> <li>flexibility</li> <li>functional motor skills</li> </ul> </li> <li>accurately record screening and fitness assessment results in client records</li> </ul> </li> <li>for each of the above three clients: <ul style="list-style-type: none"> <li>develop and document one personalised exercise program suited to the client age and stage of development</li> <li>develop and document two personalised session plans, each with a minimum duration of 30 minutes</li> <li>incorporate exercises and injury prevention strategies suited to client stage of development</li> </ul> </li> <li>instruct two sessions for two of above the clients (four sessions in total), according to session plans, each with a minimum duration of 30 minutes</li> <li>consistently use client-centred communication and instructional techniques that are suited to client age and stage of development</li> <li>develop one 30 minute group session plan and instruct one group session of at least four adolescent clients</li> <li>according to actual client interactions or case studies, evaluate the effectiveness of one client program, modify program and session content and document details of the evaluation and changes.</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>procedures for obtaining informed consent from parents or guardians</li> <li>boundaries and responsibilities of fitness instructors in providing personalised exercise prescription for adolescent clients and relationship to duty of care</li> <li>legal requirements for fitness instructors specific to working with adolescents: <ul style="list-style-type: none"> <li>working with children checks</li> <li>obtaining informed consent from parent or guardian</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ sharing adolescent health information with parents or guardians, including ability of adolescents to limit and refuse information sharing</li> <li>• format and inclusions of industry standard pre-exercise screening questionnaires and guidelines for young people, and:             <ul style="list-style-type: none"> <li>◦ purpose of different stages of screening questionnaires</li> <li>◦ how to use to identify and evaluate adolescent health risk factors</li> <li>◦ circumstances indicating need for guidance from medical and allied health professionals</li> </ul> </li> <li>• specific health risk factors to be considered in screening adolescents for participation in exercise programs, why these factors are important, and how single and multiple factors contribute to assessment outcomes:             <ul style="list-style-type: none"> <li>◦ heart conditions in adolescents and family history of conditions</li> <li>◦ epilepsy, seizures, convulsions, fainting and dizziness</li> <li>◦ diabetes</li> <li>◦ asthma</li> <li>◦ allergies and anaphylactic reactions</li> <li>◦ surgery in recent months</li> <li>◦ use of medications</li> </ul> </li> <li>• key purpose and overview content of established national guidelines that support the provision of fitness services to adolescents:             <ul style="list-style-type: none"> <li>◦ movement guidelines for children and young people</li> <li>◦ Australian Physical Literacy Framework or its successor</li> <li>◦ industry-developed children's health and fitness services guidelines</li> </ul> </li> <li>• overview of the key stages of development and milestones for adolescent females and males, and implications for exercise programming and instruction at different ages:             <ul style="list-style-type: none"> <li>◦ physical</li> <li>◦ social</li> <li>◦ emotional</li> <li>◦ cognitive</li> <li>◦ language</li> </ul> </li> <li>• common reasons why adolescent clients present for personalised exercise prescription and instruction:             <ul style="list-style-type: none"> <li>◦ sport and event specific training goals</li> <li>◦ muscle hypertrophy</li> <li>◦ fat loss</li> <li>◦ developmental and health concerns</li> </ul> </li> <li>• credible sources of information about eating and excessive exercise disorders in adolescents and overview knowledge of:             <ul style="list-style-type: none"> <li>◦ prevalence in adolescents</li> <li>◦ physical, social, and psychological impacts</li> <li>◦ physical and behavioural warnings signs</li> <li>◦ referral options and how fitness instructors can work collaboratively with medical and allied health professionals to support recovery</li> </ul> </li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• methods, exercises and equipment suitable for assessing adolescents in:             <ul style="list-style-type: none"> <li>◦ health related components of fitness:                 <ul style="list-style-type: none"> <li>- cardiovascular endurance</li> <li>- muscle strength</li> <li>- muscle endurance</li> <li>- flexibility</li> <li>- body composition</li> </ul> </li> <li>◦ skill related components of fitness:                 <ul style="list-style-type: none"> <li>- power</li> <li>- speed</li> <li>- agility</li> <li>- coordination</li> <li>- balance</li> <li>- reaction time</li> </ul> </li> </ul> </li> <li>• aspects of exercise science and training principles relevant to the design of programs and sessions for adolescents</li> <li>• principles of safe practice when prescribing exercise for adolescents related to:             <ul style="list-style-type: none"> <li>◦ growth and maturation</li> <li>◦ coordination development and control</li> <li>◦ stability</li> <li>◦ posture</li> <li>◦ fundamental movement skills</li> <li>◦ aerobic capacity</li> </ul> </li> <li>• different types of exercises suited to adolescent clients, types of suitable equipment, and safe techniques for their completion:             <ul style="list-style-type: none"> <li>◦ cardiovascular exercises</li> <li>◦ resistance exercises</li> <li>◦ flexibility exercises</li> <li>◦ coordination and balance exercises</li> </ul> </li> <li>• common exercise-related injuries and issues for adolescent clients, and how to prevent and address these in exercise instruction:             <ul style="list-style-type: none"> <li>◦ sprains</li> <li>◦ osteochondroses including severs and patellofemoral pain syndrome)</li> <li>◦ shoulder instability and joint hypermobility</li> </ul> </li> <li>• appropriateness of different demonstration and instruction techniques for effective instruction of adolescent clients of varying ages</li> <li>• communication considerations for adolescents:             <ul style="list-style-type: none"> <li>◦ recognising stage of cognitive development</li> <li>◦ being positive and focussing on strengths</li> <li>◦ respecting the rights of young people</li> <li>◦ checking own understanding and the understanding of the younger person</li> </ul> </li> <li>• methods used to evaluate effectiveness of personalised exercise programs:             <ul style="list-style-type: none"> <li>◦ ongoing informal discussions with client and/or parent or guardian, and targeted questions to elicit opinion about achievement of goals</li> <li>◦ ongoing observation and measurement of client performance and improvements</li> </ul> </li> </ul>
--	---

	<ul style="list-style-type: none"> <li>◦ staged formal assessments and comparison measurement.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>The following resources must be available to replicate industry conditions of operation:</p> <ul style="list-style-type: none"> <li>• first aid equipment</li> <li>• communication equipment for emergency response.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with adolescent clients; these can be:             <ul style="list-style-type: none"> <li>◦ young clients aged between thirteen to seventeen years in an industry workplace, or</li> <li>◦ young people aged between thirteen to seventeen years who participate in simulated activities used for the purpose of skills assessment, or</li> <li>◦ individuals who role play adolescents during simulated activities</li> </ul> </li> <li>• equipment required for fitness assessments and sessions</li> <li>• industry standard pre-exercise screening questionnaires and guidelines for young people</li> <li>• parental informed consent forms</li> <li>• template exercise program and session plans</li> <li>• client records and progress charts</li> <li>• procedures for obtaining informed consent from parents or guardians.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT046
<b>UNIT TITLE</b>	Plan and instruct online exercise sessions
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to plan and instruct online exercise sessions for individuals or groups of clients. Online exercise activities are diverse in nature and could involve live or pre-recorded on demand sessions.</p> <p>The focus of this unit is on the specific considerations for the delivery of online exercise sessions. It requires the ability to research, set up and use basic technologies for online instruction and to assess and manage session related safety risks. Exercises are selected based on their suitability for the online environment.</p> <p>This unit applies to fitness instructors who use considerable discretion and judgement to deliver online sessions as part of a fitness operator's service delivery. It has particular application to personal trainers working independently with clients.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish technology requirements for online exercise sessions.	1.1. Source technologies that support delivery of live and other types of online exercise sessions. 1.2. Research costs, features and capabilities of basic technologies and determine suitability for own fitness instruction activities and client technology capabilities. 1.3. Select technology suited to online exercise activities based on research outcomes. 1.4. Establish and set up hardware and software for effective operation according to technology requirements.
2. Assess safety risks associated with online exercise sessions.	2.1. Identify common and foreseeable hazards for clients and others present during online exercise activities. 2.2. Assist clients to identify environmental and equipment hazards in their exercise location. 2.3. Analyse type and level of risk posed by identified hazards. 2.4. Determine ways to eliminate and control risks during delivery of online exercise sessions. 2.5. Confirm suitability of clients for online exercise sessions based on outcomes of pre-exercise screening and available fitness assessments. 2.6. Document outcomes of risk assessment and proposed actions to eliminate and control risks. 2.7. Determine legal and business consideration specific to online exercise delivery.
3. Plan online exercise sessions.	3.1. Determine type of session and fitness goals to be targeted.

	<p>3.2. Plan all activities according to documented risk assessment outcomes.</p> <p>3.3. Select exercises and exercise combinations that take account of instructional and monitoring limitations of the online environment.</p> <p>3.4. Select exercise equipment that will be safe and accessible to clients in their exercise location.</p> <p>3.5. Identify and incorporate other resources that support and complement the online exercise experience of clients.</p> <p>3.6. Document session plans according to organisational format.</p>
4. Instruct online exercise sessions.	<p>4.1. Set up own online instruction environment and equipment according to session plan and exercise demonstration requirements.</p> <p>4.2. Use and optimise technology features during all session phases.</p> <p>4.3. Support clients with clear advice on technology use for effective participation.</p> <p>4.4. Brief clients about risk management requirements for a safe physical environment for participation.</p> <p>4.5. Combine clear and accurate verbal instructions and exercise technique demonstrations suitable for online viewing.</p> <p>4.6. Monitor participant technique and safety in live sessions and provide corrective instruction based on observations.</p>
5. Evaluate online exercise sessions.	<p>5.1. Seek and acknowledge feedback from clients and evaluate satisfaction with sessions.</p> <p>5.2. Evaluate effectiveness of technology and own performance and identify areas for improvement in online instruction.</p> <p>5.3. Complete session documentation and evaluation according to record keeping procedures.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret unfamiliar technical details about basic technologies that support online exercise instruction.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>use fundamental sentence structure to complete records that require factual and subjective information.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>provide clear and unambiguous information to participants using language and terms easily understood.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>score the level of risk and calculate overall risk level for hazards.</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>critically analyse hazards and logically evaluate associated risks to apply effective and tailored control measures.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT046 Plan and instruct online exercise sessions
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>research and set up one basic technology for the delivery of live online exercise sessions</li> <li>plan, document and instruct three live online exercise sessions, each with a minimum duration of 30 minutes, that involves: <ul style="list-style-type: none"> <li>at least one session for an individual</li> <li>at least one session for a group with a minimum of four and a maximum of eight participants</li> </ul> </li> <li>across the above three online exercise sessions collectively, instruct exercises with and without equipment</li> <li>for each of the above three sessions: <ul style="list-style-type: none"> <li>assess the safety risks associated with the online exercise session: <ul style="list-style-type: none"> <li>identify hazards and analyse type and level of associated risk</li> <li>document outcomes of risk assessment and proposed actions to eliminate or control risks</li> </ul> </li> <li>set up the online instruction environment and exercise equipment</li> <li>complete participant safety briefing</li> <li>effectively use communication and demonstration techniques suited to the online environment</li> <li>use and optimise technology features effectively</li> <li>complete accurate session documentation and evaluation reports.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>legal and business considerations specific to online exercise service offerings: <ul style="list-style-type: none"> <li>obligations to manage the safety of remote clients</li> <li>requirements for insurance coverage</li> <li>maintaining privacy of clients when instructing online</li> <li>obtaining informed consent to record client exercise sessions</li> <li>maintaining records for session delivery and evaluation</li> </ul> </li> <li>different types of online exercise services offered by the fitness industry, and their features, benefits and limitations: <ul style="list-style-type: none"> <li>personal consultations</li> <li>live online sessions</li> <li>pre-recorded on demand sessions</li> <li>library of pre-recorded individual exercise demonstrations</li> <li>one-to-one services</li> <li>group services with and without instructor interaction</li> </ul> </li> <li>how different types of online services may work together with an overall suite of exercise service offerings and with personalised client programs</li> <li>types and features of basic technologies, both free and paid, that are typically used by fitness instructors to</li> </ul>

	<p>provide online exercise instruction and used for live instruction:</p> <ul style="list-style-type: none"> <li>◦ hardware</li> <li>◦ software</li> <li>◦ communication capabilities and limitations for live sessions</li> <li>◦ basic troubleshooting</li> <li>• risk assessment considerations for the safe delivery of online exercise sessions:             <ul style="list-style-type: none"> <li>◦ common types of exercise related hazards in client exercise locations including those that relate to environment, equipment and the presence of other people</li> <li>◦ methods for identifying hazards in client locations, and types of assistance that can be provided to allow clients to identify hazards</li> <li>◦ features of commonly used risk assessment methods and templates</li> <li>◦ methods of eliminating and controlling risks particular to online exercise instruction</li> <li>◦ industry established safety standards and codes of practice</li> <li>◦ documentation requirements for risk assessments</li> </ul> </li> <li>• factors for consideration when determining client suitability for online exercise instruction:             <ul style="list-style-type: none"> <li>◦ outcomes of pre-exercise screening and fitness assessments</li> <li>◦ current capability and previous exercise participation</li> <li>◦ level of physical supervision required</li> </ul> </li> <li>• for online exercise sessions:             <ul style="list-style-type: none"> <li>◦ types of suitable exercises and rationale for their use:                 <ul style="list-style-type: none"> <li>- those with easier technique</li> <li>- those which are easier to demonstrate and explain</li> <li>- those which can be suitably viewed and monitored in live online sessions</li> </ul> </li> <li>◦ exercise equipment limitations and opportunities for clients to use safe alternative items</li> <li>◦ types of safety information to be provided to clients about the physical environment in which they are exercising</li> <li>◦ instructional limitations and suitable demonstration and communication techniques</li> <li>◦ importance of using appropriate technology to clearly view clients</li> <li>◦ challenges for monitoring participant technique and safety and how these can be overcome</li> <li>◦ resources that can support and complement online instruction:                 <ul style="list-style-type: none"> <li>- pre-recorded individual exercise demonstrations</li> <li>- fitness tracking equipment and applications</li> <li>- applications to allow clients to report progress</li> </ul> </li> <li>◦ emergency procedures for live sessions</li> </ul> </li> <li>• factors to consider in online exercise session evaluation:             <ul style="list-style-type: none"> <li>◦ effectiveness of technology used</li> <li>◦ suitability of exercises and equipment for the online environment</li> </ul> </li> </ul>
--	--



	<ul style="list-style-type: none"> <li>◦ client feedback</li> <li>◦ trainer demonstration, instruction and communication in the online environment.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a workplace or simulated workplace venue suitable for instructing online exercise sessions.</p> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with clients in an online environment; these can be:             <ul style="list-style-type: none"> <li>◦ actual clients</li> <li>◦ individuals who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• hardware and software for live online exercise instruction</li> <li>• equipment for demonstrating exercises</li> <li>• hazard identification and risk assessment templates</li> <li>• template online exercise session plans</li> <li>• template evaluation reports.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT047
<b>UNIT TITLE</b>	Use anatomy and physiology knowledge to support safe and effective exercise
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to identify the role of anatomy and physiology knowledge in fitness instruction, and to use that knowledge to develop and instruct safe and effective exercise activities.</p> <p>Knowledge of anatomy and physiology underpins effective performance in a range of work functions for fitness instruction. This unit has direct links to, and supports, a range of units for planning and instructing group and personalised exercise programs.</p> <p>This unit applies to group fitness instructors, gym instructors and personal trainers. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations, depending on their role.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify role of anatomy and physiology in fitness instruction.	1.1. Identify credible sources of information about anatomy and physiology that are relevant to fitness instruction. 1.2. Review information and identify how it relates to safe and effective fitness training for clients.
2. Select effective exercise activities for participants.	2.1. Identify aspects of anatomy and physiology that impact selection of suitable exercises for participants. 2.2. Select exercises that account for variations associated with participant sex and age.
3. Support participants to exercise safely and effectively.	3.1. Provide succinct explanations about the relationship between exercises and their beneficial impacts on the body and health. 3.2. Explain injury risk factors and demonstrate and explain safe and effective exercise technique to participants.
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret information of varying complexity about anatomy and physiology, including anatomical terminology.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>explain information that includes anatomical and physiological references using terms that participants can understand</li> <li>support verbal explanations using visual aids including diagrams and infographics.</li> </ul>

Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>critically analyse information about anatomy and physiology for its application to fitness instruction</li> <li>critically interpret and synthesise complex information into participant focussed fundamental information.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>source and review information about anatomy and physiology relevant to fitness instruction from three credible sources, and select specific information for use in different areas of fitness instruction work</li> <li>choose two exercises that are suitable for each of the following client types (ten exercises in total): <ul style="list-style-type: none"> <li>female adults</li> <li>male adults</li> <li>clients aged 55 years or over</li> <li>sedentary clients</li> <li>active clients</li> </ul> </li> <li>for each of the ten exercises: <ul style="list-style-type: none"> <li>demonstrate safe and effective exercise technique to clients during either individual or group exercise sessions</li> <li>during session instruction, provide a plain language explanation to the individual client or group about: <ul style="list-style-type: none"> <li>the relationship between the exercise and its beneficial impacts on the body and health, and muscular function</li> <li>associated injury risk factors and safe exercise technique.</li> </ul> </li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>types of activities where fitness instructors use knowledge of anatomy and physiology: <ul style="list-style-type: none"> <li>interpreting client health information and related terminology</li> <li>developing exercise programs and sessions appropriate for participant characteristics and goals</li> <li>providing instruction about exercise technique</li> <li>explaining purpose of exercises and answering client questions</li> </ul> </li> <li>credible sources of information about human anatomy and physiology that draw links with fitness instruction activities</li> <li>overview of the six levels of structural organisation of the human body: <ul style="list-style-type: none"> <li>chemical</li> <li>cellular</li> <li>tissue</li> <li>organ</li> <li>system</li> <li>organism</li> </ul> </li> <li>basic aspects of the following and any variances for different sexes: <ul style="list-style-type: none"> <li>cardiovascular system: <ul style="list-style-type: none"> <li>structure and overall function</li> <li>role of blood and circulation pathways</li> <li>relationships between exercise intensity and circulatory and ventilator responses</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- short- and long-term effects of different types of exercise on blood pressure and cardiorespiratory fitness</li> <li>◦ respiratory system: <ul style="list-style-type: none"> <li>- structure and overall function</li> <li>- mechanics of breathing</li> <li>- respiratory system demands of exercise activities</li> </ul> </li> <li>◦ muscular system: <ul style="list-style-type: none"> <li>- structure and overall function</li> <li>- types of muscle tissue and classifications</li> <li>- major muscle groups</li> <li>- function of muscle proprioceptors</li> <li>- functions and actions of major muscles during movement and exercise, and resulting joint actions</li> <li>- short- and long-term effects of different types of exercise on muscle</li> <li>- changes to the muscular skeletal system over the lifespan</li> </ul> </li> <li>◦ skeletal system: <ul style="list-style-type: none"> <li>- structure and overall function</li> <li>- major bones, major joints and joint structures</li> <li>- bony landmarks</li> <li>- short- and long-term effects of different types of exercise on bones and joints</li> </ul> </li> <li>◦ nervous system: <ul style="list-style-type: none"> <li>- structure and overall function</li> <li>- the specific role of the central and peripheral nervous systems in controlling skeletal muscle</li> <li>- nerves and nerve impulses</li> <li>- short- and long-term effects of different types of exercise on neuromuscular system</li> </ul> </li> <li>• overview of these aspects of human biomechanics: <ul style="list-style-type: none"> <li>◦ forces which act on the body during exercise</li> <li>◦ lever systems in the body</li> </ul> </li> <li>• anatomical planes and axes of movement, and relationships to joints and range of movement: <ul style="list-style-type: none"> <li>◦ sagittal</li> <li>◦ frontal</li> <li>◦ transverse</li> </ul> </li> <li>• meaning of the following anatomical terms of location: <ul style="list-style-type: none"> <li>◦ medial and lateral</li> <li>◦ anterior and posterior</li> <li>◦ superior and inferior</li> <li>◦ proximal and distal</li> <li>◦ superficial and deep</li> </ul> </li> <li>• meaning of the following anatomical terms relating to movement: <ul style="list-style-type: none"> <li>◦ flexion</li> <li>◦ extension</li> <li>◦ abduction</li> <li>◦ adduction</li> <li>◦ pronation</li> <li>◦ supination</li> <li>◦ dorsiflexion</li> <li>◦ plantarflexion</li> </ul> </li> </ul>
--	---

	<ul style="list-style-type: none"> <li>◦ circumduction</li> <li>◦ inversion</li> <li>◦ eversion</li> <li>• basics of thermoregulation and its application to exercise activities:               <ul style="list-style-type: none"> <li>◦ processes of heat gain and heat loss</li> <li>◦ effects of environmental conditions</li> <li>◦ effects of dehydration on body temperature</li> </ul> </li> <li>• basic definitions of these types of injuries, and common exercise related causes:               <ul style="list-style-type: none"> <li>◦ primary and secondary</li> <li>◦ direct and indirect</li> <li>◦ acute and overuse</li> </ul> </li> <li>• how exercise activities can be adjusted to safely accommodate common and low risk injuries</li> <li>• client-focussed plain language explanations of anatomical and physiological information.</li> <li>• types of visual aids that can assist with providing anatomical and physiological information to clients.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Instructional activities for this unit can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>The following resources must be available to replicate industry conditions of operation:</p> <ul style="list-style-type: none"> <li>• first aid equipment</li> <li>• communication equipment for emergency response.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with individual clients or group exercise participants; these can be:               <ul style="list-style-type: none"> <li>◦ clients or participants in an industry workplace, or</li> <li>◦ people who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• equipment required for selected exercise types.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT048
<b>UNIT TITLE</b>	Use anatomy and physiology knowledge to support safe and effective water-based exercise
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to identify the role of anatomy and physiology knowledge in aqua fitness instruction, and to use that knowledge to develop and instruct safe and effective water-based exercise activities.</p> <p>Knowledge of anatomy and physiology underpins effective performance in a range of work functions for water-based exercise instruction. This unit has direct links to, and supports, units for planning and instructing water-based exercise sessions.</p> <p>This unit applies to aqua exercise instructors; they practise in settings with pools, such as fitness facilities, gyms, leisure and community centres.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify role of anatomy and physiology in aqua fitness instruction.	1.1. Identify situations where aqua instructors use knowledge of anatomy and physiology. 1.2. Identify and use credible sources of information about anatomy and physiology that are relevant to aqua instruction.
2. Select effective water-based exercise activities for participants.	2.1. Identify aspects of anatomy and physiology that impact selection of suitable exercises for participants. 2.2. Select exercises that account for variations associated with participant sex and age.
3. Support participants to exercise safely and effectively.	3.1. Provide succinct explanations about the relationship between water-based exercises and their beneficial impacts on the body and health. 3.2. Explain injury risk factors and demonstrate and explain safe and effective exercise technique to participants.
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret information of varying complexity about anatomy and physiology, including anatomical terminology.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>explain information that includes anatomical and physiological references using terms that participants can understand.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>critically analyse information about anatomy and physiology for its application to aqua fitness instruction</li> <li>critically interpret and synthesise complex information into participant focussed fundamental information.</li> </ul>

<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide



<b>TITLE</b>	SISFFIT048 Use anatomy and physiology knowledge to support safe and effective water-based exercise
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>source and review information about anatomy and physiology relevant to aqua fitness instruction from three credible sources, and select specific information for use in different areas of aqua instruction work</li> <li>choose two water-based exercises that are suitable for each of the following participant types (eight exercises in total): <ul style="list-style-type: none"> <li>female adults</li> <li>participants aged 55 years or over</li> <li>sedentary participants</li> <li>active participants</li> </ul> </li> <li>for each of the above eight exercises: <ul style="list-style-type: none"> <li>demonstrate safe and effective exercise technique to participants during group water-based exercise sessions</li> <li>during session instruction, provide a plain language explanation to the group about: <ul style="list-style-type: none"> <li>the relationship between the exercise and its beneficial impacts on the body and health, to include muscular function and process</li> <li>associated injury risk factors and safe exercise technique.</li> </ul> </li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>types of activities where aqua instructors use knowledge of anatomy and physiology: <ul style="list-style-type: none"> <li>interpreting participant health information and related terminology</li> <li>developing water-based exercise sessions appropriate for participant characteristics and session goals</li> <li>providing instruction about exercise technique</li> <li>explaining purpose of exercises and answering participant questions</li> </ul> </li> <li>credible sources of information about human anatomy and physiology that draw links with aqua fitness instruction activities</li> <li>basic aspects of the following and any variances for different sexes: <ul style="list-style-type: none"> <li>cardiovascular system: <ul style="list-style-type: none"> <li>structure and overall function</li> <li>relationships between water-based exercise intensity and circulatory and ventilator responses</li> <li>short- and long-term effects of water-based exercise on blood pressure and cardiorespiratory fitness</li> </ul> </li> <li>respiratory system: <ul style="list-style-type: none"> <li>structure and overall function</li> <li>mechanics of breathing</li> <li>respiratory system demands of water-based exercise activities</li> </ul> </li> <li>muscular system:</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- structure and overall function</li> <li>- major muscle groups</li> <li>- functions and actions of major muscles during water-based movement and exercise, and resulting joint actions</li> <li>- short- and long-term effects of water-based exercise on muscle</li> <li>- changes to the muscular skeletal system over the lifespan</li> <li>◦ skeletal system: <ul style="list-style-type: none"> <li>- structure and overall function</li> <li>- major bones, major joints and joint structures</li> <li>- short- and long-term effects of water-based exercise on bones and joints</li> </ul> </li> <li>• overview of physiological and biomechanical differences between aquatic and land-based exercises</li> <li>• properties of water and physiological impact and benefits in water-based exercise: <ul style="list-style-type: none"> <li>◦ mass</li> <li>◦ density</li> <li>◦ viscosity</li> <li>◦ hydrostatic pressure at different depths</li> </ul> </li> <li>• forces that act on the body in water at different depths, and how these affect participants during water-based exercise: <ul style="list-style-type: none"> <li>◦ buoyancy</li> <li>◦ resistance</li> <li>◦ turbulence</li> <li>◦ propulsion</li> <li>◦ inertia</li> </ul> </li> <li>• basics of thermoregulation and its application to exercising in water: <ul style="list-style-type: none"> <li>◦ processes of heat gain and heat loss</li> <li>◦ effects of different water temperatures</li> <li>◦ effects of dehydration on body temperature</li> </ul> </li> <li>• basic definitions of these types of injuries, and common exercise related causes: <ul style="list-style-type: none"> <li>◦ primary and secondary</li> <li>◦ direct and indirect</li> <li>◦ acute and overuse</li> </ul> </li> <li>• how water-based exercise activities can be adjusted to safely accommodate common and low risk injuries</li> <li>• participant-focussed plain language explanations of anatomical and physiological information.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Instructional activities for this unit must be demonstrated in an indoor or outdoor pool facility meeting current State or Territory and local government regulations. The facility owner or operator must have guidelines or policies and procedures to regulate the safe operation of the facility and its use by facility users and instructors based on current industry guidelines for safe pool operations.</p> <p>Pools can be publicly or commercially owned and operated, and in diverse locations including educational institutions, clubs, fitness facilities, gyms, and leisure and community centres.</p>

	<p>The following resources must be available to replicate industry conditions of operation:</p> <ul style="list-style-type: none"> <li>• first aid equipment</li> <li>• rescue equipment</li> <li>• communication equipment for emergency response.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>• interaction with group participants who are participating in exercise activities within a pool; these can be: <ul style="list-style-type: none"> <li>◦ group participants in an industry workplace, or</li> <li>◦ group participants who participate simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• equipment required for selected exercise types.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a qualification or Statement of Attainment which includes this unit of competency, SISFFIT048, and have a collective period of at least two years' experience working in aqua fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT049
<b>UNIT TITLE</b>	Use exercise science principles in fitness instruction
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to identify how exercise science principles (also known as exercise training principles) apply to fitness instruction, and use those principles in the design and ongoing modification of exercise programs for clients.</p> <p>This unit has a direct relationship with, and supports the following units involving the application of exercise science/training principles to program design:</p> <ul style="list-style-type: none"> <li>• SISFFIT041 Develop personalised exercise programs</li> <li>• SISFFIT043 Develop and instruct personalised exercise programs for body composition goals</li> <li>• SISFFIT044 Develop and instruct personalised exercise programs for older clients</li> <li>• SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients.</li> </ul> <p>This unit applies to personal trainers who work independently with clients using discretion and judgement to develop and deliver individually tailored client exercise programs. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify information sources for exercise science principles relevant to fitness instruction.	1.1. Identify credible sources of evidence-based information about exercise science principles that are relevant to fitness instruction. 1.2. Review information and identify how exercise science principles relate to safe and optimum training and client fitness improvements. 1.3. Interpret exercise science terminology and its application to fitness instruction.
2. Incorporate exercise science principles in fitness instruction.	2.1. Identify relevance of exercise science principles to individual clients at different stages and levels of exercise activity. 2.2. Design programs for individual clients that consider client characteristics and goals and appropriate exercise science principles. 2.3. Monitor and adjust programs consistent with exercise science principles.
3. Maintain and update knowledge of exercise science.	3.1. Identify and use opportunities to update and expand knowledge of exercise science relevant to scope of practice for personal trainers.

	3.2. Use critical thinking processes to evaluate changing and emerging evidence-based information and its application to fitness instruction.
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret unfamiliar and complex evidence-based information including scientific, anatomical and physiological terminology.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret numerical information of varying complexity involving times, frequency, intervals, volume and loads</li> <li>complete calculation and estimations of varying complexity for program design.</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>monitor emerging and changing information for use in own practice.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT049 Use exercise science principles in fitness instruction
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>source information from credible sources about the exercise science principles of: <ul style="list-style-type: none"> <li>adaptation</li> <li>overload</li> <li>specificity</li> <li>individualisation</li> <li>progression and regression</li> <li>reversibility</li> </ul> </li> <li>evaluate key aspects of the above information relevant to fitness instruction and identify how it can be used to inform the design of personalised exercise programs</li> <li>document how exercise science principles are incorporated into the design of four client programs, and record the following details for each client: <ul style="list-style-type: none"> <li>a profile of the client and how individual characteristics of age, sex, fitness levels and basic physical characteristics have been used to design the program</li> <li>how the program is systematically structured to provide progression towards planned goals and adaptations</li> <li>rationale for the selection of exercises that relate to the principle of specificity</li> <li>how the principle of overload has been used to determine the volume and intensity of exercises and frequency of sessions</li> <li>rationale for the types of recovery that are incorporated into sessions, and how sessions are sequenced to allow recovery from specific types of exercises between sessions.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>credible sources of evidence-based exercise science information that draw links with fitness instruction activities relevant to personal trainers</li> <li>meaning and key physiological aspects of the following exercise science principles, how the principles interrelate, and how they underpin exercise program design and instruction: <ul style="list-style-type: none"> <li>adaptation</li> <li>overload</li> <li>specificity</li> <li>individualisation</li> <li>progression and regression</li> <li>reversibility</li> </ul> </li> <li>how each of the exercise science principles is applied to achieve improvements in: <ul style="list-style-type: none"> <li>health related components of fitness: <ul style="list-style-type: none"> <li>cardiovascular endurance</li> <li>muscle strength</li> <li>muscle endurance</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- flexibility</li> <li>- body composition</li> <li>◦ skill related components of fitness: <ul style="list-style-type: none"> <li>- power</li> <li>- speed</li> <li>- agility</li> <li>- coordination</li> <li>- balance</li> <li>- reaction time</li> <li>- proprioception</li> </ul> </li> <li>• meaning of the following terms as they apply to exercise: <ul style="list-style-type: none"> <li>◦ acute physiological response</li> <li>◦ chronic physiological adaptation</li> </ul> </li> <li>• key aspects of physiological responses to exercise: <ul style="list-style-type: none"> <li>◦ cardiovascular system including acute responses and chronic adaptations of the cardiovascular system to aerobic, anaerobic and strength training</li> <li>◦ respiratory system including acute responses and chronic adaptations of the respiratory system to aerobic, anaerobic and strength training</li> <li>◦ musculoskeletal system: <ul style="list-style-type: none"> <li>- acute musculoskeletal responses and chronic adaptations to aerobic, anaerobic and strength training</li> <li>- responses of bone, joints and muscle tissue to weight bearing activities</li> </ul> </li> <li>◦ neuromuscular system: <ul style="list-style-type: none"> <li>- acute neuromuscular responses and chronic adaptations to aerobic, anaerobic and strength training</li> <li>- responses to high intensity, strength, power, speed and hypertrophy training</li> </ul> </li> <li>◦ endocrine system: <ul style="list-style-type: none"> <li>- acute responses and chronic adaptations of the endocrine system to anaerobic training</li> <li>- acute and chronic hormonal responses to aerobic and strength training</li> </ul> </li> </ul> </li> <li>• key aspects of physiological adaptations relevant to participating in long-term and endurance training: <ul style="list-style-type: none"> <li>◦ energy system and substrate utilisation</li> <li>◦ nervous system improvements</li> <li>◦ improved thermoregulation</li> <li>◦ increased lactate threshold</li> </ul> </li> <li>• key physiological adaptations that occur from both high and low impact training</li> <li>• role of exercise and fitness in the prevention of common exercise related injuries and day-to-day falls, and types of physiological adaptations that are related to this reduced risk</li> <li>• meaning of overtraining, common physiological responses, and client signs and symptoms</li> <li>• key aspects of physiology that relate to short and longer term recovery periods: <ul style="list-style-type: none"> <li>◦ physiological needs and responses between sets of exercises</li> <li>◦ physiological needs and responses during cool down phase of exercise sessions</li> </ul> </li> </ul>
--	--

	<ul style="list-style-type: none"> <li>◦ physiological needs and responses between exercise sessions.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure use of:</p> <ul style="list-style-type: none"> <li>• evidenced-based information about exercise science principles from credible sources</li> <li>• exercise program plans.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide



<b>UNIT CODE</b>	SISFFIT050
<b>UNIT TITLE</b>	Support exercise behaviour change
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to establish current patterns of client exercise and support clients to make changes to optimise fitness outcomes, health and wellbeing. Support for behaviour change reflects evidence-based approaches and can be integrated into fitness assessment, program planning, instruction and evaluation.</p> <p>This unit applies to personal trainers who work independently with clients using discretion and judgement to develop and deliver individually tailored client exercise programs, and to provide support to individual clients. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish current patterns of client exercise.	<p>1.1. Use questioning and active listening to obtain information about client's current exercise patterns, attitudes and motivation for change.</p> <p>1.2. Build trust and rapport with client by using client-centred communication showing sensitivity and empathy during interactions.</p> <p>1.3. Identify perceived and actual barriers and other factors that currently influence client exercise behaviour.</p> <p>1.4. Use information to assess client readiness for change and implications for fitness instruction.</p> <p>1.5. Identify situations where client needs fall outside scope of own role and refer to relevant health professional.</p>
2. Assist clients to plan for change.	<p>2.1. Source and critically evaluate current and emerging evidence-based information about behaviour change to support professional practice and client needs.</p> <p>2.2. Provide clients with information and techniques for making exercise behaviour change based on their specific needs.</p> <p>2.3. Explain ways of setting and monitoring exercise activity goals that are specific, measurable and realistic.</p> <p>2.4. Support clients to set their preferred goals and nominate specific behaviour changes based on their individual exercise program.</p> <p>2.5. Maintain records of client goals and exercise preferences according to record keeping and confidentiality procedures.</p>
3. Support the change process.	<p>3.1. Use observation and client discussion to monitor client progress towards changed behaviour and goals.</p>

	<p>3.2. Identify and use opportunities to provide positive feedback and reinforcement to clients about exercise behaviour change.</p> <p>3.3. Use techniques that address barriers and assist clients to maintain commitment to agreed exercise activities.</p> <p>3.4. Identify potential changes to improve client outcomes through reflection on client feedback and own performance.</p> <p>3.5. Adjust goals and approaches in collaboration with client based on reflection and progress being achieved.</p> <p>3.6. Update client records to reflect changes and progress.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret potentially complex and unfamiliar evidence-based information about exercise behaviour change.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>use fundamental sentence structure to summarise both factual and subjective information in client records.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>provide clear and succinct information to clients about behaviour change techniques</li> <li>ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT050 Support exercise behaviour change
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• source evidence-based information on exercise behaviour change from credible sources</li> <li>• evaluate key aspects of the above information, and identify how it can be used to provide client-centred behaviour change advice</li> <li>• support the exercise behaviour change process for three clients as part of the design of their personalised exercise programs that involves for each of the three clients: <ul style="list-style-type: none"> <li>◦ collecting information about: <ul style="list-style-type: none"> <li>- client motivation for exercise behaviour change</li> <li>- client stage of readiness for change</li> <li>- barriers to client exercise participation and adherence</li> </ul> </li> <li>◦ assisting client to plan for exercise behaviour change according to their individual needs: <ul style="list-style-type: none"> <li>- support client to identify ways they can overcome barriers to exercise participation</li> <li>- provide information about behaviour change techniques</li> <li>- assist client to nominate behaviour change actions</li> <li>- support client to set exercise activity goals</li> </ul> </li> <li>◦ consistently use client-centred communication during all interactions</li> <li>◦ maintain client records that include details of information exchanged, client exercise goals, change techniques used and client progress</li> </ul> </li> <li>• for one of the above three clients: <ul style="list-style-type: none"> <li>◦ monitor client progress towards exercise behaviour change and achievement of exercise activity goals over a four week period via ongoing communications</li> <li>◦ use client-appropriate techniques to enhance client adherence to agreed exercise activities</li> <li>◦ complete a follow up assessment of client and discuss progress, achievements and changing needs.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• procedures for maintaining client records and confidentiality of client information</li> <li>• scope of practice for a personal trainer in supporting exercise behaviour change: <ul style="list-style-type: none"> <li>◦ responsibilities and limitations</li> <li>◦ professional boundaries</li> <li>◦ situations where referral to a health professional is required for support with exercise behaviour change and role of relevant health professionals: <ul style="list-style-type: none"> <li>- psychologists</li> <li>- general practitioners</li> </ul> </li> </ul> </li> <li>• sources of evidence-based information about contemporary and emerging exercise behaviour change techniques</li> <li>• how to determine the credibility of information sources</li> </ul>

	<ul style="list-style-type: none"> <li>• client-centred communication techniques for establishing and building trust and rapport, and how they vary depending on individual client characteristics</li> <li>• methods of collecting information about client's current exercise knowledge, patterns, attitudes, motivation and commitment to change</li> <li>• factors that may affect exercise behaviour and the process of change:             <ul style="list-style-type: none"> <li>◦ family, cultural and social determinants</li> <li>◦ established lifestyle behaviours</li> <li>◦ experience of previous attempts at exercise behaviour change</li> </ul> </li> <li>• common barriers to exercise initiation and adherence, and how these may be overcome:             <ul style="list-style-type: none"> <li>◦ low importance placed on exercise</li> <li>◦ time and access to appropriate facilities</li> <li>◦ initial low fitness levels and low confidence</li> <li>◦ previous negative experiences</li> <li>◦ body image concerns</li> </ul> </li> <li>• stages in the behaviour change process and how these apply in a fitness industry context:             <ul style="list-style-type: none"> <li>◦ pre-contemplation</li> <li>◦ contemplation</li> <li>◦ preparation</li> <li>◦ action</li> <li>◦ maintenance</li> <li>◦ relapse</li> </ul> </li> <li>• the role of relapse, when it may occur and how it can be managed</li> <li>• evidence-based techniques for promoting exercise behaviour change at different stages of fitness planning and implementation:             <ul style="list-style-type: none"> <li>◦ assessment and programming:                 <ul style="list-style-type: none"> <li>- contracting</li> <li>- goal setting</li> <li>- client choice and self-direction</li> </ul> </li> <li>◦ implementation:                 <ul style="list-style-type: none"> <li>- exercise selection and variety</li> <li>- client self-monitoring activities</li> <li>- using natural supports and social networks</li> </ul> </li> <li>◦ monitoring:                 <ul style="list-style-type: none"> <li>- prompts and reinforcement</li> <li>- feedback and rewards</li> <li>- ongoing assessment and progress measurement</li> </ul> </li> </ul> </li> <li>• ways that techniques may be used and adapted for clients at different levels and stages of engagement with exercise activities</li> <li>• approaches to goal setting and achievement:             <ul style="list-style-type: none"> <li>◦ setting short-, medium- and long-term goals</li> <li>◦ importance of goals that are specific, measurable, achievable, realistic and time based</li> <li>◦ different types of goals:                 <ul style="list-style-type: none"> <li>- outcome</li> <li>- process</li> <li>- performance</li> </ul> </li> </ul> </li> </ul>
--	---

	<ul style="list-style-type: none"> <li>◦ common client strategies that can be used to achieve exercise behaviour change goals</li> <li>◦ recording goals and progress, and types of technology that can assist</li> <li>• the role of arousal control and basic features of the following strategies in exercise behaviour change:               <ul style="list-style-type: none"> <li>◦ progressive relaxation</li> <li>◦ visualisation</li> <li>◦ positive self-talk</li> </ul> </li> <li>• methods and techniques used to:               <ul style="list-style-type: none"> <li>◦ engage with clients about progress</li> <li>◦ reflect on client feedback and own performance.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure use of:</p> <ul style="list-style-type: none"> <li>• interaction with clients; these can be:               <ul style="list-style-type: none"> <li>◦ clients in an industry workplace, or</li> <li>◦ individuals who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• current information about evidence-based approaches to exercise behaviour change</li> <li>• template client records for goal setting and recording progress</li> <li>• procedures for maintaining client records and confidentiality of client information.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li> <li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT051
<b>UNIT TITLE</b>	Establish and maintain professional practice for fitness instruction
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to establish the industry context for fitness instruction work, develop collaborative relationships with medical and allied health professionals, and use reflective practice and critical thinking for ongoing professional development. It requires the ability to identify and evaluate evidence-based information for use in day-to-day fitness instruction activities.</p> <p>This unit applies to personal trainers who work independently with clients using discretion and judgement to develop and deliver individually tailored client exercise programs, and to provide support to individual clients. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish context for fitness instruction work.	1.1. Identify current fitness industry practices and standards and determine their impact on planning and delivery of exercise programs. 1.2. Research legal and ethical requirements that govern fitness instruction work. 1.3. Evaluate work implications of how fitness instruction roles intersect with, and diverge from, other health-related roles. 1.4. Identify contemporary issues in fitness instruction that directly impact own workplace and clients.
2. Develop and maintain collaborative relationships with medical and allied health professionals.	2.1. Identify medical and allied health professionals with whom fitness instructors interact. 2.2. Build trust with medical and allied health professionals through use of professional communication protocols and industry terminology. 2.3. Establish contact with medical and allied health professionals based on client needs and develop shared understanding of respective roles in supporting client outcomes. 2.4. Identify and agree to nature, mode and regularity of communication required. 2.5. Incorporate guidance from medical and allied health professionals when developing and modifying personalised exercise programs. 2.6. Provide feedback on client progress to medical and allied health professionals and make suggestions for exercise activity modifications within the boundaries of agreed roles.

3. Participate in professional reflection and development.	<p>3.1. Identify the role of reflective practice in fitness instruction and how it can be used to improve client outcomes.</p> <p>3.2. Use reflective practice to identify personal strengths, areas for improvement and opportunities for further learning.</p> <p>3.3. Seek and use informal and formal input from others to identify own learning needs.</p> <p>3.4. Identify information from industry organisations and networks that support professional development for fitness instructors.</p> <p>3.5. Plan and implement steps to address professional development needs based on reflection, feedback and information sourced.</p>
4. Maintain evidence-based knowledge for fitness instruction.	<p>4.1. Identify and source evidence-based information to inform decision-making in fitness instruction.</p> <p>4.2. Use critical thinking processes to evaluate information and its application to own fitness instruction.</p> <p>4.3. Compare different sources of information and their relative value to own work and clients.</p> <p>4.4. Extract relevant information and organise in ways that support easy access for use with individual clients.</p> <p>4.5. Identify opportunities for ongoing development of knowledge and incorporate learning into day-to-day activities.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret varied, unfamiliar and potentially complex evidence-based information that may include health, scientific and industry terminology.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>summarise key information from evidence-based research using fundamental sentence structure.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret statistical data in evidence-based research</li> <li>complete calculations of varying complexity.</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>share and receive information about varied and potentially complex fitness and health-related issues</li> <li>work collaboratively with medical and allied health professionals.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT051 Establish and maintain professional practice for fitness instruction
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• source information from credible sources about the current context for fitness instruction work in Australia, and identify and evaluate key aspects of: <ul style="list-style-type: none"> <li>◦ three established industry practices or standards</li> <li>◦ three legal or ethical requirements</li> </ul> </li> <li>• use critical thinking processes to analyse and respond to the fitness instruction needs of two clients using evidence-based information for each client need: <ul style="list-style-type: none"> <li>◦ identify and evaluate current and relevant sources of evidence-based information</li> <li>◦ develop and document a response to the clients needs that is supported by analysis and evidence</li> </ul> </li> <li>• review own professional development: <ul style="list-style-type: none"> <li>◦ reflect on and evaluate own fitness instruction strengths and areas for improvement</li> <li>◦ identify sources of industry information about professional development and continuing education and document two actions for improving own skills and knowledge</li> </ul> </li> <li>• use industry terminology and follow protocols for professional communication with medical or allied health professionals for two clients with health issues that are ongoing, and communicate: <ul style="list-style-type: none"> <li>◦ client health and fitness status</li> <li>◦ program progress</li> <li>◦ questions and concerns</li> <li>◦ client response to exercise</li> <li>◦ client goals.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• existence and purpose of established fitness industry practices and standards: <ul style="list-style-type: none"> <li>◦ bodies that develop practices and standards</li> <li>◦ types of existing practices and standards, their key inclusions, and primary requirements: <ul style="list-style-type: none"> <li>- industry accreditation and registration quality assurance schemes</li> <li>- code of ethical conduct</li> <li>- code of practice</li> <li>- scope of practice</li> <li>- qualification, professional development and continuing education requirements</li> <li>- established protocols for pre-exercise screening, assessment and programming</li> </ul> </li> </ul> </li> <li>• legal and ethical requirements that govern fitness instructors: <ul style="list-style-type: none"> <li>◦ maintaining confidentiality of client information including requirements for the collection, use, maintenance and secure storage of private information</li> <li>◦ obtaining and documenting informed consent to share client information</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>◦ duty of care</li> <li>◦ responsibilities under consumer protection laws for fair and honest dealings</li> <li>◦ permit requirements for use of public spaces: <ul style="list-style-type: none"> <li>- bodies that typically issue permits including local government, and how to apply for initial and ongoing permits</li> <li>- skill, qualification and accreditation requirements for obtaining permits</li> <li>- key compliance requirements, how to manage, and consequences of non-compliance</li> <li>- how to factor costs into fees charged for fitness services offered</li> </ul> </li> <li>• environmental sustainability considerations for use of outdoor spaces: <ul style="list-style-type: none"> <li>◦ typical threats posed by the operation of exercise activities in public outdoor spaces, both environmental and social for local communities and other users</li> <li>◦ typical local government minimal impact codes of practice specific to environmental sustainability, and associated compliance requirements</li> <li>◦ minimal impact practices that can be implemented by fitness instructors</li> </ul> </li> <li>• different models of work for fitness instructors and how those models may impact work practices: <ul style="list-style-type: none"> <li>◦ when employed: <ul style="list-style-type: none"> <li>- following organisational policies and procedures</li> <li>- working under organisational insurance policies</li> </ul> </li> <li>◦ when self-employed: <ul style="list-style-type: none"> <li>- developing own policies and procedures</li> <li>- establishing legal and risk management requirements for operation, including those for insurance</li> </ul> </li> </ul> </li> <li>• relationships between fitness instructors and medical and allied health professionals: <ul style="list-style-type: none"> <li>◦ types of medical and allied health professionals with whom fitness instructors typically collaborate and their areas of expertise: <ul style="list-style-type: none"> <li>- accredited exercise physiologists</li> <li>- accredited practising dietitians</li> <li>- chiropractors</li> <li>- general practitioners (GPs)</li> <li>- occupational therapists</li> <li>- osteopaths</li> <li>- physiotherapists</li> <li>- podiatrists</li> <li>- rehabilitation physicians</li> <li>- sports physicians</li> </ul> </li> <li>◦ how to access and search practitioner registers</li> <li>◦ referral systems and communication protocols for providing and receiving information about client health, fitness and progress</li> <li>◦ basic health and fitness terminology and abbreviations commonly used in communication between fitness instructors and medical and allied health professionals</li> <li>◦ benefits of establishing relationships</li> </ul> </li> </ul>
--	---

	<ul style="list-style-type: none"> <li>◦ respective roles of fitness instructors and medical and allied health professionals in supporting client outcomes</li> <li>◦ behaviours that support effective relationships</li> <li>◦ barriers to effective relationships</li> <li>◦ networking opportunities</li> <li>• contemporary issues and priorities in fitness instruction that relate to:             <ul style="list-style-type: none"> <li>◦ types of services offered</li> <li>◦ impacts of technology</li> <li>◦ changing demographics</li> <li>◦ population health profile and public health priorities</li> </ul> </li> <li>• reflective practice in fitness instruction:             <ul style="list-style-type: none"> <li>◦ how reflective practice is used to learn from the everyday, and as a process to guide decision making</li> <li>◦ the link with professional development</li> <li>◦ the need for multiple perspectives</li> <li>◦ ways that fitness instructors can use:                 <ul style="list-style-type: none"> <li>- reflection in action</li> <li>- reflection on action</li> </ul> </li> </ul> </li> <li>• common steps followed to create a professional development and continuing education plan, typical inclusions and methods of collating information</li> <li>• definition of evidence-based practice and how it relates to fitness instruction roles</li> <li>• how to determine the credibility of information sources</li> <li>• sources of established and credible evidence-based information that underpins fitness instruction:             <ul style="list-style-type: none"> <li>◦ state, federal and global public health bodies</li> <li>◦ Australian and international industry bodies:                 <ul style="list-style-type: none"> <li>- fitness</li> <li>- sport</li> <li>- exercise science</li> </ul> </li> <li>◦ allied health professional associations</li> <li>◦ complementary health professional associations</li> </ul> </li> <li>• critical thinking processes for evaluating information:             <ul style="list-style-type: none"> <li>◦ identifying key questions for the evaluation process</li> <li>◦ distinguishing relevant from irrelevant</li> <li>◦ extracting and summarising key details</li> </ul> </li> <li>• ways of organising information to support its use in day-to-day practice.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure use of:</p> <ul style="list-style-type: none"> <li>• real workplace situations, simulated activities or case studies relevant to this unit and involve communication with medical or allied health professionals</li> <li>• computers or mobile devices for research</li> <li>• current information about:             <ul style="list-style-type: none"> <li>◦ fitness industry standards and practices</li> <li>◦ legal and ethical requirements for fitness instruction</li> <li>◦ evidence-based approaches to fitness instruction.</li> </ul> </li> </ul>

	<p>Assessors must:</p> <ul style="list-style-type: none"><li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li><li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li><li>• be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.</li></ul>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>UNIT CODE</b>	SISFFIT052
<b>UNIT TITLE</b>	Provide healthy eating information
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to provide general, and not individualised, information about healthy eating to fitness clients. Information is based on the main recommendations of the current Australian national dietary guidelines which aim to promote optimal health and wellbeing for generally healthy people.</p> <p>The unit requires the ability to recognise situations that are beyond the scope of practice for fitness instructors, and to provide information about the types of medical and allied health professionals with expertise to advise on nutritional needs.</p> <p>This unit applies to group fitness and gym instructors who practise in settings such as fitness facilities, gyms, and leisure and community centres.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify authoritative and evidence-based information.	1.1. Source information about healthy eating from the national dietary guidelines that apply to healthy people. 1.2. Interpret key national dietary guideline recommendations and healthy eating messages to inform healthy eating advice.
2. Communicate general healthy eating information to clients.	2.1. Advise clients about own role and limitations in providing healthy eating advice. 2.2. Provide information consistent with national dietary guidelines to help clients make informed healthy eating choices. 2.3. Advise on recommended daily serves of the five food groups outlined in national dietary guidelines. 2.4. Provide clear information about discretionary foods and inform clients about limiting daily intake. 2.5. Explain the benefits of healthy food and beverage choices, and impact of poor choices on health and wellbeing. 2.6. Show sensitivity to cultural and social differences that may influence food choices. 2.7. Provide accurate information about the role of healthy eating as part of a fitness program.
3. Identify clients who require nutrition advice outside of own scope.	3.1. Identify characteristics of clients who require nutrition advice beyond scope of practice and recognise risks of providing information to those clients. 3.2. Provide information about types of health professionals with required expertise to clients who require nutritional advice outside scope of practice.
<b>FOUNDATION SKILLS</b>	

*Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.*

<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret key overarching recommendations of national dietary guideline documentation.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>provide information to clients using plain language and terms easily understood</li> <li>ask open and closed probe questions to clarify information needs and actively listen to determine client understanding of information.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret numerical aspects of the national dietary guidelines including recommended and proportional food intakes in different food groups.</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>use information provided in national guidelines to update and extend knowledge of healthy eating practices.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>access and use national dietary guideline documentation.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT052 Provide healthy eating information
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• provide healthy eating information from the Australian national dietary guidelines to three clients and include information about: <ul style="list-style-type: none"> <li>◦ the five food groups and their recommended proportional daily intakes</li> <li>◦ discretionary foods that should be eaten only sometimes and in small amounts</li> </ul> </li> <li>• according to actual client interactions or case studies: <ul style="list-style-type: none"> <li>◦ identify three situations outside scope of own practice for providing nutrition advice</li> <li>◦ for each above situation: <ul style="list-style-type: none"> <li>- advise client why their nutrition needs are outside scope of own role</li> <li>- provide information about the type of medical or allied health professional with relevant expertise.</li> </ul> </li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• roles of medical and allied health professionals in providing nutritional advice and their expertise in addressing different needs: <ul style="list-style-type: none"> <li>◦ accredited practising dietitians (APD)</li> <li>◦ accredited sports dietitians (AccSD)</li> <li>◦ general practitioners</li> </ul> </li> <li>• differences and similarities between the roles and skills of dietitians and nutritionists</li> <li>• common consumer expectations of fitness instructors to provide nutrition and weight management advice, and: <ul style="list-style-type: none"> <li>◦ purpose and content of established industry guidelines for scope of practice for fitness instructors in providing nutrition advice</li> <li>◦ own role and limitations in providing nutritional advice to clients</li> <li>◦ techniques used to positively communicate with clients about scope of own role and knowledge</li> <li>◦ how industry guidelines assist fitness instructors to appropriately respond to client enquiries outside their scope of practice</li> </ul> </li> <li>• opportunities for fitness instructors to promote and support healthy eating with clients</li> <li>• how nutritional needs differ for special population clients, and characteristics of clients who require nutrition advice beyond fitness instructor scope of practice: <ul style="list-style-type: none"> <li>◦ those with chronic conditions</li> <li>◦ the frail elderly</li> <li>◦ pregnant and breastfeeding women</li> <li>◦ clients who show signs of having an eating disorder as identified in established industry guidelines</li> <li>◦ any client seeking individualised information outside the scope of the population level recommendations in national dietary guidelines</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>risks to clients of fitness instructors providing nutrition-related advice outside scope of practice:             <ul style="list-style-type: none"> <li>nutrient deficiencies and imbalances</li> <li>exposure to low energy availability (LEA) and overview of LEA impacts</li> <li>negative impact on existing health conditions</li> <li>food intolerance and allergy adverse reactions</li> <li>negative food-drug interactions</li> <li>nutrition confusion</li> <li>financial burden of product recommendations</li> </ul> </li> <li>risks to fitness instructors of providing nutrition-related advice outside scope of practice, specifically the potential professional, legal and financial consequences</li> <li>key contents of current Australian national dietary guidelines and associated resources:             <ul style="list-style-type: none"> <li>the principal recommendations and guidelines</li> <li>characteristics and examples of types of foods in the five food groups</li> <li>proportions of the five food groups recommended for consumption each day</li> <li>characteristics and examples of discretionary foods to be avoided</li> </ul> </li> <li>healthy eating:             <ul style="list-style-type: none"> <li>benefits of healthy eating</li> <li>relationship to physical wellbeing</li> <li>how healthy eating can impact on client health and fitness goals and outcomes</li> <li>the role of healthy eating in a fitness program and basic aspects of how nutrition and exercise interrelate</li> </ul> </li> <li>potential impacts of unhealthy food choices and eating patterns on general health and wellbeing and:             <ul style="list-style-type: none"> <li>diet-related risk factors for chronic disease, including high cholesterol, high blood pressure and obesity</li> <li>risk of chronic diseases including type 2 diabetes, cardiovascular disease and some types of cancers</li> </ul> </li> <li>effects of cultural and social influences on food choices.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>the workplace, or</li> <li>a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure use of:</p> <ul style="list-style-type: none"> <li>interaction with clients; these can be:             <ul style="list-style-type: none"> <li>clients in an industry workplace, or</li> <li>individuals who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>established fitness industry guidelines for providing nutrition advice within scope of practice for fitness instructors</li> <li>current Australian national dietary guidelines and associated resources:             <ul style="list-style-type: none"> <li>the principal recommendations and guidelines</li> <li>guides to healthy eating</li> <li>consumer brochures.</li> </ul> </li> </ul> <p>Assessors must:</p>

	<ul style="list-style-type: none"><li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li><li>• hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</li><li>• be a registered or accredited practising dietitian, sports dietitian, health or exercise professional with a degree and experience relevant to this unit of competency.</li></ul>
<b>LINKS</b>	Companion Volume Implementation Guide



<b>UNIT CODE</b>	SISFFIT053
<b>UNIT TITLE</b>	Support healthy eating for individual fitness clients
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to identify individual client needs for healthy eating advice, and provide information that supports clients to establish healthier eating patterns. Information is based on the current Australian national dietary guidelines and associated resources which aim to promote optimal health and wellbeing for generally healthy people.</p> <p>The unit requires the ability to recognise situations that are beyond the scope of practice for fitness instructors and to provide referrals to medical and allied health professionals with expertise to advise on nutritional needs.</p> <p>This unit applies to personal trainers who work independently with clients using discretion and judgement to plan for and deliver exercise programs, and to provide support to individual clients. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Fitness
<b>UNIT SECTOR</b>	Fitness
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify client needs for nutrition advice.	1.1. Consult with client to confirm their nutritional goals and clarify their expectations and need for nutrition advice. 1.2. Explain boundaries of own role in providing nutritional advice to clients based on industry guideline scope of practice for fitness instructors. 1.3. Identify clients with nutritional needs beyond own scope of practice and provide referral to medical and allied health professionals with expertise to advise on nutritional needs.
2. Provide healthy eating advice within scope of own role.	2.1. Seek information on client's daily pattern of eating and compare with recommendations in national dietary guidelines and associated support resources. 2.2. Provide feedback to client on their identified eating patterns and how they align with national dietary guidelines. 2.3. Use a person-centred approach to assist client to identify changes to eating patterns to align with their health, fitness and nutritional goals. 2.4. Provide information about patterns of healthy eating and appropriate proportions of different food types based on national dietary guidelines and associated support resources. 2.5. Advise on limiting daily intake of discretionary foods outlined in national dietary guidelines.

3. Support clients to adopt and sustain healthier eating patterns.	3.1. Use client-centred communication showing sensitivity and empathy to support sustained behaviour change. 3.2. Assist clients to modify their daily patterns of eating to align with their nutritional goals. 3.3. Provide clients with information about daily living strategies that support healthy eating. 3.4. Maintain records of information provided and client goals and progress according to record keeping and confidentiality procedures.
4. Evaluate effectiveness of advice to clients.	4.1. Seek and evaluate feedback from clients about value of healthy eating support. 4.2. Identify potential changes to improve client outcomes and own practice through reflection on client feedback and own performance. 4.3. Identify and use opportunities to update and expand knowledge of evidence-based nutritional information relevant to scope of practice for fitness instructors.
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret key recommendations and detailed implementation advice in national dietary guideline documentation and associated support resources.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>use fundamental sentence structure to complete forms and reports that require factual and subjective information.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>provide information to clients using plain language and terms easily understood</li> <li>ask open and closed probe questions and actively listen to elicit information from clients and to determine client understanding of information provided.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret numerical and measurement information in national dietary guidelines and on food labels, expressed in kilojoules, cups, grams, millilitres, centimetres, percentages and fractions.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	SISFFIT053 Support healthy eating for individual fitness clients
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• support healthy eating for three fitness clients and for each of the three clients: <ul style="list-style-type: none"> <li>◦ identify daily eating patterns</li> <li>◦ compare daily eating patterns with the recommendations of Australian national dietary guidelines</li> <li>◦ assist clients with change to achieve healthier eating patterns using national dietary guidelines and associated resources, and: <ul style="list-style-type: none"> <li>- provide information about daily patterns of healthy eating and recommended proportions of the five food groups</li> <li>- provide examples of healthy meals and snacks</li> <li>- provide information about healthy ways to prepare and cook food</li> <li>- educate clients about how to interpret nutrition information on food labels</li> </ul> </li> <li>◦ consistently use client-centred communication during all interactions</li> <li>◦ maintain accurate records of client goals and advice provided</li> <li>◦ seek and evaluate feedback from clients and consider ways to improve own practice</li> </ul> </li> <li>• according to actual client interactions or case studies, respond to two clients seeking advice or services outside scope of own practice for providing nutrition advice, and for each client: <ul style="list-style-type: none"> <li>◦ advise client why their nutrition needs are outside scope of own role</li> <li>◦ provide information about the appropriate type of medical or allied health professional with relevant expertise</li> <li>◦ write a referral that provides clear information about the client and the reasons for referral.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• procedures for maintaining client records and confidentiality of client information</li> <li>• client-centred communication techniques for establishing and building trust and rapport to support behaviour change</li> <li>• role and limitations of fitness instructors in providing nutritional advice to clients, and: <ul style="list-style-type: none"> <li>◦ purpose and content of established fitness industry guidelines for providing nutrition advice within scope of practice for fitness instructors</li> <li>◦ reasons for confining information and advice that is consistent with current Australian dietary guidelines and support resources</li> <li>◦ potential professional, legal and financial consequences of providing nutrition-related advice outside of scope of practice</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• how to screen clients to identify the type and depth of advice they are seeking about their nutrition needs</li> <li>• techniques used to positively communicate with clients about scope of own role and knowledge</li> <li>• appropriate responses to common fitness-related client requests and situations that require referral to medical and allied health professionals involving:             <ul style="list-style-type: none"> <li>◦ detailed nutritional assessment</li> <li>◦ personalised meal planning to meet a specific goal including advice and plans for weight loss and weight gain goals</li> <li>◦ high intensity, high volume and high level sports performance requirements</li> <li>◦ advice and recommendations on specific diet, eating trends and specific popular diets</li> <li>◦ nutritional supplements and specialised foods including for performance, medical and general health purposes</li> <li>◦ ergogenic aids</li> <li>◦ queries about nutrition and medication interactions</li> </ul> </li> <li>• risks to clients of fitness instructors providing nutrition-related advice outside scope of practice:             <ul style="list-style-type: none"> <li>◦ nutrient deficiencies and imbalances</li> <li>◦ exposure to relative energy deficiency in sport (RED-S) and overview of RED-S impacts</li> <li>◦ negative impact on existing health conditions</li> <li>◦ food intolerance and allergy adverse reactions</li> <li>◦ negative food-drug interactions</li> <li>◦ nutrition confusion</li> <li>◦ financial burden of product recommendations</li> </ul> </li> <li>• how to find information about available accredited practising dietitians (APD) and accredited sports dietitians (AccSD) in the local area</li> <li>• benefits of working in collaboration with medical and allied health professionals for both fitness instructors and clients</li> <li>• format and inclusions of referral letters to medical and allied health professionals</li> <li>• information and recommendations contained in fitness industry eating disorder publications, and how fitness instructors can effectively respond to behavioural warnings signs for:             <ul style="list-style-type: none"> <li>◦ eating disorders</li> <li>◦ excessive exercise disorders</li> <li>◦ muscle dysmorphia</li> </ul> </li> <li>• sources of authoritative and evidence-based information about nutrition and how to determine credibility</li> <li>• the meaning of key nutritional terms:             <ul style="list-style-type: none"> <li>◦ diet</li> <li>◦ healthy eating</li> <li>◦ nutrition</li> <li>◦ nutrients including macronutrients and micronutrients, and overview of how the body uses these</li> </ul> </li> <li>• how to locate and use information from current Australian dietary guideline resources to provide healthy eating advice to individual fitness clients:             <ul style="list-style-type: none"> <li>◦ full guideline and summary documents</li> </ul> </li> </ul>
--	--

	<ul style="list-style-type: none"> <li>◦ consumer brochures</li> <li>◦ teaching tools</li> <li>• key population level recommendations and healthy eating guidance contained in current Australian national dietary guidelines and associated resources:             <ul style="list-style-type: none"> <li>◦ the principal recommendations and guidelines</li> <li>◦ characteristics of the five food groups and the nutrients they contribute to the diet</li> <li>◦ daily patterns of healthy eating and recommended proportions of the five food groups</li> <li>◦ types of discretionary foods to be limited and why</li> </ul> </li> <li>• methods and tools for collecting information about client daily eating patterns and how to evaluate this against national dietary recommendations</li> <li>• strategies, informed by national dietary guidelines, that support clients with healthy eating:             <ul style="list-style-type: none"> <li>◦ how to interpret food labels including health star rating labelling systems to support healthier food choices</li> <li>◦ types of healthy meals and snacks</li> <li>◦ healthy ways to prepare and cook food</li> </ul> </li> <li>• the benefits to health and emotional wellbeing of combining healthy eating and physical activity</li> <li>• methods used to evaluate support provided to clients:             <ul style="list-style-type: none"> <li>◦ client evaluation questionnaires</li> <li>◦ informal conversations with clients</li> <li>◦ self-reflection on client responses to information including difficulties in understanding and implementing.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• the workplace, or</li> <li>• a simulated workplace, set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure use of:</p> <ul style="list-style-type: none"> <li>• interaction with clients; these can be:             <ul style="list-style-type: none"> <li>◦ clients in an industry workplace, or</li> <li>◦ individuals who participate in simulated activities used for the purpose of skills assessment</li> </ul> </li> <li>• established fitness industry guidelines for providing nutrition advice within scope of practice for fitness instructors</li> <li>• fitness industry eating disorder publications</li> <li>• current Australian national dietary guidelines and associated resources:             <ul style="list-style-type: none"> <li>◦ full guideline and summary documents</li> <li>◦ consumer brochures</li> <li>◦ teaching tools</li> </ul> </li> <li>• template referral letters</li> <li>• procedures for maintaining client records and confidentiality of client information.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>• satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>• hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness</li> </ul>

	<p>instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or</p> <ul style="list-style-type: none"><li>• be a registered or accredited practising dietitian, sports dietitian, health or exercise professional with a degree and experience relevant to this unit of competency.</li></ul>
<b>LINKS</b>	Companion Volume Implementation Guide