### RPL Standard

SISFFIT013 Instruct exercise to young people aged 13 to 17 years

**How to complete this form**

Complete all areas in **blue** on the following pages by providing information on your previous skills and qualifications using the information below as a guide.

**Unit Description:**

### This unit describes the performance outcomes, skills and knowledge required to plan, instruct and evaluate exercise for young people aged thirteen to seventeen years. It requires the ability to supervise young people using fitness facilities and relevant equipment to promote functional capacity and fitness.

### To gain RPL for this unit of competency the applicant must meet the following benchmarks along with providing evidence that their current level of knowledge and skills is

Relevant to all performance criteria, knowledge and **performance evidence**.

**The applicant must provide evidence of the following to gain RPL for this unit:**

* The applicant must have industry experience within a fitness service where direct client contact is involved, this can be within work placement from previous fitness courses
* Applicants who may have completed a similar unit within a fitness course they have completed
* The applicant must have skills industry endorsed risk management protocols when determining the provision of suitable exercise services. This may include guidance from relevant medical or allied health professionals
* The applicant must demonstrate knowledge of all Performance Criteria, Essential Knowledge and Skills

**Example Evidence:**

* Relevant transcript & certificate
* Evidence of working within the industry
* Evidence of appropriate use of equipment and facilities to instruct children and adolescents
* Evidence of comprehending organisational policies and procedures regarding roles and responsibilities in exercise prescription and supervision of children and adolescents within the fitness facility or organisation.
* Evidence of maintaining knowledge of current industry methods of pre-exercise screening, baseline assessments of fitness and functional capacity and exercise training methods for children and adolescents
* Completion of ACFB e-learning quiz/oral questioning related to work within a fitness practice; If required this will be completed at a later stage

**Evidence documents must include, but not limited to:**

* Copy of organisational policies and procedures related to working with children
* Submission of 5 exercise sessions for children and adolescents including screening and fitness testing documents
* **Practical Demonstration of exercise with children and adolescents *(completed after enrolment to determine currency of knowledge and skills)***

### *Unit Evidence Description*

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| **Applicant Name** |  |  |  |

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| ***SIS40215*** | | Certificate IV n Fitness | | **SISFFIT013 Instruct exercise to young people aged 13 to 17 years** | **Office Use only** | |
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| **Prerequisite:** None | | | | **Sufficient** | **F.E.R.** |
| **Elements / Performance Criteria** | | | **EVIDENCE** *(Applicant; Explain in detail how your evidence relates to the required knowledge listed)* | |  |  |
| **1. Identify fitness requirements** | | | | | | |
| 1.1 | Consider and discuss needs, expectations and preferences using suitable questioning techniques | |  | |  |  |
| 1.2 | Review and advise participant and parent or carer of outcomes of pre-exercise health screening procedures | |  |  |
| 1.3 | Refer participant to medical or allied health professionals as required | |  |  |
| 1.4 | Select and use appropriate baseline functional capacity or fitness assessments, as required | |  |  |
| 1.5 | Identify potential barriers to participation | |  |  |
| 1.6 | Develop and document client profile for re-evaluation purposes | |  |  |
| **2. Plan exercise session** | | | | | | |
| 2.1 | Determine type of training, training methods and equipment required to achieve participant goals | |  | |  |  |
| 2.2 | Gain parent or carer consent for participation in specified exercise program | |  |  |

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| 2.3 | Develop and document program plans that incorporate participant goals, abilities, and stage of growth and development within instructional information. |  |  |  |
| 2.4 | Develop customised training sessions that include a variety of exercises and equipment to meet participant needs. |  |  |  |
| **3. Instruct exercise session** | | | | |
| 3.1 | Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements. |  |  |  |
| 3.2 | Provide clear exercise instructions and confirm participant understanding. |  |  |
| 3.3 | Demonstrate exercises, techniques and equipment to participant. |  |  |
| 3.4 | Monitor participation and performance to identify signs of exercise intolerance and modify as required |  |  |
| 3.5 | Select and use communication techniques that encourage and support participants. |  |  |
| 3.6 | Modify session as required considering basic mechanics, safety and fitness outcomes. |  |  |
| 3.7 | Respond to participants experiencing difficulties and answer questions as required |  |  |
| 3.8 | Complete session documentation and progress notes. |  |  |

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| **4. Evaluate exercise session** | | | | |
| 4.1 | Monitor and evaluate exercise session at appropriate intervals. |  |  |  |
| 4.2 | Evaluate exercise session according to participant, parent or carer feedback, professional judgement and outcomes of sessions. |  |  |
| 4.3 | Review own performance and identify areas needing improvement. |  |  |
| 4.4 | Identify aspects needing further emphasis or attention in future sessions. |  |  |
| 4.5 | Evaluate program or activities and discuss modifications to future sessions. |  |  |
| 4.6 | Document and update records of evaluation and modification. |  |  |

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| **Knowledge Evidence** | **EVIDENCE** (please explain in detail how your evidence relates to each of the required knowledge listed) | **Office Use Only** | |
|  | | **Sufficient** | **F.E.R.** |
| Legislative and regulatory requirements regarding safe and appropriate conduct of exercise for children and young adolescents:   * Work health and safety/occupational health and safety * Duty of care * Working with children and/or vulnerable people * Privacy * Anti-discrimination |  |  |  |
| Organisational policies and procedures in regards to:   * Industry endorsed risk management protocols, exercise implications and referral requirements * Ventilation and/or climate control * Hygiene * Emergency * Risk management * Standards of personal presentation * Participant’s clothing and footwear * Use, care and maintenance of equipment * Equipment use and maintenance * Client supervision * Incident reporting |  |  |  |
| Exercise programming and progression principles:   * Fitt * Overload * Specificity * Phasing * Warm-up * Conditioning * Cool down |  |  |  |
| Health-related components of fitness:   * Cardiorespiratory endurance * Muscular endurance * Muscular strength * Flexibility * Body composition |  |  |  |
| Functional exercises for motor skills related to participant needs:   * Hopping, jumping, throwing, kicking, running, walking, skipping * Agility, proprioception, balance, reaction time and speed based exercises |  |  |  |
| Purpose and use of gym equipment:   * Free weights * Pin-loaded resistance equipment * Skipping ropes * Balls, including medicine and fit balls * Resistance bands * Mats * Cardiovascular equipment, for example treadmill and stepper |  |  |  |
| Anatomy and physiology related to children and adolescents:   * Thermoregulation * Cardiovascular system * Musculoskeletal system * Nervous system * Respiratory system |  |  |  |
| Principles of paediatric and exercise science to enable selection of exercises appropriate to participant characteristics and needs:   * Growth and maturation * Coordination development and control * Stability * Posture in children * Fundamental skills * Aerobic capacity |  |  |  |
| Stages of growth and development in children and adolescents to enable effective planning of programs and selection of exercises:   * Physical * Social * Emotional |  |  |  |
| Exercise implications of age and stages of growth and development:   * Changes in growth rate * Effect of exercise on growth and development * Social development * Physiological characteristics of the child through developmental stages * Session structures for different ages and/or abilities * Coordination and motor development * Communication and instructional skill difficulties * Behavioural change and social needs * Exercise requirements for different stages of development |  |  |  |
| Signs and symptoms of major types of injuries typical to children and young adolescents:   * Sprains * Osteochondroses (severs, patellofemoral pain syndrome, leg-calve-perthes) * Shoulder instability * Joint hypermobility |  |  |  |
| Injury risks related to exercise participation of children and young adolescents |  |  |  |
| Motivational techniques which incorporate:   * Goal setting * Positive feedback * Foundation of play in exercise prescription |  |  |  |
| Signs and symptoms of exercise intolerance and appropriate management strategies |  |  |  |
| The medical and allied health sector to enable appropriate recommendations or referrals be made to parents or carers. |  |  |  |

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| **Performance Evidence** | **EVIDENCE***(This evidence will be collected via documents outlined on first page)* | **Office Use Only** | |
|  | | **Sufficient** | **F.E.R.** |
| * Conduct age and skill appropriate baseline assessments: * Functional motor skills * Cardiovascular * Strength * Agility * Flexibility | *This evidence will be collected via submission of documentation requested on the first & second page and*  *oral questioning* |  |  |
| * Plan, implement and evaluate at least five fitness programs for young people that reflect appropriate developmental stages, age and ability variations that incorporate: * Appropriate selection and monitoring of a range of gym-based cardiovascular and resistance equipment, according to industry guidelines * Demonstration, explanation, and instruction of exercises relevant to age group * Suitable order and sequence of activities * Session components that target the needs and goals of the individual * Suitable duration, intensity, volume * Appropriate music selection, where appropriate * Developmental stages of children and adolescents and age variations in physical, mental and social abilities * Monitoring of client intensity, techniques, posture and safety * Technique correction | *This evidence will be collected via submission of documentation requested on the first & second page and*  *oral questioning* |  |  |
| * Use the following communication skills: * Clear verbal communication * Modelling and demonstration * Motivational techniques | *This evidence will be collected via submission of documentation requested on the first & second page and*  *oral questioning* |  |  |

**Office Use Only**

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| **RPL Outcome** | | | | |
| **RPL Achieved** | Yes □ | No □ | |
| **Further Evidence Required** | Yes □ | No □ | |
| **Further Evidence *(list of required evidence)*** | | | | |
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| *RPL Assessor Name:* | | | *Date:* | |