Recognition of Prior Learning (RPL) and Course Credit (CT) Candidate Guide

Qualifications

- SIS40215 - Certificate IV in Fitness

A guide to recognition of prior learning for fitness professionals

'This is a modified document based on materials prepared by Innovation and Business Skills Australia Ltd, the original of which can be found on the IBSA website http://www.ibsa.org.au.'

Contents

Contents .......................................................................................................................................................................2

Introduction ..................................................................................................................................................................3

Modules and Units of Competency ..............................................................................................................................4

The RPL and CT Process ................................................................................................................................................5

How to Submit an RPL/CT Application .........................................................................................................................6

Fees ...............................................................................................................................................................................7

Evidence ........................................................................................................................................................................7

Appendix 1 – Sample Unit of Competency - SISXCCS003 Address client needs.................................................................11

Appendix 2 – Sample RPL and CT Agreement and Outcome Letter ...............................................................................15

Appendix 3 – RPL Evidence Samples - Certificate IV in Fitness ..................................................................................16

Appendix 4 – Sample Interview Questions - Certificate IV in Fitness.........................................................................24

Appendix 5 – RPL and CT Application Form................................................................................................................28
Introduction

Australia’s fitness industry is recognised at home and abroad for its competitive, passionate and motivating group training and personal instruction. The backbone of this vibrant industry is the wide range of access to fitness activities, indoors and outdoors, no matter where you are in the country and the benefits fitness provides to healthy lifestyles.

National qualifications and skill sets in the fitness sector ensures skills and knowledge is formally recognised at a national level.

They do this by undertaking what is called recognition of prior learning (RPL) – a process that involves producing evidence of the skills and knowledge they already have, so that registered training organisations (RTOs) offering national qualifications can determine where they are equivalent to what is being taught.

Credit Transfer (CT) is also offered for units of competency that have been successfully completed at any RTO.

The aim of this guide is to help experienced sport and fitness professionals put together the evidence they need to apply for RPL and CT to be awarded a Statement of Attainment for the units outlined below in:
  • SIS40215 - Certificate IV in Fitness.

These units of competency from BSB Business Services Training Package, HLT Health Training Package and SIS Sport, Fitness and Recreation Training Package meet industry requirements for providing fitness training to individuals in a gym setting or community environment.

Candidates may be awarded RPL/CT for individual units of competency, complete modules or full qualifications. Candidates must be aware that some modules are delivered holistically, and as such, RPL of partial modules may not always be possible.

Note that course credit may only result in a reduction of tuition fees for cases where students have course credit granted for a whole term of study, on the condition that the Course Credit Application was submitted with a minimum of 10 working days prior to the commencement of the term that the student applied for course credit.

If the Course Credit Application was submitted within 10 working days of term commencement or once the term commenced, the student will not be required to attend classes however, the student will NOT be eligible for fee reduction.

If course credit for a whole term is granted, the student is not required to pay tuition fees for the term/s in which course credit has been granted to the whole term.
Modules and Units of Competency

The following tables show a list of the units of competency as they are delivered in modules in each qualification.

**SIS40215 - Certificate IV in Fitness**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit of Competency Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT013</td>
<td>Instruct exercise to young people aged 13 to 17 years</td>
</tr>
<tr>
<td>SISFFIT015</td>
<td>Collaborate with medical and allied health professionals in a fitness context</td>
</tr>
<tr>
<td>SISFFIT016</td>
<td>Provide motivation to positively influence exercise behaviour</td>
</tr>
<tr>
<td>SISFFIT017</td>
<td>Instruct long-term exercise programs</td>
</tr>
<tr>
<td>SISFFIT018</td>
<td>Promote functional movement capacity</td>
</tr>
<tr>
<td>SISFFIT019</td>
<td>Incorporate exercise science principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT020</td>
<td>Instruct exercise programs for body composition goals</td>
</tr>
<tr>
<td>SISFFIT021</td>
<td>Instruct personal training programs</td>
</tr>
<tr>
<td>SISFFIT023</td>
<td>Instruct group personal training programs</td>
</tr>
<tr>
<td>SISFFIT025</td>
<td>Recognise the dangers of providing nutrition advice to clients</td>
</tr>
<tr>
<td>SISFFIT026</td>
<td>Support healthy eating through the Eat for Health Program</td>
</tr>
<tr>
<td>SISXRES001</td>
<td>Conduct sustainable work practices in open spaces</td>
</tr>
<tr>
<td>BSBSMB401</td>
<td>Establish legal and risk management requirements of small business</td>
</tr>
<tr>
<td>BSBSMB403</td>
<td>Market the small business</td>
</tr>
<tr>
<td>BSBSMB404</td>
<td>Undertake small business planning</td>
</tr>
<tr>
<td>BSBSMB405</td>
<td>Monitor and manage small business operations</td>
</tr>
<tr>
<td>SISSTEC301A</td>
<td>Instruct strength and conditioning techniques</td>
</tr>
<tr>
<td>SISXCCS003</td>
<td>Address client needs</td>
</tr>
<tr>
<td>SISXCAI005</td>
<td>Conduct individualised long-term training programs</td>
</tr>
<tr>
<td>SISFFIT012</td>
<td>Instruct movement programs to children aged 5 to 12 years</td>
</tr>
</tbody>
</table>
## The RPL and CT Process

### You (the applicant)
- Read through this guide and any further information provided
- Complete RPL/CT Application Form supplied in the appendix of this document
- Review evidence requirements and sign RPL/CT agreement
- Gather your evidence and submit your portfolio
- Receive feedback from your assessor

### Student Advisor
- Contacts you confirming receiving your application
- Preliminary acceptance or rejection of your application based on providing all requested evidence
- Saves and submits your application to the Assessor
- Your point of contact for the progress and outcome of your assessment

### Your RPL Assessor
- Reviews your submission
- Discusses experience and advises on evidence requirements
- Assesses your portfolio and interviews you as required
- Provides feedback and makes assessment decision

### Outcome
- RPL Granted and Statement issued
- Request for further evidence
- Additional training required
Course Credit Process Overview

How to Submit your Course Credit Application

1. Complete the RPL/CT Application Form in Appendix 5 – RPL and CT Application Form.
2. Collate your evidence to support your application, using this guide to assist you.
3. Submit the application form and evidence via email to admissions@alg.edu.au. All evidence must be scanned as per scanning requirements below.
4. Pay the Course Credit application fee (non-refundable, regardless of the outcome). If payment details are provided in the Course Credit application form, payment will be processed upon receiving your application.

Assessment and Outcome

- The student application will be assessed based on the evidence submitted in your Course Credit Application. If the evidence submitted in the application is not deemed adequate in terms of authenticity, validity, reliability, currency or sufficiency, the assessor may request further evidence. Further training may also be required.
- The student will be advised of the outcome of the application via email.
- The outcome will include the module/subject/classes/UoC successfully exempted and the requirements for further assessment.
- The outcome will also include any reduction in fees. Fee reductions are ONLY applicable for cases where students have course credit granted for a whole term of study, on the condition that the Course Credit Application was submitted with a minimum of 10 working days prior to the commencement of the term that the student applied for course credit. If the Course Credit Application was submitted within 10 working days of term commencement or once the term commenced, the student will not be required to attend classes however, the student will NOT be eligible for fee reduction. If course credit for a whole term is granted, the student is not required to pay tuition fees for the term/s in which course credit has been granted to the whole term.
- For cases where course credit is not granted for a whole term of study but is granted only for some module/subject/classes in a term, student’s attendance for those module/subject/classes is no longer required. In these cases, course credit will NOT result in a reduction in fees.

Finalising Course Credit

- The student must sign their outcome agreement in order to finalise the Course Credit process.
- The student record will be updated according to the outcome of the application.
- If the student does not agree with the outcome of the application, the student has the right to appeal using ALG’s appeals process.

Document and Scanning Requirements

Please attach scanned copies of academic transcripts, course outlines, diplomas, degrees or other certifications. All documents must be in English. Translated documents must be from an authorised translation service.

Requirements of scanned documents:

- Documents must be scanned from the original documents. Scans from a photocopy or a faxed copy are not acceptable
- Documents must be scanned in colour
- Applicants must ensure no portion of the document is missing (look out for page numbers)
- Documents must be scanned at the original size. If the document is larger than A4 then the document should be scanned in A4 sized portions without size reduction
If the document has markings or text on both sides e.g. a registration number then both sides must be scanned

File size of any single document should not exceed 3MB

ALG reserves the right to view original versions, conduct authenticity checks, of any scanned documents which accompany your application at any stage of the process.

Tips for Application

- **Details must be provided**, not just certificates or transcripts. Unless you provide certificates from another registered training organisation, certificates do not contain the detail needed to assess your training. Please provide detailed content of the studies you have undertaken and your experience.
- Details need to include hours of study for each unit and date/year studied
- Current competency – this requires that your skills have been used in the last 2-3 years. If you have studied more than 4+ years ago, you must provide evidence of current competency i.e. you have been working in that field and your skills are still current.
- Allow a minimum of 10 working days needed to review documents, provided that all the relevant documentation has been received from the student.
- Review the competency list provided – and outline where your training covers these areas.

Fees

The Course Credit Application Fee – Initial

There is a non-refundable application fee applicable (regardless of the outcome) to each course credit application a student submits (refer to the Additional Fees Schedule).

This is the fee to initially assess the application you have made and to assess either:

i) Immediate credit that can be granted based on evidence provided and/or

ii) Additional credit that may be possible if additional evidence and/or assessment is provided and undertaken.

First Aid Unit Credit Transfer – for course credit applications involving a credit transfer of previous achievement of first aid units, ALG does not charge this application fee.

Course Credit Additional Administration/Assessment Fee

In some cases, after the initial course credit assessment has been undertaken the assessor may identify that the application has not been completed correctly and/or there is need for additional evidence and/or there needs to be additional direct assessment if credit is to be given.

In this case, if the student does choose to provide the additional evidence or undertake the assessment then Course Credit Additional Administration/Assessment Fees may apply. These will be explained to the student prior to undertaking this step.

Evidence

In applying for RPL/CT, you will be assessed against the requirements of the units listed in the relevant qualification as outlined previously. Appendix 1 – Sample Unit of Competency - SISXCCS003 Address client needs contains a copy of one of these units. You may wish to access www.training.gov.au and search for every unit in the qualification to assist you with your submission. Alternatively, use the table below as a basis for collecting evidence, your RPL assessor will also guide you in this regard.
After submitting your application, the RTO may require a meeting with you to discuss your experience and to advise on the most appropriate evidence for you to present in light of your experience and particular circumstances. This will be summarised in the RPL/CT agreement mentioned in the above diagram.

Generally speaking, most requirements can be covered through two types of evidence.

1. Authenticated documentation.
2. Videos of you teaching classes. If the RTO happens to be nearby, you may be able to arrange for the assessor to observe you teaching classes. This would eliminate the need for video recordings.

This evidence will be supplemented by:

- information about your experience in a fitness and sport environment teacher supplied on the RPL application form you submit to the RTO (e.g. a copy of your resume)
- how you respond to questions the assessor asks during interviews

Approach the RPL process as you would a job interview. In that situation you submit documentation, such as:

- your application, which addresses selection criteria
- your resume
- copies of your qualifications including transcripts
- examples of work you have done
- references from current and previous employers

The information you provide at the application stage may be enough to grant RPL. For example, if you have previously studied the same unit of competency. A student who holds a valid first aid certificate would not be required to undergo an interview and there would be no need to provide further evidence in this case.

Your RPL assessor may request an interview by phone or in person if required. This will involve answering questions about aspects of the job. This is your opportunity to expand on what you submitted in written form. The interviewer may also discuss other types of evidence that must be submitted to satisfy RPL assessment.

**Key Principles of Evidence**

The standards under which RTOs operate are very specific about the types of evidence that must be submitted to support your assessment. Evidence must satisfy ALL of the following points:

<table>
<thead>
<tr>
<th>Evidence must be</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>valid</td>
<td>directly related to the unit of competency</td>
</tr>
<tr>
<td>sufficient</td>
<td>covers everything in the unit of competency</td>
</tr>
<tr>
<td></td>
<td>shows competency over a period of time</td>
</tr>
<tr>
<td></td>
<td>shows competency in different contexts</td>
</tr>
<tr>
<td>current</td>
<td>relates to experience in the past two to three years</td>
</tr>
<tr>
<td>authentic</td>
<td>can be clearly identified as evidence of your own competence.</td>
</tr>
</tbody>
</table>

Remember: your assessor must be satisfied that your evidence satisfies each of the key principles of evidence. If it does not, your assessor will ask for further evidence or will be unable to grant the RPL.

A range of documentation developed by the candidate may be used to show evidence of requirements. It is important to remember that to satisfy the rules of evidence, more than one piece of evidence may be required to demonstrate competency.
Below is a list of the types of evidence that can be used, but this is by no means exhaustive:

- Third-party verification that documentation was developed by the candidate
- Response to questions during an assessor interview (phone, skype or in person)
- References (written or verbal) from current and/or previous employers
- Resources developed by the candidate and verified by a third party
- Observation of the candidate undergoing practical tasks (video or direct)
- Verification by third party that the candidate has undergone practical tasks or displayed relevant knowledge
- Documented self, peer or employer evaluations of candidate’s performance
- Evaluation sheets completed by clients or third parties
- A Statement of Attainment for a unit that has been obtained through having completed an accredited course in the past two or three years
- Outlines, reports, documentation, programs or sessions that have been completed by the candidate.

Appendix 3 – RPL Evidence Samples - Certificate IV in Fitness has been developed to provide guidance on the types of evidence that may satisfy your RPL request. Any evidence must be assessed against the performance criteria, performance evidence, knowledge evidence and assessment conditions of the unit.

Assessor interview
An interview may be conducted in person or by phone if required. In an interview, your assessor will be checking that you have the underpinning knowledge required by the units of competency. The good news is that many of the knowledge requirements are repeated across units.

Prior to meeting with your assessor, read through the required knowledge section of each unit of competency, as well as the elements and performance criteria and associated range statement. This will give you a clear picture of the underpinning knowledge required. Since your assessor will already have your documentary and video evidence, you may find questions that relate to those sections as well.

Appendix 4 – Sample Interview Questions - Certificate IV in Fitness shows sample questions that you can expect in the interview.

The RPL agreement
Once you have submitted your application and your first round of evidence, your assessor will provide you with a simple agreement that states:

- the supplementary evidence candidates must provide
- the timeframe for submitting evidence
- arrangements for the assessor interview (if needed) and other activities, such as video submission
- contact details for people who can authenticate documentary evidence that candidates provide
- cost to the candidate.

The Assessment Decision
Your assessor will make an assessment decision based on the evidence that you have provided. That decision may be:

1. Full RPL for the entire qualification (Statement of attainment issued)
2. Partial RPL for modules or units of competency within a qualification (Statement of attainment issued)
3. Request further information
4. Request further training
5. Require challenge tests to be completed
Right to Appeal
As with all assessment decisions, students have the right to appeal the assessment decision. The process for appeal is documented in the Student Handbook.

Reasonable adjustment
Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a special need. A reasonable adjustment can be as simple as changing a written exam question to a question that is asked orally, or providing additional time for completion.
Reasonable adjustment must NOT affect the rigour or intent of the requirements of a unit of competency. For instance, if a unit requires students to complete a form, it would not be ‘reasonable’ to have them respond orally. Your RPL assessor will reasonably adjust any assessment where possible if you inform them of a special need to do so.

Outcome of Application
Allow a minimum of 10 working days needed to review documents, provided that all the relevant documentation has been received from the student.

If credit is given, a course credit document will be issued stating the components within the course that the student is exempt from attending/completing.

If no credit is given, the candidate will be provided with information as to why the application was unsuccessful and advise the next steps to gaining the qualification.
Appendix 1 – Sample Unit of Competency - SISXCCS003 Address client needs

SISXCCS003 Address client needs

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Applicable.</td>
</tr>
</tbody>
</table>

Application

This unit describes the performance outcomes, skills and knowledge required to manage ongoing and sometimes complex relationships with clients. It requires the ability to match client services to client needs and to be familiar with service provision options that can be negotiated with the client and customised to meet their needs.

This unit applies to individuals who work in a client service delivery role such as program developers and coordinators, competition organisers, trip leaders, after-school or holiday-care coordinators, logistics coordinators and sports trainers in work environments such as community recreation centres, aquatics centres and camps.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Competency Field

Client and Customer Service.

Unit Sector

Cross-Sector.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Identify client needs.

1.1 Establish rapport with clients.
1.2 Identify and confirm client needs, expectations and preferences.
1.3 Explain available services to client using appropriate communication strategies.

2. Recommend services.

2.1 Develop and maintain knowledge of client services.
2.2 Research and compare other relevant available services.
2.3 Match client needs to available services and respond to client queries and requests.
2.4 Identify gaps in service provision in relation to client needs.
2.5 Recommend alternative services when needs cannot be met.

3. Customise services.

3.1 Assist client to evaluate service options according to their needs.
3.2 Determine and prioritise preferred service option.
3.3 Identify potential areas of difficulty in client service delivery and take action to meet needs.
3.4 Develop customised solutions specific to customer requirements.
3.5 Negotiate and confirm solutions with client.

4. Confirm services.
   4.1 Complete documentation as required according to organisational policies and procedures.
   4.2 Refer client to appropriate personnel and follow up to ensure satisfaction with service provision.

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

<table>
<thead>
<tr>
<th>Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills to:</td>
<td>Interpret documentation in relation to service delivery.</td>
</tr>
<tr>
<td>Problem-solving skills to</td>
<td>Negotiate modifications and solutions to address specific client needs.</td>
</tr>
</tbody>
</table>

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide professional and personalised client services within commercial time constraints and designated response times that meet client expectations in relation to at least three of the following:
  - general assistance
  - special requests
  - fitness programs
  - recreational activities
  - aquatics based programs
  - sport based programs
- communicate with customers from each of the following categories in providing a total client service experience:
  - different ages
  - different social and cultural backgrounds
  - special needs
- negotiate with client to address any areas where clients are experiencing difficulties or concerns
- customise services to the individual’s needs.
Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- relevant legislation related to customer service:
  - consumer law
  - equal opportunity
  - work health and safety/occupational health and safety
  - promotions

- organisational policies and procedures to enable ethical and non-discriminatory treatment of client requests and resolution of complaints:
  - communication protocols
  - complaint procedures
  - customer service procedures
  - reporting procedures
  - personal presentation
  - privacy
  - record keeping procedures

- detailed product knowledge to recommend customised solutions to meet client needs
- services offered by other providers to make recommendations to clients when their needs cannot be met
- principles and benefits of enhanced customer service experiences and positive communication
- techniques to anticipate customer preferences, needs and expectations throughout the service experience
- methods for enhancing service delivery in response to staff and customer feedback
- conflict resolution strategies to enable safe and satisfactory delivery of client service and resolution of complaints
- the specific industry sector:
  - professional service standards and protocols for service industry personnel
  - attitudes and attributes expected by the service industries to work with customers
  - different customer service needs and expectations
  - the particular organisation:
    - designated response times for providing service and resolving complaints
    - customer service policies and procedures, including those for complaint handling
    - promotional services offered.

Assessment Conditions
Skills must be demonstrated in:

- a client service delivery environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- documentation related to service provision and organisational policies and procedures for customer service:
- staff codes of behaviour
- documentation requirements
- quality systems, standards and guidelines
- customer service and feedback requirements
- clients with whom the individual can interact; these can be:
  - clients in an industry workplace who are assisted by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.
Unit Mapping Information
SISXCCS404A

Links
## Appendix 2 – Sample RPL and CT Agreement and Outcome Letter

<table>
<thead>
<tr>
<th>Candidate’s Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor’s Name:</td>
<td></td>
</tr>
<tr>
<td>RPL fee payable</td>
<td></td>
</tr>
<tr>
<td>Qualification/ Units of Competency assessed</td>
<td>&lt;Qualification or units&gt;</td>
</tr>
<tr>
<td>Evidence Provided</td>
<td></td>
</tr>
<tr>
<td>Assessment decision by unit</td>
<td></td>
</tr>
<tr>
<td>SISFFIT523A</td>
<td>Deliver prescribed exercise to clients with cardiorespiratory conditions FE</td>
</tr>
<tr>
<td>SISFFIT524A</td>
<td>Deliver prescribed exercise to clients with metabolic conditions FE</td>
</tr>
<tr>
<td>SISFFIT525A</td>
<td>Advise on injury prevention and management FE</td>
</tr>
<tr>
<td>SISFFIT526A</td>
<td>Deliver prescribed exercise to clients with musculoskeletal conditions FE</td>
</tr>
<tr>
<td>SISFFIT527A</td>
<td>Undertake health promotion activities to decrease risk factors and prevent chronic disease FE</td>
</tr>
<tr>
<td>SISFFIT528A</td>
<td>Apply research findings to exercise management strategies FE</td>
</tr>
<tr>
<td>SISXCCS404A</td>
<td>Address Client Needs RPL</td>
</tr>
<tr>
<td>SISXIND405A</td>
<td>Conduct projects RPL</td>
</tr>
<tr>
<td>HLTAD006</td>
<td>Provide advanced first aid NA</td>
</tr>
<tr>
<td>SISXCCS403A</td>
<td>Determine Needs of client populations RPL</td>
</tr>
<tr>
<td>SISINDX406A</td>
<td>Manage Projects CT</td>
</tr>
<tr>
<td>SISFFIT314A</td>
<td>Plan and Deliver Exercise to Older Adults with managed conditions RPL</td>
</tr>
<tr>
<td>SISXAC409A</td>
<td>Plan and provide sport, fitness and recreation services CT</td>
</tr>
</tbody>
</table>

CT = credit transfer  
RPL = Recognition of Prior Learning  
FE = Further evidence required  
GP = Gap training  
N = Not part of application

Further evidence to be submitted  
<specify exact detail of what the candidate must provide>

Names and contact details for those who can authenticate documentation  
Name and position:  
Company:  
Contact details:

Assessor’s signature:  
Date:

The candidate has been supplied with the following information:  
☐ Explanation of the RPL assessment process  
☐ List of relevant UOCs  
☐ An explanation of the evidence to be submitted  
☐ An explanation of the right to appeal the final assessment decision  
☐ The availability of reasonable adjustment for special needs if required

By signing this agreement, you are agreeing that you have been provided with the information above and that you agree to pay the specified fee before the final RPL assessment commences.

Candidate’s signature:  
Date:
Appendix 3 – RPL Evidence Samples - Certificate IV in Fitness

A range of documentation developed by the candidate may be used to show evidence of requirements. It is important to remember that to satisfy the rules of evidence, a range of evidence may be required to demonstrate competency.

Below is a list of the types of evidence that can be used, but this is by no means exhaustive:
• Third-party verification that documentation was developed by the candidate
• Response to questions during an assessor interview (phone, skype or in person)
• References (written or verbal) from current and/or previous employers
• Resources developed by the candidate and verified by a third party
• Observation of the candidate undergoing practical tasks (video or direct)
• Verification by third party that the candidate has undergone practical tasks or displayed relevant knowledge
• Documented self, peer or employer evaluations of candidate’s performance
• Evaluation sheets completed by clients or third parties
• A Statement of Attainment for a unit that has been obtained through having completed an accredited course in the past two or three years
• Outlines, reports, documentation, programs or sessions that have been completed by the candidate.

Please note, the below list is not exhaustive and any evidence must be assessed against the performance criteria, performance evidence, knowledge evidence and assessment conditions of the unit.

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Appropriate evidence for the unit</th>
</tr>
</thead>
</table>
| SISFFIT012 Instruct movement programs to children aged 5 to 12 years | • Statement of attainment for this unit within the last 2 or 3 years  
OR  
• At least five session plans developed by the candidate that show evidence of requirements  
• Appropriate preexercise screening forms. Test records completed by the candidate  
• Results of fitness assessments for children or adolescent clients completed by you  
• Third-party verification that plans were developed by the candidate  
• Response to questions during assessor interview  
• Copies of self and/or evaluations done by others of your performance as a trainer.  
• Copy of a schedule that shows you as the instructor for all sessions (or at least three consecutive sessions).  
• Copies of job description, contracts or a letter from the director that you fulfill these duties.  
• References (written or verbal) from current and/or previous employers  
Video evidence of you performing sessions with children or adolescent clients using appropriate instruction, warm up, cool down, safe practices, demonstrating and correcting techniques. |
| SISFFIT013 Instruct exercise to young people aged 13 to 17 years | • Statement of attainment for this unit within the last 2 or 3 years  
OR  
• At least five session plans developed by the candidate that show evidence of requirements  
• Appropriate preexercise screening forms. Test records completed by the candidate |
<table>
<thead>
<tr>
<th>SISFFIT015</th>
<th>Collaborate with medical and allied health professionals in a fitness context</th>
</tr>
</thead>
</table>
| • Results of fitness assessments for children or adolescent clients completed by you | • Statement of attainment for this unit within the last 2 or 3 years 
  OR |
| • Third-party verification that plans were developed by the candidate | • Referral letters written by the candidate which cover a range of clients and/or responses from the referral partner |
| • Response to questions during assessor interview | • Session plans developed by the candidate in response to guidance from a health professional |
| • Copies of self and/or evaluations done by others of your performance as a trainer. | • Third party evidence from an employer or referral partner which states that the candidate routinely performs these duties. |
| • Copy of a schedule that shows you as the instructor for all sessions (or at least three consecutive sessions). | • Copies of screening processes completed by the candidate which show when referrals should be made. |
| • Copies of job description, contracts or a letter from the director that you fulfill these duties. | • Response to questions during interview |
| • References (written or verbal) from current and/or previous employers | Video evidence of you performing sessions with children or adolescent clients using appropriate instruction, warm up, cool down, safe practices, demonstrating and correcting techniques. |

<table>
<thead>
<tr>
<th>SISFFIT016</th>
<th>Provide motivation to positively influence exercise behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Statement of attainment for this unit within the last 2 or 3 years</td>
<td>• Evidence of research into behavioural change and motivational strategy</td>
</tr>
<tr>
<td>OR</td>
<td>• Third-party verification that the candidate routinely performs motivation</td>
</tr>
<tr>
<td>• Response to questions during assessor interview</td>
<td>• Copies of job description, contracts or a letter from the director that you fulfill these duties.</td>
</tr>
<tr>
<td>• References (written or verbal) from current and/or previous employers</td>
<td>Video evidence of you performing sessions with clients using appropriate motivation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SISFFIT017</th>
<th>Instruct long-term exercise programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Statement of attainment for this unit within the last 2 or 3 years</td>
<td>OR</td>
</tr>
<tr>
<td>• At least five session plans developed by the candidate that show evidence of requirements including different training methods</td>
<td>• Plans, instructs and evaluates long term exercise programs</td>
</tr>
<tr>
<td>• Third-party verification that session plans were developed by the candidate</td>
<td>• Uses a variety of equipment</td>
</tr>
<tr>
<td>• Third-party verification that the candidate has performed the following:</td>
<td>• Implements relevant long term training principles into program design</td>
</tr>
<tr>
<td>▪ Plans, instructs and evaluates long term exercise programs</td>
<td>• Understands signs and symptoms of exercise intolerance and contraindications</td>
</tr>
<tr>
<td>▪ Uses a variety of equipment</td>
<td>• Accurately applies exercise science, anatomy and biomechanics to program design</td>
</tr>
<tr>
<td>▪ Implements relevant long term training principles into program design</td>
<td>• Plans sessions for specific populations based on assessment of client needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Australian College of Sport and Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a trading name of Australian Learning Group</td>
</tr>
<tr>
<td>RTO 91165 CRICOS 03071E (NSW,VIC,WA,QLD)</td>
</tr>
</tbody>
</table>
| SISFFIT018  
Promote functional movement capacity | • Appropriately collects, records and stores information  
• Video evidence of you conducting training sessions for long term goals  
• Employment contract or Job description showing duties related to long term programming  
• Response to questions during assessor interview  
References (written or verbal) from current and/or previous employers  
• Statement of attainment for this unit within the last 2 or 3 years  
• At least five session plans developed by the candidate that show evidence of requirements including different training methods  
• Third-party verification that session plans were developed by the candidate  
• Third-party verification that the candidate has performed the following:  
  • Conducts appraisal of functional movement using accepted movement and exercise observations  
  • Conducts static postural appraisal  
  • Uses a variety of appraisal equipment  
  • Recommends appropriate exercise strategies to promote functional movement  
  • Promotes good posture  
  • Accurately applies exercise science, anatomy and biomechanics to program design  
  • Plans sessions for specific populations based on assessment of client functional capacity  
  • Appropriately collects, records and stores information  
• Video evidence of you conducting functional appraisals  
• Employment contract or Job description showing duties related to long term programming  
• Response to questions during assessor interview  
References (written or verbal) from current and/or previous employers  

| SISFFIT019  
Incorporate exercise science principles into fitness programming | • Statement of attainment for this unit within the last 2 or 3 years  
• At least five session plans developed by the candidate that show evidence of requirements including different training methods  
• Third-party verification that session plans were developed by the candidate  
• Third-party verification that the candidate has performed the following:  
  • Plans, instructs and evaluates exercise programs  
  • Uses a variety of equipment, industry standard screening  
  • Implements relevant principles into program design  
  • Understands signs and symptoms of exercise intolerance and contraindications  
  • Accurately applies exercise science, anatomy and biomechanics to program design  
  • Plans sessions for specific populations based on assessment of client needs  
  • Appropriately collects, records and stores information  
• Video evidence of you conducting training sessions incorporating exercise science principles goals  
• Employment contract or Job description showing duties related to exercise science principles  
• Response to questions during assessor interview  
References (written or verbal) from current and/or previous employers |
<table>
<thead>
<tr>
<th>SISFFIT020</th>
<th>Instruct exercise programs for body composition goals</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Statement of attainment for this unit within the last 2 or 3 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• At least five session plans developed by the candidate that show evidence of training methods to support, and evaluation of, body composition goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Third-party verification that session plans were developed by the candidate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Third-party verification that the candidate has performed the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Plans, instructs and evaluates exercise programs for body composition goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Uses a variety of equipment and calculations to measure body composition (anthropometric)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Implements relevant principles into program design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Understands signs and symptoms of exercise intolerance and contraindications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Accurately applies exercise science, anatomy and biomechanics to program design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Plans sessions for specific populations based on assessment of client needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Appropriately collects, records and stores information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Video evidence of you conducting training sessions for body composition goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Employment contract or Job description showing duties related to long term programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Response to questions during assessor interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>References (written or verbal) from current and/or previous employers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| SISFFIT021 | Instruct personal training programs |
|------------|--------------------------------------|----|
| • Statement of attainment for this unit within the last 2 or 3 years |
| • Third-party verification that the candidate has performed the following: |
| ▪ Completed health screening and fitness orientations as a regular part of their employment |
| ▪ Uses industry endorsed risk stratification procedures such as APSS screening form |
| ▪ Explains process to clients |
| ▪ Updates client record forms |
| ▪ Uses calculations and measurements to complete screening processes |
| ▪ Has completed referral letters |
| ▪ Follows legislation and organisational policies and procedures |
| ▪ Plans and conducts sessions for specific populations based on assessment of client needs |
| ▪ Modifies programs as required |
| ▪ Appropriately collects, records and stores information |
| ▪ Video evidence of you instructing PT sessions to clients |
| ▪ Employment contract or Job description showing duties related to instruction |
| ▪ Response to questions during assessor interview |
| ▪ Completed session plans and modified programs |
| ▪ Completed referral letters produced by you |
| References (written or verbal) from current and/or previous employers |

<table>
<thead>
<tr>
<th>SISFFIT023</th>
<th>Instruct group personal training programs</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Statement of attainment for this unit within the last 2 or 3 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Third-party verification that the candidate has performed the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Completed health screening and fitness orientations as a regular part of their employment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| SISFFIT025  | Recognise the dangers of providing nutrition advice to clients | • Statement of attainment for this unit within the last 2 or 3 years  
OR  
• Third-party verification that the candidate has performed the following:  
  ▪ Provided healthy eating advice to clients  
  ▪ Understands the relationship between healthy eating, exercise, physical and mental health  
  ▪ Understands the limitations of a fitness professional in healthy eating advice  
  ▪ Understands the link between poor eating habits and disease  
• Evidence of at least 5 client sessions in which you discuss healthy eating  
• Referrals written to or received from dieticians for at least 5 clients  
• Response to questions during assessor interview  
References (written or verbal) from current and/or previous employers |
| SISFFIT026  | Support healthy eating through the Eat for Health Program | • Statement of attainment for this unit within the last 2 or 3 years  
OR  
• Third-party verification that the candidate has performed the following:  
  ▪ Provided healthy eating advice to clients  
  ▪ Understands the relationship between healthy eating, exercise, physical and mental health  
  ▪ Understands the limitations of a fitness professional in healthy eating advice  
  ▪ Understands the link between poor eating habits and disease  
• Evidence of at least 5 client sessions in which you discuss healthy eating  
• Referrals written to or received from dieticians for at least 5 clients  
• Response to questions during assessor interview  
References (written or verbal) from current and/or previous employers |
| SISXRES001  | Conduct sustainable work practices in open spaces | • Statement of attainment for this unit within the last 2 or 3 years  
OR  
• Third-party verification that the candidate has performed the following:  
  ▪ Planned activities in open space  
  ▪ Conducted minimal impact studies |
| BSBSMB401  
Establish legal and risk management requirements of small business | - Monitored impacts or changes
- Evidence of at least 3 client sessions in which you conducted sessions outdoors
- Response to questions during assessor interview
- References (written or verbal) from current and/or previous employers

| BSBSMB403  
Market the small business | - Statement of attainment for this unit within the last 2 or 3 years
- Evidence of candidate’s involvement in risk reporting and management such as completed incident forms or risk assessments.
- Third-party verification of the ability to:
  - Identify and research legal requirements and risks
  - Comply with legislation
  - Negotiate and arrange contracts
  - Identify and evaluate control measures
  - Develop and implement treatment plans for own area or responsibility
  - Maintain risk management documentation.
- Response to questions during assessor interview

| BSBSMB404  
Undertake small business planning | - Statement of attainment for this unit within the last 2 or 3 years
- Evidence of candidate’s involvement in developing, implementing and evaluating marketing plans.
- A marketing plan that has been verified as the candidate’s own work
- Third-party verification of the ability to:
  - Determine marketing objectives
  - Evaluate customer base and culturally appropriate strategies
  - Determine marketing mix and strategies
  - Monitor and evaluate plans
  - Research and monitor
  - References (written or verbal) from current and/or previous employers
  - Response to questions during assessor interview

<p>|</p>
<table>
<thead>
<tr>
<th>Qualification</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| BSBSMB405 Monitor and manage small business operations | - Statement of attainment for this unit within the last 2 or 3 years  
- Evidence of candidate’s involvement in developing, implementing and operational plans.
- An operational plan that has been verified as the candidate’s own work
- References (written or verbal) from current and/or previous employers
- Response to questions during assessor interview
- Third-party verification of the ability to:
  - Develop strategies and procedures to fully manage business operations (action, risk, quality, performance, technology)
  - Implement and monitor strategies and procedures (analysis, correction, review, adjustment)
  - Record and research business improvement |
| SISSSTC301A Instruct strength and conditioning techniques | - Statement of attainment for this unit within the last 2 or 3 years  
- Third-party verification that the candidate has performed the following:
  - Assessed health status of athletes
  - Selected appropriate program
  - Prepared for and instructed the session
  - Evaluated the program and made modifications
  - Follows legislation and organisational policies and procedures
  - Plans and conducts sessions for specific populations based on assessment of client needs
  - Modifies programs as required
- Video evidence of the candidate instructing S&C sessions to clients
- Employment contract or Job description showing duties related to strength and conditioning
- Response to questions during assessor interview
- Completed session plans and modified programs that are verified as the candidate’s own
  References (written or verbal) from current and/or previous employers |
| SISXCCS003 Address client needs | - Statement of attainment for this unit within the last 2 or 3 years  
- Copies of job description, contracts or a letter from your employer that you fulfil these duties.
  - Provide professional and personalised service to clients
  - Complete customer service and operational tasks including reporting and administration
  - Work cooperatively and efficiently to solve problems or concerns
  - Follow organisational policies
- Response to questions during assessor interview
- References (written or verbal) from current and/or previous employers
- Documented self, peer or employer evaluations of candidate’s performance |
| SISXCAI005 Conduct individualised long-term training programs | - Statement of attainment for this unit within the last 2 or 3 years  
- At least five session plans developed by the candidate that show evidence of requirements including different training methods |
| • Third-party verification that session plans were developed by the candidate |
| • Third-party verification that the candidate has performed the following: |
|   ▪ Plans, instructs and evaluates long term exercise programs |
|   ▪ Uses a variety of equipment |
|   ▪ Implements relevant long term training principles into program design |
|   ▪ Understands signs and symptoms of exercise intolerance and contraindications |
|   ▪ Accurately applies exercise science, anatomy and biomechanics to program design |
|   ▪ Plans sessions for specific populations based on assessment of client needs |
|   ▪ Appropriately collects, records and stores information |
| • Video evidence of you conducting training sessions for long term goals |
| • Employment contract or Job description showing duties related to long term programming |
| • Response to questions during assessor interview |

References (written or verbal) from current and/or previous employers
# Appendix 4 – Sample Interview Questions - Certificate IV in Fitness

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Appropriate evidence for the unit</th>
</tr>
</thead>
</table>
| **SISFFIT012**  
Instruct movement programs to children aged 5 to 12 years | 1. Describe your experience instructing young people aged 5-12.  
2. Using examples, explain age and skill appropriate baseline tests.  
3. What legislative requirements would relate to this client group?  
4. Outline a range of age appropriate exercises for EACH component of fitness.  
5. Explain how anatomical and exercise science principles will change for this client group and explain the implications for exercise prescription.  
6. Comment on appropriate motivational techniques  
7. What are the injury risks for this group. |
| **SISFFIT013**  
Instruct exercise to young people aged 13 to 17 years | 1. Describe your experience instructing young people aged 13-17.  
2. Using examples, explain age and skill appropriate baseline tests.  
3. What legislative requirements would relate to this client group?  
4. Outline a range of age appropriate exercises for EACH component of fitness.  
5. Explain how anatomical and exercise science principles will change for this client group and explain the implications for exercise prescription.  
6. Comment on appropriate motivational techniques  
7. What are the injury risks for this group. |
| **SISFFIT015**  
Collaborate with medical and allied health professionals in a fitness context | 1. Describe your experience referring clients to allied health professionals.  
2. Describe situations that would require referrals.  
3. What legislative requirements would relate to referring clients?  
4. Outline the role of medical or allied health professionals as they relate to fitness  
5. Describe a range of signs and symptoms of exercise intolerance. |
| **SISFFIT016**  
Provide motivation to positively influence exercise behaviour | 1. Outline your experience motivating clients  
2. Describe your understanding of behavioural change strategies  
3. How can you use your knowledge of motivation and behavioural change to improve your professional practice  
4. How can personal or social factors affect motivation? What are other barriers?  
5. What are the stages of change?  
6. What are the principles of goal setting? |
| **SISFFIT017**  
Instruct long-term exercise programs | 1. Outline your experience in setting long term goals. Describe your clients and their goals and how you achieved these.  
2. Outline the principles of long term program design and how these relate to the components of fitness.  
3. How do training principles apply to long term programming.  
4. Using examples, outline a range of training methods and expected adaptations. |
5. What considerations exist for clients?

<table>
<thead>
<tr>
<th>SISFFIT018 Promote functional movement capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe your experience of assessing movement and functional capacity and how this applied to the development of a suitable exercise program.</td>
</tr>
<tr>
<td>2. When would you refer a client who you had assessed?</td>
</tr>
<tr>
<td>3. What types of movement and exercise observation would you perform?</td>
</tr>
<tr>
<td>4. Describe which assessment tools you would use</td>
</tr>
<tr>
<td>5. What is the relationship between injury, injury prevention and postural variances?</td>
</tr>
<tr>
<td>6. Explain the causes and implications of poor posture or functional limitations</td>
</tr>
<tr>
<td>7. What are 'primal functional movement patterns' and who do these relate to assessment?</td>
</tr>
<tr>
<td>8. What conditions may lead to a change in centre of gravity?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SISFFIT019 Incorporate exercise science principles into fitness programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why is it important to have a good understanding of exercise science and how does this knowledge apply to fitness programming?</td>
</tr>
<tr>
<td>2. Where would you source this information?</td>
</tr>
<tr>
<td>3. Demonstrate your knowledge by explaining the exercise principles associated with an exercise of your choice</td>
</tr>
<tr>
<td>4. Outline the physiology related to improvements in body composition</td>
</tr>
<tr>
<td>5. Describe the concepts of biomechanics in relation to a bicep curl or plank</td>
</tr>
<tr>
<td>6. Explain the expected physiological response to a single bout of physical activity AND long term exercise program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SISFFIT020 Instruct exercise programs for body composition goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outline your experience in helping clients to achieve body composition goals</td>
</tr>
<tr>
<td>2. What assessment methods have you used to determine body composition?</td>
</tr>
<tr>
<td>3. What are the client consideration relevant to body composition programs</td>
</tr>
<tr>
<td>4. Which exercises may be suitable for body composition targets. Use examples of clients and appropriate exercise selection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SISFFIT021 Instruct personal training programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outline your experience instructing personal training.</td>
</tr>
<tr>
<td>2. How do you identify client fitness requirements</td>
</tr>
<tr>
<td>3. Outline the process you go through to develop an appropriate program</td>
</tr>
<tr>
<td>4. What factors do you need to consider when instructing the program?</td>
</tr>
<tr>
<td>5. How can you evaluate the program and why is this important?</td>
</tr>
<tr>
<td>6. What legislative requirements would relate to instructing clients?</td>
</tr>
<tr>
<td>7. What are the program design variables?</td>
</tr>
<tr>
<td>8. Describe the training principles and how they relate to program design</td>
</tr>
<tr>
<td>9. Outline types of conditioning and training and expected adaptations.</td>
</tr>
<tr>
<td>10. Explain how a knowledge of exercise science, anatomy, physiology and biomechanics apply to fitness activities and personal training programs</td>
</tr>
<tr>
<td>11. Describe learning styles and how they will impact exercise instruction</td>
</tr>
<tr>
<td>12. Identify common barriers to exercise participation and the motivational techniques used to overcome these.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SISFFIT023 Instruct group personal training programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outline your experience instructing group personal training.</td>
</tr>
<tr>
<td>2. How do you identify group client fitness requirements</td>
</tr>
<tr>
<td>3. Outline the process you go through to develop an appropriate group program</td>
</tr>
<tr>
<td>4. What factors do you need to consider when instructing the program?</td>
</tr>
<tr>
<td>5. How can you evaluate the program and why is this important?</td>
</tr>
<tr>
<td>6. What legislative requirements would relate to instructing clients?</td>
</tr>
<tr>
<td>7. What are the program design variables?</td>
</tr>
<tr>
<td>8. Describe the training principles and how they relate to program design</td>
</tr>
<tr>
<td>9. Outline types of conditioning and training and expected adaptations.</td>
</tr>
<tr>
<td>10. Explain how a knowledge of exercise science, anatomy, physiology and biomechanics apply to fitness activities and personal training programs</td>
</tr>
<tr>
<td>11. Describe learning styles and how they will impact exercise instruction</td>
</tr>
<tr>
<td>12. Identify common barriers to exercise participation and the motivational techniques used to overcome these.</td>
</tr>
<tr>
<td>Skill Set</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>SISFFIT025</td>
</tr>
<tr>
<td>SISFFIT026</td>
</tr>
<tr>
<td>SISXRES001</td>
</tr>
<tr>
<td>BSBMB401</td>
</tr>
<tr>
<td>BSBMB403</td>
</tr>
<tr>
<td>BSBMB404</td>
</tr>
<tr>
<td>BSBMB405</td>
</tr>
<tr>
<td>SISSSTC301A</td>
</tr>
<tr>
<td>SISSSTC402A</td>
</tr>
</tbody>
</table>
| SISXCCS003 Address client needs | 1. Why is it important to establish a good rapport with clients?  
2. Outline a situation in which you ensured that the programs, facilities and equipment match client needs.  
3. What is quality service. Outline a situation in which you ensured this took place.  
4. Describe a situation in which you personally dealt with a customer complaint. What was the process and how did you resolve it?  
5. Outline the legal and ethical considerations when dealing with customer service.  
6. How can cultural and social backgrounds influence the way you interact with clients?  
7. What are the principles of good customer service?  
8. How can you improve your knowledge of services?  
9. What are the barriers to providing good service?  
10. Outline 3 organisational policies relating to customer service. |
| SISXCAI005 Conduct individualised long-term training programs | 1. Outline your experience in setting long term goals. Describe your clients and their goals and how you achieved these.  
2. Outline the principles of long term program design and how these relate to the components of fitness.  
3. How do training principles apply to long term programming.  
4. Using examples, outline a range of training methods and expected adaptations.  
5. What considerations exist for clients? |
Appendix 5 – RPL and CT Application Form

Personal Information

Name: ___________________________ DOB: ___________________________
Address: ___________________________ P/Code: ___________________________
Suburb: ___________________________
Phone: H ___________________________ W ___________________________ M ___________________________
Email: ___________________________ Today’s Date: ___________________________
How did you hear about us?: ___________________________

Select the course applying for course credit

Course Options

☐ SIS40215 - Certificate IV in Fitness

Unique Student Identified (USI)

If you’re studying nationally recognised training in Australia from 1 January 2015, you will be required to have a Unique Student Identifier (USI) that links to an online account that contains all your training records and results you complete from 1 January 2015 onwards. The USI is needed before a qualification can be issued.

Do you have a Unique Student Identifier (USI)?

☐ Yes - provide number: ______ ______ ______ ______ ______ ______

☐ NO or NOT SURE - If you do not have a USI or not sure, you give ALG permission to verify this for you and obtain one on your behalf using the personal information you have provided and as per conditions of enrolment.
Skills Recognition Program

Existing fitness professionals can apply to have their skills recognized by providing us with information about their experience with sport and fitness. Please, note, you will be required to provide evidence of this experience including, but not limited to:

- Letters from your employer which explain your role
- Website details showing timetables or your profile as a fitness instructor or trainer
- Relevant certification or qualifications
- Employment contracts

Depending on the nature and extent of your experience, skills recognition will determine the extent of course credit given.

Fitness and Sport Training

<table>
<thead>
<tr>
<th>Name of Education Provider</th>
<th>Type and Name of Qualification</th>
<th>Dates Attended From</th>
<th>Dates Attended Until</th>
<th>Area of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe your experience with Fitness and Sport (Elite, club or lifestyle experience)

Your experience in a gym or fitness centre

1. When was the last time you attended a gym?  □ In the last week  □ In the last month  □ In the last year  □ Never
2. How often do you use a gym?  □ Weekly  □ Monthly  □ Yearly  □ Never
3. Which type of equipment have you used? (choose as many as applicable)  □ Machine Weights  □ Free Weights  □ Cardio Machines  □ Never
4. Which type of classes have you attended? (choose as many as applicable)  □ Pilates / Yoga  □ Exercise to music  □ High Intensity / Bootcamp / Martial Arts  □ Never

Estimate the amount of time you spent undergoing sport or fitness activities over the last 3 years. Please explain your answer.

SPORT AND RECREATION MANAGEMENT APPLICANTS:

Describe your business experience in the sport, fitness or recreation industry. This may be related to gym management, facility management or any other business skills or experiences.
Recognition of Prior Learning and Course credit

Students may also gain course credit through recognition of prior learning or former structured learning, such as a previous qualification with a recognized fitness organization or registered training organization.

To help with the course credit process, students are required to identify the modules and Units of Competency (UOCs) that they are applying for course credit. Below is a list of the units of competency that are covered in the courses that ACSF offers.

To complete the form below, students are required to tick the specific UOC they are applying for course credit and state the equivalent competencies or subject that they have studied. Students will need to provide evidence with this course credit application.

As the UOCs are clustered into modules, students must show evidence to support the entire group of UOCs in the module or the module must be undertaken.

Please note, ACSF reserves the right to determine whether the knowledge within a competency has been fully achieved and whether course credit will be given.

List the Evidence to support your application:
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT013</td>
<td>Instruct exercise to young people aged 13 to 17 years</td>
</tr>
<tr>
<td>SISFFIT015</td>
<td>Collaborate with medical and allied health professionals in a fitness context</td>
</tr>
<tr>
<td>SISFFIT016</td>
<td>Provide motivation to positively influence exercise behaviour</td>
</tr>
<tr>
<td>SISFFIT017</td>
<td>Instruct long-term exercise programs</td>
</tr>
<tr>
<td>SISFFIT018</td>
<td>Promote functional movement capacity</td>
</tr>
<tr>
<td>SISFFIT019</td>
<td>Incorporate exercise science principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT020</td>
<td>Instruct exercise programs for body composition goals</td>
</tr>
<tr>
<td>SISFFIT021</td>
<td>Instruct personal training programs</td>
</tr>
<tr>
<td>SISFFIT023</td>
<td>Instruct group personal training programs</td>
</tr>
<tr>
<td>SISFFIT025</td>
<td>Recognise the dangers of providing nutrition advice to clients</td>
</tr>
<tr>
<td>SISFFIT026</td>
<td>Support healthy eating through the Eat for Health Program</td>
</tr>
<tr>
<td>SISXRES001</td>
<td>Conduct sustainable work practices in open spaces</td>
</tr>
<tr>
<td>BSBSMB401</td>
<td>Establish legal and risk management requirements of small business</td>
</tr>
<tr>
<td>BSBSMB403</td>
<td>Market the small business</td>
</tr>
<tr>
<td>BSBSMB404</td>
<td>Undertake small business planning</td>
</tr>
<tr>
<td>BSBSMB405</td>
<td>Monitor and manage small business operations</td>
</tr>
<tr>
<td>ACSF_RTLCCT_CandidateGuide_SIS40215_1906B</td>
<td>Page 32 of 33</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------</td>
</tr>
</tbody>
</table>

**Course Credit Payment Method**

Payment for course credit applications can be made via direct deposit or credit card. Please select the payment option which you would like to pay with:

- □ Direct Deposit
- □ Credit card

**Payment Information**

**Credit Card Payment Details**

- Select Credit Card: □ Visa □ MasterCard
- Name card: ______________________
- Card Number: __________ __________ __________ __________
- Expiry: __________ __________

☐ By ticking this box I, ______________________ (credit card holder name) give permission for ACSF to use the details.

**Direct Deposit Payment Details**

When making direct deposit ADD your Full Name as the reference.

- **Account name:** Australian Learning Group Pty Ltd
- **Account number:** 1019 8588
- **BSB:** 062 032

---

**SISSTC301A** Instruct strength and conditioning techniques

**SISXCCS003** Address client needs

**SISXCAI005** Conduct individualised long-term training programs

**SISFFIT012** Instruct movement programs to children aged 5 to 12 years
Candidate Declaration and Authority to Release Information

By signing below, I declare that:

• I have been advised of the recognition assessment process and understand my rights and responsibilities as a recognition candidate.

• This portfolio is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.

• I have organised and named the files I am submitting according to the instructions provided and I am aware that ACSF will not assess work that cannot be clearly identified and may request the work be resubmitted according to the correct process.

• I am aware that the ACSF has a policy of checking the validity of qualifications that I submit as evidence as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent for the ACSF to contact these parties for verification purposes.

• I hereby give permission for ACSF to contact any third party I have referenced for verification of my currency.

• I choose to be assessed at this time.

• I hereby consent to ACSF making enquiries and verifying documents and qualifications submitted as part of this application.

• I expressly authorise issuing institutions and authorities, including private RTOs, TAFE institutions and universities to provide verification to ACSF of qualifications and statements of attainment issued to me.

I ______________________________ (applicant name) declare that the information that has been provided in this course credit application is true and accurate, and that I have submitted true copies of the original certificate and transcripts.

Signature: ______________________________ Date: ____________________