



AUSTRALIAN COLLEGE OF
SPORT & FITNESS



RPL Candidate Guide
SIS50215 Diploma of Fitness

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

Qualifications

- SIS50215 Diploma of 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.....	10
Appendix 2 – Sample RPL and CT Agreement and Outcome Letter	14
Appendix 3 – RPL Evidence Samples – Diploma in Fitness	15
Appendix 4 – Sample Interview Questions – Diploma in Fitness	21
Appendix 5 – RPL and CT Application Form.....	25

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:

- SIS50215 Diploma of 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.

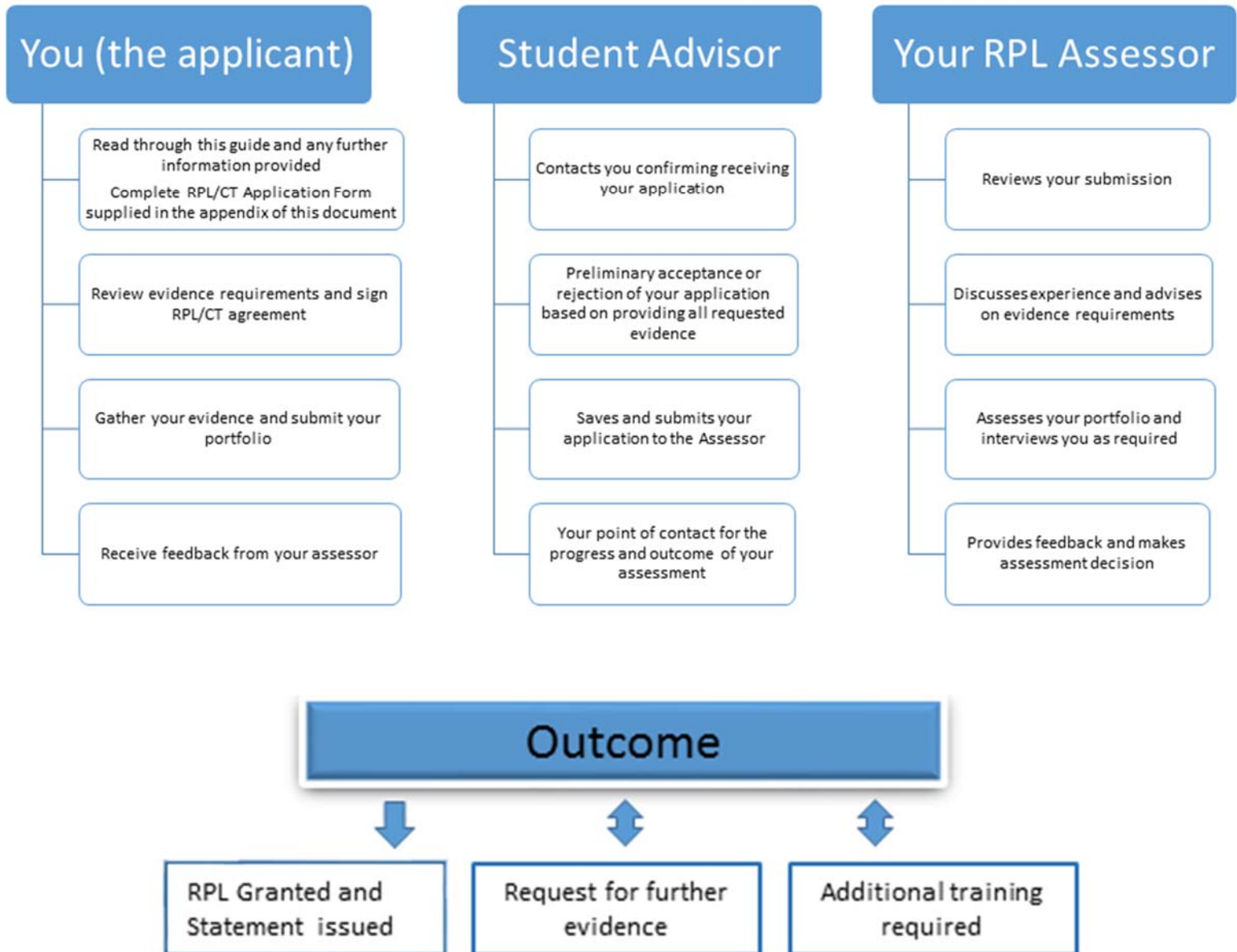
Modules and Units of Competency

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

SIS50215 Diploma of Fitness

Unit Code	Unit of Competency Name
SISFFIT027	Conduct health promotion activities
SISFFIT028	Apply evidence-based practice to exercise programs
SISFFIT029	Apply anatomy and physiology to advanced personal training
SISFFIT030	Instruct advanced exercise programs
SISFFIT031	Implement injury prevention strategies
BSBFIM501	Manage budgets and financial plans
BSBHRM405A	Support the recruitment, selection and induction of staff
BSBMGT502	Manage people performance
BSBMKG514	Implement and monitor marketing activities
BSBPMG522	Undertake project work
BSBRISK501	Manage risk
CHCCOM002	Use communication to build relationships
CHCPRP003	Reflect on and improve own professional practice
HLTAID006	Provide advanced first aid
HLTPOP402C	Assess readiness for and effect behaviour change
SISXIND003	Maintain legal knowledge for organisational governance
HLTWHS004	Manage Work Health and Safety
SISXMGTO01	Develop and maintain stakeholder relationships

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

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 – Diploma 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 – Diploma 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 – Diploma 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
SISFFIT027 Conduct Health Promotion Activities	Statement of attainment for this unit within the last 2 or 3 years OR <ul style="list-style-type: none"> • At least five session plans developed by the candidate that show evidence of requirements • Appropriate pre exercise screening forms. Test records completed by the candidate • Results of fitness assessments for target 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 target groups using appropriate instruction, warm up, cool down, safe practices, demonstrating and correcting techniques.
SISFFIT028 Apply evidence based practice to exercise programs	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years

	<p>OR</p> <ul style="list-style-type: none"> • At least five session plans developed by the candidate that show evidence of requirements • Appropriate preexercise screening forms. Test records completed by the candidate • At least 5 exercise programs which apply research completed by you. Modification of at least 2 of these programs based on long and short term goals • Third-party verification that plans were developed by the candidate • Response to questions during assessor interview • References (written or verbal) from current and/or previous employers
<p>SISFFIT029 Apply anatomy and physiology to advanced personal training</p>	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years OR • Referral letters written by the candidate which cover a range of clients and/or responses from the referral partner • Appropriate pre exercise screening forms. Test records completed by the candidate, analysis of movement (video or other records) • Third party evidence from an employer or referral partner which states that the candidate routinely performs these duties. • Copies of screening processes completed by the candidate which show when referrals should be made. • Response to questions during interview • Video evidence of you conducting advanced personal training
<p>SISFFIT030 Instruct advanced exercise programs</p>	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years OR • Verification by third party or other evidence that the candidate has performed the following: <ul style="list-style-type: none"> ▪ Planned, documented, implemented and evaluated at least 6 individual client contact session, 2 group sessions and multiple programs for the same client ▪ Conducted goal setting and education ▪ Conducting fitness and functional testing pre and post program implementation ▪ Incorporated injury prevention • Video evidence of you conducting 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
<p>SISFFIT031 Implemented injury prevention strategies</p>	<ul style="list-style-type: none"> • 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 including different training methods

	<ul style="list-style-type: none"> • Third-party verification that session plans were developed by the candidate • Evidence of gait observation, analysis of functional movements and testing • Plans sessions for specific populations based on assessment of client needs • Appropriately collects, records and stores information • Video evidence of you conducting training sessions • 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
BSBRK501 Manage risk	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years OR • Evidence of candidate’s involvement in risk management such as completed action plans to treat risks, personally developed risk management procedures and policies. • Third-party verification of the ability to develop and implement treatment plans for own area of responsibility, maintain risk management documentation. • Response to questions during assessor interview • References (written or verbal) from current and/or previous employers
BSBMKG514 Implement and monitor marketing activities	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years OR • Evidence of candidate’s involvement in developing, implementing and evaluating marketing activities. • A marketing plan that has been verified as the candidates own work • Third-party verification of the ability to coordinate personnel, and modify activities in relation to trends. <ul style="list-style-type: none"> • References (written or verbal) from current and/or previous employers • Response to questions during assessor interview
BSBFIM501 Manage budgets and financial plans	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years OR • Evidence of candidate’s involvement in developing, implementing and evaluating financial plans and documentation. • A financial plan that has been verified as the candidates own work • Third-party verification of the ability to: <ul style="list-style-type: none"> ▪ Use financial skills to clarify plans, negotiate changes and disseminate information ▪ Prepare implement and modify financial contingency plans ▪ Monitor expenditure and control costs ▪ Support and monitor team members ▪ Report on budget and expenditure ▪ Review and make recommendations for improvements ▪ Meet record keeping requirements for the ATO ▪ References (written or verbal) from current and/or previous employers ▪ Response to questions during assessor interview
BSBHRM405A Support the recruitment, selection and induction of staff	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years OR

	<ul style="list-style-type: none"> • Evidence of candidate's involvement in developing and implementing the recruitment and selection of staff. • A job description, ad and selection criteria which is verified as the candidates 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: <ul style="list-style-type: none"> Plan, prepare and manage recruitment Plan for and conduct interviews Manage induction processes
BSBMGT502 Manage people performance	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years OR • Evidence of candidate's involvement in developing and implementing performance management procedures and indicators. • Work plans. • Performance management documentation such as reviews or appraisals conducting by the candidate. • References (written or verbal) from current and/or previous employers • Response to questions during assessor interview • Copies of job description, contracts or a letter from the director that you fulfil these duties.
BSBPMG522 Undertake project work	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years OR • Evidence of candidate's involvement in project management. • Completed project management plans. • References (written or verbal) from current and/or previous employers • Response to questions during assessor interview • Copies of job description, contracts or a letter from the director that you fulfil these duties.
CHCCOM002 Use communication to build relationships	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years OR • Evidence of candidate's ability to communicate effectively with others including clients, colleagues and other stakeholders • Completed written correspondence. • Feedback from colleagues or other stakeholders • References (written or verbal) from current and/or previous employers • Response to questions during assessor interview • Copies of job description, contracts or a letter from the director that you fulfil these duties.
CHCPRP003 Reflect on and improve own professional practice	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years OR • Evidence of candidate's ability to reflect on and improve own practice • Personal development plan

	<ul style="list-style-type: none"> • Third party verification that you have improved your practice as a result of input from supervisors or peers • Documented self or peer evaluations • Response to questions during assessor interview
HLTPOP402C Assess readiness for and effect behavioural change	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • Session plans which incorporate behavioural change • Third-party verification that the candidate has the ability to: <ul style="list-style-type: none"> ▪ Apply effective communication and interpersonal skills ▪ Apply analytical thinking, problem solving and critical appraisal ▪ Work as a team or independently, facilitating and contributing to meetings, forums and networks ▪ Determine the impact of knowledge, values and culture on behaviour
HLTAID006 Provide advanced first aid	As this requires an SOA, no questions will be asked in relation to this unit.
SISSTPT307A Conduct advanced taping	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • Video of the candidate taping an athlete • Third party verification that that candidate has the ability to: <ul style="list-style-type: none"> ▪ Communicate effectively ▪ Identify contraindications ▪ Select and apply appropriate taping • Response to questions during assessor interview • References (written or verbal) from current and/or previous employers • Copies of job description, contracts or a letter from the director that you fulfil these duties.
SISSTC402A Develop strength and conditioning techniques	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • Third-party verification that the candidate has performed the following: <ul style="list-style-type: none"> ▪ 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 candidates own • References (written or verbal) from current and/or previous employers
SISXCCS003 Address client needs	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p>

	<ul style="list-style-type: none"> • Copies of job description, contracts or a letter from your employer that you fulfil these duties. <ul style="list-style-type: none"> ▪ 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
SISSCO513 Plan and implement high performance training and recovery	<ul style="list-style-type: none"> • Statement of attainment for this unit within the last 2 or 3 years <p>OR</p> <ul style="list-style-type: none"> • 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 • Video evidence of you conducting training sessions for athletes goals • Modified programs incorporating changing goals, competition phases • 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 – Diploma in Fitness

Unit Name	Appropriate evidence for the unit
<p>SISFFIT027 Conduct Health Promotion Activities</p>	<ol style="list-style-type: none"> 1. Describe your experience in implementing health promotion activities. 2. Using examples, the main focus of government policy in relation to health promotion. 3. Choose one target group. What legislative requirements would relate to this client group? 4. Outline a range of age appropriate exercises for a target group of your choice. 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.
<p>SISFFIT028 Apply evidence based practice to exercise programs</p>	<ol style="list-style-type: none"> 1. Describe your experience with applying evidence or research to your exercise prescription. 2. Where would you find reliable sources of information. 3. Outline a range of current evidence based exercise programs or activities to meet the needs of clients. 4. Explain how anatomical and exercise science principles will change for this client group and explain the implications for exercise prescription. 5. Comment on appropriate research methodologies. 6. Why is it important to conduct research?
<p>SISFFIT029 Apply anatomy and physiology to advanced personal training</p>	<ol style="list-style-type: none"> 1. Explain how you a fitness professional would incorporate the knowledge of A&P into program design. 2. How would you expand your knowledge in this area? 3. Explain how Anatomical structures respond to exercise 4. Where would you source information and professional development related to A&P? 5. Demonstrate the function, purpose and interrelationships of the following systems: <ul style="list-style-type: none"> ▪ Cardiovascular ▪ Respiratory ▪ Musculoskeletal ▪ Nervous ▪ Digestive 6. Explain the impacts of aging and inertia on these systems 7. Explain the physiological demands on body systems from smoking, alcohol, stress, lack of sleep, dietary choices, sedentary lifestyle. 8. In what circumstances would you refer clients? 9. Describe the impacts of pain, injury or disease on neuromuscular function. 10. Outline movement considerations in resistance training
<p>SISFFIT030 Instruct advanced exercise programs</p>	<ol style="list-style-type: none"> 1. Outline your experience instructing advanced personal training. 2. How do you identify client fitness requirements 3. Outline the process you go through to develop an appropriate program 4. What factors do you need to consider when instructing the program? 5. How can you evaluate the program and why is this important? 6. What legislative requirements would relate to instructing clients?

	<ol style="list-style-type: none"> 7. What are the program design variables? 8. Describe the training principles and how they relate to program design 9. Outline types of conditioning and training and expected adaptations. 10. Explain how a knowledge of exercise science, anatomy, physiology and biomechanics apply to fitness activities and personal training programs 11. Describe learning styles and how they will impact exercise instruction 12. Identify common barriers to exercise participation and the motivational techniques used to overcome these.
<p>SISFFIT031 Implement injury prevention strategies</p>	<ol style="list-style-type: none"> 1. Outline your experience in implementing injury prevention strategies. 2. How do you identify client fitness requirements 3. Outline the process you go through to develop an appropriate program 4. What factors do you need to consider when instructing the program? 5. How can you evaluate the program and why is this important? 6. What legislative requirements would relate to instructing clients? 7. What are the program design variables? 8. Describe the training principles and how they relate to program design 9. Outline types of conditioning and training and expected adaptations. 10. Explain how a knowledge of exercise science, anatomy, physiology and biomechanics apply to fitness activities and personal training programs 11. Describe learning styles and how they will impact exercise instruction Identify common barriers to exercise participation and the motivational techniques used to overcome these.
<p>BSBRK501 Manage risk</p>	<ol style="list-style-type: none"> 1. Identify a range of risks associated with PT or fitness business 2. How would you identify the scope and context of risk management? 3. Have you ever developed an action plan for risk treatment? What did this contain? Explain the process for developing this plan. 4. How can you systematically identify, manage and meet legal obligations? Use examples to show understanding. 5. What monitoring mechanisms can you put into place? 6. Describe the relevant legislation, regulations, standards and codes in the industry.
<p>BSBMKG514 Implement and monitor marketing activities</p>	<ol style="list-style-type: none"> 1. Outline your marketing experience 2. What are the trends impacting the business and how can you capitalise on these? 3. How would you go about determining your marketing strategies? 4. How would you monitor the effectiveness of these strategies? 5. How will you monitor customer satisfaction?
<p>BSBFIM501 Manage budgets and financial plans</p>	<ol style="list-style-type: none"> 1. Outline your experience in budgeting and financial planning? 2. Outline your experience in financial contingency planning. 3. What involvement did you have in monitoring and controlling? 4. Have you reviewed budget and expenditure? 5. What are the record keeping requirements from the ATO? 6. Describe a situation in which you made recommendations for improvements to the financial processes.
<p>BSBHRM405A Support the recruitment, selection and induction of staff</p>	<ol style="list-style-type: none"> 1. Outline your experience in staff recruitment and induction. 2. What are the key features of a job advertisement? 3. Describe the process of recruiting staff. Who would you consult in this process? 4. Why is it important to specify selection criteria? 5. What is typically involved in an induction?

	<ol style="list-style-type: none"> Describe 3 pieces of legislation that are relevant to either recruitment or selection.
BSBMGT502 Manage people performance	<ol style="list-style-type: none"> Outline your experience with managing staff. Have you been involved in appraisals or reviews? Describe the process and outcomes of these. What legislative requirements would relate to managing people? What are KPIs and how would you go about developing and supporting staff to achieve these? Describe record keeping requirements when managing staff. How would you manage underperformance?
BSBPMG522 Undertake project work	<ol style="list-style-type: none"> Outline a project in which you were involved. Describe your role. What tools can assist in project planning? Explain the process of project management. What are common risks and how could you identify these in order to develop contingencies? Outline the legislative requirements relating to a project you have been involved with. How did you monitor and evaluate the project's success.
CHCCOM002 Use communication to build relationships	<ol style="list-style-type: none"> How have you effectively used communication to build relationships? Explain different types of communication What strategies would you use to build and maintain relationships How can you negotiate a desired solution? Outline barriers to communication What media and tools exist to help communication?
CHCPRP003 Reflect on and improve own professional practice	<ol style="list-style-type: none"> Identify legal and ethical consideration for reviewing and improving your own practice? Outline a range of professional development opportunities How do you go about personal reflection Outline the principles and techniques for development a personal development plan Outline how you would undergo goals setting What learning styles can be used to aid the learning of individuals?
HLTPOP402C Assess readiness for and effect behavioural change	<ol style="list-style-type: none"> Outline the stages in behavioural change. What factors inhibit or are barriers to change? How can you develop and implement a plan to change behaviour. Use examples to show understanding. How would you monitor and review the success of your plan?
HLTAID006 Provide advanced first aid	As this requires an SOA, no questions will be asked in relation to this unit.
SISSPT307A Conduct advanced taping	<ol style="list-style-type: none"> Outline your experience in taping How would the principles of biomechanics apply to taping? Describe why a knowledge of A&P is essential. In particular, identify the elbow, knee, Achilles and AC joint. Describe the contraindications and precautions for taping. Comment on the types and qualities of tapes and their uses. What are the principles of taping and bracing techniques to enable treatment to be carried out safely and effectively?
SISSSTC402A	<ol style="list-style-type: none"> Describe your experience with strength and conditioning, providing examples of athletes and their goals.

Develop strength and conditioning techniques	<ol style="list-style-type: none"> 2. Explain how you assess the needs of these clients. 3. Using examples, provide an outline of the drills, activities and games you have used to teach strength and conditioning techniques. 4. Why is a knowledge of anatomy and physiology essential for strength and conditioning? 5. Describe the process of monitoring and evaluation. 6.
SISXCCS003 Address client needs	<ol style="list-style-type: none"> 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.
SISSSCO513 Plan and implement high performance training and recovery	<ol style="list-style-type: none"> 1. Describe your experience with high performance training. 2. Explain the principles of high performance training. 3. What are the principles of recovery? 4. Using examples, provide an outline of the drills, activities and games you have used to teach high performance techniques. 5. Why is a knowledge of anatomy and physiology essential for high performance training? 6. Describe the process of monitoring and evaluation.

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

- SIS50215 – Diploma 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, 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)

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.

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:

Diploma of Fitness – SIS50215

Module 1 - Unit Code	Training & Assessment - Unit Title		Supporting Evidence
SISFFIT027	Conduct health promotion activities	<input type="checkbox"/>	
SISFFIT028	Apply evidence-based practice to exercise programs	<input type="checkbox"/>	
SISFFIT029	Apply anatomy and physiology to advanced personal training	<input type="checkbox"/>	
SISFFIT030	Instruct advanced exercise programs	<input type="checkbox"/>	
SISFFIT031	Implement injury prevention strategies	<input type="checkbox"/>	
BSBFIM501	Manage budgets and financial plans	<input type="checkbox"/>	
BSBHRM405A	Support the recruitment, selection and induction of staff	<input type="checkbox"/>	
BSBMGT502	Manage people performance	<input type="checkbox"/>	
BSBMKG514	Implement and monitor marketing activities	<input type="checkbox"/>	
BSBPMG522	Undertake project work	<input type="checkbox"/>	
BSBRISK501	Manage risk	<input type="checkbox"/>	
CHCCOM002	Use communication to build relationships	<input type="checkbox"/>	
CHCPRP003	Reflect on and improve own professional practice	<input type="checkbox"/>	
HLTAID006	Provide advanced first aid	<input type="checkbox"/>	
HLTPOP402C	Assess readiness for and effect behaviour change	<input type="checkbox"/>	

SISXIND003	Maintain legal knowledge for organisational governance	<input type="checkbox"/>	
HLTWHS004	Manage Work Health and Safety	<input type="checkbox"/>	
SISXMGT001	Develop and maintain stakeholder relationships	<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:

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

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.