



AUSTRALIAN COLLEGE OF  
**SPORT & FITNESS**



**RPL Candidate Guide**  
SIS40215 Certificate IV in Fitness

# 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>.'*

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## 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.

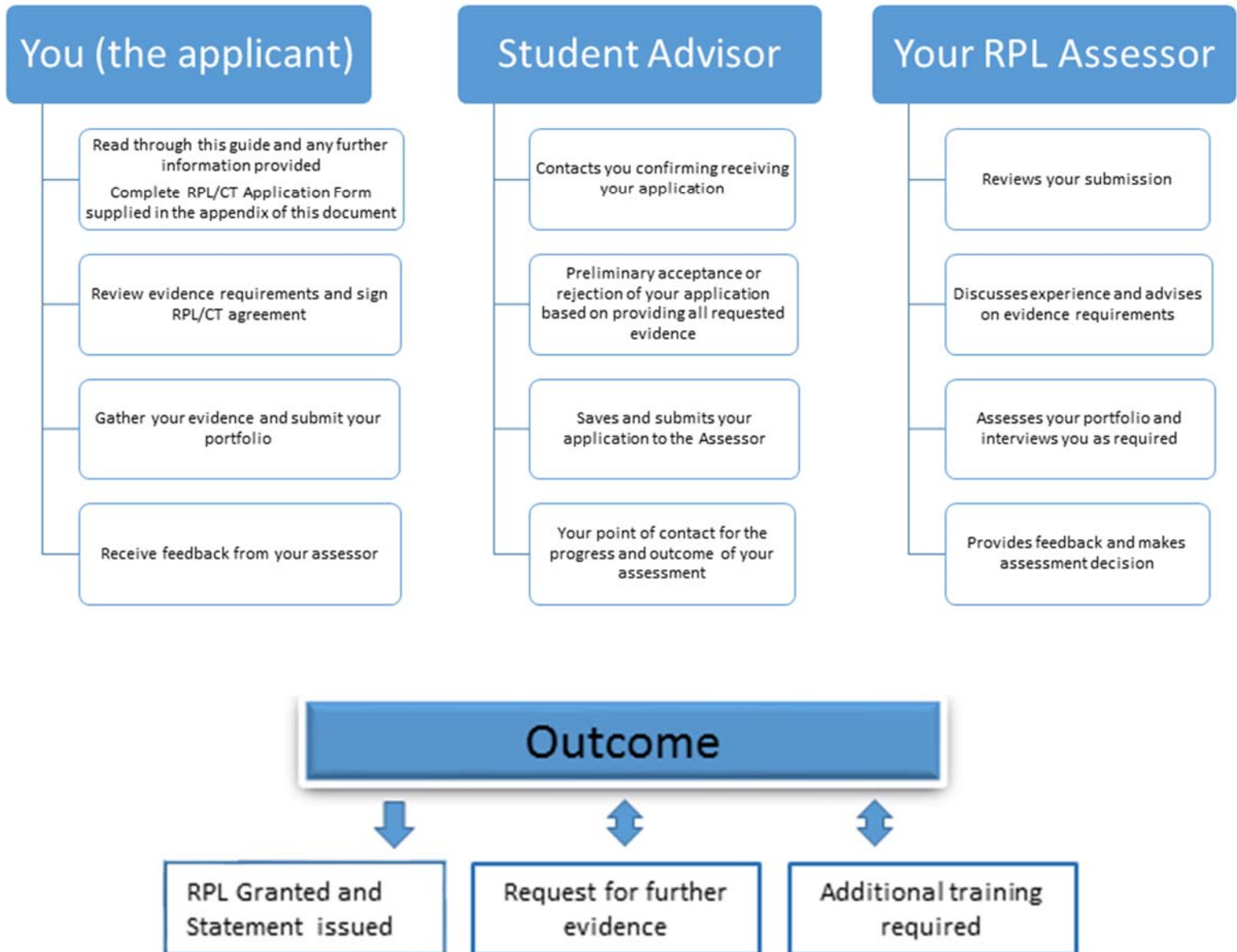
## Modules and Units of Competency

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

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

## The RPL and CT Process



## How to Submit an RPL/CT Application

### Course Credit Procedure

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. All evidence must be scanned as per scanning requirements below.
4. The initial application fee will be processed upon receiving your application as per your payment details on the application form.
5. Your application will then be assessed based on the evidence submitted. 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.
6. The student will be advised of the outcome of the application via email.
7. The outcome will include a summary of relevant fees payable based on the number of modules/UOCs successfully exempted and the requirements for further assessment. These fees must be paid before the RPL assessment can be proceed further.
8. The student must sign their outcome agreement.
9. The student record will be updated according to the outcome of the application.
10. 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
- Review the competency list provided – and outline where your training covers these areas.

## Fees

A non-refundable administration fee of \$85 per course will apply when you lodge your application.

The RPL fee payable will be determined by the assessment requirements, training requirements and the number of modules or units exempted.

The purpose of RPL is to reduce the time and/or cost associated with training. Your RPL fee will never exceed the cost of the course.

RPL fees must be agreed upon and paid prior to the finalisation of the RPL process.

## 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](http://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:

Evidence must be:

valid	<ul style="list-style-type: none"> <li>• directly related to the unit of competency</li> </ul>
sufficient	<ul style="list-style-type: none"> <li>• covers everything in the unit of competency</li> <li>• shows competency over a period of time</li> <li>• shows competency in different contexts</li> </ul>
current	<ul style="list-style-type: none"> <li>• relates to experience in the past two to three years</li> </ul>
authentic	<ul style="list-style-type: none"> <li>• can be clearly identified as evidence of your own competence.</li> </ul>

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**

This process to identify whether there will be any credit given to the selected course/s will be completed within 10 working days.

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

Release	Comments
<i>Not Applicable.</i>	

#### 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

Elements	Performance Criteria
<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 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.

Skills	Description
Reading skills to:	Interpret documentation in relation to service delivery.
Problem-solving skills to	Negotiate modifications and solutions to address specific client needs.

### 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

Companion Volume Implementation Guide: - <http://www.serviceskills.com.au/resources>

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

Candidate's Name:			
Assessor's Name:			
RPL fee payable			
Qualification/ Units of Competency assessed	<Qualification or units>		
Evidence Provided			
Assessment decision by unit	SISFFIT523A	Deliver prescribed exercise to clients with cardiorespiratory conditions	FE
	SISFFIT524A	Deliver prescribed exercise to clients with metabolic conditions	FE
	SISFFIT525A	Advise on injury prevention and management	FE
	SISFFIT526A	Deliver prescribed exercise to clients with musculoskeletal conditions	FE
	SISFFIT527A	Undertake health promotion activities to decrease risk factors and prevent chronic disease	FE
	SISFFIT528A	Apply research findings to exercise management strategies	FE
	SISXCCS404A	Address Client Needs	RPL
	SISXIND405A	Conduct projects	RPL
	HLTAID006	Provide advanced first aid	NA
	SISXCCS403A	Determine Needs of client populations	RPL
	SISINDX406A	Manage Projects	CT
	SISFFIT314A	Plan and Deliver Exercise to Older Adults with managed conditions	RPL
	SISXFAC409A	Plan and provide sport, fitness and recreation services	CT
	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:	<input type="checkbox"/> Explanation of the RPL assessment process <input type="checkbox"/> List of relevant UOCs <input type="checkbox"/> An explanation of the evidence to be submitted <input type="checkbox"/> An explanation of the right to appeal the final assessment decision <input type="checkbox"/> 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.

Unit Name	Appropriate evidence for the unit
SISFFIT012 Instruct movement programs to children aged 5 to 12 years	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> </ul> OR <ul style="list-style-type: none"> <li>• At least five session plans developed by the candidate that show evidence of requirements</li> <li>• Appropriate preexercise screening forms. Test records completed by the candidate</li> <li>• Results of fitness assessments for children or adolescent clients completed by you</li> <li>• Third-party verification that plans were developed by the candidate</li> <li>• Response to questions during assessor interview</li> <li>• Copies of self and/or evaluations done by others of your performance as a trainer.</li> <li>• Copy of a schedule that shows you as the instructor for all sessions (or at least three consecutive sessions).</li> <li>• Copies of job description, contracts or a letter from the director that you fulfill these duties.</li> <li>• References (written or verbal) from current and/or previous employers</li> </ul> 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	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> </ul> OR <ul style="list-style-type: none"> <li>• At least five session plans developed by the candidate that show evidence of requirements</li> <li>• Appropriate preexercise screening forms. Test records completed by the candidate</li> </ul>



	<ul style="list-style-type: none"> <li>• Results of fitness assessments for children or adolescent clients completed by you</li> <li>• Third-party verification that plans were developed by the candidate</li> <li>• Response to questions during assessor interview</li> <li>• Copies of self and/or evaluations done by others of your performance as a trainer.</li> <li>• Copy of a schedule that shows you as the instructor for all sessions (or at least three consecutive sessions).</li> <li>• Copies of job description, contracts or a letter from the director that you fulfill these duties.</li> <li>• References (written or verbal) from current and/or previous employers</li> </ul> <p>Video evidence of you performing sessions with children or adolescent clients using appropriate instruction, warm up, cool down, safe practices, demonstrating and correcting techniques.</p>
<p>SISFFIT015 Collaborate with medical and allied health professionals in a fitness context</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years OR</li> <li>• Referral letters written by the candidate which cover a range of clients and/or responses from the referral partner</li> <li>• Session plans developed by the candidate in response to guidance from a health professional</li> <li>• Third party evidence from an employer or referral partner which states that the candidate routinely performs these duties.</li> <li>• Copies of screening processes completed by the candidate which show when referrals should be made.</li> <li>• Response to questions during interview</li> </ul>
<p>SISFFIT016 Provide motivation to positively influence exercise behaviour</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years OR</li> <li>• Evidence of research into behavioural change and motivational strategy</li> <li>• Third-party verification that the candidate routinely performs motivation</li> <li>• Response to questions during assessor interview</li> <li>• Copies of job description, contracts or a letter from the director that you fulfill these duties.</li> <li>• References (written or verbal) from current and/or previous employers</li> </ul> <p>Video evidence of you performing sessions with clients using appropriate motivation.</p>
<p>SISFFIT017 Instruct long-term exercise programs</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years OR</li> <li>• At least five session plans developed by the candidate that show evidence of requirements including different training methods</li> <li>• Third-party verification that session plans were developed by the candidate</li> <li>• Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> <li>▪ Plans, instructs and evaluates long term exercise programs</li> <li>▪ Uses a variety of equipment</li> <li>▪ Implements relevant long term training principles into program design</li> <li>▪ Understands signs and symptoms of exercise intolerance and contraindications</li> <li>▪ Accurately applies exercise science, anatomy and biomechanics to program design</li> <li>▪ Plans sessions for specific populations based on assessment of client needs</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Appropriately collects, records and stores information</li> <li>• Video evidence of you conducting training sessions for long term goals</li> <li>• Employment contract or Job description showing duties related to long term programming</li> <li>• Response to questions during assessor interview</li> </ul> <p>References (written or verbal) from current and/or previous employers</p>
<p>SISFFIT018 Promote functional movement capacity</p>	<p>OR</p> <ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> <li>• At least five session plans developed by the candidate that show evidence of requirements including different training methods</li> <li>• Third-party verification that session plans were developed by the candidate</li> <li>• Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> <li>▪ Conducts appraisal of functional movement using accepted movement and exercise observations</li> <li>▪ Conducts static postural appraisal</li> <li>▪ Uses a variety of appraisal equipment</li> <li>▪ Recommends appropriate exercise strategies to promote functional movement</li> <li>▪ Promotes good posture</li> <li>▪ Accurately applies exercise science, anatomy and biomechanics to program design</li> <li>▪ Plans sessions for specific populations based on assessment of client functional capacity</li> <li>▪ Appropriately collects, records and stores information</li> </ul> </li> <li>• Video evidence of you conducting functional appraisals</li> <li>• Employment contract or Job description showing duties related to long term programming</li> <li>• Response to questions during assessor interview</li> </ul> <p>References (written or verbal) from current and/or previous employers</p>
<p>SISFFIT019 Incorporate exercise science principles into fitness programming</p>	<p>OR</p> <ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> <li>• At least five session plans developed by the candidate that show evidence of requirements including different training methods</li> <li>• Third-party verification that session plans were developed by the candidate</li> <li>• Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> <li>▪ Plans, instructs and evaluates exercise programs</li> <li>▪ Uses a variety of equipment, industry standard screening</li> <li>▪ Implements relevant principles into program design</li> <li>▪ Understands signs and symptoms of exercise intolerance and contraindications</li> <li>▪ Accurately applies exercise science, anatomy and biomechanics to program design</li> <li>▪ Plans sessions for specific populations based on assessment of client needs</li> <li>▪ Appropriately collects, records and stores information</li> </ul> </li> <li>• Video evidence of you conducting training sessions incorporating exercise science principles goals</li> <li>• Employment contract or Job description showing duties related to exercise science principles</li> <li>• Response to questions during assessor interview</li> </ul> <p>References (written or verbal) from current and/or previous employers</p>

<p>SISFFIT020 Instruct exercise programs for body composition goals</p>	<p>OR</p> <ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> <li>• At least five session plans developed by the candidate that show evidence of training methods to support, and evaluation of, body composition goals</li> <li>• Third-party verification that session plans were developed by the candidate</li> <li>• Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> <li>▪ Plans, instructs and evaluates exercise programs for body composition goals</li> <li>▪ Uses a variety of equipment and calculations to measure body composition (anthropometric)</li> <li>▪ Implements relevant principles into program design</li> <li>▪ Understands signs and symptoms of exercise intolerance and contraindications</li> <li>▪ Accurately applies exercise science, anatomy and biomechanics to program design</li> <li>▪ Plans sessions for specific populations based on assessment of client needs</li> <li>▪ Appropriately collects, records and stores information</li> </ul> </li> <li>• Video evidence of you conducting training sessions for body composition goals</li> <li>• Employment contract or Job description showing duties related to long term programming</li> <li>• Response to questions during assessor interview</li> </ul> <p>References (written or verbal) from current and/or previous employers</p>
<p>SISFFIT021 Instruct personal training programs</p>	<p>OR</p> <ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> <li>• Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> <li>▪ Completed health screening and fitness orientations as a regular part of their employment</li> <li>▪ Uses industry endorsed risk stratification procedures such as APSS screening form</li> <li>▪ Explains process to clients</li> <li>▪ Updates client record forms</li> <li>▪ Uses calculations and measurements to complete screening processes</li> <li>▪ Has completed referral letters</li> <li>▪ Follows legislation and organisational policies and procedures</li> <li>▪ Plans and conducts sessions for specific populations based on assessment of client needs</li> <li>▪ Modifies programs as required</li> <li>▪ Appropriately collects, records and stores information</li> </ul> </li> <li>• Video evidence of you instructing PT sessions to clients</li> <li>• Employment contract or Job description showing duties related to instruction</li> <li>• Response to questions during assessor interview</li> <li>• Completed session plans and modified programs</li> <li>• Completed referral letters produced by you</li> </ul> <p>References (written or verbal) from current and/or previous employers</p>
<p>SISFFIT023 Instruct group personal training programs</p>	<p>OR</p> <ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> <li>• Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> <li>▪ Completed health screening and fitness orientations as a regular part of their employment</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Uses industry endorsed risk stratification procedures such as APSS screening form</li> <li>▪ Explains process to clients</li> <li>▪ Updates client record forms</li> <li>▪ Uses calculations and measurements to complete screening processes</li> <li>▪ Has completed referral letters</li> <li>▪ Follows legislation and organisational policies and procedures</li> <li>▪ Plans and conducts sessions for specific populations based on assessment of client needs</li> <li>▪ Modifies programs as required</li> <li>▪ Appropriately collects, records and stores information</li> </ul> <ul style="list-style-type: none"> <li>• Video evidence of you instructing group sessions to clients</li> <li>• Employment contract or Job description showing duties related to instruction</li> <li>• Response to questions during assessor interview</li> <li>• Completed session plans and modified programs</li> <li>• Completed referral letters produced by you</li> </ul> <p>References (written or verbal) from current and/or previous employers</p>
<p>SISFFIT025 Recognise the dangers of providing nutrition advice to clients</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> <li>▪ Provided healthy eating advice to clients</li> <li>▪ Understands the relationship between healthy eating, exercise, physical and mental health</li> <li>▪ Understands the limitations of a fitness professional in healthy eating advice</li> <li>▪ Understands the link between poor eating habits and disease</li> </ul> </li> <li>• Evidence of atleast 5 client sessions in which you discuss healthy eating</li> <li>• Referrals written to or received from dieticians for atleast 5 clients</li> <li>• Response to questions during assessor interview</li> </ul> <p>References (written or verbal) from current and/or previous employers</p>
<p>SISFFIT026 Support healthy eating through the Eat for Health Program</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> <li>▪ Provided healthy eating advice to clients</li> <li>▪ Understands the relationship between healthy eating, exercise, physical and mental health</li> <li>▪ Understands the limitations of a fitness professional in healthy eating advice</li> <li>▪ Understands the link between poor eating habits and disease</li> </ul> </li> <li>• Evidence of atleast 5 client sessions in which you discuss healthy eating</li> <li>• Referrals written to or received from dieticians for atleast 5 clients</li> <li>• Response to questions during assessor interview</li> </ul> <p>References (written or verbal) from current and/or previous employers</p>
<p>SISXRES001 Conduct sustainable work practices in open spaces</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> <li>▪ Planned activities in open space</li> <li>▪ Conducted minimal impact studies</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Monitored impacts or changes</li> <li>• Evidence of atleast 3 client sessions in which you conducted sessions outdoors</li> <li>Response to questions during assessor interview</li> <li>References (written or verbal) from current and/or previous employers</li> </ul>
<p>BSBSMB401 Establish legal and risk management requirements of small business</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> <li>OR</li> <li>• Evidence of candidate’s involvement in risk reporting and management such as completed incident forms or risk assessments.</li> <li>• Third-party verification of the ability to: <ul style="list-style-type: none"> <li>▪ Identify and research legal requirements and risks</li> <li>▪ Comply with legislation</li> <li>▪ Negotiate and arrange contracts</li> <li>▪ identify and evaluate control measures</li> <li>▪ develop and implement treatment plans for own area or responsibility</li> <li>▪ maintain risk management documentation.</li> </ul> </li> <li>▪ Response to questions during assessor interview</li> </ul> <p>References (written or verbal) from current and/or previous employers</p>
<p>BSBSMB403 Market the small business</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> <li>OR</li> <li>• Evidence of candidate’s involvement in developing , implementing and evaluating marketing plans.</li> <li>• A marketing plan that has been verified as the candidates own work</li> <li>• Third-party verification of the ability to: <ul style="list-style-type: none"> <li>▪ Determine marketing objectives</li> <li>▪ Evaluate customer base and culturally appropriate strategies</li> <li>▪ Determine marketing mix and strategies</li> <li>▪ Monitor and evaluate plans</li> <li>▪ Research and monitor</li> </ul> </li> <li>▪ References (written or verbal) from current and/or previous employers</li> <li>▪ Response to questions during assessor interview</li> </ul>
<p>BSBSMB404 Undertake small business planning</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> <li>OR</li> <li>• Evidence of candidate’s involvement in developing , implementing and evaluating business plans.</li> <li>• A business plan that has been verified as the candidates own work</li> <li>• Third-party verification of the ability to: <ul style="list-style-type: none"> <li>▪ Determine business objectives</li> <li>▪ Evaluate customer base and culturally appropriate strategies</li> <li>▪ Determine marketing mix and strategies</li> <li>▪ Monitor and evaluate plans</li> <li>▪ Research and monitor</li> <li>▪ Develop risk management strategies</li> <li>▪ Identify and plan WHS responsibilities</li> </ul> </li> <li>▪ References (written or verbal) from current and/or previous employers</li> <li>▪ Response to questions during assessor interview</li> </ul>

<p>BSBSMB405 Monitor and manage small business operations</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Evidence of candidate’s involvement in developing , implementing and operational plans.</li> <li>• An operational plan that has been verified as the candidates own work</li> <li>• References (written or verbal) from current and/or previous employers</li> <li>• Response to questions during assessor interview</li> <li>• Third-party verification of the ability to: <ul style="list-style-type: none"> <li>• Develop strategies and procedures to fully manage business operations (action, risk, quality, performance, technology)</li> <li>• Implement and monitor strategies and procedures (analysis, correction, review, adjustment)</li> </ul> </li> </ul> <p>Record and research business improvement</p>
<p>SISSTC301A Instruct strength and conditioning techniques</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> <li>▪ Assessed health status of athletes</li> <li>▪ Selected appropriate program</li> <li>▪ Prepared for and Instructed the session</li> <li>▪ Evaluated the program and made modifications</li> <li>▪ Follows legislation and organisational policies and procedures</li> <li>▪ Plans and conducts sessions for specific populations based on assessment of client needs</li> <li>▪ Modifies programs as required</li> </ul> </li> <li>• Video evidence of the candidate instructing S&amp;C sessions to clients</li> <li>• Employment contract or Job description showing duties related to strength and conditioning</li> <li>• Response to questions during assessor interview</li> <li>• Completed session plans and modified programs that are verified as the candidates own</li> </ul> <p>References (written or verbal) from current and/or previous employers</p>
<p>SISXCCS003 Address client needs</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Copies of job description, contracts or a letter from your employer that you fulfil these duties. <ul style="list-style-type: none"> <li>▪ Provide professional and personalised service to clients</li> <li>▪ Complete customer service and operational tasks including reporting and administration</li> <li>▪ Work cooperatively and efficiently to solve problems or concerns</li> <li>▪ Follow organisational policies</li> </ul> </li> <li>• Response to questions during assessor interview</li> <li>• References (written or verbal) from current and/or previous employers</li> <li>• Documented self, peer or employer evaluations of candidate’s performance</li> </ul>
<p>SISXCAI005 Conduct individualised long-term training programs</p>	<ul style="list-style-type: none"> <li>• Statement of attainment for this unit within the last 2 or 3 years</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• At least five session plans developed by the candidate that show evidence of requirements including different training methods</li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"> <li>• Third-party verification that session plans were developed by the candidate</li> <li>• Third-party verification that the candidate has performed the following:           <ul style="list-style-type: none"> <li>▪ Plans, instructs and evaluates long term exercise programs</li> <li>▪ Uses a variety of equipment</li> <li>▪ Implements relevant long term training principles into program design</li> <li>▪ Understands signs and symptoms of exercise intolerance and contraindications</li> <li>▪ Accurately applies exercise science, anatomy and biomechanics to program design</li> <li>▪ Plans sessions for specific populations based on assessment of client needs</li> <li>▪ Appropriately collects, records and stores information</li> </ul> </li> <li>• Video evidence of you conducting training sessions for long term goals</li> <li>• Employment contract or Job description showing duties related to long term programming</li> <li>• Response to questions during assessor interview</li> </ul> <p>References (written or verbal) from current and/or previous employers</p> |
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## Appendix 4 – Sample Interview Questions - Certificate IV in Fitness

Unit Name	Appropriate evidence for the unit
<p>SISFFIT012 Instruct movement programs to children aged 5 to 12 years</p>	<ol style="list-style-type: none"> <li>1. Describe your experience instructing young people aged 5-12.</li> <li>2. Using examples, explain age and skill appropriate baseline tests.</li> <li>3. What legislative requirements would relate to this client group?</li> <li>4. Outline a range of age appropriate exercises for EACH component of fitness.</li> <li>5. Explain how anatomical and exercise science principles will change for this client group and explain the implications for exercise prescription.</li> <li>6. Comment on appropriate motivational techniques</li> <li>7. What are the injury risks for this group.</li> </ol>
<p>SISFFIT013 Instruct exercise to young people aged 13 to 17 years</p>	<ol style="list-style-type: none"> <li>1. Describe your experience instructing young people aged 13-17.</li> <li>2. Using examples, explain age and skill appropriate baseline tests.</li> <li>3. What legislative requirements would relate to this client group?</li> <li>4. Outline a range of age appropriate exercises for EACH component of fitness.</li> <li>5. Explain how anatomical and exercise science principles will change for this client group and explain the implications for exercise prescription.</li> <li>6. Comment on appropriate motivational techniques</li> <li>7. What are the injury risks for this group.</li> </ol>
<p>SISFFIT015 Collaborate with medical and allied health professionals in a fitness context</p>	<ol style="list-style-type: none"> <li>1. Describe your experience referring clients to allied health professionals.</li> <li>2. Describe situations that would require referrals.</li> <li>3. What legislative requirements would relate to referring clients?</li> <li>4. Outline the role of medical or allied health professionals as they relate to fitness</li> <li>5. Describe a range of signs and symptoms of exercise intolerance.</li> </ol>
<p>SISFFIT016 Provide motivation to positively influence exercise behaviour</p>	<ol style="list-style-type: none"> <li>1. Outline your experience motivating clients</li> <li>2. Describe your understanding of behavioural change strategies</li> <li>3. How can you use your knowledge of motivation and behavioural change to improve your professional practice</li> <li>4. How can personal or social factors affect motivation? What are other barriers?</li> <li>5. What are the stages of change?</li> <li>6. What are the principles of goal setting?</li> </ol>
<p>SISFFIT017 Instruct long-term exercise programs</p>	<ol style="list-style-type: none"> <li>1. Outline your experience in setting long term goals. Describe your clients and their goals and how you achieved these.</li> <li>2. Outline the principles of long term program design and how these relate to the components of fitness.</li> <li>3. How do training principles apply to long term programming.</li> <li>4. Using examples, outline a range of training methods and expected adaptations.</li> </ol>



	<ol style="list-style-type: none"> <li>5. What considerations exist for clients?</li> </ol>
<p>SISFFIT018 Promote functional movement capacity</p>	<ol style="list-style-type: none"> <li>1. Describe your experience of assessing movement and functional capacity and how this applied to the development of a suitable exercise program.</li> <li>2. When would you refer a client who you had assessed?</li> <li>3. What types of movement and exercise observation would you perform?</li> <li>4. Describe which assessment tools you would use</li> <li>5. What is the relationship between injury, injury prevention and postural variances?</li> <li>6. Explain the causes and implications of poor posture or functional limitations</li> <li>7. What are 'primal functional movement patterns' and who do these relate to assessment?</li> <li>8. What conditions may lead to a change in centre of gravity?</li> </ol>
<p>SISFFIT019 Incorporate exercise science principles into fitness programming</p>	<ol style="list-style-type: none"> <li>1. Why is it important to have a good understanding of exercise science and how does this knowledge apply to fitness programming?</li> <li>2. Where would you source this information?</li> <li>3. Demonstrate your knowledge by explaining the exercise principles associated with an exercise of your choice</li> <li>4. Outline the physiology related to improvements in body composition</li> <li>5. Describe the concepts of biomechanics in relation to a bicep curl or plank</li> <li>6. Explain the expected physiological response to a single bout of physical activity AND long term exercise program</li> </ol>
<p>SISFFIT020 Instruct exercise programs for body composition goals</p>	<ol style="list-style-type: none"> <li>1. Outline your experience in helping clients to achieve body composition goals</li> <li>2. What assessment methods have you used to determine body composition?</li> <li>3. What are the client consideration relevant to body composition programs</li> <li>4. Which exercises may be suitable for body composition targets. Use examples of clients and appropriate exercise selection</li> </ol>
<p>SISFFIT021 Instruct personal training programs</p>	<ol style="list-style-type: none"> <li>1. Outline your experience instructing personal training.</li> <li>2. How do you identify client fitness requirements</li> <li>3. Outline the process you go through to develop an appropriate program</li> <li>4. What factors do you need to consider when instructing the program?</li> <li>5. How can you evaluate the program and why is this important?</li> <li>6. What legislative requirements would relate to instructing clients?</li> <li>7. What are the program design variables?</li> <li>8. Describe the training principles and how they relate to program design</li> <li>9. Outline types of conditioning and training and expected adaptations.</li> <li>10. Explain how a knowledge of exercise science, anatomy, physiology and biomechanics apply to fitness activities and personal training programs</li> <li>11. Describe learning styles and how they will impact exercise instruction</li> <li>12. Identify common barriers to exercise participation and the motivational techniques used to overcome these.</li> </ol>
<p>SISFFIT023 Instruct group personal training programs</p>	<ol style="list-style-type: none"> <li>1. Outline your experience instructing group personal training.</li> <li>2. How do you identify group client fitness requirements</li> <li>3. Outline the process you go through to develop an appropriate group program</li> <li>4. What factors do you need to consider when instructing the program?</li> <li>5. How can you evaluate the program and why is this important?</li> <li>6. What legislative requirements would relate to instructing clients?</li> <li>7. What are the program design variables?</li> <li>8. Describe the training principles and how they relate to program design</li> <li>9. Outline types of conditioning and training and expected adaptations.</li> <li>10. Explain how a knowledge of exercise science, anatomy, physiology and biomechanics apply to fitness activities and personal training programs</li> <li>11. Describe learning styles and how they will impact exercise instruction</li> <li>12. Identify common barriers to exercise participation and the motivational techniques used to overcome these.</li> </ol>

<p>SISFFIT025 Recognise the dangers of providing nutrition advice to clients</p>	<ol style="list-style-type: none"> <li>1. In which situations would you refer a client to a dietician or GP?</li> <li>2. Explain the purpose, use and limitations of the Australian Dietary guidelines</li> <li>3. What is the scope of a PT in term of nutritional advice?</li> <li>4. Outline the risks associated to providing nutritional information to specific populations.</li> </ol>
<p>SISFFIT026 Support healthy eating through the Eat for Health Program</p>	<ol style="list-style-type: none"> <li>1. In which situations would you refer a client to a dietician or GP?</li> <li>2. Explain the purpose, use and limitations of the Australian Dietary guidelines</li> <li>3. What is the scope of a PT in term of nutritional advice?</li> <li>4. Outline the risks associated to providing nutritional information to specific populations.</li> <li>5. How can you direct clients to read and understand food labelling?</li> <li>6. Outline your understanding of the Eat for Health program</li> </ol>
<p>SISXRES001 Conduct sustainable work practices in open spaces</p>	<ol style="list-style-type: none"> <li>1. In which situations have you delivered training outdoors?</li> <li>2. Which legislation did you need to be aware of?</li> <li>3. What are the environmental and social impacts of sport and fitness?</li> <li>4. How can you minimise impacts from your sessions?</li> </ol>
<p>BSBSMB401 Establish legal and risk management requirements of small business</p>	<ol style="list-style-type: none"> <li>1. Identify a range of legislation associated with PT or fitness business</li> <li>2. How can you comply with this legislation?</li> <li>3. Outline any experience you have had with contracts. What were the features outlined? Did you need to negotiate these, if so, what was the outcome?</li> <li>4. How can you systematically identify, manage and meet legal obligations? Use an example to show understanding.</li> </ol>
<p>BSBSMB403 Market the small business</p>	<ol style="list-style-type: none"> <li>1. Outline your marketing experience</li> <li>2. What are the trends impacting the business and how can you capitalise on these?</li> <li>3. How would you go about determining your marketing strategies?</li> <li>4. How would you monitor the effectiveness of these strategies?</li> <li>5. How will you monitor customer satisfaction?</li> </ol>
<p>BSBSMB404 Undertake small business planning</p>	<ol style="list-style-type: none"> <li>1. Outline your experience in business planning</li> <li>2. What is the purpose of the business plan?</li> <li>3. Describe the elements of a business plan and the process you would go through to develop one.</li> <li>4. How would you minimise business risk?</li> <li>5. Outline a range of legislative considerations regarding business planning</li> <li>6. How would you systematically monitor and evaluate your business planning?</li> </ol>
<p>BSBSMB405 Monitor and manage small business operations</p>	<ol style="list-style-type: none"> <li>1. Outline your experience in developing operational plans</li> <li>2. What is the process for developing strategies and procedures to manage business operations.</li> <li>3. Describe the elements of a business plan and the process you would go through to develop one.</li> <li>4. How would you minimise business risk?</li> <li>5. Outline a range of legislative considerations regarding planning</li> <li>6. How would you systematically monitor and manage staff, stock, expenditure, services and customer service</li> </ol>
<p>SISSTC301A Instruct strength and conditioning techniques</p>	<ol style="list-style-type: none"> <li>1. Describe your experience with strength and conditioning, providing examples of athletes and their goals.</li> <li>2. Explain how you assess the needs of these clients.</li> <li>3. Using examples, provide an outline of the drills, activities and games you have used to teach strength and conditioning techniques.</li> <li>4. Why is a knowledge of anatomy and physiology essential for strength and conditioning?</li> </ol>
<p>SISSTC402A Develop strength and conditioning techniques</p>	<ol style="list-style-type: none"> <li>1. Describe your experience with strength and conditioning, providing examples of athletes and their goals.</li> <li>2. Explain how you assess the needs of these clients.</li> <li>3. Using examples, provide an outline of the drills, activities and games you have used to teach strength and conditioning techniques.</li> <li>4. Why is a knowledge of anatomy and physiology essential for strength and conditioning?</li> <li>5. Describe the process of monitoring and evaluation.</li> </ol>

<p>SISXCCS003 Address client needs</p>	<ol style="list-style-type: none"> <li>1. Why is it important to establish a good rapport with clients?</li> <li>2. Outline a situation in which you ensured that the programs, facilities and equipment match client needs.</li> <li>3. What is quality service. Outline a situation in which you ensured this took place.</li> <li>4. Describe a situation in which you personally dealt with a customer complaint. What was the process and how did you resolve it?</li> <li>5. Outline the legal and ethical considerations when dealing with customer service.</li> <li>6. How can cultural and social backgrounds influence the way you interact with clients?</li> <li>7. What are the principles of good customer service?</li> <li>8. How can you improve your knowledge of services?</li> <li>9. What are the barriers to providing good service?</li> <li>10. Outline 3 organisational policies relating to customer service.</li> </ol>
<p>SISXCAI005 Conduct individualised long-term training programs</p>	<ol style="list-style-type: none"> <li>1. Outline your experience in setting long term goals. Describe your clients and their goals and how you achieved these.</li> <li>2. Outline the principles of long term program design and how these relate to the components of fitness.</li> <li>3. How do training principles apply to long term programming.</li> <li>4. Using examples, outline a range of training methods and expected adaptations.</li> <li>5. What considerations exist for clients?</li> </ol>

## 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 

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- NO or NOT SURE - If you do not have a USI or not sure, we will automatically 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**

Name of Education Provider	Type and Name of Qualification	Dates Attended		Area of Study
		From	Until	

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

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**Your experience in a gym or fitness centre**

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

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

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**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.

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## 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:

**Certificate IV in Fitness – SIS40215**

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

SISSTC301A	Instruct strength and conditioning techniques	<input type="checkbox"/>	
SISXCCS003	Address client needs	<input type="checkbox"/>	
SISXCAI005	Conduct individualised long-term training programs	<input type="checkbox"/>	
SISFFIT012	Instruct movement programs to children aged 5 to 12 years	<input type="checkbox"/>	

### 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:

Pay by ►

Direct Deposit

Credit card

### Payment Information

#### Credit Card Payment Details

Select Credit Card:

Visa

MasterCard

Name card: \_\_\_\_\_

Card Number:

□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
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Expiry:

□	□	□	□
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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

### Declaration

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.